

The Level of Anxiety among Jordanian EFL Undergraduates in Oral Communication Performance

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Abstract

The main aim of this study is to investigate the level of anxiety of Jordanian English as a foreign language (EFL) undergraduates in oral communication performance in Jerash University, Jordan. This study is significant in determining student's level of anxiety and find solutions for reducing their anxiety. The sample of the study consists of 351 students and five lecturers. A 33-item questionnaire adopted from Horwitz et al. (1986) was used to investigate student's level of anxiety. 35 students and five lecturers sat for interviews. SPSS 22 was used in this study to analyse the quantitative data while NVivo 10 was used for analysing the qualitative data. The findings revealed that 60.7 per cent of the respondents showed that they experience anxiety while speaking in English. Qualitative findings from respondents suggest having collaboration between parents, lecturers and students, departure from current teacher-centered approaches, providing stress-free and congenial exercise of public speaking and debates. Future researchers are encouraged to add another research instrument when conducting studies investigating foreign language anxiety such as include students' journals to get more accurate findings.

Keywords: anxiety, levels, students, oral communication, ESL/EFL

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Introduction

The significant role of the English language in today's world urged researchers to examine several issues concerning the language, particularly those that assist learners' effective communication. Some of these issues comprise of factors that result in better fluency in English speaking and hence better English language performance in the context of foreign language learning. In fact, some of the fact that have been postulated to impact the performance of language learners in turn effect English language acquisition and one of the important factors is anxiety to speak English (Al Shboul 2013; Krishnan 2013; Little, 2003).

Anxiety to speak English was postulated to be among the major antecedents of student's Second Language Acquisition (SLA) as it directly impacts the inclination of the learners to communicate (Horwitz, 2001; Zhao Na, 2007; Canessa, 2006). According to some researchers, language anxiety is among the main determinants of language acquisition and proficiency. Literature dedicated to language anxiety is rife with studies that revealed a consensus of the negative association between language anxiety and language performance especially in the oral context (MacIntyre et al., 1998).

Background of the study

Jordanians students are facing big challenges in the four English skills but the most challenging skills that the students face is the oral communication skill. One of the reasons behind that is that English is not the mother tongue of Jordanian EFL students in which Arabic is used as their daily language of communication. Another reason is the lack of exposure to the target language (English) taking into account that communication in English occurs only inside EFL classrooms. Apart from that, Jordanian EFL students prefer to use Arabic in EFL classrooms rather than English. An important reason behind the weakness of Jordanian EFL students in the oral skill is that the whole process of teaching and learning in the Jordanian higher institutions is exam-oriented in which the focus of teaching is on grammar and reading comprehension while conversation and communication topics are treated with marginal focus (Jdetawy, 2011).

Due to the lack of research in the Jordanian EFL context, not much is understood about the reasons why students in Jordan face oral communication problems. However, in the literature on foreign language acquisition in general and oral communication in particular, a number of factors have been hypothesized to influence the oral proficiency of foreign language students. One of the factors that affect student's oral communication is anxiety to speak in English (Krishnan, Al_Lafi & Pathan2013). Anxiety over speaking in ESL/EFL context was signified by Horwitz et al., (2010) as 'communication apprehension and defined as an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person.

The present study aims at finding student's level of anxiety of Jordanian EFL undergraduate students while speaking in English in general (inside and outside English classroom).

Anxiety and Oral Communication

In general, anxiety refers to the state wherein feelings of fear, worry, uneasiness and dread arise in an individual's nervous system (Bouras & Holt, 2007). In the perspective of psychiatry, anxiety is described as a normal feeling which comes up in the face of stressful

situations. It is also referred to as useful to people in that it assists in dealing with a difficult situation via encouraging coping mechanisms. Nevertheless excessive anxiety may prevent people from functioning, particularly in very stressful situations (Bouras & Holt, 2007). On the other hand, in the perspective of medicine, according to The American Heritage Science Dictionary (2005) anxiety is a state of apprehension and fear that stems from the expectation of a threatening situation.

However, in the present study, focus is laid on anxiety in the context of oral communication, specifically in second/foreign language learning contexts. In this regard, anxiety in the field of second language acquisition is described as the worry and negative emotional reaction that surfaces during the speaking or using of a second language (MacIntyre et al, 1998, p. 27). On a similar note, anxiety related to foreign language was defined by Horwitz, Horwitz & Cope (1991) as self-perceptions, beliefs, feelings and behaviours linked with classroom oral communication that stems from the unique process of such learning.

Countless of studies have been carried out to investigate the anxiety-second language achievement relationship. The first of these studies was carried out by Scovel (1978) who noted that pioneering studies on language anxiety reported mixed findings and observations. In this context, Young (1994) also conducted a comprehensive review about the previous studies on language anxiety. The researcher noted that some studies on foreign language anxiety reported a negative language anxiety-language performance relationship (e.g. Aida, 1994; Coulombe, 2000; and Saito & Samimy, 1996), while other studied found positive or no correlation between the two constructs (e.g. Chaistain, 1975; Kleinmann, 1977). Young (1994) is an advocate of Scovel's (1978) study that linked studies' mixed results to the lack of a reliable and valid instrument that measures language anxiety. He adds that majority of the studies dedicated to language anxiety had varying goals, objectives, definitions, and conceptual schemata, which made comparisons quite challenging (Young, 1994, pg. 4). In other words, Scovel's (1978) attributes such discrepancy in the findings to lack of consensus on a single measure to test language anxiety as these previous studies utilized various instruments depending on their various objectives and contexts.

Another study was carried out by Horwitz, Horwitz & Cope (1986) to address Scovel's (1978) contentions. From their study, they argued that foreign language anxiety should be separated from other anxiety types and as such it should be described as distinct fears transferred to foreign language speaking. In addition, they stressed that anxiety in foreign language learning is complex self-perceptions, beliefs, feelings and behaviours that linked to classroom language speaking stemming from the distinct process of such learning (Horwitz et al., 1986).

Horwitz, Horwitz & Cope (1986) minimize the gap in literature by providing a conceptualization of foreign language anxiety as a specific variable. They claimed that prior studies fell short of defining the term and describing its effects on foreign language learning (p 125). According to them, the conceptualization of foreign language anxiety as a specific variable would enable teachers as well as learners to determine and recognize its symptoms and outcomes. As a consequence of their study, a standard measure has been developed to identify the foreign language anxiety levels known as the Foreign Language Classroom Anxiety Scale (FLCAS).

Horwitz et al. (1986) brought forward a theoretical model in order to examine foreign language anxiety. The model assisted in filling the gaps existing between the two former approaches. Advocates of this proposed model addressed L2-related anxiety and referred to it as a type of anxiety felt by foreign language learners when confronted by the distinct experience of learning and using language on their own (L1). This is consistent with Gardner's (1985) contention concerning language anxiety in the learning realm, where anxiety is differentiated from the typical anxiety trait experienced in different situations. The model posits that anxiety is primarily linked to performance evaluation in an academic and social context and has therefore created parallels between L2-related anxiety and other three related performance anxieties namely, communication apprehension, Fear of negative evaluation, and test anxiety.

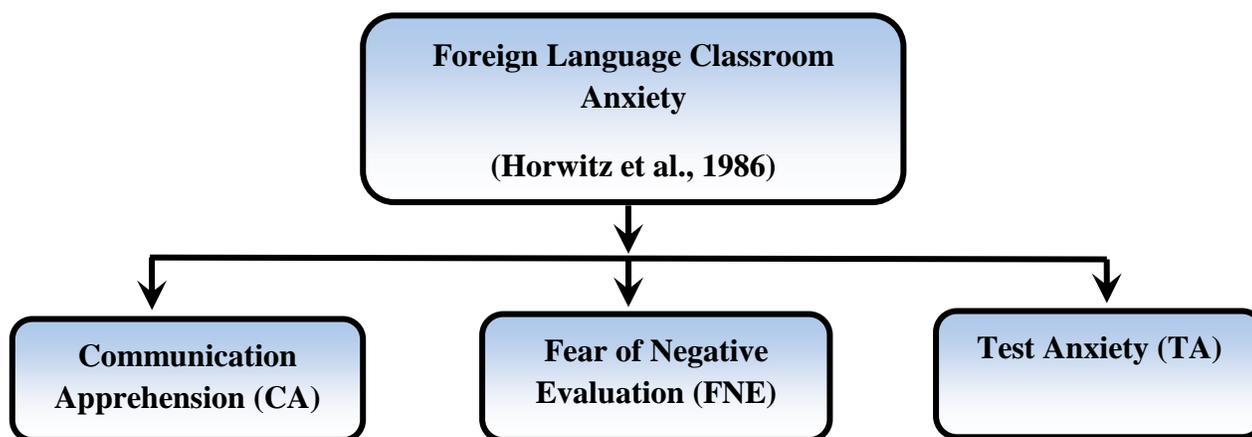


Figure 1: The Conceptual Framework of Foreign Language Classroom Anxiety

Methodology

This study was carried out using qualitative and quantitative methods. The researcher employed an adopted questionnaire; 33-item questionnaire adapted from Horwitz et al. (1986), to obtain data regarding the students' Level of anxiety to speak in English (See Appendix A). The construct of anxiety contains of three dimensions, which are "communication apprehension", (CA), "fear of negative evaluation" (FNE), and finally "test anxiety" (TA). Added to this, the researcher also used the qualitative approach of collecting and analyzing data via semi-structured interviews with two groups (students and lecturers).

The sample of the study consists of 351 students taking English proficiency courses in Jerash University in Jordan. The qualitative components of this paper utilised semi-structured interviews with both; the students and their lecturers. A number of 35 students were randomly selected from the 351 students for the semi-structured interviews (focus groups) while five lecturers teaching these students were randomly selected for the individual interviews. Both quantitative and qualitative data were analyzed in a particular order; first, the statistical package for social sciences (SPSS) was employed for the descriptive analysis of the questionnaire. The qualitative data from the interviews were analyzed thematically using NVivo software (Merriam, 1998; Erickson, 1986; Miles & Huberman, 1994).

The Findings of the Study

The variable of student's level of anxiety experienced by Jordanian EFL undergraduate students was utilised on a 5-point Likert scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). In this study, the statistical analysis of the variable is grounded on this scale in which the overall judgment of the variable depends on the students' answers of the items. The following table (Table 1) shows the statistical analysis for the construct of anxiety.

Table 1
Statistical Analysis of student's level of Anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	4.0	4.0	4.0
Agree	93	26.5	26.5	30.5
Neutral	106	30.2	30.2	60.7
Disagree	97	27.6	27.6	88.3
Strongly disagree	41	11.7	11.7	100.0
Total	351	100.0	100.0	100.0

It could be seen from table 1 that majority of the respondents answered the items of the construct of anxiety with 'strongly agree', 'agree', and 'neutral' with percentages of 4.0 per cent, 26.5 per cent, and 30.2 per cent, respectively. In other words and by calculating these percentages, this sums up to 60.7 per cent of the respondents showed that they experience anxiety, whether severe or moderate, while speaking in English. On the other hand, only 39.3 per cent of the respondents reported that they do not experience anxiety while speaking in English when 27.6 per cent responded with 'disagree and 11.7 responded to the items of the anxiety construct with 'strongly disagree'.

This finding seems to correspond with other findings from the literature regarding students' levels of anxiety. In this regards, Zreagat and Kaur (2014) conducted a study in Jordan on student's levels of autonomy and anxiety and the relationship between these two constructs with oral achievement. Their study showed that 70.62 % of the sample faces anxiety while they try to speak in English. Moreover, Muhaisen and Abed Al-Haq (2012) found that students face high anxiety when they try to speak in English whether inside or outside English classroom. The previous two studies were taken from Jordanian EFL students which in turn support the findings of this paper.

Previous studies are related to anxiety theory (FLA) by Horwitz et al (1986). In his theory, he stated that students face anxiety while speaking in English due to three main performance anxieties namely, "communication apprehension" (CA), "fear of negative evaluation" (FNE), and "test anxiety" (TA). In the excerpts below, the researcher used coding system. The following is the coding system was used: 'L' for lecturers, 'S' for the student, and 'FG' for focus group interviews.

Regarding the first components of this study; communication apprehension, students stated that they experience apprehension when they want to speak in English. The following excerpt addressing student's communication apprehension.

"I feel worried especially when my lecturer asked me to read or speak about something. I do not like to say something that others do not understand. So, I prefer always to remain silent"

[S5, FG2]

The student's excerpt above addresses the issue that he experiences anxiety when he attempts to speak in English. The student tends to avoid oral communication which means that this student experiences the first sub-variable of anxiety, communication apprehension (CA).

The second component is fear of negative evaluation. Most of students stated that they are afraid of being evaluated negatively by their lecturers if they commit mistakes while they try to speak in English. Students care about their marks so that they prefer to stay quiet and not speaking in front of their lecturers to prevent any negative evaluation. Students reported that their lecturers evaluate them negatively, however, their lecturers stated that they do not evaluate their students negatively if the commit mistakes during their oral conversations inside classroom. The following excerpt addressing student's fear of negative evaluation:

"I avoid speaking in English because I am afraid that my doctor will evaluate me negatively. Therefore, I prefer and chose not to speak"

[S3, FG1]

For the third theme of anxiety to speak in English, students stated that they experience test anxiety (TA) whether in their formal tests or when the lecturers asked them to provide answers for a questions that been asked inside their classrooms. Test anxiety refers to a "tendency to view with alarm the consequences of inadequate performance in an evaluative situation" (Sarason, 1978, p. 214). The following excerpt was taken from one of the students addressing the third theme of anxiety:

"I always keep thinking of what I want to say and this really makes me feel worried and in stress so I always tend to prepare for what I want to say so that others will not laugh at what I say"

[S6, FG3]

In the above excerpt, the student has a feeling of anxiety connected with an evaluate situation. Therefore, students prepare what they want to say and tend to stay conscious of what they say because they are afraid of the consequences of what they will say inside their English classroom.

Similar results were taken from the lecturers to those generated from the quantitative results of the study (questionnaire) as well as from those generated from students' semi-structured interviews. Regarding the first component of anxiety, the data collected from the

lecturers reported that the respondents of the current paper do avoid communication in English. For example, a senior female lecturer reported that most of her students are afraid of communicating with her or with their classmates in English and only a few students participate inside the class. In this regards, she states:

“To be honest with you, most of my students do not speak inside the classroom and when I ask questions, four to seven students answer and the rest of them just keep quiet. Sometimes I ask those who keep quiet to answer and they do. They know the answer but afraid of speaking in English in front of their classmates. My students are anxious when they want to engage in any oral exercise. The students show some anxiety signs like trembling, speaking very fast just to finish answering the question. Also, some of the students they start to panic as you can see it on their faces”.

[L4]

When the researcher asked one of the lecturers about whether students experience anxiety when they attempt to speak in English, a senior male lecturer answered:

“First of all my students rarely participate inside the classrooms. And when they do, they just give short and direct answers to the questions I ask. They do not answer the question if it needs long answer. Even when they do, they show sign of anxiety such as trembling voices, hesitation, and long pauses and many other signs. A lot of them feel shy or afraid of asking what I say even when they do not understand and prefer to remain silent. They do not have self-confidence in their ability so they remain silent”

[L1]

As far as CA is concerned, the lecturer stated that his students experience CA when speaking inside the classroom. For example, when the researcher asked a junior male lecturer whether students feel anxious when participating in the class, he responded as follows:

“Yes, my students show signs of anxiety and worry when participating inside the classroom. Our students feel afraid of speaking anything in public whether in front of their lecturers or in front of their classmates. They are afraid and worried”

[L3]

Another junior female lecturer reported that her students show physical signs of anxiety when they speak in English. Some of these signs are trembling voices, sweating, red faces, and hesitating. In the literature, these signs reported to be experienced by students who are anxious. Steinberg and Horwitz (1986) in their study about language anxiety reported that students develop physiological signs when they feel anxious while speaking in English. Some of these signs are an increase in heart rate, sweaty palms and foreheads as well as tension. Young (1994, p. 430) also reported that anxious foreign language learners may experience “distortion of sounds, inability to produce the intonation and rhythm of the language, ‘freezing up’ when called on to perform and forgetting words or phrases just learned or simply refusing to speak and remaining silent.” The following quote was taking from a junior male lecturer addressing that Jordanian EFL students experience anxiety about communication:

“My students do not participate inside the classroom, It is obvious when I see their faces and the way that they responses when I asked them to participate. My students show signs of anxiety when they want to engage in any oral exercise some of them start to speak very fast just to finish answering the question. Others start to panic as you can see it on their faces”

[L5]

As for FNE, a senior male lecturer reported that Jordanian students in general tend to avoid speaking inside classrooms because they are afraid of being evaluated negatively by their lecturers. He stated:

“I think that many students avoid speaking inside the classroom because they are afraid that their lecturers will evaluate them negatively”

[L1]

He continue in saying that lecturers do not evaluate their students negatively and he keeps telling them that committing mistakes is the best way to learn to speak the language and if you do not commit mistakes you will never speak. The following quote was taking from him:

“Not at all, I always keep telling them that committing mistakes is the best way to learn to speak the language and if you do not commit mistakes you will never speak. I even tell them that I will evaluate you negatively if you do not talk”

[L1]

As for TA, a junior female lecturer reported that many of the students avoid participation inside English classrooms because they are afraid of the consequences of their participation. The lecturer explains that some students prefer to remain silent in order their lecturers will not form a bad impression about their English performance. In this regards, she states:

“I always keep telling them not to be afraid of committing mistakes or even being afraid of evaluating them negatively. I keep reminding them that inside the lecture, you speak whatever you want even if you commit mistakes as I am here to correct your mistakes to avoid them whether in their oral test or most importantly, when communicating in English outside classroom”

[L5]

Conclusions and Recommendations

The current paper reached a main conclusion which is Jordanian EFL undergraduate students in Jerash University in Jordan do experience anxiety when they attempt to speak in English whether inside or outside English classroom. This section is providing some recommendations that may help Jordanian undergraduate students to reduce their anxiety level.

One of the practices is that the lecturers use Arabic language (students' mother tongue) to communicate with their students. This practice was reported by the students as well as their lecturers. Experts advice teachers and trainers not to use the native language when teaching second/foreign language (Swain et al., 2011). In this case, Arabic can be used to bond the use of English language inside English classroom but cannot be used to replace it. This will backward

students' learning process and in turn make students anxious and not sure of themselves when attempting to speak English taking into account that students need to find the exposure to the target language and this exposure necessary to learn to speak the target language (Griffiths, 2008). Thus, this study recommended that the Ministry of Higher Education in Jordan should know that this phenomenon takes place for one of two reasons: lecturers are not aware of the issue of using the mother tongue and its impact on the learning process of second/foreign language acquisition or they abandon the process of learning due to the student's low oral communication levels. To overcome these problems, educational policy makers in Jordan should design and implement training courses for lecturers on the appropriate approaches of teaching English language for communication proposes.

Another important finding this study reveals that students tend not to participate inside English classroom because they are afraid of having clashes of ideas with their lecturers if they go against their lecturer's opinions. Some students reported that their lecturers take it personally when their students go against their opinion in specific issue. One of the students stated that he had encountered personal problem when she tried to question her lecturer about a particular issue. Lecturers should encourage their students to speak and discuss inside the classroom regardless this opinion goes with the lecturer's opinion or against (Aguirre, Haggerty & Linder, 1990).

The findings of the current paper also reported that lecturers do not concentrate on oral communication skills while their focus is more on reading, writing, and listening skills. The fact that lecturers are not aware of that English nowadays used by 1.5 billion people in the world for communication purposes more than using it for the other language skills (Graddol 2006). Focusing on conversation skills will develop student's communicative language skills and in turn reduce their level of anxiety. To achieve so, lecturers should focus more on oral communication and give their students the chance to speak and express their different views.

Most of the respondents; lecturers and students reported that the number of the students inside each class is big as most of the classes contain around 70 students in each class. This make it difficult for lecturers to give their students more oral communication activities, also, it makes it difficult to engage in communication between the students themselves. Thus and therefore, the researcher believes that the Jordanian Ministry of Higher Education should understand the importance of English language in helping the whole reform in Jordan whether economically, socially, and politically. Students in Jordan should get more opportunities to learn to speak in English. This can be done by making more efforts and among these efforts is increasing the assigned financial budget for teaching English especially focusing on the communicative part of it. By doing so, more classrooms can be provided which in turn make it easier for lecturers and their students to engage more in English activities, also, more lecturers will be recruited.

Hence, it is recommended that lecturers help their students to participate more inside their English classrooms. Moreover, policy makers and Jordanian Ministry of Higher Education should pay more attention on student's learning process by providing all the materials needed to come up with better English students. These changes will diffidently need a lot of money and time as it will be a big transformation of Jordanian EFL classrooms but the government of Jordan should keep in mind that education is the key for success of every aspect they seek. This

investment should become the priority over any other investment because communities developed and transcend through education. If the Jordanian government invested in this kind of investment, Jordanian students will have the opportunity to participate and play an important role in the future of Jordan.

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APPENDIX A

The Adopted Questionnaire on Foreign Language Classroom Anxiety, adapted from Horwitz et al. (1986).

FOREIGN LANGUAGE CLASSROOM ANXIETY

(Horwitz et al., 1986)

استبيان عن الرهبة والخوف لدى الطالب عندما يتكلم اللغة الانجليزية

No.	Items (العبارة)	SA او افق بشدة	A او افق	N محايد او او افق بعض الشئ	D لا او افق	SD لا او افق بشدة
1.	I never feel quite sure of myself when I am speaking in English. لا اكون متاكدا من نفسي عند الحديث باللغة الانجليزية					
2.	I DON'T worry about making mistakes in English class. لا اقلق عند ارتكاب اخطاء داخل محاضرة اللغة الانجليزية للمحادثة					
3.	I tremble when I know that I'm going to be called on in English class.					

	ارتجف عندما يتم سؤالي داخل محاضرة اللغة الانجليزية					
4.	It frightens me when I don't understand what the teacher is saying in the English language. يساورني الخوف عندما لا افهم ما يتكلم مدرس اللغة الانجليزية داخل المحاضرة					
5.	It wouldn't bother me at all to take more English language classes. لا امانع من اخذ المزيد من محاضرات اللغة الانجليزية					
6.	During English class, I find myself thinking about things that have nothing to do with the course. اجد نفسي افكر بأشياء ليس لها علاقة بمحتوى الدرس خلال محاضرة اللغة الانجليزية					
7.	I keep thinking that the other students are better at English than I am. تراودني دائما فكرة ان الطلاب افضل مني باللغة الانجليزية					
8.	I am usually at ease (comfortable) during tests in my English class. لا اشعر بالقلق واکون مرتاحا خلال امتحانات اللغة الانجليزية					
9.	I start to panic when I have to speak without preparation in English class. اشعر بالارتباك عندما اضطر للكلام بدون تحضير داخل محاضرة اللغة الانجليزية					
10.	I worry about the consequences of failing my English class. اشعر بالقلق من تبعات رسوبي في مادة اللغة الانجليزية					
11.	I don't understand why some people get so upset over English classes. لا افهم لماذا يتضايق البعض من محاضرات اللغة الانجليزية !					
12.	In English class, I can get so nervous I forget things I know. اثناء محاضرة اللغة الانجليزية يراودني القلق لدرجة انني انسى اشياء اعرفها احيانا					
13.	It embarrasses me to volunteer answers in my English class. اصاب بالحرج اذا تطوعت بالاجابة في محاضرات اللغة الانجليزية (لذلك افضل عدم الاجابة)					

14.	I would NOT be nervous speaking the English language with native speakers. لا يراودني الشعور بالقلق او عدم الارتياح عند الحديث باللغة الانجليزية مع الاجانب الناطقين بها					
15.	I get upset when I don't understand what the teacher is correcting. اشعر بالاستياء عندما لا افهم المدرس حينما يصحح الاخطاء لي او للطلاب الاخرين					
16.	Even if I am well prepared for English class, I feel anxious about it. اشعر بالقلق والارتباك في محاضرة اللغة الانجليزية حتى عندما اكون مستعدا بصورة مسبقة للدرس					
17.	I often feel like not going to my English class. غالبا ما يراودني شعور بانني لا اريد حضور محاضرة اللغة الانجليزية					
18.	I feel confident when I speak in English in my class. اشعر بالثقة عند الحديث باللغة الانجليزية داخل المحاضرة					
19.	I am afraid that my English teacher is ready to correct every mistake I make. اخشى ان يقوم مدرس اللغة الانجليزية بتصحيح اي خطأ ارتكبه عند الحديث باللغة الانجليزية					
20.	I can feel my heart pounding when I'm going to be called on in English class. احس بتسارع دقات قلبي عندما يتم توجيه سؤال لي في محاضرة اللغة الانجليزية					
21.	The more I study for an English test, the more confused I get. كلما درست اكثر لامتحان اللغة الانجليزية كلما احررت اكثر					
22.	I DON'T feel pressure to prepare very well for English class. لا اشعر بالضيق او الضغط عند التحضير لدرس اللغة الانجليزية					
23.	I always feel that the other students speak the English language better than I do. اشعر دائما ان الطلاب الاخرين يتحدثون اللغة الانجليزية افضل مني					
24.	I feel very self-conscious about speaking English in front of the other students.					

	امارس الرقابة الذاتية على نفسي خلال حديثي باللغة الانجليزية امام الطلاب الاخرين					
25.	English class moves so quickly I worry about getting left behind. اشعر بالقلق خوفا من عدم تمكني من متابعة محاضرات اللغة الانجليزية					
26.	I feel more tense and nervous in my English class than in my other classes. اصاب بالقلق والعصبية داخل محاضرة اللغة الانجليزية اكثر من المواد او المساقات الاخرى					
27.	I get nervous and confused when I am speaking in my English class. اشعر بالقلق والحيرة عند التكلم داخل محاضرة اللغة الانجليزية					
28.	When I'm on my way to English class, I feel very sure and relaxed. اشعر بالراحة والثقة وانا في طريقي الى محاضرة اللغة الانجليزية					
29.	I get nervous when I don't understand every word the English teacher says. اشعر بالضيق او عدم الراحة عندما لا افهم كل كلمة يقولها مدرس اللغة الانجليزية					
30.	I feel overwhelmed by the number of rules I have to learn to speak the English language. اشعر بالرضى عن عدد القواعد التي يجب ان اتعلمها للتحدث باللغة الانجليزية					
31.	I am afraid that the other students in the class will laugh at me when I speak in English. اخشى من ضحك الطلاب الاخرين عندما اتحدث باللغة الانجليزية داخل المحاضرة					
32.	I would probably feel comfortable around native speakers of the English language. اشعر بالراحة عند وجودي مع الناطقين باللغة الانجليزية (الاجانب)					
33.	I get nervous when the English teacher asks questions which I haven't prepared in advance. اشعر بالاستياء وعدم الراحة عندما يسألني مدرس اللغة الانجليزية اسئلة لم احضر لها مسبقا					