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INVESTIGATION OF THE FACTORS THAT CAUSE CLASSROOM LANGUAGE ANXIETY FOR EFL LEARNERS IN AN IRAQI UNIVERSITY

Abdullah Shukur

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Adı : Abdullah

Soyadı : SHUKUR

Bölümü : İngilizce Öğretmenliği

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İmza:

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Danışman: Doç. Dr. Kadriye Dilek AKPINAR
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

Üye: Doç. Dr. Hacer Hande UYSAL
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi .....

Üye: Yrd. Doç. Dr. Ayşe Selmin SÖYLEMEZ
İngiliz Dili Eğitimi Anabilim Dalı, Abant İzzet Baysal Üniversites.....

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Abdullah SHUKUR

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ÖZ

Bu çalışmanın amacı, üniversite düzeyinde yabancı dil öğrenen Iraklı öğrenciler arasında yabancı dil sınıf kaygı düzeyini araştırmaktır. Çalışma, dil kaygısına yol açan en çok ve en az etkili olan faktörleri ortaya koymayı amaçlamıştır. Ayrıca, bu çalışma kadın ve erkek öğrenciler arasında dil kaygı düzeylerini araştırmıştır. Çalışmada üç farklı araştırma sorusu yöneltilmiştir: İlk soru, üniversite düzeyinde yabancı dil olarak İngilizce öğrenen Iraklı öğrenciler arasında yabancı dil sınıf kaygı düzeyi – YDSK (*FLCA*) ne seviyededir? İkincisi, yabancı dil olarak İngilizce öğrenen Iraklı öğrenciler arasında YDSK'ya neden olan en çok ve en az etkili faktörler nelerdir? Üçüncü soru ise yabancı dil öğrenirken, yabancı dil öğrenen Iraklı erkek ve kadın öğrenciler arasında YDSK'yı etkileyen faktörler açısından bir fark var mıdır? Veri toplama işlemi karma bir yöntemle uygulanmıştır: Kısa süreli mülakat ve Horwitz ve arkadaşları (1986) tarafından geliştirilen YDSK ölçeğinden uyarlanan bir anket bu çalışmada kullanılmıştır. Katılımcıların frekanslarını, ortalamalarını, yüzdesini ve standart sapmasını elde etmek amacıyla veriler SPSS programı sürüm 20 kullanılarak analiz edilmiştir. Çalışmaya katılan toplam popülasyon, 2016–2017 akademik yılında Selahaddin Üniversitesi Eğitim Fakültesi İngilizce Bölümünde dört sınıftan seçilen yüz doksan altı yabancı dil olarak İngilizce öğrenen Iraklı öğrenciden oluşmaktadır. Bulgular, yabancı dil olarak İngilizce öğrenen Iraklı öğrencilerin çoğunun yüksek düzeyde YDSK'ya sahip olduğunu göstermektedir. Yabancı dil olarak İngilizce öğrenen Iraklı öğrenciler arasında YDSK'ya neden olan en etkili faktörler şunlardır: Öğrencilerin yabancı dil dersleri esnasında konuştukları andaki duygu ve özgüvenleri, öğrencilerin hata yaptıklarında öğretmenleri tarafından düzeltilme korkusu, öğrencilerin dil sınavına iyi hazırlanmalarına rağmen kafa karışıklığı. Diğer yandan, öğrencilerin ana dilde konuşan biriyle yabancı dil pratiği yaptıkları esnadaki tedirginlikleri, öğrencilerin yabancı dil derslerinde gönüllü olarak yanıt verdikleri andaki duyguları ve öğrencilerin yabancı dil dersine girmemeye ilişkin duyguları gibi faktörlerin YDSK'ya neden olan en az etkili

faktörler olduğu tespit edilmiştir. Kadın ve erkek öğrencilerin kaygı düzeyleri arasında yapılan karşılaştırma açısından sonuçlar, kadın öğrencilerin erkek öğrencilerden daha kaygılı olduğunu ortaya koymuştur.

Anahtar Kelimeler : Dil Kaygısı, Yabancı dil olarak İngilizce, Sinav Kaygısı

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INVESTIGATION OF THE FACTORS THAT CAUSE CLASSROOM LANGUAGE ANXIETY FOR EFL LEARNERS IN AN IRAQI UNIVERSITY

(Master's Thesis)

Abdullah SHUKUR

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

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ABSTRACT

The purpose of this study was to investigate the level of foreign language classroom anxiety among Iraqi foreign language learners at university level. It aimed to explore the most and least influential factors that cause language anxiety. Furthermore, the study investigated the level of language anxiety between male and female learners. The study directed three research questions: First, what is the level of foreign language classroom anxiety (FLCA) among Iraqi EFL learners at university level? Second, what are the most and least influential factors that cause FLCA among Iraqi EFL learners? Third, is there any difference between male and female Iraqi language learners in terms of factors affecting their FLCA in learning a foreign language? Collecting data was conducted through a mixed method: a short- structured interview and a questionnaire that was adapted from FLCA scale developed by Horwitz et al. (1986). The data were analyzed by using SPSS program version 20 to accomplish the frequencies, means, percentage and standard deviation of the participants. The total population that participated in the study consisted of one hundred and ninety six Iraqi EFL learners from four stages in the college of education-English department at Salahaddin University for the academic year 2016-2017. The findings showed that the majority of Iraqi EFL learners had a high level of FLCA. The most influential factors that cause FLCA among Iraqi EFL learners were the following: students' feelings and confidence when they speak during their foreign language classes, students fear of lecturers' correction when they make mistakes, students' confusion even when they are well- prepared for a language test. On the other side, foctors such as students' nervousness while practising their foreign language with a native speaker, students' feelings when they voluntarily respond to answers in their foreign language classroom and students' feelings of not going to language class were found to be least influential factors that cause FLCA. In terms of the comparison between female and male

students' level of anxiety, the results showed that female learners were more anxious than the male learners.

Key words : Language Anxiety, English as a foreign language, Test anxiety,

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LIST OF ABBREVIATIONS

CA	Communication Apprehension
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
FLA	Foreign Language Anxiety
FLC	Foreign Language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLSA	Foreign Language Speaking Anxiety
L1	Mother Tongue or First Language
M	Mean
SA	Speaking Anxiety
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

1.1. Background of the Study

All language learners experience a novel situation which might affect their whole character. Therefore, successful learning of a language requires total commitment, in-depth focus, and efficient emotion management (Brown, 2007, p. 161).

English language has an important role in many societies as it is the language which separates influential people from the rest of the individuals who live in society (Akram & Yasmeen, 2011). Around the world, when people with different languages come together they commonly use English to communicate. This may bring possibilities for students to give more attention and their interest to English language, but learners may encounter many difficulties while learning English language. Several variables are involved in making the journey of learning a foreign language even more difficult. Among the factors that affect the process of language acquisition, the role of language anxiety is significant (Riasati, 2011).

Many foreign language learners experience the feeling of anxiety in the language learning process. Even though the intensity of foreign learners' feeling might differ from one person to another, the role of anxiety cannot be ignored. According to Worde (1998), more than half of foreign language learners are afflicted with some degree of anxiety. Foreign language learners who struggle with anxiety may perceive language learning less enjoyable and witness how their performance is negatively affected by language anxiety (Riasati, 2011).

The concept of anxiety is a major issue in theories of personality (Alrabai, 2014). Anxiety has been the focus of scholarly research in foreign language learning since the early 1970s (Shabani, 2012). However, it is still regarded as a complicated psychological phenomenon (Young, 1992). Given the fact above, this study investigates the factors that cause anxiety in foreign language learning. Many lecturers have implemented different strategies in their

class in order to recognize the target students' anxiety (Ahmed, Yossatorn & Yossiri, 2012). In spite of our awareness that we all have experienced certain degree of apprehension and anxiety in different aspect of our lives, anxiety is still a complex concept that is not easy to define (Shabani, 2012). Anxiety belongs to an affective domain that deals with the emotional side of human behaviour (Brown, 2007, p.161; Aydin & Zengin, 2008). It is perceived as an uncomfortable feeling which makes a person tense and vulnerable, helpless in the face of a danger (Shabani, 2012).

English is a foreign language In Iraq. Students have to attend classroom and maintain their day-to-day activities to successfully respond to their academic demands. English is regarded as an important international language, and this often leads students to give more attention and interest to English language. However, students should be provided with available opportunities for learning English in schools through writing, reading and conversation skills, but such opportunities are not always available in the schools in Iraq. Meanwhile, learning English as a foreign language is limited among university students because of their frustrating experience with learning the language in schools.

This study consists of five main sections. It starts with an introdcution that highlights the problem. The Second section is the literature review which explains various types of anxieties, teachers' role in EFL classrooms and other related topics. The third section is the methodology of the study in which adopting the mixed methodology is explained. Section four explores in depth the data collected in this study and analyzing this data. The last section is the conclusion and implications of the study followed by suggestions for further studies.

1.2. Statement of the Problem

Learning English as a foreign language has gained high importance in recent decades. With the increasing number of learners willing to learn a language, in particular, English as a second or foreign language, it has become extremely important to find out the factors that might hamper the course of language acquisition (Shabani, 2012). In Iraq, many students begin to learn English from primary school; some others from kindergarten or even from daycare. The education system in Iraq composed of nine years of mandatory basic education, followed by three years of preparatory school, in which the last two years of preparatory school is either scientific or literary. So the students have to choose one of them, in order to join universities or technical institutes. The three years of preparatory

school ends with a final examination. Based on the result of the examination students will be able to apply for the universities. Furthermore, Education system in northern Iraq which includes teaching English is based on a system which is called sunrise. This program has been integrated into northern Iraqi Education system. Sunrise is a progressive program consisting of twelve series which is designed for primary and secondary school students in northern Iraq. The emphasis of learning English in schools is on vocabulary and grammar, while the communication aspect is neglected during their learning process.

The educational system in Iraq focuses on written outputs which is also the main focus of the students. Therefore, Iraqi EFL learners might face anxiety in the class at the university level, and this can be attributed to the different factors that demotivate them in all levels.Despite this factors, many language teachers ignore the detrimental effect of anxiety on Iraqi EFL learners and how anxiety can lead the students to not learn the language. Ignoring such a vital matter would jeopardize the success of the EFL program. In this context, several studies related to anxiety have been conducted in various countries, but there is a lack of research data related to the Iraqi context. Thus, it is crucial to discover the level of students' foreign language classroom anxiety (FLCA) among Iraqi EFL learners at university level, and unveil the most and least influential factors that cause FLCA among Iraqi EFL learners. It is also necessary to explore the role of gender and possible differences between male and female language learners in terms of the factors affecting their foreign language anxiety in learning a foreign language.

1.3. Importance of the Study

Language anxiety plays a pivotal role in the ultimate success of many language learners. Many foreign language learners are susceptible to anxiety arousal (Marwan, 2007). Furthermore, it is believed that more than half of language learners are affected by some kinds of anxiety in learning (Worde, 1998). Iraqi EFL learners still possess a low-level proficiency, and one main reason for this problem can be language anxiety.

Given the fact that the majority of language learners experience some levels of anxiety that might have a detrimental effect on their rate and pace of learning, the continuing investigation of anxiety is of utmost importance. Iraqi EFL learners are not out of these contexts. From the researcher's past experience, many EFL Iraqi learners who were under pressure failed to fulfill their educational dreams.

The results of the current study might be of advantage for EFL Iraqi teachers in general and Iraqi EFL learners in particular. By taking insights from the present study, foreign/second language teachers can improve their understanding of language learning from students' perspectives. The results of this study might also help Iraqi language teachers to discover the sources of language anxiety. Thus, it is important to investigate the factors that Iraqi learners believe that affect their foreign language anxiety in learning a foreign language, and reveal the possible most and least influential factors that cause FLCA among Iraqi EFL learners. It's also necessary to explore the role of gender and possible differences between male and female language learners in terms of the factors affecting their foreign language anxiety in learning a foreign language.

This study attempts to provide visions for educators who are teaching English as a foreign language in order to realize to which extent the methods used by them in the classes are effective in reducing the level of students' anxiety. By knowing this, teachers' current teaching skills can improve, and they will be more able to create a positive environment towards learning English. Teachers in Salahaddin University will be able to define the main factors that cause students' anxiety during their English classrooms and create a positive environment and make students comfortable towards learning English. Moreover, this research finding might be useful for educators to analyze and explore the students' needs and expectations and being more effective in teaching English.

1.4. The Purpose of the Study

The purpose of the present study is to discover the level of students' foreign language classroom anxiety (FLCA) among Iraqi EFL learners at university level. Furthermore, it also aims to reveal what can be the most and least influential factors that cause FLCA among Iraqi EFL learners. It also seeks to explore the role of gender and possible differences between male and female language learners in terms of the factors affecting their foreign language anxiety in learning a foreign language.

1.5. Research Questions

The research questions of this study are:

Q1: What is the level of foreign language classroom anxiety (FLCA) among Iraqi EFL learners at university level?

Q2: What are the most and least influential factors that cause FLCA among Iraqi EFL learners?

Q3: Is there any difference between male and female Iraqi language learners in terms of factors affecting their FLCA in learning a foreign language?

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In recent years, language as a field of research has been affected by the developments in linguistics, psychology, sociology, and education. Therefore, it has the closest ties with psychology since learning language along with its problems and different aspects are among the main subjects in psychology. Anxiety is an important psychological concept, and its relation to performance has always been an important and interesting subject for the researchers in the field of psychology. Although these researches were not able to establish distinct relationships, they led foreign language researchers to investigate the possible relationships between anxiety and foreign language learning.

Researchers in general suggest that learning English as a foreign language has always caused problems to the learners, and this can be attributed to the learners' uneasiness and unpleasant emotions while learning English as a foreign language. On the other hand, the feeling of anxiety causes many problems in terms of acquiring a new language (Dalkılıç, 2002, p. 112).

The degree of anxiety of foreign language learners differs from one student to another. The number of students who experience anxiety while learning a foreign language is reported to be high. Worde (1998) stated that most of foreign language learners face some stress and anxiety. It is also argued that language learning anxiety may pose possible problems for language learners (Kondo & Ling, 2004). However, it is possible to overcome anxiety in foreign language learning. Teachers and students should both undertake responsibility to cope with anxiety. Thus, teachers play a significant role in order to reduce anxiety levels of EFL students.

2.2. Language Anxiety

In order to be aware of the effects of anxiety in foreign language classes, it is important to understand its general concepts. Therefore, different definitions for anxiety can be found.Anxiety had originated from the ancient Greek word "anxsietas" which means worry, fear and unrest (Demirdaş, 2012). Freud is the first scientist who used the word anxiety in psychology, and also he defined anxiety as concept and investigated the causes. In this context, Freud has inspired other psychologists to study anxiety.

Anxiety as variable in foreign language learning started drawing the attention of researchers in the 1970s, but these studies were rather difficult to interpret because the results were contradicting each other. Anxiety has to be defined as personal feeling of apprehension, nervousness and worry related to an arousal of the autonomic nervous system (Horwitz et al, 1986). According to Horwitz et al. (1986) there is a type of anxiety called “foreign language anxiety” that some foreign language students suffer from. Anxiety that almost everyone encounter nowadays can be defined as seeing oneself insufficient, frightened or anxious resulting from delusion state, an unpleasant emotional state and the reaction shown against future potential dangers (Eroğlu, 2000, p. 308; Yüksel and Kurt, 2003, p. 35, Karataş, 2009, p. 32).

Arnold (1999, p.8) indicated that anxiety is the most common emotional factor that prevents the learning process. Tanveer (2007, p. 3) stated that “anxiety is a state of emotions such as dread, unrest and an indefinite circumlocutory affiliated with an object”. While Spielberger (1983, p. 15) defines anxiety as "an instinctive emotion awakening involuntarily such as stress, apprehension, unrest and disquiet”. May (1977, p. 205) defines anxiety as a response to the threats on the basic personality level. In addition, Cannon (1915) sees anxiety as a basic human feeling of compression and internal unrest corporeally occurring in obscure and menacing conditions (as cited in Agorastos et al., 2014), and Goleman (2011) perceives it as the state of concern arising from pressures of life, indicating that anxiety is the most effective mood in the illness and healing process scientifically proven. Furthermore, Deyun(2011) suggests that anxiety is an individual feeling of fear, nervousness, and tension, associated to a stimulation of an automatic nervous, while Sarason (1984, p. 6) stated that anxiety is a fundamental human emotion, signaling uncertainty or threat in the environment.

2.3. Types of Anxiety

Psychologists classifed anxiety into three categories: trait, state and situation- specific (Pappamihiel, 2002 and Papi, 2010). Several linguists gave various explanations on trait and state anxiety. Pappamihiel (2002) suggests that state anxiety is an experience of uncomfortable feelings when the learners face in particular situations or events. In other words, state anxiety arises when learners are forced to speak in front of their peers or when they are unable to comprehend all of the words that the teacher has spoken. According to Papi (2010), state anxiety is a temporal emotion that may change in the process of time and its consistency to show variety. However, it is possible to overcome the state anxiety when the learners become familiar with the new situation or feel comfortable with the teachers. Trait anxiety is the attitude of the person to feel uncomfortable or worried towards a perceived threat in the situation in general (Pappamihiel, 2002). Indeed, trait anxiety refers to people's characters rather than a temproray feelings. If it is not possible to overcome this kind of anxiety, it will be permanent and a person may feel anxious in most of the situations.

The last of the three types, situation- specific anxiety is related to an apprehension that is unique to specific situations and events (Ellis, 1994). Therefore, a person may be anxious in one situation, but not in others becuase each situation is different.

A strong relationship between state and trait anxiety has been claimed in the literature, which means that individuals with higher trait anxiety are expected to show higher levels of state anxiety in stressful issues. As a result of the study conducted by Basal and Peker (1998) with 169 freshmen studying in Uludağ University School of Education, it has been found that female students obtained higher scores than the male freshmen according to trait anxiety in 1997-1998 academic years.

2.3.1. Facilitating and Debilitating Anxiety

Many linguists believe that anxiety does not always impede the learner's ability, but it might even be helpful rather than harmful. The good or mild type of anxiety is called "facilitating" anxiety. This kind of anxiety assists performance and keeps students alert. NA (2007) stated that the proper level of anxiety can increase student's motivation toward learning. Scovel (1991, p. 22) states that facilitating anxiety encourages the learners to challenge with the new learning duty, it conforms the learner emotionally for approach behavior. Facilitating anxiety has a positive contribution on language learning process,

only on tasks that need deliberative learning, not on language benefit. Young (1992) indicated that if the level of anxiety is zero, the language acquisition works best. In other words, to acquire a language, the individual has to assume that she/he will be successful. On the other hand, Horwitz (1986) believes that facilitating anxiety may only be helpful for very simple learning duties, but not for language learning that includes more complicated tasks. Thus, Horwitz believes that the concept of facilitating anxiety does not exist. He thinks that since the term anxiety has negative connotations, it may be only used to refer to "debilitating anxiety" which prompts the learners to forsake the new learning duty, and encourages the individual emotionally to adapt abstaining behavior. In this context, debilitating anxiety has a negative effect on student's performance in language learning process. Also, it is called as the negative type of anxiety in literature. It damages the performance of the learner directly by reducing the participation and indirectly with fear, worry and self-doubt (Scarcella & Oxford, 1992).

Scovel (1991) argues that facilitating and debilitating anxiety work together in a normal individual; they simultaneously serve to motivate and warn as the individual masters each new fact on the language learning environment. A good performance in any activity depends on enough anxiety stimulation to achieve the best performance.

2.4. Foreign Language Learning Anxiety

It is commonly accepted that learning a foreign language is a stressful and challenging issue for some learners (Hewitt & Stefenson, 2011). Therefore, foreign language anxiety has been investigated by many researchers since early 1970s. Dewaele (2007) indicated that foreign language anxiety (FLA) refers to a sense of nervousness and fear that are associated specifically with different foreign language contexts such as speaking, listening and learning. Argaman and Abu-Rabi (2002) indicated that language learning anxiety has an important role in affecting learners' capacities in all foreign language learning areas including a variety of reading and writing abilities. In this context, researchers claimed that, contrary to what is believed, language anxiety does not only adversely affect productive skills, but also has some negative effects on receptive skills.

Since foreign language learning touches one's self-identity core and self-image, it can be said that the process of language learning might be an anxiety-stimulating experience, especially for adolescents and adults. Herein, a learner's way of thinking can be the following: "if I learn different language I will anyhow lose myself; I, as I know myself to

be, will stop to exist" (Young, 1992, p. 168). It might be that these psychological phenomena are particular to the language learning context, and language anxiety should be considered as a distinct concept.

As a result, FLA could have a negative influence on language learners, and it delays the whole process of learning foreign language. Horwitz and Cope (1986) have categorized three factors that constitute anxiety of English language learning: test anxiety, fear of negative evaluation and communication apprehension. Nevertheless, Zhao (2007, as cited in Cao, 2011) describes four factors: anxieties of English class, test anxiety, fear of negative assessment and communication apprehension. Consequently, many English learners who are not comfortable in the classroom or while practicing their English language or having communication apprehension will probably show low proficiency of English language.

Learners of English language who have fear of negative assessment might look and review their own mistakes as a risk to their identity. Also, learners who suffer from test anxiety towards English language process, particularly when it comes to their oral activities in the classroom as examination or a test instead of enhancing their English language skills and particularly in their speaking skills (Keramida, 2009).

Foreign language anxiety and the impacts on the development and performance of language learners have recently received and increased attention of language teachers and researchers. In spite of having many unanswered questions and different views about how anxiety interferes with language development, it is known that foreign language anxiety is experienced by many language learners and affects their attitudes, motivation and their efficacy in this learning process.

2.5. Foreign Language Speaking Anxiety

In various ways, learners in language classrooms attempt to develop their Speaking as a productive skill through other language skills. For this reason, they participate in classroom speaking activities or group discussions. Teachers often ask their students to speak the foreign language in front of their classmates. All these tasks affect learners' performance whether in negative or positive way. Wilson (2006) stated that from the student's perspective, speaking the target language is the most provoking anxiety source, in which can be defined simply as the comprehension of using the target language orally.

In other words, students faced more anxiety when they are participating in speaking activities in the class than other language skills (Young, 1990).

Speaking skill is different from the other language skills in many aspects. This skill can be described as an interactive and productive skill (Carter & Nunan, 2002). Many difficulties may occur for learners in practicing this skill. According to Bozatli (2003), the process of the speech has to be completed in limited time by the speakers, and this may raise the risk of making mistakes. For this reason, miscommunication may take place when a speaker fails in correcting his/ her mistakes. Other factors can be related to the listening side of the speaking skill, such as the listener's inability to recieve the message from the speaker, and consequently they cannot converse with each other (Bozatli, 2003).

Tanveer (2007) argued that one of the factors that stimulate speaking anxiety is not having the required grammatical knowledge. He reported that learner's grammatical knowledge is reflected in their speaking competence. For this reason, the difficulties which the learners may have in linguistic forms can affect speaking anxiety. Therefore, the risk of making mistakes in case of having poor linguistic knowledge will be high. Additionally, learners may feel fear due to negative evaluation by the others (Tanveer, 2007).

According to many researchers, the role of the teachers in overcoming or decreasing speaking anxiety in foreign language classrooms cannot be ignored. The studies show that teachers' ways of error correction and teachers' points of view to students may increase anxiety (Aydın, 2001; Bekleyen, 2004). Ohata (2005) emphasize that students who are not well -unprepared will feel anxtious and want to remain silent during the lesson. Therefore, teachers are required to create the friendship classroom enviroment in order to increase students' motivation to participate and decrease anxiety level.

Several studies have been conducted regarding foreign language speaking anxiety. In his study, Dalkılıç (2002, p. 112) investigated the realtionship between foreign language anxiety and students' acheivement in speaking course. The results showed the existence of a significant relationship between students' level of anxiety and their achievement in speaking lesson. Moreover, it was also found female students were more nervous during the oral practice. In another study conducted by Öztürk (2009) that explored the level of foreign language speaking anxiety and student's perceptions towards it in a Turkish EFL context, it has been found that students experienced a low level of foreign language speaking anxiety. Thus, the majority of the students in this study perceived speaking skill

as main factor of anxiety. Fear of negative evaluation, pronunciation, and fear of making mistakes were pointed by these students as other sources of anxiety.

2.6. Test Anxiety

In previous studies, many researchers argued that there is a significant relationship between test anxiety and foreign language learning process. Test anxiety is a feeling of unease towards academic assessment or any another evaluation. In this context, Stober (2004) defined anxiety as individuals' apprehension and reaction during the test or evaluation individuals' academic abilities. Several symptoms such as incapability to pay attention, lack of concentration and feeling unpleasant may occur during the test anxiety. As a result, these symptoms may have negative impacts on academic achievement after a period of time (Sena, Lowe & Lee, 2007).

According to Aydin (2009, p.42) test anxiety is "a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations". As a consequence, test anxiety affects learners in all ages when they have to be assessed over their abilities or academic achievement (Cohen, 2004). Many factors provoke test anxiety. Young notes (cited in Aydin, 2009) that the factors that mostly impact students' response to language test are: understandability of the test instructions, testing situation, duration of the test, test format and techniques, time pressure and impression toward test validity.

Many studies have been conducted about test anxiety and its effect on language learning process.For example, the results of the study that has been done by (Julkunen, 1992) showed that test anxiety has negative effects on student's language learning performance. Another study conducted by El-banna (1989) found that the students with low level of anxiety were successful on language tests, wheras those students who experienced high degree of anxiety performed poorly in tests. Another significant study conducted by Ohata (2005) found that the students are anxious when they think that they have to prepare their ideas in limited time during the tests. Ohata (2005) also showed that those teachers who use test techniques inappropriately may decrease their students' motivation and increase their test anxiety. Similarly, a study conducted by Young (1991), suggested that students may panic and worry when they have no idea about the type of questions during a test despite studying many hours. In the study of Vogel and Collins (2002) about the investigation of the effectiveness of test anxiety on academic performance, it was found

that students with moderate levels of anxiety showed the best academic performance, while the students with lower and higher test anxiety performed poor academic performance.

2.7. Factors of Foreign Language Anxiety

Researchers stated that there are many factors which cause foreign language anxiety. Horwitz et al. (1986) stated that the factor of fear of negative evaluation increases the level of anxiety; in which students' fear due to foreign language classroom and being evaluated by the teacher are crucial for foreign language learners. Additionally, the evaluation from classmates is also another serious cause of anxiety. In his study Young (1991) figured out that anxious students are afraid to practice the target language in front of the class because they compare themselves with their classmates and think that their skills are lower than them. Another cause of foreign language anxiety is related to learner's self-image about their speaking skills. Horwitz et al. (1986) argued that learners feel embarrassed when they compare their skills with native speakers of the foreign language, which provoke anxiety due to their inability in speaking and pronouncing like native speakers. Fang-peng and Dong (2010) found out that the higher level of anxiety in English learners will result in lower level of the ability of speaking English language. Moreover, paying excessive attention to the intonation and pronunciation of the English could also provoke anxiety.

Testing might also be one of the most provoking anxiety sources for the majority of the students. It might be because of having limited time or using inappropriate test techniques by the instructor. Horwitz et al. (1986) stated that many students report that they forget grammar rules while taking a test, despite memorizing many of them before a test. Also, a test format can increase learners' anxiety, when the learners encounter questions which they have never seen before. Young (1991, p.429) states that, "In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced".

Mak (2011) pointed out five factors which lead to increase the level of anxiety in English classrooms : fear of failing the English classroom of personal failure, being uncomfortable when the learners speak to a native English speaker, negative self-assessment, speech anxiety and having a negative attitudes towards learning English language in the classroom. Additionally, Mak (2011) also showed other factors which cause anxiety of language learners in the classroom such as correcting learners' mistakes, having no chance to use mother tongue, learners speaking in front of classmates without any advance

preparation and lack of time. Additionally, instructors can also become another anxiety provoking source in the target language classroom. Subasi (2014) showed other many factors reported by English learners such as teaching procedures, personal reasons, previous experience and teachers' manners. Also, another factor is when learners keep thinking of their first language due to translating their own mother tongue language into English, which lead to increase the level of anxiety within the learner. Fang-peng and Dong (2010) proved that more learners think to translate any question asked in English language into their first language and this will increase level of anxiety.

2.8. Dealing with Stress and Anxiety in Foreign Language Classes

Researchers have suggested various methods and classroom activities in order to decrease students' anxity level. According to Wilson (2006), using community language learning, natural approach and suggestopedia have great effects on creating suitable and friendly classroom enviroments. A number of strategies to deal with anxiety in foriegn language learning were suggested by various authors. Creating a friendly and informal environment in the classroom is one of these suggestions. In such classrooms, students might not fear of making mistakes. Some instructors recommended that "instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail" (Hashemi & Abbasi, 2013, p. 642). On the other hand, other teachers suggest that teachers should adopt communicative approach so that students can realize that they can even achieve little things despite their imperfect language competence.

Using more game activities can also eliminate anxiety for EFL students. According to Hashemi and Abbasi (2013), using of drama-like and roling-play activities make learners more comfortable and feel safe in a pretended situation with a pretended identity as suggested by Suggestopedia. As Tanveer (2007) suggests, teacher should use a clear and understandable language during instructions in order to help students have enough ideas and lexis to perform the task. In other words, teachers should be encouraging, motivating and friendly. Also, students should be encouraged to make mistakes, since making mistakes is inevitable (Tanveer, 2007).

Furthermore, in order to deal with language anxiety, EFL students should be encouraged to speak about the reasons or causes that make them feel anxious in foreign language learning. In order to achieve that, teacher should start discussions in the classroom by

stating that it is very common for students to feel uncomfortable, worried and anxious while speaking English so that students can express the reasons and also suggest possible solutions (Hashemi & Abbasi, 2013). Discussing the reasons and suggesting solutions can help EFL learners realize that anxiety is a common feeling among language learners. This discussion also helps them not to compare themselves with smarter and more confident students (Price, 1991).

According to Khammat (2013), communication and frequent interaction with the people and culture of the foreign language could reduce anxiety. Stanley et. al. (2014) stated in their study that Computer-Mediated-Communication (CMC) as a tool aids in developing motivation and encouraging interaction among students thus creating a learning-enforced environment. Efficient teaching strategies with the use of the latest technology and employing information technology (IT)-enhanced instructional materials will be of great help to overcome factors that hinder learners from learning. Arnold (2007) investigated in his study the effects of CMC in the foreign language communication. He examined the learners' emotional response in a computer-mediated communication and claimed that the level of anxiety among learners is reduced during this type of interaction. Hence, the computer-mediated communication encourages positive communication experiences for many students to practice and train themselves and eventually be prepared in foreign language interaction cases. Students who tend to avoid speaking in language classes become active in expressing themselves in an electronic set-up which produces positive results and emphasized the advantages of employing a strategy like computer mediated communication (Warschauer, 1996).

Keramida (2009) conducted a study with the aim of helping learners reduce foreign language speaking anxiety. The study was conducted in an English classroom in Greece and during the activity. The researcher applied several classroom learning interventions with the purpose of reducing and/or eliminating anxiety in speaking foreign language. It is also emphasized that making mistakes and having difficulties are part of the learning process and that asking help when necessary is promoted without the fear of humiliation or awkwardness. Scaffolding was utilized so that students may be given a chance to continue to speak even after making mistakes. After the assessment, student's examination results were kept in private to avoid the occurrence of fear of negative evaluation especially among students. In conclusion, the researcher emphasized that the activities employed were just tests on putting theory into practice and that learning-enforced environment must

consider effective and efficient classroom interventions in order to overcome learners' anxiety.

2.9. The Role of the Language Teachers in EFL Speaking Classese

The role of the teachers in dealing with anxiety in the class is significant. Teachers' attitude toward language learning and teaching, and the way of their response to the errors and mistakes may create stressful atmosphere in the classroom and thus may lead to the rise of foreign language anxiety (Tanveer, 2007). If language teachers perform authoritative, degrading and disgracing attitudes towards students, especially when they make mistakes, students can be affected negatively and they become unwilling to learn a foreign language. According to Jones (2004), if the teacher responds student's mistake in humiliating and degrading way in front of the learner's peers, the learner may face the highest level of anxiety as well as demotivated towards language learning. In speaking class, students are supposed to participate in many oral activities like role play or make presentations. Researchers have reported that the majority of students feel worried while they are required to participate in speaking activities or giving presentations in front of the teachers or their peers (Aydın, 2001; Woodrow, 2006; Young, 1991). In this point, students' fear of negative evaluation may be the main reason to be anxiety provoking situation (Aydın, 2001, p.111). In his study, Cheng (2005) found that the reasons like being called by the teacher, speaking in front of the peers or teachers in class and participating in public speaking activities were the most anxiety provoking sources.

Therefore, teachers play a crucial role in encouraging students to learn a foreign language proficiently and increase their motivation and performance. Based on the above mentioned results, the instructors might have main role in the classroom as a teacher centered class rather than students centered class in terms of methods of teaching. Thus, the dominant environment of the classroom might demotivate students and this may affect their learning performance. In the teacher- centered learning; the students cannot think deeply or participate sufficiently. In contrast, student-centered learning can be collaborative and helpful for learners within the classroom (Huba & Freed, 2000).

2.10. Relationship between Foreign Language Anxiety and Language Performance

There are various studies on the relationship between foreign language anxiety and language performance (Horwitz, 1986; Aida, 1994; Kunt, 1997; Awan et al., 2010). Some of these studies were summarized with an emphasis on the findings below. In a study conducted by Horwitz et al. (1986) on 78 beginner students studying French and Spanish, it has been proven that there is a negative significant relationship between the language anxiety on one side on actual grades and expected grades on another side . In a similar study conducted by Aida (1994) on 96 American second year students by using "Foreign Language Classroom Anxiety Scale" as data collection tool, it has been found that there is a negative significant relationship between the scores obtained from the scale and final grades indicating that the increment of the anxiety level leads students tend to receive lower grades.

As a result of the study conducted by Kunt (1997) with 882 Turkish speaking students studying in two universities in North Cyprus, it has been found that the foreign language anxiety level of Turkish speaking university students is lower than the others. In addition, Kunt also found that there was a negative relationship between language anxiety and confidence in speaking.

One last interesting study in this field is Awan et al. (2010). It investigated the relationship between language anxiety and learners' achievement. The study was done by participating 149 undergraduate students in different departments of a university in Pakistan. The study concluded the existence of a negative significant relationship between language anxiety and achievement.

2.11. Related studies (Previous studies)

Numerous studies about foreign language learning anxiety can be found in the related literature. One study was performed by Chen and Chang (2004) in Taiwan. The purpose of the research was to examine the potential presence of fundamental associations between the difficulties of language learning and anxiety through implementing anxiety scale of foreign language classroom. The findings of the study showed that certain anxious learners have a past of English learning issues and difficulties, exhibit poor developmental skills, suffer from difficulties with classroom learning and obtain low grades. The results are utilized to debate both practical and theoretical implications for the anxiety of foreign language.

In their study Salehi and Marfet (2014), examined the influence of test anxiety and language anxiety on the performance of foreign language. Also, to investigated the possibility of having any association between test anxiety and foreign language anxiety. Pre-intermediate learners were involved in the study, the researchers gathered information from 200 participants, and all participants were learners for English language at pre-intermediate level. The researchers utilized the test anxiety scale and the anxiety scale of FL classroom in order to analyze the current study, correspondingly. The findings of the study revealed that scores attained in every questionnaire were associated with the learners' grades of final examination. Both test anxiety and FL anxiety had a negative association with the learners' grades of final examination .Accordingly, the researchers suggested that both categories of anxiety have debilitative influence on learners of foreign language test performance. The researchers utilized correlative analyses in order to find out the correlation between variables. The results demonstrated a positive association between test anxiety and foreign language anxiety. Hence, the researchers highly recommended that English language teachers should be able to eliminate both test anxiety and language anxiety by creating friendly environment with their learners and be helpful in classrooms , motivating learners' engagement and increasing their level of commitment in classroom activities, besides teaching certain strategies of reducing anxiety to the students.

Another study conducted by Filiza and Tahira (2013) at a university in Pakistan. The researchers investigated the interrelatedness of the two emotional elements of motivation and anxiety in English language learning. The study found out that motivation has positive influence on decreasing the level of anxiety, minimizing fear of tests and anxiety of English classes, speech apprehension, and fear of negative evaluation. The research duplicates an earlier study in illuminating that there is more contributory motivation than integrative influence in students in circumstances where English is a precondition for development and financial benefits.

Lian and Mardziah (2014) also, conducted a study at Malaysian schools. The main aim of this research was to determine the level of anxiety in English language learning which was practiced by learners in two chosen schools. Another purpose was to discover the degree of the association between students' achievement and their level of anxiety in English language. A quantitative method was used to analyze the current study. The researchers gathered information from 200 Malaysian secondary school students whom their ages were from 15 to 16 years old. The findings of this research revealed that students of secondary

schools in Malaysia have a moderate level of an anxiety in English language and significant variance in terms of students' genders in anxiety of English language.

One study was carried out by Shang (2013) in private universities in Taiwan. The main aim of this research is to examine the potential associations between gender and foreign language writing anxiety. The findings of this study revealed that learners usually seem to be anxious when they are practicing their English language writing skills. When it comes to students' gender, the researcher found out that female students are having low degree of anxiety in comparison with male students. Furthermore, Students with low level of anxiety will probably have higher level of writing efficacy.

Yahya (2013), conducted a study about investigation of the variables that cause students' anxiety in speaking within English language classrooms in Arab American University in Palestine. The researcher pointed out three fields that normally influence learners' performances: fear of negative feedback, communication anxiety and test anxiety. The results of the research showed that the factor of fear of negative feedback showed 2.93 which was the highest mean among and comparing with other factors, then the second highest mean was 2.80 which belonged to communication anxiety factors, and the lowest mean was 2.68 for test anxiety factor.

In the study of Ali and Fei was found that three factors such as communication apprehenstion, test anxiety and negative evaluation have contributed to the Iraqi postgraduate EFL students' language anxiety, while test anxiety has the major contribution. The study reported that the females experience more anxiety than males in the English classroom. The study also showed that the level of anxiety and academic achievement are negatively correlated.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents information concerning the design of the research, participants, instruments, sample size, sampling method, data collection and data analysis. Furthermore, it presents detailed information concerning the instruments used by the researcher, how the data was gathered and analyzed.

3.2. Setting and Participants

This study was conducted at Salahaddin University - College of Languages - Department of English Language in fall semester during the academic year of 2016-2017. Salahaddin University is a state university located in Erbil- Iraq. The Department of English Language is considered as one of the largest and oldest departments compared to the other departments of the English in other universities in the country. In the Department of English Language at Salahaddin University, EFL students have to successfully finish four academic years to get a bachelor's degree in English Language.

The sampling technique used in this study was random sampling method, where all students from department of English language had equal chances of being selected for the sample. The population of the study was students from the first, second, third, and fourth stages and they were in different language levels. Furthermore, a factor like gender was considered to determine whether gender differences can show different anxiety results. 210 handouts in which the questionnaire was printed on them were distributed among participants, but 196 handouts were received and being answered properly.

The Department of English language consists of a four year undergraduate program. For the first year the courses, which are taught in English Language Department, are Information Technology, Academic Debate, Basic and General Grammar of English, Communication 1 (reading and writing), Phonetics, General Psychology. For the second year students: Communication 2, Grammar in practice, English Phonology, Morphology,

Educational Psychology, Introduction to English Literature, Language and Culture. For the third year students: Advanced Conversation, Methods of Teaching English, Approaching Poetry, Psychology of Childhood and Adolescence, Essay Writing, Linguistics, research writing, Syntax, Translation (Elective Subject), Short Fiction. For the fourth grade students: Critical Literary Theory, Study Fiction, Modern Drama, Observation and Internship, Research project, English Language Testing, and History of Language (Elective Subject). The purpose of the Department is to enhance pedagogies, teaching experience, classroom management to the students when they graduate and to provide them to the private and governmental sectors with fluency, accuracy, sophisticated writing, critical thinking and the skills to lead their financial needs.

3.3. Instruments

The present study employed a mixed method: quantitaive and qualitative. As for gathering qantitative data The Foreign Language Classroom Anxiety Scale (FLCAS), which was developed by Horwitz et. al (1986), was used. This scale was designed specifically to measure the anxiety levels of students in foregin language learning settings. It is scored on a five point likert scale ranging from “Strongly Agree” to “Strongly Disagree”.The FLCAS comprises of 33 items, each of which utilizes a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) to assess respondents’ anxiety in language classrooms. These 33 items are related to three main components: communication apprehension, fear of negative evaluation and test anxiety. The FLACAS’s reliability was confirmed by Horwits (1986). This quetionnaire has been used and validated by many researchers in previous studies such as Aida (1994), Liu (2007), Sugiharti (2009), And Ariani (2010). It shows its high reliability and validity.

The qualitative method which aimed gaining a more relaibale date consisted of a short structured interview. The interview consists of three questions; each of them tackles an aspect of language anxiety. The questions are chosen based on the items in the FLCAS to triangulate the results. The questions are as follows:

Question 1- How do you feel when you are speaking English in the classroom?

Questions 2- How do you assess your English level compared to other students and how your teacher influenced you?

Questions 3- How do you feel in foreign language class and when you are about to take an English language test?

3.4. Research Design

Quantitative and qualititative methods were used to gather relevant information regarding the investigation of the factors that learners believe affect their foreign language anxiety in learning English language. Methods comprise the procedures used for generating, collecting and evaluating data. The data gathered for the study through distributing handouts and conducting interviews. The interview was done to support the result of the quantitative data.

3.5. Procedures for Data Collection

To conduct this study, researcher took permission for data collection from the administration at Salahaddin University – College of Languages –Department of English Language. In order to assert that the questions chosen were understandable and represent all the participants in the main study, a pilot study was conducted with twenty EFL students at the same department. Researcher realized that it was the first time for some students to participate in such a research, and thus, they need more instrcutions in order to complete the survey. Researcher gave the instructions to the students during the pilot study and five points of Likret Scale were written to the whiteboard to make the statements clear for the students. Moreover, in each class students were informed that this research is performed only for academic purpose. Students were given enough time; the researcher handed out the questionaire in the classrooms during breaks, and after an hour later the papers were collected from the students.

After the pilot study proved to be valid, comprehensible and can be implemented, the researcher adopted the same procedures for the main study. The welcome letter in the questionniare paper explained that participation in this survey demonstrates their consent to use their responses for this study. However, they also showed their permission by signing the answer sheets.

The qualitative data were obtained by ten students who were from the same group of the students who participated in the questionnaire. They also belonged to different stages of the college. Researcher asked the interviewees three questions, and he noted their anwsers

in a notebook. Meanwhile, these participants were given consent forms to be signed. Also, they were informed about the nature of the study and its importance to language learners.

Table 1

Reliability Test of FLCA

Reliability Statistics	
Factors	Cronbach's Alpha
Anxiety factors	.784

As can be seen in the table 1, the reliability test for 33 items used in order to examine the factors affecting students' level of anxiety in foreign language learning. The Alpha value for all 33 items was =.784 > .6 (Kothari, 2004:289) this means that all 33 items used analyzing anxiety factors were reliable for this study.

3.6. Data Analysis

After the completion of data gathering, all data were examined by SPSS to find out students' level of anxiety and to answer research questions which set and mentioned earlier. The FLCAS comprises of 33 items, all items evaluated by using five point Likert scale ranging from 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree to 5= Strongly Agree. As a result, number 1 that the students select from the five point Likert scale represents students' low anxiety, on the other hand, number 5 that the students select from the five point Likert scale represents students' high level of anxiety. Moreover, 9 items from 33 items required reverse scoring, these items are (item 2, item 5, item 8, item 11, item 14, item 18, item 22, item 28, and item 32). The researcher attempted to use mean to find out students' level of anxiety. The score more than 3.1 to 5 considered as a high level of students' anxiety, score of 3 considered as a moderate level of students' anxiety and finally score of 1 to 2.99 considered as low level of students' anxiety. The overall FLCAS scores were calculated by taking the mean score of the participants in order to support the results obtained from the questionnaire, an interview was conducted with ten students among the same group of the students' who participated in the questionnaire. The questions of the interview will be based on the three FLCAS' components, and the responses will be analyzed according to them. The answers of the interviewees have been compared to the result of the questionnaire in order to revial if they were supporting the results of the questionnaire or not.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the research question responses, analysis and the results of the data collections. Firstly, the level of foreign language classroom anxiety (FLCA) among Iraqi EFL learners at university level is presented. Then, the most and least influential factors that cause FLCA among Iraqi EFL learners are stated. Finally, the role of gender and possible differences between male and female language learners in terms of the factors affecting their foreign language anxiety is explored.

4.2. Background Informtion of the Participants

Table 2

Number and Percentages of Students' Gender

Gender			
Items		Frequency	Percent
Gender	Male	99	50.5
	Female	97	49.5
	Total	196	100.0

In the above table, the percentage and number of the participants' gender have been demostrated which is as following: the percentage of male participants was 50.55%, which means their number was 99 male participants. While, the percentage of female participants was 49, 5%, and the total number of the participants was 196 students. Thus this table indicates the background information of the participants.

Table 3

Number of Participants Age Group

Age			
	Items	Frequency	Percent
Age	18-19	40	20.4
	19-20	46	23.5
	20-21	50	25.5
	21-22	60	30.6
	Total	196	100.0

In the above table, about Students' age participated in this study, 20.4% of participants fall into group of age 18-19 years old, 23,5% students' age participated in this study fall into group of age 19-20 years old, 25,5% of participants fall into 20-21years , and 30,6% students' age participated in this study fall into group 21-22 years old.

Table 4

Participatıon From Each Class

Rate of Participatıon from each class		
Items	Frequency	Percent
First Year	38	19.4
Second Year	50	25.5
Third Year	50	25.5
Fourth Year	58	29.6
Total	196	100.0

As it can be seen in table 4, about the rate of participation from each class, 19.4% of participants were from first year of university, 25.5% of participants were from second year of university, 25.5% of participants were from third year of university and 29.6% of participants were from fourth year of university.

4.3. Results and Discussion

In this section, factors that affect foreign language learning anxiety were explored from three different aspects: Communication apprehension, fear of negative evaluation and test anxiety.

4.3.1. Communication Apprehension

The purpose from this part was to investigate how communication apprehension is related to students' language learning anxiety. The investigation was explored from three directions: students' level of language anxiety, most and least influential factors that cause language anxiety and comparison between male and female students in terms of factors affecting their FLCA in learning a foreign language.

4.3.1.1. Communication Apprehension and Level of Anxiety

For the purpose of investigating how communication apprehension affects the level of anxiety, the students who participated in this study were asked 11 questions. The questions and the students' answers to them are shown in the following tables:

Table 5

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension

Items	N	Strongly disagree=1 disagree =2 Neutral =3 agree =4 Strongly agree = 5	Frequency	Percent	Mean	Std. Deviation
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	196	1	8	4.1	3.70	.990
		2	18	9.2		
		3	32	16.3		
		4	105	53.6		
		5	33	16.8		
15.I get upset when I don't understand what the teacher is correcting.	196	1	40	20.4	3.28	1.008
		2	16	8.2		
		3	32	16.3		
		4	65	33.2		
		5	43	21.9		
29.I get nervous when I don't understand every word the language teacher says.	196	1	13	6.6	3.61	1.191
		2	25	12.8		
		3	39	19.9		
		4	68	34.7		
		5	51	26.0		

In item 4, students' were asked if they go through a state of anxiety when they do not comprehend what their lecturer is explaining in the foreign language class. 4.1% of the participants strongly disagreed, 9.2% disagreed, 16.3% of them were not sure, 53.6% agreed and 16.8% of them strongly agreed about experiencing this state. The majority of

participants (70% of them) supported this item with the means of (3.70) and SD of (.990). From these results it can be concluded that the majority of the participants feel anxious when they do not understand what the teacher is saying in the foreign language class.

Item 15 asked the students whether they feel upset when they do not understand what the lecturer is correcting. 20.4% of the participants strongly disagreed, 8.2% disagreed, 16.3% were neutral, 33.2% agreed and 21.9% strongly agreed about having this feeling. The majority of participants (55% of them) supported this item with the means of (3.28) and SD of (1.008). From these results, the majority of the participants feel uncomfortable when they do not understand what the teacher is correcting.

In regard to item 29, students were asked whether they experience a state of nervousness when they do not comprehend every single word from their lecturer. 6.6% of the participants strongly disagreed, 12.8% disagreed, 19.9% were neutral, 34.7% agreed and 26.0% strongly agreed with having this state. The majority of the participants (61% of them) support this item with the means of (3.61) and SD of (1.191). Therefore, it can be clearly seen that most of the participants get nervous when they do not understand what the teacher is saying in the class.

From the results of the above items, it can be inferred that students' fear of communication with the instructors is one of the most important factors that provoke students' anxiety. Moreover, it can be concluded that the instructors might have been using a teacher-centered approach rather than students-centered approach in their teaching. Thus, the dominant environment of the classroom might demotivate students, and this can affect their learning performance. In the teacher centered learning, the students cannot think deeply or participate sufficiently. In contrast, student centered learning can be collaborative and helpful for learners within the classroom (Huba & Freed, 2000).

Table 6

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension (1)

9. I start to panic when I have to speak without preparation in language class	196	1	23	11.7	3.19	1.257
		2	45	23.0		
		3	25	12.8		
		4	78	39.8		
		5	25	12.8		

In item 9, participants were asked whether they feel panic while practicing their English language without preparation. 11.7% of the participants strongly disagreed, 23% disagreed,

12.8% were neutral, 39.8% agreed and 12.8% of the participants strongly agreed with having this feeling. The majority of participants (53% of them) supported this item with the means of (3.19) and SD of (1.257). According to these results, it can be seen that practicing English in the classroom without preparation may lead to anxiety, especially with having teachers who do not allow their students to use their first languages in the class. Mak (2011) believes that speaking a foreign language without any preparation, and not being able to use first language can be main factors behind students' speaking anxiety.

Table 7

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension (2)

24.I feel very self-conscious about speaking the foreign language in front of other students.	196	1	25	12.8	2.99	1.287
		2	62	31.6		
		3	23	11.7		
		4	61	31.1		
		5	25	12.8		

In item 24, students were asked whether they feel self-conscious when they are practising their foreign language in front of other students in the classroom. 12.8% of the participants strongly disagreed, 31.6% disagreed, 11.7% were neutral, 31.1% agreed and 12.8% strongly agreed with having a state of self-conscious in practicing the target language in front of their classmates. The majority of the participants were neutral with the means of (2.99) and SD of (1.287). Thus, it seems that some students have anxiety while they practice their foreign language in front of other students in the classroom. Jones (2004) thinks that students' language anxiety originates from the fear of making mistakes and being ridiculed by their classmates.

Table 8

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension (3)

14.I would not be nervous speaking the foreign language with native speakers.	196	1	16	8.2	3.48	1.238
		2	136	18.4		
		3	22	11.2		
		4	81	41.3		
		5	41	20.9		
32.I would probably feel comfortable around native speakers of the foreign language.	196	1	17	8.7	3.19	1.152
		2	39	19.9		
		3	53	27.0		
		4	63	32.1		
		5	24	12.2		

In item 32, students were asked whether they feel comfortable when they converse with native speaker of foreign language. 8.7% of the participants strongly disagreed, 19.9% disagreed, 27.0% were neutral, 32.1% agreed and 12.2% of the participants strongly agreed with being comfortable when they talk with native speakers. So, 44% of the participants supported this item with the means of (3.19) and SD of (1.152). From these results, it can be inferred that the majority of the participants feel comfortable while they are speaking with native speaker of the foreign language.

About item 14, students were asked whether they feel nervousness while practising their foreign language with a native speaker. 8.2% of the participants strongly disagreed, 18.4% disagreed, 11.2% were neutral, 41.3% agreed and 20.9% of the participants strongly agreed with having this feeling. The majority of the participants (62% of them) supported this item with the means of (3.48) and SD of (1.238).

Based on the results of the items 32 and 14, it can be concluded that the majority of Iraqi EFL learners might not feel nervous when they practice the target language with native speakers even if the native speaker was their teacher. This can be attributed to several reasons. First, Iraqi students prefer to be sociable with native speakers of target language. Second, a learner may feel more comfortable while speaking the target language in a free environment, rather than speaking it in a classroom where teacher’s correct mistakes or learners criticize each other's language production. Third, normally native speakers do not tend to correct non-native speakers' mistakes as long as the message is clearly understood. Thus, this study's finding somehow shows different results from Mak (2011)'s study which suggested that foreign language learners may not feel comfortable while talking to natives because they think a native will underestimate their language production and demoralize them.

Table 9

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension (4)

1. I never feel quite sure of myself when I am speaking in my foreign language class.	196	1	4	2	3.79	.925
		2	17	8.7		
		3	34	17.3		
		4	103	52.6		
		5	48	19.4		
18.I feel confident when I speak in foreign language class.	196	1	25	12.8	2.76	1.129
		2	67	34.2		
		3	47	24.0		
		4	44	22.4		
		5	13	6.6		
27.I get nervous and confused when I am speaking in my language class.	196	1	9	4.6	3.69	1.048
		2	18	9.2		
		3	39	19.9		
		4	89	45.4		
		5	41	20.9		

Regarding item 1, the learners were asked whether they experience a state of self-confident when they speak in foreign language classes. The results revealed that 2% of the participants strongly disagreed, 8.7% disagreed, 17.3% were neutral, 52.6% agreed and 19.4% strongly agreed about experiencing this state, the majority of participants (72% of them) supported this item with the means of (3.79) and SD of (.925). Thses results indicate that the majority of the participants feel anxious when they have to speak in their foreign language classes.

In item 18, students were asked whether they feel confident when they speak in foreign language classes. The results indicated that %12.8 of the participants strongly disagreed, %34.2 disagreed, %24.0 of the participants were neutral, %22.4 agreed and %6.6 of the participants strongly agreed with being confident when they speak in target language classes, the majority of participants (%47 of them) did not support this item with the mean of (2.76) and SD of (1.129). It can be seen that the majority of the participants feel fear when they speak in foreign language classes.

Item 27, asked them whether they feel confused and nervous when they are speaking English language in their language class. 4.6% strongly disagreed, 9.2% disagreed, 19.9% were neutral, 45.4% agreed and 20.9% of the participants strongly agreed with being anxious while they are speaking English in the class. The majority of the participants (66% of them) support this item with the means of (3.69) and SD of (1.048).

The three items above show that students are not confident while speaking in the target language and this is probably because of having low proficiency of a foreign language. This supports the findings of Nazarova (2013) which also noted that the low proficiency students have a high level of anxiety when they speak target language in some situations especially in public places. In other words, the majority of participants might experience anxiety when they practice a foreign language in their language classroom (Chan & Wu, 2004).

Table 10

Foreign Language Leranrs' Level of Anxiety in Terms of Communication Apprehension (5)

30.I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	196	1	6	3.1	3.64	1.040
		2	25	12.8		
		3	42	21.4		
		4	83	42.3		
		5	40	20.4		

In item 30, students were asked whether they feel upset by the number of rules they have in order to learn a foreign language. 3.1% strongly disagreed, 12.8% disagreed, 21.8% were neutral, 42.3% agreed and 20.4% of the participants strongly agreed about having this feeling. The majority of the participants (63% of them) support this item with the means of (3.64) and SD of (1.040). These results indicate that students feel upset when they realize that there are a number of rules to learn in order to learn the target language, and instructors' non-effective strategies could make the situation even more complicated. Tanveer (2007) argues that teachers' attitude toward language learning and teaching, and the way of their response to the errors or mistakes may create stressful atmosphere in the classroom and thus may lead to appear foreign language anxiety.

4.3.1.2. Communication Apprehension: The Most and Least Influential Factors

Another aim of this study was to investigate what could be the most and least influential factors that cause language anxiety through communication apprehension. This was performed by analyzing the 11 questions that mentioned in tables 5, 6,7,8,9 and10. The results are shown in the following table:

Table 11

Most and Least Influential Factors That Cause Communication Apprehension

	N	Mean	Std. Deviation
1. I never feel quite sure of myself when I am speaking in my foreign language class.	196	3.79	.925
14.I would not be nervous speaking the foreign language with native speakers.	196	3.48	1.238

As it can be seen in table 11, item 1 “I never feel quite sure of myself when I am speaking in my foreign language class” got the highest mean score (M=3.79, SD. = .925). On the other hand, speaking with native speakers got the lowest mean score (M=3.48, SD. =1.238). Which means students are more anxious while speaking in their language class and they are not when speaking with a native speaker.

4.3.1.3. Communication Apprehenstion Based on Gender

Anothe purpose of this study was to investigate the comparison between male and female students throghout communication apprehention. The results are written down in the table below.

Table 12

Gender Differences in Terms of Communication Apprehenstion Level

Gender	N	Mean	Standard deviation
Female	97	3.39	.891
Male	99	3.25	.872
Total	196	3.32	.881

As it can be seen in table 12, about the communication apprehension factor toward male and female students, the result revealed that the highest anxiety level belongs to female students with the mean (3.39) and SD. (.891) while the mean score for male students is (3.25) and SD. (.881). With regard to these results, it can be said that female students are more anxious while speaking English and they are more worried about speaking in classroom. However, Female students instinctively are more nervous and vulnerable to anxiety than their male counterpartners. This may be due to the insecurities about speaking in public feeling inferior or shy (Wicks-Nelson & Israel, 2006).

Analysis of the Interviews

In order to obtain more detailed information on the participants' level of anxiety through communication apprehension, 10 students were interviewed. The responses of interviewees were analyzed by dividing them into three sections based on the three main components of the questionnaire, and then by grouping related responses based on shared factors.

The feeling of the majority of the students who were interviewed was "negative" toward speaking English in the classroom. Each of the students was interviewed individually and their answers have been written down.

Question 1- How do you feel when you are speaking English in the classroom?

(Student 3): "I feel uneasy about my English class and about myself speaking English in the class. This is all because of that my teacher always corrects my mistakes during participation".

(Student 5): "I really get upset when the teacher is correcting my mistake and I do not get what he is correcting".

(Student 6): "In speaking activities, I feel tired when I do not understand what my teacher is saying when he is asking some questions and waits for me to speak in English".

According to interviewees 3 and 5, teachers' correction upsets the students. Such students do not probably reject the idea of being corrected, but perhaps they do not accept the method which the teacher is using. Furthermore, interviewee number 6 stated that he becomes tired when the teacher demands some kind of participation or response from the students. All of the three statements support the results of the items number 1,4, 15,27 and 29 in the questionnaire, which are about students getting upset, frightened and nervous in their language class and when they do not understand their teachers or their teachers' way of correction or when they are asked to participate in the class.

However, interviewee 1 answered to the same question above by saying that

He feels uncomfortable when he is speaking in the classroom, because the teacher does not give them time to prepare for practice. So, if the teacher provides the necessary time for the students to speak or respond, they might feel less nervous and better prepared for their class. Teacher should consider each student's situation and give them enough time for preparation accordingly. This statement well supports the results of the item number 9

from the questionnaire, in which the students show some extent of panicking and anxiousness when they were asked to speak without preparation.

Meanwhile, 4 students had different answers to the question above. Their answers are written below:

(Student 2): “I am so afraid of making mistakes that I do not participate in my English classes' speaking activity, even if I did, I feel like I will get nervous and cannot say a word”.

(Student 4): “I love to speak English in my language class, but I get nervous when I do it in front of other students”.

(Student 8): “I like to speak English but I do not like my English teacher and he makes me uncomfortable when speaking English”.

Interviwee 2 fears speaking English and participating in class, whereas interviewee 4 shows her love to speak English in the class but she clearly shows some signs of language anxiety and fear of negative evaluation from her peers. Interviewee 8 also likes to speak English, but the teacher makes him uncomfortable. These statements tell us that the problem originates from the students shyness or having a low self-esteem. So, the statements number 4 and 8 support the results of the item number 24, which confirms that it is the students who feel self-conscious while speaking in the classroom. These two statements indicate the importance of teacher as a factor in facilitating the language class and motivating the students. However, interviewee number 9 does not support any of the items in the questionnaire.

However, interviewee number 7 had a different idea when answering the same question by saying that having many rules in English language make her nervous. This interviwee and others perceive grammar as a source of anxiety. Professional teachers can overcome this problem by using more powerf methods of teaching grammar such as teaching grammar inductively /implicitly, and adopting a communicative approach as a principle for the learning process. Interviwee 7’s statement supports the results of item number 30 in the questionnaire, which is about students feeling upset by the number of rules they have in order to learn a foreign language.

Similarly, student 10 also shared the same idea by saying that he feels happy when speaking English with his native language teacher who visits his department sometimes.

The interviewee number 10 feels happy when speaking with the native speaker, in this case his teacher; this is probably due to having an environment that is free from unnecessary corrections or negative evaluations .This statement supports the results of the items number 32 and 14 from the questionnaire, and also affirms that students are more comfortable speaking with native speakers. In a sense if the students were provided with a native teacher they might feel less anxious and more eager to speak.

4.3.2. Fear of Negative Evaluation

The aim from this part was to investigate how fear of negative evaluation is related to students' language learning anxiety. The investigation was explored from three directions: students' level of language anxiety, most and least influential factors that cause language anxiety and comparison between male and female students in terms of factors affecting their FLCA in learning a foreign language.

4.3.2.1. Fear of Negative Evaluation and Level of Stdudents' Anxiety

In order to figure out how fear of negative evaluation affects the level of anxiety, the students were asked 7 questions. The questions and the students' answers to them are shown in the following tables:

Table 13

Foreign Language Learners' Level of Anxiety in Terms of Fear of Negative Evaluation

Items	N	Strongly disagree=1 disagree =2 Neutral =3 agree =4 Strongly agree = 5	Frequency	Percent	Mean	Std. Deviation
2. I don't worry about making mistakes in language class.	196	1	26	13.3	2.84	1.174
		2	59	30.1		
		3	48	24.5		
		4	47	24.0		
		5	16	8.2		

Concerning item 2, students were asked whether they feel worry regarding making mistakes during foreign language class. 13.3% strongly disagreed, 30.1% disagreed, 24.5% were neutral, 24.0% agreed and 8.2% of the participants strongly agreed about having the fear of making mistakes during thier froeign language class. Thus, the majority of the paritipants (43% of them) did not support this item with the mean of (2.84) and SD of (1.174).

based on these results, it can be concluded that those learners feel anxious of making mistakes when they try to practice the target language in the classroom. Teachers and classmates could contribute to this nervousness. Probably, language teachers show authoritative, degrading and disgracing attitudes towards students, especially when they make mistakes, students are affected negatively, and they become unwilling to learn a foreign language. This finding supports the previous findings outlined in the literature review, which state that if the teacher responds to student's mistake in humiliating and degrading way in front of the learner's peers, the learner may face the highest level of anxiety and becomes demotivated towards language learning (Jones, 2004).

Table 14

Foreign Language Learners' Level of Anxiety in Terms of Fear of Negative Evaluation (1)

19. I am afraid that my language teacher is ready to correct every mistake I make.	196	1	11	5.6	3.48	1.199
		2	26	13.3		
		3	52	26.5		
		4	72	36.7		
		5	35	17.9		

In item 19, students were asked whether they feel fear of lecturers' correction when they make mistakes. Only 5.6% of the participants strongly disagreed, 13.3% of the participants disagreed, 26.5% were neutral, 36.7% agreed and 17.9% of the participants strongly agreed with having this feeling. Herein, the majority of the paritipants (55% of them) supported this item with the mean of (3.48) and SD of (1.199). So, learners feel worried when the teacher is ready to correct every mistake that they make in the class. This indicates that the students may have negative attitude towards mistakes in language learning. It is probably because of the unsuitable classroom environment and the way of correcting mistakes by the teachers. In friendly and informal classrooms, students may not fear making mistakes. This supports the study which stated that teachers' way of error correction and teachers' point of view to students may increase anxiety (Aydın, 2001; Bekleyen, 2004).

Table 15

Foreign Language Learners' Level of Anxiety in Terms of Fear of Negative Evaluation (2)

7. I keep thinking that the other students are better at languages than I am.	196	1	4	2.0	3.66	1.018
		2	37	18.9		
		3	27	13.8		
		4	82	41.8		
		5	46	23.5		
23. I always feel that the other students speak the foreign language better than I do	196	1	22	11.2	3.02	1.210
		2	48	24.5		
		3	52	26.5		
		4	52	26.5		
		5	22	11.2		

About item 7, students' opinion of their classmates being better at foreign language classroom was asked. 2.0% of the participants strongly disagreed, 18.9% disagreed, 13.8% were neutral, 41.8% agreed and 23.5% of the participants strongly agreed with this opinion. Herein, the majority of participants (%65 of them) supported this item with the mean of (3.66) and SD of (1.018). It means that these participants thought that their classmates are better than them.

Concerning item 23, students were asked if they feel that their classmates are better than them in speaking a foreign language.11,2% of the participants strongly disagreed, 24.5% disagreed, 26.5% were neutral, 26.5% agreed and 11.2% of the participants strongly agreed with having this state. Thus, the majority of participants (38% of them) supported this item with the mean of (3.02) and SD of (1.210).

About items 7 and 23, it can be concluded that most of the students were comparing themselves with the other students in the classroom. This can be attributed to the learners' lack of self- confidence. Chan and Wu (2004), have previosuly suggested this finding, arguing that fear of negative evaluation occurs when the students are not sure of what they are saying, and thus they may doubt about their ability to make some proper impressions.

Table 16

Foreign Language Learners' Level of Anxiety in Terms of Fear of Negative Evaluation (3)

13. It embarrasses me to volunteer answers in my language class.	196	1	33	16.8	2.73	1.233
		2	69	35.2		
		3	26	13.3		
		4	54	27.6		
		5	14	7.1		
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	196	1	15	7.7	3.44	1.212
		2	35	17.9		
		3	44	16.8		
		4	74	37.8		
		5	39	19.9		

According to item 13, students were asked whether they become embarrased if they voluntarily answer questions in their foreign language classroom. Only 16.8% of the participants strongly disagreed, 35.2% disagreed, 13.3% were neutral, 27.6% agreed and 7.1% of the participants strongly agreed about being embarrased in voluntarily answering questions in their language class. Thus, the majority of participants (%52 of them) did not support this item with the mean of (2.73) and SD of (1.233).

In item 33, students were asked whether they feel fear and nervousness in regard of responding lecturer's question without any advance preparation. 7.7% strongly disagreed, 17.9% disagreed, 16.8% were neutral, 37.8% agreed and 19.9% of the participants strongly agreed with having thses feelings. Herein, the majority of participants (58% of them) supported this item with the mean of (3.44) and SD of (1.212).

Based on the results of item 13 and 33, it can be concluded that participants get worried when their instructor ask questions that they have not prepared well. It is probably because of that the students fear of making mistakes and be negatively evaluated by their teachers. The students prefer to participate in volunteer answers in the class rather than being called on by the teacher. It might be because of that when they prepared well before the class, they would feel comfortable and less anxious. This result supported previous findings which argued the influence of "unpreparedness". In this case, students feel anxious and want to remain silent during the lesson (Ohata, 2005). Herein, teachers are required to create a friendly classroom enviroment in order to increase students' motivation and decrease the level of anxiety.

Table 17

Foreign Language Learners' Level of Anxiety in Terms of Fear of Negative Evaluation (4)

31. I am afraid that the other students would laugh at me when I speak the foreign language.	196	1	15	7.7	3.34	1.194
		2	38	19.4		
		3	42	21.4		
		4	67	34.2		
		5	34	17.3		

Item 31, students were asked whether they will get mocked by their peers while practising a target language. 7.7% of the participants said they strongly disagreed, 19.4% disagreed, 21.4% were neutral, 34.2% strongly agreed about the feeling of bieng mocked by their peers. Nevertheless, the majority of participants (52% of them) supported this item with the mean of (3.34) and SD of (1.194). From thses results It can be inferred that students feel worried when the other students laugh at them while they speak the target language in the classroom. It is probably because of their low self-esteem and fear of being evaluated negatively, not only by their teachers but also by their peers (as cited in Liu, 2012, p. 124).

4.3.2.2. Fear of Negative Evaluation: Most and Least İnfluential Factors

Another aim of this study was to investigate what could be the most and least influential factors that cause language anxiety through fear of negative evaluation. This was performed by analyzing the 7 questions that mentioned in tables 13,14,15,16, and17. The results are shown in the following table:

Table 18

Most and Least Influential Factors that Cause of Fear of Negative Evaluation

Questions	N	Mean	Std. Deviation
19. I am afraid that my language teacher is ready to correct every mistake I make.	196	3.48	1.199
13. It embarrasses me to volunteer answers in my language class.	196	2.73	1.233

As it can be seen in table 18, about the most and least influential factors that cause FLCA in terms of fear of negative evaluation, the results showed that item 19 (I am afraid that my language teacher is ready to correct every mistake I make), has got the highest mean score (M=3.48, SD. = 1.199), on the other hand, the least influential factor was 13, in which the Iraqi EFL learners feel comfortable when they answer voluntarily in their foreign language classes has got the lowest mean score (M = 2.73, SD. = 1233). It means

that the teachers' unneccessary corrections make the students nervous about their speking skill. On the other hand, they do not shy in participating voluntarily.

4.3.2.3. Fear of Negative Evaluation Based on Gender

Anothe purpose of this study was to investigate the comparison between male and female students in terms of their fear of negative evaluation. The results are written down in the table below.

Table 19

Gender Differences in Terms of Fear of Negative Evaluation Level

Gender	N	Mean	Standard deviation
Female	99	3.25	.951
Male	97	3.225	.726
Total	196	3.044	.839

As it can be seen in table 19, about the fear of negative evaluation factor toward male and female students, the result revealed that the highest anxiety level belongs to female students with the mean (3.25) and SD. (.951) while the mean score for male students is (3.225) and SD. (.726). It means that female students were more anxious than male students, it might be becuase of Iraqi female students who are usually considered to be shyer than males which effect their feelings of anxiety compared to males in many aspects. The source of female students' anxiety might be because of their perception of their teachers. Nonetheless, their shyness might be a contributing factor to their nervousness (Young, 1991).

Anlaysis of the interviews

In order to have more detailed information on the impact of fear of negative evaluation on the participants' level of anxiety, 10 students were interviewed.

The feeling of the majority of the students who were interviewed was "negative" toward their English level compared to other students and their teachers' impact on them. Each of the students was interviewed individually and their answers have been written down.

Questions 2- How do you assess your English level compared to other students and how your teacher influenced you?

(Student 2):"I believe that my English level is low compared to other students because when I was in first stage of English department my teachers were neglectful".

(Student 5):"I think my classmates' English are better than mine, I do not want to participate in the class because when I do it, my teacher corrects only my mistakes".

In both of the statements, the interviewees believe that their language level is lower than their peers, and that the teachers disappoint them. One reason could be asking these students to participate in the class without prior preparations. If the students who felt inferior to their colleagues have been given time to prepare their presentations in class, and they were corrected less by their teachers, they would had more self-confidence, and better learning outcomes. Both of the interviewees are supporting the result of the items 7 and 23 but the interview number 5 also supports the items number 19 and 23, which are about students' feeling of fear toward lecturers' correction when they make mistakes and students' thought about their language level compare to their classmates.

However, three interviewees indicated different opinions when answering the same question, and their answers have been written down:

(Student 4):"My English is ok; if my teachers called me by my name and allowed us to participate voluntarily; I am more willing to improve my English".

(Student 10):"I can say that my English is good. I participated in several language courses. My language course teachers helped me".

(Student 7):"My English is not good and I am afraid of making mistakes but still I can express myself, I am happy with my teacher".

All of the three interviewees do not have a problem with their language teacher. Although interviwee 7 thinks that his English is not good enough, he states that he can still express himself in English. These statement show a correlation between students' self-esteem and their opinion about the teacher, i.e. students positive opinion of their teacher make them somehow believe in their command of the language. About interviewee number 4, his answer supports the results of the item number 13 in the questionnaire which is about voluntirly answering queastions. Meanwhile, interviewee number 7 supports the results of the items number 2, 7 and 23 in the questionnaire. However, interviewee number 10's statement is against the result of the items number 23 and 27 in the questionnaire.

Meanwhile, three other interviewees had the same idea while answering the same question in which they link their language level with their teachers' attitude toward them. Interviewees' answers are written below:

(Student 1): "I feel that my English is bad because my teacher does not make me understand and does not explain everything".

(Student 3):"I think my English is not bad but not good too. My language teacher is not supportive and he corrects our mistakes everytime".

(Student 6):" My English language is not good because the teacher always angry with me when I ask questions he does not give me a full answer and my friends does not include me in their group study ".

In all of these three cases (1, 3, 6) the interviewees link their language level to their teacher. They think that their teacher is neglectful and unsupportive.Interviewee number 3 states that the teacher makes unnecessary corrections, whereas the interview number 6 says that his friends do not include him in their study group. These statements show the importance of the teacher factor and peer support in the classroom. So, the teacher should improve the situation by changing the atmosphere of the classroom such as motivating the students by using the game and group activities to form bonds between the students and strengthen their relationships so that the students become able to work together. Furthermore, the interviewees number 1 and 6 support the items number 7 and 23. While, the interview number 3 supports the item number 19 in the questionnaire.

Nevertheless, interviewee number 8 also complains about the teacher, but does not complain about his language level. He said that her English language is good compared to other students because she likes reading books a lot and she participated in many language courses but her teacher does not help her in the classroom.

While interviewee number 9 talked about her low level of language proficiency by stating that she knows basic terms but she can form a sentence but not a complex sentence and cannot express herself clearly. She thinks her friends are better than her.which also means that she is nor confident in her language skills.

The teacher does not have any contribution in interviewee number 8' language level. She improved her language skills by reading books, and participation in language courses. In this students' case the teacher does not pay attention to her due to her language level which could be counter- productive. This could be solved if the teacher provided the student with

care and special language activities that are tailored specifically for the students need. While the interview number 9 states that his language level is low in which he only can utter basic terms. The teacher should handle this case by using group activities and motivating them. About the interview number 8, her answer does not support the results of the items number 7 and 23. While the interview number 9 does not support any item in the questionnaire.

In summary, interviwees viewed their taeachers as a source of anxiety. Most of them though that their colleagues are better than them in English language class. This can create the fear of being negatively evaluated in the classroom.

4.3.3. Test Anxiety

The aim from this part was to investigate how test anxiety is related to students' language learning anxiety. The investigation was explored from three directions: students' level of test anxiety, most and least influential factors that cause test anxiety and comparison between male and female students in terms of factors affecting their FLCA in learning a foreign language.

4.3.3.1. Test Anxiety and Level of Anxiety

In order to figure out how test anxiety affects the level of anxiety, the students were asked 14 questions. The questions and the students' answers to them are shown in the following tables:

Table 20

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety

Items	N	Strongly disagree=1 disagree =2 Neutral =3 agree =4 Strongly agree = 5	Frequency	Percent	Mean	Std. Deviation
3. I tremble when I know that I'm going to be called on in language class.	196	1	4	2.0	3.80	.900
		2	15	7.7		
		3	34	17.3		
		4	107	54.6		
		5	36	18.4		
20. I can feel my heart pounding when I'm going to be called on in	196	1	27	13.8	3.23	1.163
		2	44	22.4		
		3	15	7.7		

language class.		4	77	39.3		
		5	33	16.8		

Regarding item 3, students were asked whether they fear being called in their foreign language classroom.Only 2.0% of the participants strongly disagreed, 7.7% disagreed, 17.3% were neutral, 54.6% agreed and 18.4% of the participants strongly agreed about having this fear. Thus, the majority of the participants (73% of them) supported this item with the mean of (3.80) and SD of (0.900). According to these results, the students get nervous when they know that they are going to be called by their teachers in language class.

Item 20, students were asked if their hearts pound when they are going to be called by their teacher to participate in their foreign language classroom. 13.8% of the participants reported strongly disagreed, 22.4% disagreed, 7.7% were neutral, 39.3% agreed and 16.8% strongly agreed of being anxious when they are called by their teachers in the classroom. Nevertheless, the majority of participants (56% of them) supported this item with the mean of (3.23) and SD of (1.163).

Based on the results of item 3 and 20, it can be concluded that majority of students feel uncomfortable, and worry when they realize that they will be called to participate in the language class. It might be because of students are afraid of making mistakes when they are supposed to participate in many verbal activities in their language. This supports previous findings outlined in the literature review which stated that reasons like being called by the teacher, speaking in front of the peers and teachers in class and participating in public speaking activities were the most anxiety provoking sources (Cheng, 2005).

Table 21

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (1)

5. It wouldn't bother me at all to take more foreign language classes.	196	1	11	5.6	3.61	1.161
		2	26	13.3		
		3	41	20.9		
		4	69	35.2		
		5	49	25.0		
11. I don't understand why some people get so upset over foreign language classes.	196	1	1	.5	3.89	1.161
		2	17	8.7		
		3	38	19.4		
		4	87	44.4		
		5	53	27.0		
17. I often feel like not going to my language class.	196	1	43	21.9	2.44	1.138
		2	75	38.3		

	3	33	16.8
	4	38	19.4
	5	7	3.6

In item 5, students were asked if it bothers them to take extra foreign language classes. Only 5.6% of the participants strongly disagreed, 13.3% of the participants disagreed, 20.9% were neutral, 35.2% agreed and 25.0% strongly agreed with the item above. Herein, the majority of participants (60% of them) supported this item with the mean of (3.61) and SD of (1.161). Based on this, it can be assumed that the students will not bother to take more foreign language classes.

Concerning item 11, students were asked whether they do not share the same feelings of people being upset in attending foreign language classes. Only 0.5% of the participants strongly disagreed, 8.7% disagreed, 19.4% were neutral, 44.4% agreed and 27.0% strongly agreed with having the same feelings. As a result, the majority of participants (71% of participants) supported this item with the mean of (3.89) and SD of (1.161). It means that the majority of the students are not upset in attending foreign language classes.

Regarding item 17, students were asked if they do not like going to foreign language classes. 21.9% of the participants strongly disagreed, 38.3% disagreed, 16.8% of them were neutral, 19.4% agreed and 3.6% strongly agreed with being uncomfortable while they are going to target language class. Hence, the majority of participants (60% of them) did not support this item with the mean of (2.44) and SD of (1.138). According to these results, the majority of the students like to go to their foreign language classes.

About items 5, 11 and 17 in the questionnaire, the results revealed that most of the students will not get bothered to take more foreign language classes, and they have a positive attitude towards learning English language. It is probably because Iraqi EFL learners realize the importance of English language in today's life. Such result supports the argument of Choy and Troudi (2006) which argues the existence of a positive correlation between learner's intrinsic feelings of learning a foreign language and their perspective towards the target language.

Table 22

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (2)

6. During language class, I find myself thinking about things that have nothing to do with the course.	196	1	2	1.0	3.95	.773
		2	10	5.1		
		3	21	10.7		
		4	125	63.8		
		5	38	19.4		
8. I am usually at ease during tests in my language class.	196	1	34	17.3	2.54	1.156
		2	79	40.3		
		3	41	20.9		
		4	27	13.8		
		5	15	7.7		
10. I worry about the consequences of failing my foreign language class.	196	1	8	4.1	3.76	1.102
		2	25	12.8		
		3	43	21.9		
		4	73	37.2		
		5	47	24.0		

In item 6, students were asked whether they feel their minds become distracted while attending foreign language classes. Only 1.0% of the participants strongly disagreed, 5.1% disagreed, 10.7% were neutral, 63.8% agreed and 19.4% of the participants strongly agreed with having this feeling. So, the majority of participants (83% of them) supported this item with the mean of (3.95) and SD of (.773). It can be seen that that majority of the students are disracted by unrelated things during the class. This might be due to their disinterest or annoyance in their language subject or instructer.

About item 8, students were asked whether they feel comfortable while taking a test in their language class. 17.3% of the participants strongly disagreed, 40.3% disagreed, 20.9% were neutral, 13.8% agreed and 7.7% strongly agreed about being comfortable when they are about to take a test in language class. Therefore, the majority of participants (58% of them) did not support this item with the mean of (2.54) and SD of (1.156).

In regard of item 10, students were asked whether they fear the consequences of failing their language classes. Only 4.1% of the participants strongly disagreed, 12.8% disagreed, 21.9% were neutral, 37.2% of the participants agreed and 24.0% of the participants strongly agreed about having this fear. Thus, the majority of participants (61% of them) supported this item with the mean of (3.76) and SD of (1.102). According to the results, majority of the participants fear of failing in their foreign language class.

The above mentioned results of item 6, 8 and 10 can be attributed to students' anxiety during tests and their fear about failing in language class, and this might be because of not having enough time or because of inappropriate test techniques which are being used by the instructors. Here, it is worth –mentioning that Ohata (2005) has also argued previously that, using test techniques in inappropriate ways by the instructors may lead to decrease motivation and increase students test anxiety.

Table 23

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (3)

12. In language class, I can get so nervous I forget things I know	196	1	25	12.8	3.16	.758
		2	46	23.5		
		3	23	11.7		
		4	77	39.3		
		5	25	12.8		
16. Even if I am well prepared for language class, I feel anxious about it.	196	1	0	0	3.60	1.013
		2	35	17.9		
		3	46	23.5		
		4	78	39.8		
		5	37	18.9		

Item 12 asked the students whether they forget things due to being nervousness in their foreign language classroom. 12.8% of the participants strongly disagreed, 23.5% disagreed, 11.7% were neutral, 39.3% agreed and 12.8% strongly agreed with being anxious and forget things in their language class. Herein, the majority of participants (52% of them) supported this item with the mean of (3.16) and SD of (.758).

In item 16, students were asked if they still feel worried in their language class, even if they have prepared well for it. None of the participants stated they strongly disagreed, 17.9% disagreed, 23.5% were neutral, 39.8% agreed and 18.9% of the participants strongly agreed about being uncomfortable in language class even if they have well prepared. Thus, the majority of participants 59% of participants supported this item with the mean of (3.60) and SD of (1.013).

Table 24

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (4)

22. I don't feel pressure to prepare very well for language class.	196	1	29	14.8	2.93	1.002
		2	59	30.1		
		3	29	14.8		
		4	55	28.1		
		5	24	12.2		
26. I feel more tense and nervous in my language class than in my other classes.	196	1	38	19.4	3.00	1.020
		2	51	26.0		
		3	10	5.1		
		4	67	34.2		
		5	30	15.3		

Concerning item 22, students were asked whether they do not feel stress while preparing for their foreign language classes.14.8% of the participants strongly disagreed, 30.1% disagreed, 14.8% were neutral, 28.1% agreed and 12.2% of the participants strongly agreed with not having this feeling. As a result, the majority of participants (50% of them) did not support this item with the mean of (2.93) and SD of (1.002).

Regarding item 26, students were asked if they feel more pressure and nervous about their foreign language classes compared to their other classes. 19.4% strongly disagreed, 26.0% disagreed, 5.1% were neutral, 34.2% agreed and 15.3% of the participants strongly agree with having this feeling. Thus, the majority of half participants in the questionnaire were neutral with the mean of (3.00) and SD of (1.020).

Table 25

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (5)

25. Language class moves so quickly I worry about getting left behind	196	1	47	24.0	2.70	.921
		2	68	34.7		
		3	27	13.8		
		4	44	22.4		
		5	10	5.1		
28. When I'm on my way to language class, I feel very sure and relaxed.	196	1	25	12.8	3.16	1.277
		2	46	23.5		
		3	23	11.7		
		4	77	39.3		
		5	25	12.8		

Item 25, the students were asked whether they think the language class moves so quickly and then they will lag behind in their subjects. 24.0% of the participants strongly disagreed, 34.7% disagreed, 13.8% were neutral, 22.4% agreed and 5.1% of the participants strongly agreed with having this thought. As a result, the majority of participants (59% of them) did not support this item with the mean of (2.70) and SD of (.921). It can be concluded that the majority of the students did not think about their language class moves so quickly and they were not worry about getting behind.

Regarding item 28, students were asked whether they feel confident and comfortable while going to a foreign language class. 12.8% of the participants strongly disagreed, 23.5% disagreed, 11.7% were neutral, 39.3% agreed and 12.8% strongly agreed with being happy while going to their foreign language. So, the majority of participants 52% of participants supported this item with the mean of (3.16) and SD of (1.277).

The items 12, 16, 22, 26, 25 and 28 that are mentioned above were related to the students' feeling towards foreign language class. The results showed that the majority of the students became nervous when they forgot items that they knew even with advance preparation during foreign language class. This might had happened due to having stressful classroom environments where students felt anxious about expressing themselves. Beside anxiousness they also experienced a mixture of depressing feelings like: feeling under pressure, tense and nervousness. A combination of these depressing feelings might result in fear and anxiety during language class. For this reason, teachers are required to play a crucial role in designing friendly classroom environment and use different methods to encourage students to learn a foreign language proficiently. Herein, using community language learning, natural approach and suggestopedia have a great effect of creating suitable and friendly classroom environment (Wilson, 2006).

Table 26

Foreign Language Learners' Level of Anxiety in Terms of Test Anxiety (6)

21. The more I study for a language test, the more confused I get.	196	1	0	0	4.01	1.122
		2	11	5.6		
		3	22	11.2		
		4	117	59.7		
		5	46	23.5		

In item 21, students were asked if they feel more confused when they study for a language test. None of the participants strongly disagreed, 5.6% of the participants disagreed, 11.2%

were neutral, 59.7 agreed and 23.5% strongly agreed with having this state. Thus, the majority of participants (83% of participants) supported this item with the mean of (4.01) and SD of (1.122).

Based on these results, the majority of the students feel confused during language tests even if they prepare well, and this can be attributed to students' past experiences with being anxious in every language test. Such situations can affect students' achievements in doing tests. Therefore, experiencing test anxiety has various impacts on a person's performance during the test (Aysan, Thompson, and Hamarat, 2001).

4.3.3.2. Test Anxiety: Most and Least İnfluential Factors

Another purpose of this study was to investigate what could be the most and least influential factors that cause language anxiety through test anxiety. This was performed by analyzing the 14 questions that mentioned in tables 20, 21, 22,23,24,25 and 26. The results are shown in the following table:

Table 27

Most and Least Influential Factors That Cause Test Anxiety

Questions	N	Mean	Std. Deviation
1. The more I study for a language test, the more confused I get.	196	4.01	1.122
17. I often feel like not going to my language class.	196	2.44	1.138

As it can be seen in table 27, about the most and the least influential factors that cause FLCA in terms of test anxiety, the results showed that item 21. (The more I study for a language test, the more confused I get.) Has the highest mean score (M = 4.01, SD. = 1. 122)), while, the least influential factor is item 17 which is about students' feeling of not attending foreign language classroom, (M = 2.44, SD. = 1.138). This means that their fear of the subjects make them worry about preparing it for the tests. However, they want to attend their language class to learn a language.

4.3.3.3. Test Anxiety Based on Gender

Anothe purpose of this study was to investigate the comparison between male and female students in terms of their test anxiety. The results are written down in the table below.

Table 28

Gender Differences in Terms of Test Anxiety Level

Gender	N	Mean	Standard deviation
Female	97	3.54	.979
Male	99	3.80	.839
Total	196	3.67	.909

As it can be seen in table 28, about the test anxiety factor toward male and female students, the result revealed that the highest anxiety level belongs to the male students with the mean (3.80) and SD. (.839) while the mean score for the female students is (3.54) and SD. (.979).

It means that male students were more anxious than female students in taking tests. Female students tend to be more talented and eager to learn language as they have more time for preparation (Abu- Ghararah, 1999), and this is only true for middle east, as most of the female students do not have a day job. Dorney (2001) also states "female students usually score higher than male students in English exams, once they gain faith in their capabilities, they will be more ready to 'approach threatining situations' " (2007, p26). It means that female students believe in their ablities they would score higher and would be ready to face every situation that they will encounter in the future.

Analysis of the Interviews

In order to have more detailed information on the impact of taking tests on the participants' level of anxiety, 10 students were interviewd.

Questions 3- How do you feel in foreign language class and when you are about to take an English language test?

From the interviewees' answers, it can be concluded that the majority of the students had a negative experience about English language test, at some point in their educational life. Below are the interviewees' answers:

(Student 2):" I feel normal about foreign language class but I feel depressed in the tests because the questions are not in the books".

(Student 4):"I am happy with my English classes, but I get nervous during the test because the time is not enough for the answers".

Obviously, both of the interviewees do not have any problem with their class. Their only concern is about taking test.According to their responces their complaints arise from two issues: not dealing with the likely questions in their books, and not having enough time for prepeartion. These two students are from the first stage of college, and this can explain why they need more time and more familiar questions in order to take the exam. For freshmen, teachers should consider motivating them, and one type of motivation is to make exams flexiable for them .Consequently, these students will have more self-confidence after everytime they pass the exam successfully, and this lead to better and faster learning process. The interviewee number 2 clearly supports the results of the item number 8 in the questionnaire, which is about students 'feeling while taking a test in their language class. On the other hand, the statement of the interview number 4 did not support any item in the questionnaire.

Answering the same question was presented differently by two interviwees as transcribed below:

(Student 5): "I feel annoyed in my language class it is very crowded, there is a lot of pressure. Sometimes I forget everything about my lessons. I do not feel good when I am taking the test, because I always get confused".

(Student 7):"I love my foreign language classes, and I am very comfortable with my classmates in the classroom. But about taking tests I am a little nervous but I always get good grades".

From these 2 statememts, it can be inferred that students' attitude towards the classroom may differ, but they still have the same opinion and attitude towards a language test. In other words, even those students who loved to attend the classes they still had the fear of tests. These two interviewees were from the last stage and apearently they carried the fear of exams from the early stages. One way to overcome this anxiety is to give the students less complex tests in the early stages, so that they could feel more confident and motivated during tests. The interview number 5 supports the results of the item 12. While, the interview number 7 supports the results of the item 11 in the questionnaire, which is about students' feeling of being upset in attending foreign language classes.

The same question was answered in a different way by 2 other interviewees as trsncribed below:

(Student 1): “It depends, when I like my teacher I feel comfortable in the class, but if I do not I am not comfortable. About the test, I am more anxious in oral tests because the teacher calls on students randomly”.

(Student 6): “I like some of my English classes but not the once with speaking and listening. I like tests, but I do not like quizzes and oral tests”.

Both of the interviewees do not like oral tests which mean that they do not feel confident about their speaking skill. Sufferers of this problem expand to include most of the people who study English in Iraq. Normally, stdents perform better in the receptive skills (reading and listening), whith having the speaking skill to be the hardest for them. This can be attributed to the lack of practice .Preparing an enviorment for practicing speaking can help solving this issue, but with having 50 students in the classroom this solution is not really applicable all the times. The items number 3 and 8 are being supported by interviewee number 1, which are about students’ feeling of comfortableness during taking a test in their language class and studunts’ nervousness when they know that they are going to be called by their teachers in language class. However, the interview number 6 is against the results of the item number 8 in the questionnaire.

The question was answered in a different way by interviewees 8 and 10 as trsncribed below:

(Student 8):”I like My English classes but the only problem is that my teacher makes me feel anxious and forget the words even when I know the things and prepared my assignment. . I feel uncomfortable when I am taking the test because the teacher only watches me”.

(Student 10): “I like my English language class but I do not feel comfortable with some of my classmates because sometimes they are jealous of me and mock me when I am trying to participate in classroom. About taking tests I feel so nervous because the questions are very difficult”.

Interviewees 8 and 10 both like their English language class, but the first one has problems with the teacher and the later has problems with his classmates. In both cases the teacher for the first student and the students for the later one both form a type of interference for students’ progress, it seems that the taechers and the learning enviorment both are factors of the learners’ fear of taking exams. Teachers should manage classrooms more effectively so that they do not allow students underestimate each other in the class. Also, they should

prioritize the learning outcome, before adopting a ‘punish and reward ‘strategy .Both of the interviewees supports the results of the item number 8. Furthermore, the interview number 8 also supports the results of the item number 12 and 16 in the questionnaire, in which students were asked whether they forget things due to being nervousness in their foreign language classroom, and their anxiousness in their language class, even if they have prepared well for it.

Last, the question above was answered by interviewees 3 and 9 in the following way:

(Student 3):”I am always calm in my English class because I am afraid of my teacher’s correction. When the teacher puts the tests in front of me, I freeze and forget everything”.

(Student 9):”I always think unrelated things in my foreign language class because it is boring. I do not prepare for the test until the last day because I know I will not pass it”.

In these two statements, the two interviewees are dealing with their test anxiety differently. The first stays quiet, and the second one becomes absent-minded in the language class. Consequently, both have problems with language test. Although the students could be blamed for these situations, teachers play a role in putting the students on the track again. Extrinsic motivation is one tool that the tacher could utilize to make the class a better environment, and consequently, no student will remain speechless or absent-minded in the class. The interview number 3 wants to learn the language and tries to learn it, while the interview number 9 has lost interest in both the language class and the test. The item number 8 in the questionnaire is supported by both the interviewees, while the interview number 9 clearly supports the item number 6 in the questionnaire.

Table 29

The Summary of Results of the Components of FLCA

Factors		Activities	Mean	St. Deviation
Communication apprehension	Overall Mean	Item= (1,4,9,14,15,18,24,27,29,30 and 32)	3.41	1.008
	The most & the least influential factor	Q1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.79	.925
		Q14.I would not be nervous speaking the foreign language with native speakers.	3.48	1.238
	Female	N=97	3.39	.891
	Male	N=99	3.25	.872

Table 29
(continuation of the previous page). The Summary of Results of the Components of FLCA

Factors		Activities	Mean	St. Deviation
Fear of negative evaluation	Overall Mean	Item = (2,7,13,19,23,31 and 33)	3.19	.990
	The most & the least influential factor	Q19. I am afraid that my language teacher is ready to correct every mistake I make.	3.48	1.199
		Q13. It embarrasses me to volunteer answers in my language class.	2.73	1.233
	Female	N=99	3.25	.951
	Male	N=97	3.225	.726
Test anxiety	Overall Mean	Item = (3,5,6,8,10,11,12,16,17,20,21,22,25,26 and 28)	3.54	1.119
	The most & the least influential factor	Q21. The more I study for a language test, the more confused I get.	4.01	1.122
		Q17. I often feel like not going to my language class.	2.44	1.138
	Female	N=97	3.54	.979
	Male	N=99	3.80	.839

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion and Implications

Based on the findings it could be seen that students have a high level of anxiety in all of the three foreign language anxiety components, which were communication apprehension, fear of negative evaluation and test anxiety. It should also be noted that the anxiety level varies from one student to another and one situation to another. It all depends on reasons like classroom environment, students' perceptions toward instructors and instructors' attitude toward them. So, when giving an English lecture, the lecturer should consider all of the above components for students to be able to learn and for the teacher to have a successful class. Therefore, the teacher should also help the students in overcoming the factors which cause anxiety.

The teacher should also encourage students to participate more, and to teach them strategies and methods to perform in required level. This could be achieved by avoiding unnecessary error corrections, providing a positive feedback for students' work, making the students to not fear of making mistakes, and changing students' attitudes toward language learning process, error correction, tests, and peer correction. This is because the students like to go to their language class despite the quality of language class. Therefore, Teachers also have to speak according to students' language level and should explain points in clear and understandable manner because some of the students may not understand what the teacher is saying, and this may cause confusion and anxiety. According to the results most of the students feel more comfortable when speaking with a native speaker because there is no fear of correction, no peer pressure and no classroom environment, and the speaker knows how to adjust his/her language level accordingly. Additionally, the teachers are required to be good observers and assessors in order to observe students who are anxious especially female students, assessing their situations and acting in proper manner.

It is true that the English language teachers play an important role in reducing anxiety by giving a positive impression in the classroom. But overall it all depends on the students when they try to learn a foreign language, because their attitude toward the foreign language and the teacher plays a crucial role in learning process. So the teacher should provide an environment in which the students could voluntarily participate without the fear of peer pressure, or unnecessary corrections by the teacher. What is being referred here is giving opportunity to a student-centered classroom which is being neglected in northern Iraq.

The teacher or the institutions are required to provide different methods of assessment and evaluation, because the only assessment method which is being provided in terms of evaluation is written tests and oral tests. Evaluation should not be only by tests because it is a thorough process of assessing and reviewing students' performance throughout the academic year as a whole. Despite these, the teacher should also consider duration of the tests, the time given to the students for preparations and type of questions, because the students are discouraged when the test does not reflect what they have studied and if adequate time were not provided for them to answer the questions. Also, difficulty of the test is another point that the teacher should prepare the test according to the students' level in which the test should be not too easy and not too difficult, in order the teacher to be able to assess all the students fairly. Another point is students' fear of negative evaluation by the teacher and the students which might make the students afraid of speaking and participation, and to make the students think that their language level is lower compared to their peers. This situation could be avoided if the teacher encourages students as mentioned above. Additionally, the teacher should develop methods and to avoid calling on the students until he was able to make the students to cope with their fear of being called on.

Based on the findings when it comes to speaking a foreign language, classroom atmosphere, teachers' attitude and preparing for language class, female students tend to be more anxious than their male counterparts. This might be due to the students' cultural and social background as being living in Middle East, they are in a male dominant society which gives less opportunity to women to act and speak freely. As it was mentioned, living in such a society makes women more prone to negative evaluation and it is negative side effects which multiplies their fears. Females tend to be introverts which indicate they are not good at expressing themselves openly in front of a crowd which make them better in a task which does not involve direct contact with people or group activities. Thus, this makes

them better than their male colleagues in written tests, as it is an activity which requires no oral performance.

The majority of the findings based on the most and least influential factors were according to the questionnaires' items as they were indicating anxiousness of the students. This is important because it shows that the questionnaire was aiming to find these factors separately based on the students' answers which are helpful for enabling the teachers to know these anxiety causers and to be aware of these influential factors. Furthermore, it might be help teachers in order to design proper lesson plan for the class.

All of the above mentioned factors are possible, if the teachers were willing to contribute actively to the learning community which is composed mostly of the students, but the teachers' mere contribution might not be enough. This is where the government and institutions have to act by providing necessary budget, support for the teachers to be able to perform and achieve their tasks, and providing prep schools to prepate the students for their college education. Counseling should also be provided by the institutions for the students who suffer from anxiety. Despite all of this students living condition, social environment, community, culture and context should all be taking into consideration while dealing with the students. So it is important to be aware of students' educational and social background while preparing an inclusive curriculum and designing future activities.

5.2. Suggestions for Future Study

Anxiety is considered a crucial factor in foreign language learning. The research included three anxiety factors (communication apprehension, fear of negative evaluation and test anxiety). The study was carried out at Salahaddin University in Erbil city; the population size of this study was small and narrowed down to an individual university in Iraq. Therefore, it is recommended to conduct this study in large context in order to develop a better interpretation of FLCAS across the country and find out the results of whole population of Iraqi EFL learners.

Furthermore, investigation of the outcome of the students can be utilized to find out the association between students' grades and their level of anxiety. However, the four language skills could be included such as speaking, listening, reading and writing skills in the future research. Also, students' level of anxiety towards different language skills can be studied.

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APPENDICES

Appendix-1. Demographic Information Form

Dear Student,

This questionnaire is designed to collect information about your anxiety in learning English as a foreign language in the class. Please respond sincerely to all items. Your responses will be used for research purposes only and will never be used for any other purposes.

Thank you for your participation.

I hereby give my permission in the form of my signature below.

Signature_____ Date_____

Personal Information

Mark appropriate box with X.

Age: ☐☐ **Years** **Gender:** **Male:** ☐ **Female:** ☐

Grade: **1st year** ☐ **2nd year** ☐ **3rd year** ☐ **4th year** ☐

Appendix-2. Foreign Language Classroom Anxiety Scale

(Horwitz, Horwitz, & Cope, 1986)

Directions:

Each of the following items refers to how you feel about your English language class. Please mark the most appropriate option with (X).

(Strongly Disagree = **SD**) (Disagree = **D**)

(Neither Agree nor Disagree = **N**) (Agree = **A**)

(Strongly Agree = **SA**)

No.	Items	SD	D	N	A	SA
1.	I never feel quite sure of myself when I am speaking in English.	( )	( )	( )	( )	( )
2.	I DON'T worry about making mistakes in language class.	( )	( )	( )	( )	( )
3.	I tremble when I know that I'm going to be called on in language class	( )	( )	( )	( )	( )
4.	It frightens me when I don't understand what the teacher is saying in the English language.	( )	( )	( )	( )	( )
5.	It wouldn't bother me at all to take more English language classes.	( )	( )	( )	( )	( )
6.	During language class, I find myself thinking about things that have nothing to do with the course.	( )	( )	( )	( )	( )
7.	I keep thinking that the other students are better at language than I am.	( )	( )	( )	( )	( )
8.	I am usually at ease (comfortable) during tests in my language class.	( )	( )	( )	( )	( )
9.	I start to panic when I have to speak without preparation in language class	( )	( )	( )	( )	( )
10.	I worry about the consequences of failing my language class.	( )	( )	( )	( )	( )
11.	I don't understand why some people get so upset over language classes	( )	( )	( )	( )	( )
12.	In language class, I can get so nervous I forget things I know.	( )	( )	( )	( )	( )
13.	It embarrasses me to volunteer answers in my language class.	( )	( )	( )	( )	( )
14.	I would NOT be nervous speaking the English language with native speakers	( )	( )	( )	( )	( )
15.	I get upset when I don't understand what the teacher is correcting.	( )	( )	( )	( )	( )
16.	Even if I am well prepared for language class, I feel anxious about it.	( )	( )	( )	( )	( )
17.	I often feel like not going to my language class.	( )	( )	( )	( )	( )
18.	I feel confident when I speak in English in my language class.	( )	( )	( )	( )	( )
19.	I am afraid that my language teacher is ready to correct every mistake I make.	( )	( )	( )	( )	( )
20.	I can feel my heart pounding when I'm going to be called on in language class.	( )	( )	( )	( )	( )
21.	The more I study for a language test, the more confused I get.	( )	( )	( )	( )	( )
22.	I DON'T feel pressure to prepare very well for language class.	( )	( )	( )	( )	( )
23.	I always feel that the other students speak the English language better than I do.	( )	( )	( )	( )	( )
24.	I feel very self-conscious about speaking English in front of the other students	( )	( )	( )	( )	( )
25.	Language class moves so quickly I worry about getting left behind.	( )	( )	( )	( )	( )
26.	I feel more tense and nervous in my language class than in my other classes.	( )	( )	( )	( )	( )
27.	I get nervous and confused when I am speaking in my language class.	( )	( )	( )	( )	( )
28.	When I'm on my way to language class, I feel very sure and relaxed.	( )	( )	( )	( )	( )
29.	I get nervous when I don't understand every word the language teacher says.	( )	( )	( )	( )	( )
30.	I feel overwhelmed by the number of rules you have to learn to speak the English language.	( )	( )	( )	( )	( )
31.	I am afraid that the other students in the class will laugh at me when I speak in English.	( )	( )	( )	( )	( )
32.	I would probably feel comfortable around native speakers of the English language.	( )	( )	( )	( )	( )
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	( )	( )	( )	( )	( )

Appendix-3. Permission for Using Foreign Language Classroom Anxiety Scale

From: Abdullah SHUKUR abdullah.shukur@yahoo.com
To: Horwitz, Elaine K horwitz@austin.utexas.edu

Dear Prof. Dr. Elaine Horwitz,

My name is Abdullah SHUKUR, and I am an MA student at Gazi University. And now I want your permission to use Foreign Language Classroom Anxiety Scale to do a research related to foreign language anxiety.

Best regards,

From: Horwitz, Elaine K horwitz@austin.utexas.edu
To: Abdullah SHUKUR abdullah.shukur@yahoo.com

It's nice to meet you, and I appreciate your interest in my work.
Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, 2nd edition, Pearson, 2013.

Best wishes, Elaine Horwitz

Appendix-4. Approval Letter to apply the Questionnaire at University of Salahaddin

Ministry of Higher Education and Scientific Research

Presidency of Salahaddin University\Erbil

College of Education

Department of English

وەزارەتی خوێندنی باڵا و توێژینەوەی زانستی

سەرۆکایەتی زانکۆی صەلاحەددین/هەولێر

کۆلێژی پەروەردە

بەشی زمانی ئینگلیزی

Date: 15/9/2016

To whom it may concern

This is to confirm that (Abdullah SHUKUR) is allowed here to collect data at Salahaddin University, College of Education – English Department through distributing questionnaires and conducting short structured interview among students of the English Department.

College of Education
Department of English

Dr.Hussain Ali Wali
Head of English Department
College of Education
Salahaddin University

Appendix-5. Consent for Participation in A Research Interview

I agree to participate in a research project led by Abdullah SHUKUR from the department of English language teaching at Gazi University, Turkey. The purpose of this document is to specify the terms of my participation in the project through being interviewed.

1. I have been given sufficient information about this research project. The purpose of my participation as an interviewee in this project has been explained to me and is clear.

2. My participation as an interviewee in this project is voluntary. There is no explicit or implicit coercion whatsoever to participate.

3. I have the right not to answer any of the questions. If I feel uncomfortable in any way during the interview session, I have the right to withdraw from the interview.

4. I have been given the explicit guarantees that, if I wish so, the researcher will not identify me by name or function in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure.

5. I have read and understood the points and statements of this form. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

6. I have been given a copy of this consent form co-signed by the interviewer.

_____ _____

Participant'sSignature Date

_____ _____

Researcher'sSignature Date

For further information,
please contact:
abdullahshukur088@gmail.com
TEL: 009647508194863

GAZİLİ OLMAK AYRICALIKTIR…