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ASSESSMENT OF FACTORS THAT AFFECT STUDENTS' MOTIVATION TO PARTICIPATE IN SPEAKING ACTIVITIES IN ENGLISH CLASSROOM: NEDJO SECONDARY SCHOOL, GRADE 9 IN FOCUS.

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BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
REGULAR POST GRADUATE PROGRAMM IN (TEFL)

RELATIONSHIP AMONG LANGUAGE LEARNING ANXIETY, TEACHER
AND PEER SUPPORT, AND ACHIVEMENT: KUNZILA PREPARATORY
AND SECONDARY SCHOOL GRADE 9 STUDENTS IN FOCUS

BY
ALELIGN ABERA

JULY, 2019
BAHIR DAR, ETHIOPIA

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AND SECONDARY SCHOOL GRADE 9 STUDENTS IN FOCUS

BAHIR DAR UNIVERSITY FACULTY OF HUMANITIES DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE

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TO

ADVISOR: MULLUGETA (Ph.D)

A THESIS TO BAHIR DAR UNIVERSITY FACULTY OF HUMANITIES DEPARTMENT
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ABSTRACT

The major objective of this study was examine the correlation between teacher and peer support on Secondary School Students language learning anxiety at language achievement of grade 9 (nine) students at Kunmzila Preparatory and Secondary School. The research used quantitative approach with correlation design. Besides, the data was collected from 150 students through questionnaire and document. The data also analyzed in terms of descriptive statistics (frequency counts, means and standard deviations), inferential statistics, Pearson Product Moment Correlation, and the correlations for the male and female groups were significantly different in strength, the researcher converted the r values into z scores and used the following equation to calculate the observed value of Z (Z_{obs} value). The results of the study revealed that majority of the students were found to be more anxious because the anxiety level of each kind of language learning anxiety variables is above the expected mean score of 3.00. Although all the anxiety variables scores were above the mean score of 3.00, fear of negative evaluation and communication apprehension anxiety variables might assert the seriousness of the anxiety of the learners. Therefore, majority of the participants did get support from their peer and teachers; all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, and general anxiety) had negative and significant relationship with teacher support. Besides, all anxiety variables also had negative and significant relation with peer support variable, but test anxiety was not significant; the correlation between language anxiety variables and students' academic achievement showed that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, learning anxiety, general anxiety and general anxiety) had positive but not significant relationship with academic achievement; the relationship between learning .anxiety, social support and females and males student showed that all anxiety variables were negatively correlated but not significant relationship with females and teacher support. However, all except test anxiety were correlated negatively and significantly with males and peer support. Finally, possible recommendations were forwarded.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Research findings of (Aida, 1994; Horwitz, 1986; MacIntyre & Gardner, 1994) had consistently revealed that anxiety can impede foreign language production and achievement. It has been observed that students in English classroom experience anxiety that results in stuttering and feelings of uneasiness. Anxiety, according to Macintyre and Gardner (1994), can be defined as the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening and language learning as a whole. Students of all levels of academic achievement and intellectual abilities are believed to be affected by anxiety in language learning. This anxiety occurs in varying degrees and is characterized by emotional feelings like worry, fear and apprehension (Cubuku, 2008).

According to McDonald (2001), cited in Cubuku (2008), anxiety can be exhibited differently by individuals. As students progress, abundant pressures and different anxiety levels might affect their language achievement. Language researchers have identified a number of learner factors which are thought to have a considerable influence on language learning. Anxiety has been regarded as one of the factors that influence second language learning. Studies by different scholars, (e.g. Scovel, 1978; Horwitz, Horwitz and Cope (1986); Macintyre & Gardner, 1994), especially in Western countries, have been conducted to investigate the relationship between foreign language classroom anxiety and achievement in the learning of foreign language in different environment. On one side, Chastain (1975) found positive relationship between language anxiety and second language achievement. On the other hand, there were studies by

Horwitz et al. (1986) and Macintyre and Gardner (1994) which indicated that foreign language anxiety is responsible for students' negative emotional reaction to language learning.

To measure the foreign language classroom anxiety levels, many of the researchers used the foreign language classroom anxiety scale-(hereafter FLCAS), which was designed by Horwitz, Horwitz and Cope (1986). The FLCAS, as confirmed by Aida (1994), Horwitz (1986) and Rodriguez and Abreu (2003), was found to be highly reliable instrument to measure anxiety level of students.

More recently, Batumlu and Erden (2007) and Cubuku (2007) have conducted research on this context to see classroom language anxiety and language achievement correlations and found that anxiety and achievement were correlated negatively. Hence, language teachers should not merely recognize the presence of foreign language anxiety in language learners but also help learners acknowledge, cope with, and reduce their anxiety. In addition, peers play an important role in second-language learning because language learners spend considerable time with their peers and share similar language difficulties. In relation to this, Sophia (2010) also indicated that academic support was the most pervasive variable correlated with language-learning anxiety, compared to other types of support (i.e., teacher personal support, student academic support, and student personal support). Besides, the language learners felt less anxious when they perceived that they obtained more academic support from their teachers.

From teachers and peers support, we do not only operate as social resources but also help students to construct their own personal motivational resources by promoting positive self-perceptions of relatedness, competence, and autonomy (Skinner & Pitzer, 2012). Similarly, Skinner (1995) stated that poor relationships with teachers and peers become liabilities for

students because of lack of support and negative self-perceptions such as feeling that one does not belong, is incompetent, or is coerced in the classroom.

Student–teacher and student–peer relationships inherently include self-sustaining engagement in high-quality teaching and learning, characterized by focused enthusiastic hard work and constructive responses to obstacles and setbacks. Relationships generate mutual satisfaction and success by contributing to teachers’ and students’ experiences of relatedness to their social partners in the classroom, to their competence as teachers and learners, and to ownership of the goals of creating a caring learning community dedicated to important academic work (Chang, 2009).

Peer groups have the important role in influencing students’ behavior in taking decision (Mapesa, 2013). Peer groups can give a negative impact to students related to peer pressure because it is the key part of an individual’s development process (Korir, 2014). In contrast, they are attracted to join with their peer groups for providing them with source of information needed academically, vocationally, psychologically, and give them feedback related with their emotions when they feel stressful and need someone to share their feeling. The support and pressure from peer groups can determine the level of their anxiety in academic performance.

Collaborative learning can be good habits when the students can learn together and help each other. It can engage the students about school life and have a good relation by helping and make interaction with others and not only focus with their personal but also their society. It also shows that every student sometimes needs help from others when they less of information or knowledge. It was supported by Zone of Proximal Development (ZPD) of Vygotsky which stated that there is cognitive level when the students cannot do anything alone, but they need guidance

to solve their problems from adult or collaboratively with their peers Vygotsky cited in Moreno (2010).

The diverse assumptions made them easier to find the best information and result of their discussion study individually. Through peer group, the students can express their own assumption, discuss, and share information by interacting with one another (Larson et al., 1984). When the students discuss the information with other members of their group, they can learn better because discussions can give benefit to understand the knowledge if they share each other (Jonassen, 2001).

Foreign language classroom anxiety is totally different from other types of anxieties (Horwitz et al., 1986). Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effects than facilitating effects, an investigation and detailed analysis of foreign language anxiety is necessary and significant. Besides, these days it is common to observe the practice of one-to-five group arrangement in our schools. It was assumed that such group learning method has great potential for the students' to interact freely, to promote work motivation and their engagement in the class and minimize their classroom anxiety. Hence, having this in mind, the role of social support in relation to anxiety and academic achievement should be examined. Therefore, the researcher examined the relationship among language learning anxiety, teacher and peer support, and achievement at Kunzila Preparatory and Secondary School grade 9 students in focus.

1.2 Statement of the Problem

Anxiety is a kind of trouble feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz et al., 1986). It is said to be one of the affective factors which affect the process of learning. In this regard, Horwitz et al., (1986), Macintyre and Gardner, (1994), Scovel, (1978), Aida (1994), and Young (1991), claimed that language courses are anxiety provoking by nature. In light of this, Horwitz et al. (1986), in their study of foreign language classroom anxiety, developed a foreign language classroom anxiety scale (FLCAS). They administered it to the subjects of the study and found that the levels of the students' anxiety and their language achievement were negatively correlated. Similarly, Aida (1994) and Macintyre and Gardner (1994) arrived at a conclusion that classroom language learning anxiety and achievement have negative relationship. Batumlu and Erden (2007) and Cubuku (2007) also reached conclusion similar to the aforementioned ones.

Social support from teachers and peers is an important component that may influence student academic achievement. When students perceive that they are emotionally supported by their teacher, they tend to engage more actively and make a greater effort in their academic work (Goodenow, 1993). Besides, Horwitz (2008) suggested that language teachers reduce the anxiety level of language learners by helping learners recognize their own discomfort and establish reasonable, as well as achievable, expectations of language learning.

According to Hallinan (2008), an important measure of teacher effectiveness in secondary school is how much students believe their teacher supports them. Teacher support is the extent to which students believe that they can rely on their teachers for assistance, which is associated with

academic interest, and they also added that student academic achievement is the most frequently assessed measure of teacher effectiveness. Currently, there is no conclusive indication of whether teacher personality is associated with academic achievement. Garcia, Kupczynski, and Holland (2011)

Support from teachers and peers can have a profound influence on students' success. Interactions with teachers and peers play a central role in supporting young adolescents' academic motivation and classroom engagement (Wang & Eccles, 2013). Horwitz et al. (1986) also argued that language classrooms are threatening in part because students are often required to communicate in front of their peers in an unfamiliar language and are often publicly evaluated while doing so.

FLCA may have different causes such as conspicuousness, lack of knowledge, lack of self-confidence, shyness or high expectations of others (Bekleyen, 2001). However, the beliefs and behaviors of language teachers and peers can also be direct causes of students' anxiety. Brandl (1987) cited in Yan (1998) has found that the majority of the teachers believed that teachers should keep a distance from their students. Young (1991) has noted that some teachers believe the teachers' role is that of a "drill sergeant" instead of a "facilitator" and that there is a need to correct students' errors constantly (p.428). In the same vein, Koch and Terrell (1991) showed that the interaction between teachers and learners is important in the increase or decrease of the students' anxiety levels.

There are also researches that have been done in the Ethiopian contexts on learners' anxiety and its relation with academic achievement and other related issues. For example, Abate (1996) investigated the extent and direction of the relationship between English language anxiety and learners' English language performance in first year students of the Ethiopian Civil Service

College. He used FLCAS, a mid-semester test and scales for assessing speaking and writing skills. His findings indicated that most of the students were highly anxious in different kinds of language performance activities such as speaking and writing. And the learners' anxiety scores were negatively and significantly associated with their language performance.

A research was conducted by Melesse (2007) on language writing test anxiety with particular reference to Admas and St. Mary's private university colleges' students taking Sophomore English course. His focus was to know the major factors which cause students to be in a state of anxiety when they take writing tests. His findings indicated that the large majority of the subjects of the study were found to be poor in their writing because of their poor backgrounds of writing activities before they joined university colleges. As a result, their level of anxiety was high when taking the writing tests focused on colleges. For this reason, it cannot find enough studies on foreign language classroom anxiety on secondary schools. The only study similar to this study Ayneabeba's (1993: p.4.) research was conducted at a high school in Addis Ababa. It "investigated whether learners' cultural and educational perception had a bearing on what happened in the classroom." Gregersen (2003) also found that anxious language learners tend to participate less in language-learning activities in an effort to protect their social image by reducing the possibility of making linguistic errors in front of peers and teachers.

According to his finding, both teachers and students appreciated more interactive learning, there was a conflict between how they enjoyed learning and how they felt they ought to learn. Therefore, students' expectation and experience of the learning situation might be expected to cause anxiety. And those studies may not reflect the real situations of high school English language teaching anxiety with social support and academic achievement. It is important to investigate if whether or not differences in students' achievement in English language and any

way, social support can be attributed to their experiencing different levels of anxiety as they learn and use the language -English. High school students, who are still at a comparatively low level of English proficiency, may easily experience a feeling of uneasy suspense and anxiety (Ranchman, 1998) cited in Zhao Na (2007).

Issues studied by above mentioned researchers have the same and related concern, but differ in scopes as well as data collecting and analysis techniques. In parallel, this study is related but different in the same case and issued to conduct this study. As in any foreign language context, Kunzila Preparatory School grade nine students may be expected to experience anxiety in English classes due to the fact that English is a foreign language to them and there might be other reasons such as the classroom conditions, the school situation and the personalities of teachers and students support and students themselves. It is clear that many factors may contribute to language classroom anxiety. Therefore, the present study examined the relationship among language learning anxiety, teacher and peer support, and achievement of Kunzila preparatory and secondary school of grade 9th students.

1.3 The Research Questions

For this present study, the following research questions were paused to be answered at the end of the study:

1. What is the general anxiety level of grade 9 students' in English language classroom?
2. How do the students rate the social support they receive from their teachers and their peers in English language classroom?

3. Is there a significant relationship in the level of foreign language learning anxiety due to the level of teacher and peer support reported?
4. What kind of relationship exists between foreign language learning anxiety and achievement in English?
5. Is there a statistically significant difference in the strength of the correlation between anxiety and social support (Teacher and Peer Support) for male and female students?

1.4 Objective of the Study

The general purpose of this study was to examine the relationship among language learning anxiety, teacher and peer support, and achievement: Kunzila Preparatory and Secondary School grade 9 students.

1.4.1 Specific Objectives of the Study

To meet the objectives of the study, the following research objectives' were formulated.

1. To examine the general anxiety level of grade 9 students' in English language classroom.
2. To explain the students' rate the social support they received from their teachers and their peers in English language classroom.
3. To investigate a significant relationship in the level of foreign language learning anxiety due to the level of teacher and peer supported reported.
4. To examine the kind of relationship exists between foreign language learning anxiety and achievement in English.
5. To show whether or not there is statistically significant difference in the strength of the correlation between anxiety and social support (Teacher and Peer Support) or not for male and female students.

1.5. Significance of the Study

As stated above, the purpose of the current study was to examine the relationship among language learning anxiety, teacher and peer support, and language achievement of grade 9 students. Identifying the type of anxiety may help to be considerate in the classroom for teachers. Moreover, the English language teachers and students of Kunzila Preparatory and Secondary School may get supportive feedback from the results of the study. Therefore, teachers may be informed about the occurrence of classroom anxieties in English classes. Even the result may help students to be conscious of classroom anxieties and find ways how to escape the debilitating effects of anxiety. Furthermore, the findings of the study may help to provide a considerable attention to the effects of anxiety in the language learning classroom. And it may help to apply various methods, techniques, and approaches that attempt to alleviate anxiety and stress to facilitate language learning. Finally, this study may open a way for further investigation for those who might be interested in this area.

1.6 Delimitation of the Study

The scope of this study was only limited on examining the relationship among language learning anxiety, teacher and peer support, and achievement. In Amhara Regional State, in West Gojjam Zone, in Liben town administration with particular reference to grade 9 students in Kunzila, General Secondary and Preparatory school. In order to manage very carefully, it was delimited to grade 9 students of the above mentioned school.

1.7 Limitations of the Study

This study, the research report encountered some limitations. Some of these may be negligence of the respondents to fill in the questionnaire with regards to the correlation between teacher and peer support on Secondary School Students language learning anxiety at language achievement of grade 9 students. If the research report had a chance to draw data from all participants and analyzed the data, the results of the study would have been comprehensive. Therefore, other researcher should take into consideration the limitation of the study to make it fulfilled.

1.8 Operational definition

- **Social support-** it is taken in the form of self-reported classroom academic and emotional support from teachers and classmates, and the society at large.
- **Anxiety-** is anxiety worry, emotionality, stress, trouble felling, uneasiness and others.
- **Correlation-** is found relationship between language anxiety, social support (i.e teachers' and peer supprt) and second language achievement.
- **Teacher and peer** _ social support from teachers and peers is an important component that may influence students' academic achievement. When students perceive that their teachers and peer are emotionally supported, they tend to engage more actively and make a greater effort in their academic work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Types of foreign language anxiety

Anxiety has been studied by psychologists and educators from many perspectives, resulting in a voluminous body of literature documenting its influence on cognitive, affective and behavioral functioning (Macintyre & Gardner, 1991). Once in a while, everyone feels nervous for reasons he or she cannot explain (Fedorko, 1986; Jonassen and Grabowski, 1993; Morris, Davis and Hutchings, 1981; and Libert and Morris, 1967), wrote conceptualizing anxiety as two elements, worry and emotionality. Worry is associated with the cognitive component and emotionality with disagreeable sensations that one usually experiences for short duration. Foreign language classroom anxiety has recently been identified as distinguished from other forms of anxiety (Horwitz, et al., 1986). Anxiety which is experienced by almost one -half of the student in a foreign or second language classroom can be seen from general anxiety and foreign language classroom anxiety perspectives.

2.2.1 General anxiety

Morris, Davis and Hutchings (1981) regarded general anxiety as worry and emotionality. Brown (1994), Chen and WU (2004); Jonassen and Grabowski (1993); Horwitz, et al. (1986) Oxford (1999), saw that anxiety constitutes trait anxiety, state anxiety and situation-specific anxiety. These anxiety types are considered general anxieties. They will be discussed briefly as follows.

2.2.1.1 Trait anxiety

Trait anxiety has been defined as a likelihood of an individual becoming anxious in any situation (Brown, 1994). A tendency to be anxious is a permanent personality characteristic. Therefore, an individual with high trait anxiety would probably become apprehensive in many different kinds of situations (Macintyre & Gardner, 1991). The trait anxiety perspective has been productive in reporting effects of generalized anxiety and it has been applicable across situations Jonassen & Grabowski (1993) and Macintyre & Gardner (1991).

2.2.1.2 State anxiety

Spielberger (1983), in Chen and WU (2004), defined state anxiety as unpleasant temporary emotional state or condition, activated by the individuals' nervous system, such as the apprehension experiences before taking a test. Young (1990), in Cubuku (2007), noted that the negative effects of anxiety, such as diminished cognitive performance, are generally associated with state anxiety. It depends on an event or combination of events experienced at the time. It represents a transient emotional mood or condition (Jonassen & Grabowski, 1993). According to them state anxiety is determined by the interaction of trait anxiety and the situational threat perceived, and so is responsive to situational factors. An individual who generally responds to any number of situations with low anxiety may react with high anxiety if there are multiple anxiety-causing conditions present.

2.2.1.3 Situation-specific anxiety

This describes anxiety that occurs constantly over time in a given situation. Taking tests, for example, might cause situation-specific anxiety in some students, whereas for others, it may be giving an oral report that causes anxiety (Jonassen & Grabowski, 1993). Foreign language

classroom anxiety which is totally different from other types of anxieties belongs to situation specific anxiety (Horwitz, et al., 1986).

2.2.2 Foreign language anxiety

Foreign language anxiety is a special kind of anxiety related to foreign language classes. It can be considered as a kind of ‘situation-specific anxiety’ just like ‘stage anxiety’, ‘maths anxiety’ and ‘test anxiety’ (Batumlu & Erden, 2007). Horwitz, et al. (1986) were the first to approach foreign language anxiety as a separate phenomenon specific to foreign language experience and they outlined the theoretical framework of foreign language anxiety. They argue that although general anxiety plays an important role in the development of foreign language anxiety, foreign language anxiety is different from all kinds of anxiety because it is a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process (Batumlu & Erden, 2007).

Horwitz, et al. (1986) argued that foreign language anxiety can be related to three different forms of anxieties which are related to academic and social evaluation situations: Communication apprehension, fear of negative evaluation and test anxiety.

2.2.2.1 Communication apprehension

Communication apprehension is a type of shyness characterized by fear of speaking and anxiety about communicating with people. Difficulties in speaking in public, listening or learning a spoken message are all manifestations of communication apprehension (Batumlu & Erden, 2007). Communication apprehension in foreign language learning is derived from the personal knowledge that one will almost certainly have difficulty of understanding others and making

oneself understood; that is why many talkative people are silent in the class Cubuku (2007) and (Horwitz, et al., 1986).

In a foreign language context, it is different from other contexts. Oral communication consists of two components: speaking and listening. Speaking is anxiety provoking in foreign language activities Chan and WU (2004), and Macintyre & Gardner (1993). Found out that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty in understanding others. Because of lack of control of oral communication, communication apprehension emerges (Macintyre & Gardner, 1991). They looked in more detail at anxiety in the classroom. Hedge (2000) stated that the greatest anxiety seems to relate to negative experiences in speaking activities. This would confirm the experience of many teachers. But the suggestion that arises from such studies, that classroom language anxiety is a response learned through early experiences and that it can increase until the whole process of learning is badly affected. It implies that the teachers have both the power and the responsibility to counter the development of anxiety by building self-confidence through positive feedback and promoting self- perception of developing proficiency.

2.2.2.2 Test- anxiety

Test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Brown, 1994). Test anxious students, according to Cubuku (2007:135), often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other

evaluative situations. High anxious students are overly concerned with parent or teachers evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure. Test anxiety occurs when students have poor performance in the previous tests. They develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Chan & Wu, 2004). According to Horwitz et al. (1986), test anxious students have false beliefs in language learning.

These students habitually put impractical demands on themselves and feel that anything less than perfect test performance is a failure. Young (1991) claims that test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners experience more language anxiety in highly evaluative situations. Consistent evaluations by the instructor in the foreign language classrooms are rather commonplace, and even the brightest and most prepared students often make errors (Horwitz, et al., 1986). So, test anxious learners will doubtlessly suffer from stress and anxiety frequently. Generally, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations. And if it is high it results in failure in exams.

2.2.2.3 Fear of negative evaluation

Fear of negative evaluation is avoidance of evaluative situations and expectation that others will evaluate them negatively. Learners may be sensitive to evaluation of their peers (Cubuku, 2007). Chan and Wu (2004) explained fear of negative evaluation as apprehension about others

evaluation, distress over their negative evaluations, and the expectations that others would evaluate oneself regularly. Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test taking situations (Spolsky, 1989). In addition to situations of tests, it may take place in any social, evaluative situations such as interviewing for a job or speaking in foreign language class. Macintyre and Gardner (1991) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression (Chan & Wu, 2004).

In a foreign language context, fear of negative evaluation derives mainly from both teachers and the students peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluation of their peers (Worde, 2003). Students with fear of negative evaluation might adopt the action of avoidance (Casado & Dereshiowsky, 2001; Chan & Wu, 2004; Spolsky, 1989). In Aida's (1994) opinion, students with fear of negative evaluation might sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills. In extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind (Wilson, 2006).

These three components are considered to have hampering effects on second language learning. They are debilitating factors rather than facilitative. Besides, they overlap and are closely related to each other (Horwitz, et al., 1986).

FLCAS was developed by taking these components of language anxiety identified by Horwitz, et al. (1986). These researchers, however, did not seem entirely content with their analysis, stating

that foreign language anxiety should be seen as more than the sum of these parts. Similarly, Spolsky (1989) argues that rather than simply containing elements of the three, foreign language anxiety is also influenced by the threat to a person's self concept in being forced to communicate with less proficiency in the target language than he/she has in the first. Though Horwitz, et al. (1986) believed test anxiety to be one of the components of foreign language anxiety, Aida (1994) did not consider it as one of the factors contributing to it.

However, she identified a similar factor - fear of failing- as one subsumed under foreign language anxiety. In general due to the different sources of language anxiety the fact that such learner factors are so interrelated, different components of language anxiety have been identified and there is clearly some overlap. Since FLCAS has proved to be reliable measure of anxiety specific to language classroom by different researches, it was used, in this research, to mean the type of anxiety the instrument can measure (Chan & Wu, 2004).

2.3 Sources of foreign language anxiety

The major concern of the earlier studies was the cause of language anxiety. As early as 1983, Baily, cited in Skehan (1989) through the analysis of the diaries of 11 learners, had found that competitiveness can lead to anxiety. Besides, Baily found that tests and learners' perceived relationship with their teachers also contributed to learners' anxiety. These three aspects that Baily identified were supported in subsequent studies, especially in Young's study. Young (1991) identified the following possible sources of language anxiety personal and internal personal beliefs, learner beliefs about language learning, instructor belief about language teaching, instructor- learner interactions, classroom procedures and language tests.

Regarding personal and interpersonal anxieties, Young (1991) indicates that these may involve, low self-esteem and competitiveness or be experienced by those who consider themselves as having poor language ability. Expressions such as audience anxiety, speech anxiety and communication apprehension are typically used when people experience social anxiety while performing or speaking before others. As regards students' beliefs, anxiety is reported to be aroused through a variety of sources. For example, learners' may believe that they must speak with perfect accuracy or accent (Horwitz, 1988), or that they do not have the aptitude need to able to learn a foreign language.

As far as instructors' belief about language teaching is concerned, Young (1991) states that anxiety may be evoked if instructors believe that an authoritarian manner is conducive to students' performance, if they consider that all students' mistakes should be corrected, and if they think their role is more like a drill sergeants than a facilitator. Concerning the relationships between teacher and language learner, Young (1991) gives several suggestions as to how language anxiety may be aroused. She maintains that severe error correction on the part of the teacher may cause anxiety. Classroom procedures also evoke anxiety in some language students.

Young maintains that speaking in front of other students in the classroom is a particularly anxiety- provoking activity. She refers to studies such as Koch and Terrell's (1991), in which the majority of students learning a foreign language through the Natural Approach said that they experienced most anxiety when doing oral presentation in front of the class. Considering language testing, Young (1991) sees testing as source of anxiety, and students feel anxious in evaluative situations. Von Worde (2003) also described similar possible sources of anxiety as suggested in interviews with students of French, German and Spanish.

The major sources of anxiety were non- comprehension, when students could not understand what the teacher said, they feel nervous; in speaking activities, in oral practices students were worried about the opinions of peers and the instructor; pedagogical and instructional practices, error correction and native speaker, were stated by Von Worde as sources of anxiety. Richard-Amato (1988) also included not providing a silent period and giving direct corrections to the list of cases increased anxiety. In this respect, Horwitz, et al. (1986) argued that foreign language anxiety shows up not only due to factors mentioned above. For example, the fact that learners are seated in a classroom and the fact that the subject being learned is a foreign language (i.e. English) are recognized as source of anxiety. Besides these, one's general anxiety level, motivation and prior performance may also determine the degree of foreign language anxiety experienced by learners.

In conclusion, Spolsky (1989) stated that some learners, typically with low initial proficiency, low motivation and high general anxiety, develop level of anxiety in learning and using a second language that interfere with learning.

2.4 Foreign language anxiety and other related factors

Language anxiety may be viewed as a shyness or composite of other types of anxiety. It is a complex psychological construct and the problem with affective variables is closely interrelated and is difficult to speak about one without discussing others. It has been investigated as part of a broader construct by different researchers. Wenden (1991) discussed the term 'anxiety' by relating it to a person's negative self- image. She argues that when learners see themselves as successful as other learners, their learning is enhanced, but if they perceive themselves as unsuccessful, anxiety arises. In other words, they develop a negative self image about their role

and capabilities when learning language, instead of considering themselves as having a crucial role to play in the learning process.

Ely (1986) found a variable called language classroom discomfort which is concerned with the degree of anxiety, self consciousness, or embarrassment felt when speaking the second or foreign language in the classroom. Though fewer in number, the items he developed and employed to measure language class discomfort are similar to the FLCAS 33 items by Horwitz, et al. (1986).

Ely's argument is that this variable leads to a reduction of willingness to take risk in class, thereby resulting in a decrease in class participation, which is seen as one of the antecedents of achievement, Brown (1994), citing Beehe (1983), states that risk taking is important factor both in classroom and natural setting (153): In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by one self. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human beings. Perhaps worst of all, they fear a loss of identity.

Gardner and Macintyre (1993), Clement, et al., (1994), Gardner (1985, 1988) and Baungardner et al. (1986) considered language anxiety as one of the variables encompassed by the supporting construct 'self-confidence'. Dulay et al. (1982) also indicated that one of the characteristics of self-confident learners is that they have low anxiety levels and they related this to successful learning. They explained that anxiety is related to suspecting one's capabilities or self doubt in

what one does, whereas self-confidence is related to firm belief of one's capabilities. Similarly Cubukcu (2007) found that a student does poorly in foreign language learning and consequently feels anxious or he might do well in the class and feel with little or no anxiety. In other words we can see that self-confidence is an important factor in foreign language learning. Using diary studies of language learners, Baily (1983) cited in Oxford (1999) asserted that competitiveness can lead to language anxiety. This happens when language learners compare themselves to others or to an idealized self-image, which they can rarely attain. If they think that they are less capable and more anxious than others, they are bound to remain anxious, which may have a negative effect on their performance. According to Baily, anxiety is particularly important because of the related trait of competitiveness which is often the driving force for worry (Skehan, 1989).

As Brown (1994) puts it, facilitative anxiety, which is one of the keys to success is closely related to competitiveness. In addition to risk-taking and competitiveness, Oxford (1999) stated self-esteem and tolerance of ambiguity as correlates of language anxiety. Self-esteem is a self-judgment of worth or value, based on feelings of efficacy, a sense of interacting effectively with one's own environment. Self-esteem is vulnerable when the learner perceives himself or herself as very competent in the native language.

Horwitz, et al. (1986) noted that foreign language learning can cause a threat to self-esteem by depriving learners of their normal means of communication, their freedom to make errors, and their ability to behave like normal people. Among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem, resulting in better performance.

Concerning tolerance of ambiguity, Oxford (1999) stated that tolerance of ambiguity is the acceptance of confusing situations. Foreign language learning has a great deal of ambiguity about meanings, referents and pronunciation, and this can often raise language anxiety. Therefore, a degree of ambiguity- tolerance is essential for language learners. Students who are able to tolerate moderate levels of confusion are likely to persist longer in language learning than students who are overly frightened by the ambiguities inherent in learning a new language. Generally risk- taking, competitiveness, self-esteem and ambiguity tolerance are important factors or correlates of anxiety.

Gardner and Macintyre (1993) suggested that motivation to learn a language is likely to lessen due to high levels of anxiety since experience is found to be painful, while high levels of motivation result in low levels of anxiety since the student perceives the experience of motivation positively and tends to be successful- both of which decrease anxiety.

Davidoff (1987) suggested that highly anxious subjects find it hard to pay attention. He explained that anxious students' attention is divided between task relevant and task- irrelevant information. Further Davidoff explains that when they should be attending, anxious learners focus on irrelevancies such as feelings of inadequacy, the performance of others, headaches, stomachaches and failure. Worry is also attention demanding and diverts attention from task- relevant stimuli and results in lowered task performance. After thoroughly examining different studies on anxiety, Gardner and Macintyre (1993) concluded that anxiety levels decline as experience and proficiency increases.

2.5 Gender and foreign language anxiety

Possible differences between female and male participants as regards anxiety levels and achievement have been examined in some language anxiety studies. Some research investigations of (Dalkuli, 2001; Pappamihel, 2001, and Elkhafaifi, 2005) have suggested female students often have higher levels of anxiety than males in academic settings. In the field of language learning, Von Worde (2003) reported that female students were more likely to be much apprehensive than male learners.

Cheng (2002), who investigated English writing anxiety in Taiwanese learners, discovered that females were significantly more anxious than males. In another research, according to Aida (1994), however, no statistically associations between language anxiety in learning Japanese and gender were observed, although mean FLCAS scores were slightly lower for females; males scoring an average of 97.4 on the FLCAS, and females scoring 95.6. Similarly, Batumlu and Erden (2007) found that no significant difference was seen between anxiety levels of males and females. Onwuegbuzie et al. (1999), who also looked into possible relationships between anxiety and gender in their participants, found no statistically significant correlations.

Elkhafaifi (2005) found that females and males exhibited different levels of anxiety depending on the kind of anxiety experienced: female students presented significantly higher levels of general Arabic language anxiety levels than males (mean score for females was 90.05, as against that for males 81.68), but not statistically significant differences were seen between the sexes in Arabic listening anxiety ($M=53.62$ for females, as $M= 47.83$ for males).

In the secondary school setting, Pappamihel (2001) encountered differences in anxiety between Mexican females and males in education in the United States as they moved from the English-as-

a second language classroom to the mainstream classroom, females experienced significantly more anxiety in the main stream situation. The purpose of Pappamihel's (2001) investigation was to examine language anxiety in Mexican adolescent girls, extending other studies that had reported that females more than males suffer from worry and anxiety in various academic stage. However, in study conducted in Chinese high Schools, males were found to be more anxious in English classes than females (Zhao Na, 2007).

2.6 The relationship between foreign language classroom anxiety and language achievement

Research on foreign language anxiety in relation to achievement has generally focused on the larger context of motivation and attitude, limiting the specific role of anxiety. However, since the 1980s, foreign language anxiety research has increasingly been directed at examining the specific anxiety construct, the relationship between anxiety and learner variables, the relationship between anxiety and achievement, and the effects of anxiety on foreign language learner (Horwitz, 1986; Horwitz, et al., 1986; Macintyre & Gardner; 1991; Young, 1991 and 1992). Over the past few years, foreign language educators have found that anxiety plays a role in success or failure in foreign language (Ganschow, et al., 1994).

Similarly researchers indicate that high level of anxiety can interfere with foreign language performance and achievement (Larsen- Freeman & Long, 1991; Dulay et al., 1982; Brown, 1994, and Skehan, 1989). Actually, anxiety can be either facilitating or debilitating. Facilitating anxiety motivates the learner to adopt an approach, attitude, and is willing to confront the new learning task (Spolsky, 1989). On the other hand, debilitating anxiety motivates the learner to assume an

avoidance attitude and therefore tends to escape from the new learning task (Scovel, 1978). The factor of task difficulty affects the learner to develop a facilitating or debilitating anxiety.

The aforementioned researchers agree that anxiety does not necessarily have a negative impact on language learning that a certain amount of it is helpful. That is, anxiety has a facilitating and debilitating effect on language learning and achievement. According to Spolsky (1989), although anxious learners try harder to be successful, anxiety plays its debilitating role on their performance and achievement.

Many studies show that a lowered anxiety level tends to be more related with achievement (Batumlu & Erden, 2007). When the relationship between the learners' foreign language classroom anxiety and their English achievement was investigated, it was found that there was a significantly negative relationship between learners' foreign language anxiety level and their English achievement at the significance level of $r = -0.45$. They also state that the lower the foreign language anxiety, the higher is the achievement. That is anxiety plays an important role on learners' language achievement negatively or positively. In a similar study, Remzi (1997) found that there was a significant moderate negative relationship between students' language anxiety level and their achievement in learning English as a foreign language; a significant moderate negative relationship between their language anxiety level and their achievement in English reading comprehension; and a significant moderate negative relationship between students' language anxiety levels and their oral English proficiency. Similarly Dalkuli (2001) indicated that there was a negative relationship between anxiety and students' achievement in English.

According to Skehan (1989), most studies suggest that there exists a negative correlation of about -0.30 between anxiety and language learning. However, other studies suggest that the degree and direction of relationship between anxiety achievements is different from what Skehan claims it to be.

According to Gardner and Macintyre (1993), language researchers were seen to conclude that lower anxiety levels are associated with successful language acquisitions but the correlation studies do not state it consistent. For example, Chastain (1975) reported a significant correlation ($r=-0.48$) between test anxiety and success in French but low and positive correlation ($r=0.21$; $r=0.37$) between test anxiety and achievement in Spanish and German respectively. In another study, Scovel (1978) reported that many of the earlier studies on anxiety in foreign language learning were pointed to be mixed and none conforming results. And he suggested that it might be profitable to explore further two fold approaches of debilitating and facilitating anxiety. He thought it might provide an attractive path down which future research on effects of anxiety on foreign language acquisition might proceed.

To explain the negative correlations between language classroom anxiety and second language achievement, Macintyre and Gardner (1991) point out that as experience and proficiency increase, anxiety declines in a fairly consistent manner. On the contrary, foreign language anxiety develops if the students following experiences with the foreign language are not positive. Poor language performance in turn reinforces foreign language anxiety. Consequently, anxiety, if it is high, results in failure and low achievement. Negative correlation indicates a mismatch between high measures of anxiety and higher language achievement. In other words less anxious students tend to perform better than highly anxious ones. Hence, we are tempted to accept the

possibility that high and low achievers may be disguised by the degree of anxiety they experience (Dulay et al, 1982).

According to Gardner (1985), there doesn't appear to be much justification for concluding that in general anxious learners are less successful than non-anxious ones in learning a foreign language. In his study Abate Kassahun (1996) investigated that English language classroom anxiety found to be negatively correlated with students' test, speaking and writing performances. The correlation coefficient was -0.26 for test anxiety, -0.23 for speaking anxiety, and -0.2 for writing anxiety. His finding indicates that debilitating anxiety was responsible for students' low achievement. Similarly, Melese Metiku (2007) found that students' writing test result was poor due to the anxiety they experienced during the test. In general, from the above mentioned results studies, classroom anxiety and achievement are mainly related negatively. If students suffer from anxiety, their performance in classroom practices will be poor and leads them to failure.

2.7 English language anxiety sources in the Ethiopian context

Young (1991) noted that language anxiety may have many sources; some are associated with the learner, including low self-esteem and specious beliefs regarding the learning of language, and some with the teacher. Regarding the sources of English language classroom anxiety in the Ethiopian context, it is possible to mention some of them which are frequently observed. For instance, Abate (1996) who conducted a research for his MA Thesis could identify some of the potential sources of anxiety his subjects face. These were: students' poor background which goes with their past experience, students' negative expectation on their speaking proficiency, in their writing and their low self-esteem about the language. Moreover, the low standard of English language students have may lead them to be anxious, particularly in speaking and taking tests.

According to Hailemichael (1990), many AAU English teachers complained that many students experienced English language problems particularly in writing and speaking, and the students themselves admitted that their English language ability was insufficient. Therefore, these sources are expected to cause classroom foreign language anxiety since language anxiety is to develop as a result of repeated negative experiences with the language. To put it in a nutshell the sources of anxiety in the Ethiopia context are poor background of English in the past and negative expectation of students of their English ability.

2.8 Measurement of foreign language classroom anxiety

Importantly for subsequent research, Horwitz, et al., (1986) developed the Foreign Language Classroom Anxiety scale (FLCAS), which contains 33 items to be answered on a 5- point Likert-type scale, from ‘strongly agree’ to ‘strongly disagree’. FLCAS has been shown to have an internal reliability of 0.93 and test- retest reliability over eight weeks period was $r = 0.83$, $P = 0.001$ (Horwitz, 1986). Horwitz, et al. (1986) claimed that from the results of their study, conducted with 75 university students of Spanish i.e. beginner level students with debilitating anxiety in foreign language classroom setting can be identified and that they share a number of characteristics in common. Results arising from the administration of the FLCAS indicated that almost half the students were anxious about speaking and over a third were worried when they could not understand everything the teacher said. Almost two-fifth were sure that other students were more proficient language learners than they were, and well over half were concerned that they could not keep up with the pace of the language lesson.

Over two thirds of students indicated they felt uneasy about making mistakes, and a tenth of the participants feared being ridiculed by other students when they spoke in the target language (Von

Worde, 1998). Since the construct of foreign language classroom Anxiety was identified and FLCAS was developed by Horwitz, et al. (1986), the FLCAS has been constantly employed by investigators in numerous researches, Horwitz, Horwitz and Cope's (1986) original study involved English learners of Spanish in their first year at university. In other studies, language and its relationships to performance and achievement have been explored: for example, in the investigation of the stability of language anxiety in learners who were studying two languages, French and English, simultaneously (Rodriguez & Abreu, 2003).

Much research into anxiety and the four skills has used FLCAS: in Listening (Elkhafaiti, 2005), in speaking test situation (Phillips, 1992); in reading in the foreign language (Saito, Horwitz & Garza, 1999). In foreign language classroom anxiety and achievement, performance relationships: Batumlu and Erden (2007), Casado and Dereshiwsy (2001), Chen and Wu (2004), Zhao Na (2007), Abate Kassahun (1996) and others used FLCAS for their research purposes. Many researchers have used the FLCAS in its original form for students of a variety of target languages (Aids, 1994, Elkhafaifi, 2005, Saito, et al., 1999, and Abate Kasshun, 1996). Others used it translated into the mother tongue (Chan & Wu, 2004; Zhao Na, 2007; Pappamihicl, 2001).

As the FLCAS has been employed so widely in language anxiety studies, in its original form, or translated, or adapted, for this study translation is needed due to the proficiency level of secondary school students in Ethiopian context. As it is mentioned earlier, its reliability is tested to use it in its original form or adapting it. For this study, the researcher decided to use the FLCAS translating it into Amharic.

2.9 Reducing foreign language classroom anxiety

Various ways have been used by classroom practitioners and suggested by researchers to reduce anxiety are discussed briefly in this part of the literature. Creating a low- stress language learning environment is believed to facilitate learning a foreign or second language by allowing students to concentrate on communication rather than being distracted by worry and fear of negative evaluation (Young, 1991). Foss and Reitzel (1988) reported that when anxious students have to speak before the class, it is helpful if they first practice intensively in a small group. This is similar with the view of Chan and Wu (2004), which is that anxiety, may hinder input, processing and output. Therefore, anxious students should be given opportunity to review material in order to compensate for this division of cognitive process.

Foss and Reitzel (1988) also suggested that students should create a list of fears or beliefs about speaking in another language that would be written on the blackboard. By writing these beliefs on the blackboard students may become aware that these fears were either irrational or, at least were shared by other students. Merely knowing that they were not alone in their fears or beliefs might help to reduce some amount of anxiety for these students. This way of reducing anxiety can be seen from learners' beliefs about classroom anxiety.

According to Young (1991), to help reduce personal and interpersonal anxieties, learners may need to participate in some form of supplemental instruction or a support group work with a tutor, join a language club, do relaxation exercises and practice self- talk. Regarding anxiety based on learners' beliefs (Horwitz, 1986) suggest that instructors should discuss with their students for reasonable comment, for successful language learning and the value of some language activity. To decrease anxieties related to instructor beliefs, instructors need to be

sensitized to their new role as language teachers in learner centered language environment (Young, 1991).

To reduce anxieties based on instructor learner interactions, she suggested that instructors need to assess their error correction approach as well as their attitude towards learners. To reduce anxieties associated with classroom procedures, instructors can do more pair work, play more games, and tailor their activities to the affective needs of the learner. To decrease test anxieties, instructors and language program as a whole must develop and oversee the construction of fair tests that accurately reflect in- classroom instruction (Young, 1991). Reducing stress by changing the context of foreign language learning is the more important and considerably more difficult task.

As long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish (Foss & Reitzel, 1988). To reduce foreign language classroom anxiety; researchers (Foss & Reitzel, 1988; Jonasson & Grabowski, 1993; Oxford, 1999; Zhao Na, 2007; Casado & Dereshiwsky, 2001; Young, 1991; Tudor, 1996; Gregersen & Horwitz, 2002) suggest the following ways of reducing anxiety in language classroom: Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem, , reduce the competition present in the classroom, providing students with positive reinforcement and creating a relaxed classroom environment, conducting classroom activities in groups and teachers should avoid negative evaluation of students in classroom and comment on students' behaviors with more encouragement. Therefore, efforts must be made to find ways of assisting students to feel more secure in their foreign language classroom, in order to maximize the language learning experience.

2.10 Social support

2.10.1 Role of teachers and peers

Social support from teachers and peers is an important component that may influence student academic achievement. When students perceive that they are emotionally supported by their teacher, they tend to engage more actively and make a greater effort in their academic work (Goodenow, 1993; Wentzel, 1994). They are more likely to apply extended self-regulated learning strategies (Ryan & Patrick, 2001). Hallinan (2008) found that students liked school better if they felt supported with respect and praise from their teachers. The more the students liked school, the better their academic and social outcomes. It is nearly impossible to entirely eliminate anxiety, but as Horwitz (2008) suggests, teachers can help students feel more comfortable. Teachers' support and understanding are particularly important. The results from Abu-Rabia's (2004) study showed that the attitudes of seventh-grade EFL learners concerning teacher support were negatively correlated with language-learning anxiety.

Horwitz (2008) recommends that language teachers reduce the anxiety level of language learners by helping learners recognize their own discomfort and establish reasonable, as well as achievable, expectations of language learning. Meanwhile, teachers should correct students' mistakes gently, using humor and games to create a relaxed and low-anxiety environment, and engage students in small groups and in pair activities to make them more comfortable.

In addition, peer support should be considered essential to language learners because students spend considerable time together learning the language and encounter similar language-learning challenges. Learners may receive support from their classmates not only in the form of friendship but also in ways that facilitate learning. Peer support has greater reciprocity because

peers share equal status (Cauce et al., 1982; Hartup, 1989; Wentzel, 1994). In contrast, teacher support comes from an authoritative relationship. Nevertheless, both forms of support are important (Cauce et al., 1982; Wentzel, 1994).

Moreover, there have been some previous research findings about peer groups' influence on students' anxiety in the field of education. Tillfors et al. (2012) entitled prospective links between Social Anxiety and Adolescent peer relation. In this research, they examined relation between social anxiety and some aspects of peer relations, namely peer acceptance, peer victimization, and relationship quality. It showed that peer rejection predicted the increases of social anxiety; males got lower support than females, meanwhile females got higher victimization. It can be conclude that peer relation play an important role for students related to their social anxiety.

The other research was conducted by Hung et al.(2010) entitled the relationship between Teacher and Peer support and English language Anxiety conclude that language learning anxiety and support from teachers and the other students were related each other. When they receive peers it can decrease their experience of feeling anxious and fear of negative evaluation. In addition, peer academic and personal support learning English had positive correlation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research setting, research approach, sources of data, population, sample and sampling techniques, data collection tools, data collection procedure, data analysis, and ethical considerations.

3.2 Research approach

The study used quantitative research approach in order to answer the research questions. The justification attributed behind the selection of quantitative approach was that the basic research questions raised in the study were mainly of quantitative ones in nature which demand statistical tools like descriptive statistics and correlation. Thus, the research used quantitative approach with correlation design. In order to see the relationship between independent and dependent variables related to readiness to change and its determinants correlation was utilized.

3.3 Research setting

Kunzila Preparatory and Secondary school in West Gojjam, Amhara Region was selected for the study. The reason to select this school was that there was no any research work conducted in the school in general and the present kind of research in particular. As a result, the researcher selected the above mentioned school by purposive sampling method.

3.4 Source of data

In conducting the research, questionnaire used to acquire information from primary sources i.e. students of Kuinzla high school of grade 9 students in order to collect data related to the variables of the study. Primary data were gathered through distributing questionnaires from the selected. Support (teacher and peer support) and anxiety data was collected through survey via standardized questionnaire. Secondary sources also obtained from documents. The data for achievement of students in English was collected from the roster of the school which indicates the score of the students across each subject which they learn.

3.5 Population, sample and sampling techniques

3.5.1 Population of the study

The target population of the study was grade 9 students of Kanzilla Preparatory and Secondary School. There are 13 sections in Kunzila preparatory and secondary school which were the target population of the study. These 13 sections consisted of 783 students (male=308 and Female=475) as the target population of the study.

3.5.2 Sampling frame and sampling techniques

Sampling frame is a source material from which the sample is selected. In this study, the student record of each section under consideration was used as a sampling frame. To determine the sample size, Moser and Kolton's (1972) formula was applied by setting the acceptable error margin at 0.04 and the population proportion 60%.

$$n' = \frac{P' (1 - P')}{(SEp)^2}$$

Where, n' = sample size calculated,

P = the estimate of sample proportion (0.6 or 60%),

SEp = the accepted/allowable margin of error (0.04 or 4%)

Accordingly, the sample size became 150. Then, stratified random sampling technique was employed by taking gender into consideration to avoid partiality and get the correct representatives of the study without bias.

$$\text{Sample size } n = (1-p') / SE^2$$

$$\text{Population proportion} = 60\%$$

$$\text{Error margin} = 4\%$$

$$x/783 \times 308 = 59$$

$$x/783 \times 475 = 91$$

3.6 Data collection instruments

Three instruments were used for this study. They were FLCAS questionnaire assessing students' anxiety level, questionnaire about teacher and peer support and their first semester English final examination result (achievement test).

3.6.1 Questionnaire

The questionnaire consisted of four parts. First part was intended to collect personal data of the participants, that is, gender because gathered data from female and male, made the research more valid. The second part was of foreign language classroom anxiety scale (FLCAS) that was designed by Horwitz, et al., (1986). The FLCAS consisted of 33 items in a five-point Likert scale, of which eight items were for communication apprehension (1, 9, 14, 18, 24, 27, 29, and 32); nine items were for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31 and 33); five items were for test anxiety (2, 8, 10, 19, and 21). The remaining 11 items were put in a group which was named anxiety of English classes (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, and 30). For each

item, respondents were required to respond with options ranging from “Strongly Agree” to “Strongly Disagree”. Each response was associated with a point value, where a five point value was assigned to “Strongly Agree” and a one point value, to “Strongly Disagree”. Negatively worded items were reversely coded so that higher scores on the scale would indicate (a) higher level of language learning anxiety and (b) higher perceived level of teacher and peer support in their English language classes. A pilot test was administered to 15 respondents who were attending in Liben secondary school at grade nine and the average result of pilot test based on the sub- scales was above 0.75. The purpose of this test was to check the appropriateness of the instrument and to make the necessary corrections based on the feedback from the respondents. Important corrections were made in eight items. Internal consistency of the test was also computed. Accordingly, the FLCAS were found to be reliable having a coefficient Alpha Cronbach model. The third and the fourth part consisted of items about teacher support and peer support scale developed by (Johnson and Johnson, 1983). Each part consisted of eight items in a five-point scale ranging from “Strongly Agree” to “Strongly Disagree”.

3.6.2 Document review

To gather data on variable students’ achievement in English subject, documents from the school record office were reviewed. Accordingly, 150 students’ first semester English language results were taken for the study.

3.7 Reliability and validity

In this study, there were three independent variables (i.e. students’ language learning anxiety, teacher support and peer support and one dependent variable (language achievement). For the first three variables, standardized instruments were adopted and used in the research. As far as

validity is concerned different efforts have been made to ensure the face validity of the research instrument and its design. The researcher used a standardized questionnaire; the suggestion and comment of experts have been solicited. In addition, a pilot test was undertaken before the full launch of the data collection process.

Having administered the questionnaire to the respondents, the researcher ran a reliability test (using Cronbach Alpha on SPSS 20 software) and item-total correlation analysis to check the internal consistency of the items and to screen the bad items (using “ $r = 0.3$ ” as a cut-off point), respectively, in each dimension. Finally, the participants’ responses to 33 items in FLCAS and 16 items in social support questionnaire were considered for final analysis. Based on this analysis, the instrument included the following four dimensions of FLCAS and two dimensions of social support with their reliability indices: and all these showed on a table to display clearly.

| Sub-scale | No. of Items | Cronbach’s Alpha |
|------------------------------------|---------------------|-------------------------|
| Communication apprehension | 8 | .75 |
| Test anxiety | 5 | .71 |
| Fear of negative evaluation | 9 | .81 |
| General anxiety of English classes | 11 | .83 |
| Overall anxiety | 33 | .86 |
| Teacher Support | 8 | .74 |
| Peer Support | 8 | .78 |

3.8 Data Collection procedures

The data for the study was collected by using FLCAS and social support questionnaires and students’ document. Before the administration of the questionnaire, each student was given a code with respect to their name in the mark compiling sheet and the participants were advised to

complete the questionnaire genuinely. Then, both the FLCAS and Social Support questionnaires were administered to 59 male and 91 female students. A total of 150 copies were collected from both sexes. The students' first semester final examination result was collected from their document. After collecting the data, the researcher tabulated and computed using SPSS as well as descriptive statistics.

3.9 Data Analysis Method

To prepare data for analysis, the summated rating method was used in scoring the tools. This means composites for both scales were produced by adding up scores on relevant anxiety and social support items on the questionnaire and dividing the totals by the total number of items. This method controls for error effects that are due to a participant's random selection of responses (Schmidt & Hunter, 1999). Then, the data analysis began with descriptive statistics (frequency counts, means and standard deviations) to show the sample population's language learning anxiety level and perceived level of teacher and peer support.

Secondly, before proceeding to the use of inferential statistics, exploratory data analysis was conducted to determine the possibility of applying the inferential statistics, Pearson Product Moment Correlation. Accordingly, the exploratory data analysis proved that the data did not have any problem of normal distribution, linearity, and outliers. Then Pearson's product moment correlation coefficient was used to analyze the correlation between English learning classroom anxiety and English learning achievement and again the Pearson's product moment correlation was used for computing to make inference to the association between peer/teacher support and language learning anxiety. Finally, to find out whether the correlations for the male and female groups were significantly different in strength, the researcher converted the r values into z scores

and used the following equation to calculate the observed value of Z (Z_{obs} value). Besides, T- test was employed to see if there were any significant differences in English learning anxiety between male and female students and their achievement difference.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Foreign language anxiety is a complex issue because it is not isolated part of language learning and teaching. Using a combination of complete data source for the results and discussions helps to assemble more comprehensive and complete understanding of the study. In order to address the research questions stated in the first chapter of the study, the data collected from all subjects of the study were analyzed by making use of mean and standard deviation, t-test and correlation coefficients. Hence, in each section discussion follows the presentation of the results of the data. First, the general anxiety level of the students was presented and discussed and followed by social support that the students received from their teachers and peer in language classroom. Then, the impact of gender in the level of foreign language learning anxiety and in the level of teachers and peer support presented and analyzed. Next, the relationship between foreign language learning anxiety and the level of teachers and peer support, and the kind of relationship between foreign language learning anxiety and achievement in English and discussed respectively.

4.1 The General level of grade 9 Students' anxiety in English classroom

To begin with, one of the major objectives of the study was to examine the general level of students' anxiety in Kunzla preparatory school in the case of grade 9. Hence, the data collected through questionnaire which analyzed in terms of frequency and percentage, and mean and standard deviation. Then, the result is presented as follows.

Table 1: General situation of English language learning anxiety

| Variables | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------------|-----|---------|---------|--------|----------------|
| Communication Apprehension | 150 | 1.63 | 4.63 | 3.3150 | .72087 |
| Fear of Negative Evaluation | 150 | 1.89 | 4.89 | 3.6052 | .82603 |
| Test Anxiety | 150 | 1.60 | 4.40 | 3.1733 | .62934 |
| English Classroom Anxiety | 150 | 1.91 | 4.27 | 3.2521 | .59058 |
| Overall FL Learning Anxiety | 150 | 1.99 | 4.33 | 3.3364 | .61075 |

Table 1 showed that the mean score anxiety level for the language learning anxiety variables communication apprehension, test anxiety, fear of negative evaluation, general anxiety of English classes and overall anxiety were 3.31, 3.17, 3.61, 3.25, and 3.33 respectively. This indicated that the subjects of this research were found to be anxious because the anxiety level of each kind of language learning anxiety variables is above the expected mean score of 3.00. Although all the anxiety variables scores were above the mean score of 3.00, fear of negative evaluation and communication apprehension anxiety variables can assert the seriousness of the anxiety of the learners. This result is supported by different researchers' findings. For example, Howitz et al (1986) revealed that students with average around 3.00 should be considered slightly anxious while students with average below 3.00 are probably not anxious. Students whose average nears to 4 and above are probably fairly anxious. Besides, Zhao Na (2007) noted that students with average anxiety level 3.00 are considered seriously suffering from anxiety.

Table 2: Levels of anxiety within variables

| Anxiety Type | Students with anxiety level <3.00 | | Students with anxiety level ≥3.00 | |
|------------------------------------|-----------------------------------|---------|-----------------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Communication apprehension | 47 | 31.33 | 103 | 68.67 |
| Test anxiety | 44 | 29.3 | 106 | 70.7 |
| Fear of negative evaluation | 56 | 37.3 | 94 | 62.7 |
| General anxiety of English classes | 56 | 37.3 | 94 | 62.7 |
| Overall anxiety | 53 | 34.7 | 97 | 65.3 |

Table 2 showed that the levels of anxiety within variables. The results indicated that communication apprehension, test anxiety, fear of negative evaluation, general anxiety of English classes, and overall anxiety were 47 (31.33%), 44 (29.3%), 56 (37.3%), and 56(37.3%), were scored anxiety level below the expected mean score 3.00 respectively. on the other hand, the mean score of communication apprehension, test anxiety, fear of negative evaluation, and general anxiety of English classes were 103 (68.67%), 106 (70.7%), 94 (62.7%), and 94 (62.7%) respectively. From the total of 150 participants, 97 (65.3%) of them scored above 3.00 anxiety level whereas 53 (34.7%) of them scored below 3.00. This result pointed out that Kunzila preparatory school grade 9 students are mostly anxious in English classrooms. This research finding is supported by Macintyre and Gardner (1993) reporting that speaking is anxiety provoking in foreign language activities. In relation to this, Chan and Wu (2004) study revealed that most students are particularly anxious when they have to speak a foreign language in front of their class. In addition, Hedge (2000) reported that communication apprehension and fear of negative evaluation emerge due to negative experience in speaking. This may be due to teachers' feedback, students' participation and their peers' comments.

The above result implied that students are anxious in all aspects of anxiety variables. In line with this, Chan and Wu (2004) said that poor performance of previous classes, lead students to shift unhappy image to the present English test unconsciously. Fear of negative evaluation also happens due to peer evaluation, family background and teachers' feedback. Those students, who were grown being evaluated by their family members when they speak, sit silent in classroom for fear of evaluation. In light of this, Zhao Na (2007) suggested that the existence of anxiety should be attributed to students' English proficiency and achievement which might not be enough to allow them to communicate with others freely, to express themselves adequately in class and answers teacher questions properly push to fear of negative evaluation, test anxiety, speaking anxiety and other classroom anxieties. In the same vein, Young (1991) suggested that competitiveness, personal and interpersonal beliefs, learner's beliefs about language learning, teachers beliefs about language teaching and teacher-learner interactions may lead to language learning anxieties.

This study indicated that grade 9 students had feeling of anxiety in their English classes, and they experienced more fear of negative evaluation and communication apprehension. This might be or due to the reason that most students use their mother tongue outside and inside their classroom rather than English language. Zhao Na (2007) suggested that the experience of anxiety in English classrooms can be classroom atmospheres. In most Ethiopian schools, teachers play the role of controller and manager of the classroom practices. Because of this, students may feel nervous and anxious and thereby they may lack free and relaxed learning environment in English classroom.

4.2 Levels of social support that students' received from teachers and their peers

The second research question was also focused on how students rate the social support they received from their teachers' and their peers in language class. Hence, the data gathered through questionnaire and analyzed by using mean and standard deviation below.

Table 3: Perceived level of classroom support

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------|-----|---------|---------|--------|----------------|
| Perceived Teacher Support | 150 | 2.50 | 4.88 | 3.8792 | .40638 |
| Perceived Peer Support | 150 | 2.25 | 4.63 | 3.6092 | .56541 |

Table 4: Perceived level of classroom support

| Support Type | Students with anxiety level <3.00 | | Students with anxiety level >3.00 | |
|-----------------|-----------------------------------|---------|-----------------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Teacher Support | 9 | 6 | 141 | 94 |
| Peer Support | 27 | 18 | 123 | 82 |

As can be observed, table 3 disclosed it showed the result of teacher support for students' learning anxiety. The mean score of perceived teacher support was found to be 3.88 while the perceived peer support was 3.61. This indicated that the level of perceived teacher support was found above 3.75 and less than 4, and the perceived peer support was found to be below 3.88. Hence, it is possible to say that perceived teacher support was considered medium level of support whereas perceived peer support was taken as medium level of support. Hence, both teachers' and peer support were found to be medium level of support.

In addition, Table 4 also showed the result of perceived level of classroom support. The result indicated that 9(6%) of teacher support and 27 (18%) of peer support scored perceived level of

classroom support were below the expected mean score 3.00. However, 141 (94%) of teacher support and 123 (82%) peer support were found above the expected mean score 3.00. From this, we can understand that teacher support level was higher than peer support level in the classroom. Hence, we can say that majority of the participants did not get support from their peer than teachers. The finding of the current study also supported by researchers' like Sophia (2010) indicated that academic support was the most pervasive variable correlated with language-learning anxiety, compared to other types of support (i.e., teacher personal support, student academic support, and student personal support). Language learners felt less anxious when they perceived that they obtained more academic support from their teachers.

In addition, Skinner (1995) stated that poor relationships with teachers and peers become liabilities for students because of a lack of support and negative self-perceptions such as feeling that one does not belong, is incompetent, or is coerced in the classroom. Social support from teachers and peers is an important component that may influence student academic achievement. When students perceive that they are emotionally supported by their teacher, they tend to engage more actively and make a greater effort in their academic work (Goodenow, 1993). Besides, Horwitz (2008) suggested that language teachers reduce the anxiety level of language learners by helping learners recognize their own discomfort and establish reasonable, as well as achievable, expectations of language learning.

4.3 The relationship between foreign language learning anxiety and the reported teacher and peer support

It was one of the major purposes of the study to examine the relationship between foreign language learning anxiety and the reported teacher and peer support. In doing so, Person Product Moment correlation conducted and presented as follow.

Table 5: Pearson product moment correlation among anxiety and support variable

| Types of variables | Teacher Support (N) | | Peer Support | | Achievement Score | |
|-----------------------------|---------------------|-----------------|--------------|-----------------|-------------------|-----------------|
| | R | Sig. (2 tailed) | r | Sig. (2 tailed) | r | Sig. (2 tailed) |
| Communication apprehension | -0.256** | .002 | -0.259** | .001 | .109 | .305 |
| Fear of negative evaluation | -0.283** | .000 | -0.340** | .000 | .025 | .816 |
| Test anxiety | -0.200* | .014 | -0.079 | .339 | .087 | .411 |
| General anxiety | -0.311** | .000 | -0.249** | .002 | .078 | .482 |
| Overall Anxiety | -0.298** | .000 | -0.272** | .001 | .046 | .668 |

**, Correlation is significant at the 0.01 level (2-tailed).

As we can see from table 5 above, the result showed that students' communication apprehension has low association teacher support and peer support with $r=-0.26$ and $r=-0.25$ respectively. This indicated that there is negative relationship and have significance between communication apprehension with teacher support and peer support. Similarly, the relationship between fear of negative evaluation with teacher support and peer support indicated that they have low association with $r=-.283$ and -0.34 respectively. This shows that fear of negative evaluation had significant and negative relation with teacher and peer support. Besides, test anxiety was

correlated significantly and negatively with teacher support, but it was significantly associated with peer support ($r=-0.2$ and -0.08) respectively. The general anxiety was related significantly and negatively with teacher support and peer support with $r=-0.31$ and -0.25 respectively. Finally, the relationship between overall anxiety with teacher support and peer support was found to be $r=-0.298$ and -0.272 accordingly. That is, they do have negative and significant relationship between them.

Generally, the above result showed that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, and general anxiety) had negative and significant relationship with teacher support. Besides, all anxiety variables also had negative and significant relation with peer support variable, but test anxiety was not significant. In light of this, there are similar studies in this regards such as Tillfors et al. (2012) revealed that peer rejection predicted the increases of social anxiety; males got lower support than females, meanwhile females got higher victimization. It can be conclude that peer relation play an important role for students related to their social anxiety.

Hung et al.(2010) entitled the relationship between Teacher and Peer support and English language Anxiety conclude that language learning anxiety and support from teachers and the other students were related each other.

4.4 The relationships between foreign language learning anxiety and achievement in English

The other research objective was to assess the kind of relation between foreign language anxiety and students' academic achievement. Hence, the data was collected and analyzed using Person product moment correlation the result stated in the following table.

Table 6: Correlation between anxiety and support variable

| | Teacher Support (N | | Peer Support | | Achievement Score | |
|-----------------------------|--------------------|-----------------|--------------|-----------------|-------------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -0.256** | .002 | -0.259** | .001 | .109 | .305 |
| Fear of negative evaluation | -0.283** | .000 | -0.340** | .000 | .025 | .816 |
| Test anxiety | -0.200* | .014 | -0.079 | .339 | .087 | .411 |
| General anxiety | -0.311** | .000 | -0.249** | .002 | .078 | .482 |
| Overall Anxiety | -0.298** | .000 | -0.272** | .001 | .046 | .668 |

Table 6 presented the result of the kind of relations between foreign language anxiety and students' academic achievement. The result showed that there was very weak relationship between academic achievement and communication apprehension ($r=0.11$, $p<0.01$). This indicates that there was positive and statistically not significant relationship between them. Besides, academic achievement has very weak association with fear of negative evaluation ($r=0.025$, $p<0.01$). This implies that they are positive but not statistically significant. On the other hand, students' academic achievement has positive and weak relationship with test anxiety ($r=-0.087$, $p<0.01$). This shows that they are negatively correlated and have not significance. In

addition, academic achievement is associated very weakly with general anxiety of the student ($r=-0.078$). That is, they do have positive but not significant relationship between them. From this we can understand that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, learning anxiety, general anxiety and general anxiety) had positive but not significant relationship with academic achievement. In relation to this, there are different research findings. For example, Chastain (1975) found positive relationship between language anxiety and second language achievement. On the other hand, there were studies by Horwitz et al. (1986) and Macintyre and Gardner (1994) which indicated that foreign language anxiety is responsible for students' negative emotional reaction to language learning. Besides, Batumlu and Erden (2007) and Cubuku (2007) have conducted research on this context to see classroom language anxiety and language achievement correlations and found that anxiety and achievement were correlated negatively.

Horwitz et al. (1986) in their study of foreign language classroom anxiety, developed a foreign language classroom anxiety scale (FLCAS) and administered it to the subjects of the study and found that the levels of the students' anxiety and their language achievement were negatively correlated. Similarly, Aida (1994) and Macintyre and Gardner (1994) arrived at a conclusion that classroom language learning anxiety and achievement have negative relationship. Batumlu and Erden (2007) and Cubuku (2007) also reached conclusion similar to the aforementioned ones.

4.5 The relationships between foreign language learning anxiety and social support for male and female students

The other research objective was to assess whether there is statistically significant difference in the strength of the correlation between anxiety and social support (Teacher and Peer Support) or not for male and female students. Hence, the data was collected and analyzed using Person product moment correlation the result stated in the following tables respectively.

Table 7: Correlation of Anxiety variables and teacher support for female and male participants

| | Females (N=91) | | Males (N=59) | | Teacher Support (N) | | Peer Support | |
|-----------------------------|----------------|-----------------|--------------|-----------------|---------------------|-----------------|--------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -.189 | .072 | -0.256** | .002 | -0.259** | .001 | -.356** | .006 |
| Fear of negative evaluation | -.187 | .076 | -0.283** | .000 | -0.340** | .000 | -.447** | .000 |
| Test anxiety | -.164 | .120 | -0.200* | .014 | -0.079 | .339 | -.238 | .069 |
| General anxiety | -.233* | .026 | -0.311** | .000 | -0.249** | .002 | -.417** | .001 |
| Overall Anxiety | -.218* | .038 | -0.298** | .000 | -0.272** | .001 | -.413** | .001 |

As we can be observed in the above table 7, the communication apprehension, fear of negative evaluation test anxiety, general anxiety, and overall anxiety were correlated with females ($r=-.189$, $r=-.187$, $r=-.164$, $r=-.233$, $r=-.218$) respectively. This indicates that all anxiety variables were negatively but not significant relationship with females. On the other hand, communication apprehension, fear of negative evaluation test anxiety, general anxiety, and overall anxiety were correlated with males ($r=-.356$, $r=-.447$, $r=-.238$, $r=-.417$, and $r=-.413$) negatively and

significantly except test anxiety. That is, all except test anxiety were correlated negatively and significantly with males.

Moreover, all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, and general anxiety) had negative and significant relationship with teacher support and female. Besides, all anxiety variables also had negative and significant relation with peer support and male, but test anxiety was not significant.

Generally, all anxiety variables were negatively but not significant relationship with females and teacher support. However, all except test anxiety were correlated negatively and significantly with males and peer support.

Table 8: Correlation of anxiety variables and peer support for female and male participants

| | Females (N=91) | | Males (N=59) | |
|-----------------------------|----------------|-----------------|--------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -.207* | .049 | -.372** | .004 |
| Fear of negative evaluation | -.214* | .041 | -.506** | .000 |
| Test anxiety | -.066 | .537 | -.170 | .197 |
| General anxiety | -.187 | .076 | -.335** | .009 |
| Overall Anxiety | -.197 | .061 | -.398** | .002 |

The researcher followed the procedure to find out whether the correlations for the two groups are significantly different. Because SPSS does not do this step for him, he had to depend on the calculator. The first step was to convert the r values into z scores and to use an equation to calculate the observed value of Z (Z_{obs} value). The second step was to put these values into the following equation to calculate Z_{obs} .

$$Z_{obs} = \frac{Z_1 - Z_2}{\sqrt{1/N_1 - 3 + 1/N_2 - 3}}$$

The last step of the procedure was to determine whether or not the Z_{obs} value would be statistically significant if the z_{obs} value obtained is between -1.96 and $+1.96$ or outside these two boundaries. This means that we *cannot* say that there is a statistically significant difference between the two correlation coefficients when the Z_{obs} value obtained is between -1.96 and $+1.96$ and that we say that there is a statistically significant difference when Z_{obs} value obtained is outside these two boundaries. The values obtained were assessed using a set decision rule to determine the likelihood that the difference in the correlation noted between the two groups could have been due to chance.

Table 9: The difference between males and females groups with teacher and peer support

| Anxiety Variable | Teacher Support Z_{obs} | Peer Support Z_{obs} |
|-----------------------------|------------------------------|---------------------------|
| Communication apprehension | -1.059 | -1.053 |
| Fear of negative evaluation | -1.708 | -1.989 |
| Test anxiety | -0.444 | -0.620 |
| General anxiety | -1.210 | -0.93 |
| Overall Anxiety | -1.28 | -1.287 |

In the table the figures calculated above for females and males, we obtained only one z value of -1.99 . This is outside the specified bounds, so we can conclude that there is a statistically significant difference in the strength of the correlation between fear of negative evaluation and peer support for females and males. Fear of negative evaluation explains significantly more of the variance in peer support for males than for females. However, though it is not significant, there was a difference in the strength of the correlation between the anxiety and social support for female and male participants. The anxiety variables explain reasonable more of the variance in teacher and peer support for males than for females.

This finding also supported by Dalkuli (2001) stated that there was significant and negative relationship between learning anxiety and students' academic achievement. In relation to this, Abate Kassahun (1996) that found anxiety had debilitating effect on students' academic achievement. Melesse Metiku (2007) also indicated that students' test result was poor due to the anxiety they experienced during the test. Besides, Macintyre and Gardner (1994) claimed that there was significant correlation between language anxiety and students' academic performance or achievement. Moreover, Batmlu and Erden (2007) revealed that there was negative correlation of anxiety and academic achievement. However, it should be noted that both negative and positive correlations less than and greater than the one obtained here have been reported by (Horwitz, 1986). As correlation implies, knowledge of learners' anxiety level attribute to experience in English class can help to predict their performance in their exam. Thus, the current study indicates that the high anxious learners tend to perform relatively and significantly less successful in the exam than students experience lower anxiety levels.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

The main objective of the study was to examine the correlation between teacher and peers' support on grade 9 students' language learning anxiety, teachers' and peer's support and language achievement at Kunmzila Preparatory and Secondary School. In order to achieve the objective, the following questions were posed:

1. What is the general anxiety level of grade 9 students' in English language classroom?
2. How do the students rate the social support they receive from their teachers and their peers in English language classroom?
3. Is there a significant relationship in the level of foreign language learning anxiety due to the level of teacher and peer support reported?
4. What kind of relationship exists between foreign language learning anxiety and achievement in English?
5. Is there a statistically significant difference in the strength of the correlation between anxiety and social support (Teacher and Peer Support) for male and female students?

To carry out this research, quantitative research method was used. This method helped the researcher to get first hand information from the respondents within short time. Hence, the information collected through foreign language classroom anxiety scale (FLCA) and data collected from students' were analyzed by using descriptive statistics, Pearson's Moment Correlation Coefficient and z-test score. Accordingly, the study was summarized below.

- The result of the study revealed that the subjects of this research found anxious because the anxiety level of each kind of language learning anxiety variables is above the expected mean score of 3.00. Although all the anxiety variables scores were above the mean score of 3.00, fear of negative evaluation and communication apprehension anxiety variables can assert the seriousness of the anxiety of the learners. This result pointed out

that Kunzila preparatory school grade 9 students are mostly anxious in English classrooms.

- The perceived teacher support was considered as medium level of support and perceived peer support was taken as low level of support. That is, teacher support level was higher than peer support level in the classroom. Hence, we can say that majority of the participants did not get support from their peer than teachers.
- The above result showed that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, and general anxiety) had negative and significant relationship with teacher support. Besides, all anxiety variables also had negative and significant relation with peer support variable, but test anxiety was not significant.
- All anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, learning anxiety, general anxiety and general anxiety) had positive but not significant relationship with academic achievement.
- All anxiety variables have negatively correlated but not significant relationship with females and teacher support. However, all except test anxiety were correlated negatively and significantly with males and peer support.

5.2 Conclusions

Based on the findings of the study, the following conclusions have been made.

- The result of the study indicated that majority of the students were found to be more anxious because the anxiety level of each kind of language learning anxiety variables is above the expected mean score of 3.00 which helps the reader the terms of reference for anxiety level. Although all the anxiety variables scores were above the mean score of 3.00, fear of negative evaluation and communication apprehension anxiety variables can assert the seriousness of the anxiety of the learners. Hence, Kunzila preparatory school grade 9 students are mostly anxious in English classrooms.
- The result of study on the level of teacher and peer support indicated that the perceived teacher support was considered medium level of support and the perceived peer support was also medium level of support. Therefore, students get medium perceived from both teacher and peer in the classroom. Therefore, majority of the participants did get support from their peer and teachers.

- The result of correlation between anxiety variables, teacher support and peer support indicated that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, and general anxiety) had negative and significant relationship with teacher support. Besides, all anxiety variables also had negative and significant relation with peer support variable, but test anxiety was not significant.
- The result of correlation between language anxiety variables and students' academic achievement showed that all anxiety variables (i.e. communication apprehension, fear of negative evaluation, test anxiety, learning anxiety, general anxiety and general anxiety) had positive but not significant relationship with academic achievement.
- The result of relationship between learning anxiety, social support and females and males student showed that all anxiety variables were negatively but not significant relationship with females and teacher support. However, all except test anxiety were correlated negatively and significantly with males and peer support.
- Finally, Kunzila Preparatory and Secondary school grade 9 students are at risk of having debilitating levels of foreign language anxiety. Hence, we might say that there was no significant anxiety and achievement test result difference was not seen across gender, and anxiety was debilitating for their achievement.

5.3 Recommendations

The results of this study suggest that certain students are at risk of having debilitating levels of foreign language anxiety. Based on the findings of this study and conclusions drawn, the following recommendations were given.

- The school principal and English language teachers should acknowledge anxiety feelings as legitimate and attempt to lessen students' feeling of inadequacy, confusion, misunderstanding, failures and other problems by offering positive experiences and feedback to counteract anxiety.
- The English language teachers should encourage the students in order to enhance their confidence and self-esteem in language class. They should also use positive

reinforcement, remind the students not to feel worry about their mistakes and empathy which help the students to avoid anxiety. Besides, they should correct students' errors made in English classrooms wisely since unwise correction of teachers may makes learners anxious and frightened.

- Teachers should openly discuss with the students and provide any help if they need from them, and encourage them to seek help from their peers as well, understanding high level of anxiety affect the students' academic achievement. That is, teachers should create positive classroom environment from something that can disturb sensitive students.
- The school principal and teachers should work together in order to make the class friendly and get help from their teachers as well as peers. They should also give attention for all students (females and males) that cause high level of anxiety and affect their academic achievement.
- Other researchers that have interest to carry out their studies in such area should take into consideration variables that did not consider in this paper and other data gathering instruments to fill the gaps of the study and come up a comprehensive finding.

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APPENDICES

Appendix 1

Bahir Dar University
Department English Languages and literature
(Graduate Program)

Questionnaire to be completed by Students

Dear Student,

Currently, I am conducting a postgraduate (MA) research in TEFL under the title: 'High School Students English Learning Anxiety and English Achievement.' The objective of this questionnaire is to gather information and to examine the degree of English learning classroom Anxiety you may experience. Please read each statement below very carefully and indicate your true feelings in English classroom. Since the success of the study highly depends on your honesty in rating these items, you are kindly requested to respond accordingly.

Your co-operation will be greatly appreciated!

Thank you in advance

Code _____

Grade _____

Instruction:-

The following items are helpful to indicate the anxiety level students have in the English class. Select and circle the item that best describes your reaction.

N.B. To answer each item use the following ranking key

- | | | |
|-----------------------------|--------------------------|---------------------|
| 1. Strongly disagree | 2. Disagree | 3. Undecided |
| 4. Agree | 5. Strongly agree | |

1. I never feel quite sure of myself when I am speaking in my English class.

1 2 3 4 5

2. I don't worry about making mistakes in English class.

1 2 3 4 5

3. I tremble when I know that I'm going to be called on to speak in English class.

1 2 3 4 5

4. It frightens me when I don't understand what the teacher is saying in the English language.

1 2 3 4 5

5. It wouldn't bother me at all to take more English classes.

1 2 3 4 5

6. During English class, I find myself thinking about things that have nothing to do with the lesson.

1 2 3 4 5

7. I keep thinking that the other students are better at English than I am.

1 2 3 4 5

8. I am usually at ease during tests in my English class.

1 2 3 4 5

9. I start to panic when I have to speak without preparation in English Class.

1 2 3 4 5

10. I worry about the consequences of failing my English class.

1 2 3 4 5

11. I don't understand why some people get so upset over English classes.

1 2 3 4 5

12. In English class, I can get so nervous when I forget things I know.

1 2 3 4 5

13. It embarrasses me to volunteer answers in my English class.

1 2 3 4 5

14. I would not be nervous speaking in the foreign language with native speakers.

1 2 3 4 5

15. I get upset when I don't understand what the teacher is correcting.

1 2 3 4 5

16. Even if I am well prepared for English class, I feel anxious about it.

1 2 3 4 5

17. I often feel like not going to my English class.

1 2 3 4 5

18. I feel confident when I speak in English class.

1 2 3 4 5

19. I am afraid that my English teacher will correct every mistake I make.

1 2 3 4 5

20. I can feel my heart pounding when I'm going to be asked to speak in English class.

1 2 3 4 5

21. The more I study for an English test, the more confused I get.

1 2 3 4 5

22. I don't feel pressure to prepare very well for English class.

1 2 3 4 5

23. I always feel that the other students speak English better than I do.

1 2 3 4 5

24. I feel very self-conscious about speaking English in front of other Students.

1 2 3 4 5

25. English class moves so quickly that I worry about getting left behind.
1 2 3 4 5
26. I feel more tense and nervous in my English class than in my other Classes.
1 2 3 4 5
27. I get nervous and confused when I am speaking in my English class.
1 2 3 4 5
28. When I'm on my way to English class, I feel confident and relaxed.
1 2 3 4 5
29. I get nervous when I don't understand every word the English teacher says.
1 2 3 4 5
30. I feel overwhelmed by the number of rules I have to learn to speak English.
1 2 3 4 5
31. I am afraid that the other students will laugh at me when I speak English.
1 2 3 4 5
32. I would probably feel comfortable around native speakers of English.
1 2 3 4 5
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.
1 2 3 4 5

Appendix-2

Part-2: Teachers and peer support questionnaire

1. Not at all true 2. a little bit true 3. Somewhat true
4. Mostly true 5. Very true

1. My English teacher respects my opinion
1 2 3 4 5
2. My English teacher really understand how I feel about things
1 2 3 4 5
3. My English teacher likes to help me learn
1 2 3 4 5
4. My English teacher wants me to do my best in school
1 2 3 4 5
5. My English teacher cares about how much I learn
1 2 3 4 5
6. My English teacher tries to help me when I am sad or upset
1 2 3 4 5
7. My English teacher likes to see my work
1 2 3 4 5
8. I can count on my English teacher for help when I need it
1 2 3 4 5
9. In this class other students want me to do well in school
1 2 3 4 5
10. In this class other students really care about my feelings
1 2 3 4 5
11. In this class other students care about me
1 2 3 4 5
12. In this class other students are nice to me
1 2 3 4 5
13. In this class other students want me to be successful
1 2 3 4 5
14. In this class other students like me
1 2 3 4 5
15. In this class other students care about how I learn
1 2 3 4 5
16. In his class other students want me to come to class everyday
1 2 3 4 5

FLCAS AMHARIC VERSION

በባህርዳር ዩኒቨርሲቲ የእንግሊዝኛ ቋንቋ እና ስነ-ጽሑፍ ትምህርት ክፍል የድህረ ምረቃ መርሃ ግብር ውድ ተማሪ

በአሁኑ ሰዓት የድህረ ምረቃ/ኤም.ኤ/ የመመረቂያ ጥናት በማካሄድ ላይ እገኛለሁ። የዚህ መጠይቅ ዋና አላማም የ11ኛ ክፍል ተማሪዎች በእንግሊዝኛ ቋንቋ ክፍል ጊዜያት የሚያጋጥሟቸውን የጭንቀት ወይም የመረበሽ መጠን ለይቶ ለማውጣት እና ጠቃሚ መፍትሄዎችን ለማመልከት ነው። ይህንን መጠይቅ ለመሙላት ትብብር ማድረግ/ሽ ለሚካሄደው ጥናት በጣም አስፈላጊ መሆኑን እየገለፅኩ እያንዳንዱን ጥያቄ በቅንነት እንድትመልስ/ሽ/ በታላቅ አክብሮት እጠይቃለሁ። የምትሰጠው/ጪው/ መረጃ በምስጢር እንደሚያዝ ለመጠቀም እወዳለሁ። ስለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ።

ኮድ_____

ክፍል_____

መመሪያ:-

የሚከተሉት ጥያቄዎች የተማሪዎችን የክፍል ላይ የመረበሽ መጠን ለማመልከት ጠቃሚ ናቸው። ስለዚህም እያንዳንዱ ጥያቄ በጥንቃቄ በማንበብ ከተሰጡት አምስት አማራጮች ማለትም 1, 2, 3, 4, እና 5 መካከል ትክክለኛ ስሜትህን/ሽን/ የሚያንፀባርቀውን ምላሽ መልስ ስጥ/ስጭ/።

ማሳሰቢያ:-

መጠይቁን ለመሙላት የሚከተሉትን የደረጃ ገላጭ ቁልፎች ተጠቀም/ሚ/

- | | | |
|---------------|--------------|-------------|
| 1. በጣም አልስማማም | 2. አልስማማም | 3 ሃሳብ አልሰጥም |
| 4. እስማማለሁ | 5. በጣምእስማማለሁ | |
| ተ.ቁ | ጥያቄዎች | |

1. እንግሊዝኛ ቋንቋ በምናገርበት ጊዜ ፍፁም ትክክለኛነት አይሰማኝም።
1 2 3 4 5
2. እንግሊዝኛ በምናገርበት ጊዜ መሳሳት አያስጨንቀኝም።
1 2 3 4 5
3. በእንግሊዝኛ እንድናገር መምህሩ እንደሚጠይቁኝ ሳውቅ በፍርሃት መንቀጥቀጥ እጀምራለሁ።
1 2 3 4 5
4. መምህሩ በእንግሊዝኛ የሚናገሩት ሳይገባኝ ሲቀር ፍርሃት ይሰማኛል።
1 2 3 4 5
5. ተጨማሪ የእንግሊዝኛ ትምህርት ክፍል ጊዜ ኖሮ ብማር ምንም አያስጨንቀኝም ።
1 2 3 4 5
6. በእንግሊዝኛ ቋንቋ ከፈለ ጊዜያት ትምህርቱን ስለማይመለከቱ ነገሮች አሰባለሁ።
1 2 3 4 5
7. በእንግሊዝኛ ክፍል ጊዜ ሌሎች ተማሪዎች ከእኔ በእንግሊዝኛ ቋንቋ እንደሚሻሉ አሰባለሁ።
1 2 3 4 5
8. የእንግሊዝኛ ፈተና በምፈተንበት ጊዜ በአብዛኛው አልረበሽም/አልጨነቅም።
1 2 3 4 5

9. ሳልዘጋጅ እንግሊዝኛ እንድናገር በምደረግበት ጊዜ ልቆጣጠረው የማልችለው ፍርሃት ይጀምረኛል/ይሰማኛል/::

1 2 3 4 5

10. በእንግሊዝኛ ትምህርት ውጤታማ አለመሆን የሚያስከትለው ነገር ያስጨንቀኛል::

1 2 3 4 5

11. ሰዎች በእንግሊዝኛ ክፍለ ጊዜ ለምን እንደሚበሳጩ(አንደሚናደዱ) አይገባኝም::

1 2 3 4 5

12. በእንግሊዝኛ ክፍለ ጊዜ የማውቀው ነገር ሲጠፋኝ ልበሳጭ እችላለሁ::

1 2 3 4 5

13. በእንግሊዝኛ ክፍለ ጊዜ በራሴ ፈቃድ እጅ አውጥቶ መልስ መናገር ያሳፍረኛል::

1 2 3 4 5

14. በእንግሊዝኛ ከቋንቋው ተናጋሪዎች ጋር ብነጋገር ፍርሃት አይሰማኝም::

1 2 3 4 5

15. የእንግሊዝኛ መምህሩ ስህተቴን ሲያስተካክሉኝ አልገባኝ ካለ እረበሻለሁ::

1 2 3 4 5

16. በእንግሊዝኛ ክፍለ ጊዜ በደንብ ተዘጋጅቼ እንኳን መጨነቄ ወይም መፍራቴ አይቀርም ::

1 2 3 4 5

17. ብዙውን ጊዜ የፎክሎር ክፍለ ጊዜን ባልከታተል ደስ ይለኛል::

1 2 3 4 5

18. በእንግሊዝኛ ክፍለ ጊዜ በእንግሊዝኛ በምናገርበት ጊዜ በራስ የመተማመን ስሜት ይሰማኛል::

1 2 3 4 5

19. የእንግሊዝኛ መምህራን የምስራቸውን ስህተቶች ሁሉ ማረማቸው ያሳዝነኛል::

1 2 3 4 5

20. በእንግሊዝኛ ክፍለ ጊዜ ተነስቼ እንደናገር ስጠየቅ ከፍርሃቴ የተነሳ የልብ ምቹ ሲጨምር ይታወቀኛል ::

1 2 3 4 5

21. ለእንግሊዝኛ ፈተና ብዙ ብዙ ባጠናሁ ቁጥር በጣም እደናገራለሁ::

1 2 3 4 5

22. በእንግሊዝ ክፍለ ጊዜ በደንብ ተዘጋጅቶ የመቅረብ ግዴታ ወይም ሃላፊነት አይሰማኝም ::

1 2 3 4 5

23. የክፍል ጓደኞቼ ከእኔ በተሻለ እንግሊዝኛን ይናገራሉ የሚለው ስሜት ሁልጊዜ ይሰማኛል::

1 2 3 4 5

24. እንግሊዝኛ በተማሪዎች ፊት ስናገር ሌሎች እንዳይታዘቡኝ እጠነቀቃለሁ::

1 2 3 4 5

25. በእንግሊዝኛ ክፍለ ጊዜ የትምህርቱ አሰጣጥ ፈጣን በመሆኑ ወደ ኋላ የመቅረት ስሜት ያስጨንቀኛል::

1 2 3 4 5

26. ከሌሎች የትምህርት ክፍለ ጊዜያት ይልቅ በእንግሊዝኛ ክፍለ ጊዜ ውጥረትና የመረበሽ ስሜት ይሰማኛል::

1 2 3 4 5

27. በእንግሊዝኛ ክፍል ውስጥ በእንግሊዝኛ በምናገርበት ጊዜ የመረበሽና የመደናገር ስሜት ይታይብኛል::

1 2 3 4 5

28. የእንግሊዝኛ ክፍለ ጊዜ በሚደርስበት ጊዜ በራስ የመተማመንና የመዝናናት ስሜት ይሰማኛል::

- 1 2 3 4 5
29. መምህሩ የሚናገሩት እያንዳንዱ ቃል የማይገባኝ ከሆነ የመረበሽ ስሜት ይታይብኛል፡፡
- 1 2 3 4 5
30. እንግሊዝኛን ለመናገር መጠናት ያለባቸውን የእንግሊዝኛ ህጎች ብዛት የተሸናፊነት ስሜት ይሰማኛል፡
- 1 2 3 4 5
31. እንግሊዝኛ በምናገርበት ጊዜ ሌሎች ተማሪዎች ይስቁብኛል ብዬ አፈራለሁ፡፡
- 1 2 3 4 5
32. የአፍ መፍቻ ቋንቋቸው እንግሊዝኛ የሆነ ተናጋሪዎች አጠገቤ ካሉ የደስታ ስሜት ሊሰማኝ ይችላል፡፡
- 1 2 3 4 5
33. መምህሩ ቀደም ብሎ ያልተዘጋጀሁበትን ጥያቄ በሚጠይቁኝ ጊዜ የመረበሽ ስሜት ይታይብኛል፡፡
- 1 2 3 4 5

መጠይቁን ለመመላት የሚከተሉትን የደረጃ ገላጭ ቁልፎች ተጠቀም/ሚ/

- ስለተባበራችሁኝ በጣም አመሰግናለሁ

Appendix 3: Students' Academic achievement results

| Code | sex | Results |
|------|-----|---------|
| 01 | M | 44 |
| 02 | M | 41 |
| 03 | F | 42 |
| 04 | F | 34 |
| 05 | F | 34 |
| 06 | M | 57 |
| 07 | M | 33 |
| 08 | M | 84 |
| 09 | F | 40 |
| 10 | F | 51 |
| 11 | F | 52 |
| 12 | F | 45 |
| 13 | F | 27 |
| 14 | M | 75 |
| 15 | M | 47 |
| 16 | M | 50 |
| 17 | M | 39 |
| 18 | M | 31 |
| 19 | F | 32 |
| 20 | M | 38 |
| 21 | F | 64 |
| 22 | M | 59 |
| 23 | M | 55 |
| 24 | M | 49 |
| 25 | M | 43 |
| 26 | M | 44 |
| 27 | F | 36 |
| 28 | M | 45 |
| 29 | M | 28 |
| 30 | M | 27 |
| 31 | M | 42 |
| 32 | M | 45 |
| 33 | M | 40 |
| 34 | M | 38 |
| 35 | F | 33 |
| 36 | M | 54 |

| | | |
|-----------|---|----|
| 37 | M | 54 |
| 38 | F | 58 |
| 39 | M | 74 |
| 40 | M | 39 |
| 41 | F | 39 |
| 42 | F | 63 |
| 43 | M | 63 |
| 44 | M | 44 |
| 45 | M | 57 |
| 46 | M | 80 |
| 47 | F | 56 |
| 48 | M | 54 |
| 49 | M | 83 |
| 50 | M | 47 |
| 51 | F | 47 |
| 52 | M | 55 |
| 53 | M | 29 |
| 54 | F | 41 |
| 55 | M | 34 |
| 56 | M | 57 |
| 57 | M | 38 |
| 58 | M | 38 |
| 59 | F | 20 |
| 60 | F | 53 |
| 61 | M | 29 |
| 62 | F | 25 |
| 63 | F | 35 |
| 64 | F | 49 |
| 65 | F | 40 |
| 66 | F | 26 |
| 67 | F | 34 |
| 68 | F | 43 |
| 69 | M | 50 |
| 70 | M | 45 |
| 71 | M | 37 |
| 72 | F | 85 |
| 73 | F | 36 |
| 74 | F | 36 |
| 75 | M | 53 |

| | | |
|------------|---|----|
| 76 | M | 43 |
| 77 | F | 34 |
| 78 | F | 32 |
| 79 | F | 42 |
| 80 | F | 36 |
| 81 | F | 26 |
| 82 | M | 58 |
| 83 | M | 23 |
| 84 | M | 29 |
| 85 | M | 21 |
| 86 | F | 38 |
| 87 | M | 38 |
| 88 | M | 53 |
| 89 | M | 35 |
| 90 | M | 34 |
| 91 | F | 33 |
| 92 | M | 33 |
| 93 | M | 32 |
| 94 | F | 28 |
| 95 | F | 40 |
| 96 | F | 37 |
| 97 | M | 36 |
| 98 | M | 42 |
| 99 | F | 34 |
| 100 | M | 29 |
| 101 | F | 36 |
| 102 | f | 40 |
| 103 | F | 78 |
| 104 | F | 48 |
| 105 | F | 45 |
| 106 | F | 51 |
| 107 | F | 44 |
| 108 | F | 44 |
| 109 | F | 81 |
| 110 | F | 49 |
| 111 | F | 48 |
| 112 | F | 46 |
| 113 | F | 40 |
| 114 | F | 41 |

| | | |
|------------|---|----|
| 115 | F | 60 |
| 116 | F | 53 |
| 117 | F | 54 |
| 118 | F | 50 |
| 119 | F | 50 |
| 120 | F | 71 |
| 121 | F | 48 |
| 122 | F | 38 |
| 123 | F | 42 |
| 124 | F | 42 |
| 125 | F | 53 |
| 126 | F | 49 |
| 127 | F | 55 |
| 128 | F | 40 |
| 129 | F | 49 |
| 130 | F | 38 |
| 131 | F | 42 |
| 132 | F | 50 |
| 133 | F | 50 |
| 134 | F | 34 |
| 135 | F | 52 |
| 136 | F | 59 |
| 137 | F | 50 |
| 138 | F | 58 |
| 139 | F | 61 |
| 140 | F | 61 |
| 141 | F | 64 |
| 142 | F | 62 |
| 143 | F | 71 |
| 144 | F | 53 |
| 145 | F | 58 |
| 146 | F | 56 |
| 147 | F | 58 |
| 148 | F | 60 |
| 149 | F | 56 |
| 150 | F | 54 |

Code: Students code number

X: academic achievement result

Appendix 4: the result of descriptive and inferential data

General Situation of English Language Learning Anxiety

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------------|-----|---------|---------|--------|----------------|
| Communication Apprehension | 150 | 1.63 | 4.63 | 3.3150 | .72087 |
| Fear of Negative Evaluation | 150 | 1.89 | 4.89 | 3.6052 | .82603 |
| Test Anxiety | 150 | 1.60 | 4.40 | 3.1733 | .62934 |
| English Classroom Anxiety | 150 | 1.91 | 4.27 | 3.2521 | .59058 |
| Overall FL Learning Anxiety | 150 | 1.99 | 4.33 | 3.3364 | .61075 |

Levels of anxiety within variables

| Anxiety Type | Students with anxiety level <3.00 | | Students with anxiety level ≥3.00 | |
|------------------------------------|-----------------------------------|---------|-----------------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Communication apprehension | 47 | 31.33 | 103 | 68.67 |
| Test anxiety | 44 | 29.3 | 106 | 70.7 |
| Fear of negative evaluation | 56 | 37.3 | 94 | 62.7 |
| General anxiety of English classes | 56 | 37.3 | 94 | 62.7 |
| Overall anxiety | 53 | 34.7 | 97 | 65.3 |

Perceived Level of Classroom Support

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------|-----|---------|---------|--------|----------------|
| Perceived Teacher Support | 150 | 2.50 | 4.88 | 3.8792 | .40638 |
| Perceived Peer Support | 150 | 2.25 | 4.63 | 3.6092 | .56541 |

Perceived Level of Classroom Support

| Support Type | Students with anxiety level <3.00 | | Students with anxiety level >3.00 | |
|-----------------|-----------------------------------|---------|-----------------------------------|---------|
| | Frequency | Percent | Frequency | Percent |
| Teacher Support | 9 | 6 | 141 | 94 |
| Peer Support | 27 | 18 | 123 | 82 |

Pearson Product Moment Correlation among Anxiety and Support Variable

| | Teacher Support (N) | | Peer Support | | Achievement Score | |
|-----------------------------|---------------------|-----------------|--------------|-----------------|-------------------|-----------------|
| | R | Sig. (2 tailed) | r | Sig. (2 tailed) | r | Sig. (2 tailed) |
| Communication apprehension | -0.256** | .002 | -0.259** | .001 | .109 | .305 |
| Fear of negative evaluation | -0.283** | .000 | -0.340** | .000 | .025 | .816 |
| Test anxiety | -0.200* | .014 | -0.079 | .339 | .087 | .411 |
| General anxiety | -0.311** | .000 | -0.249** | .002 | .078 | .482 |
| Overall Anxiety | -0.298** | .000 | -0.272** | .001 | .046 | .668 |

**, Correlation is significant at the 0.01 level (2-tailed).

Correlation between Anxiety and Support Variable

| | Teacher Support (N) | | Peer Support | | Achievement Score | |
|-----------------------------|---------------------|-----------------|--------------|-----------------|-------------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -0.256** | .002 | -0.259** | .001 | .109 | .305 |
| Fear of negative evaluation | -0.283** | .000 | -0.340** | .000 | .025 | .816 |
| Test anxiety | -0.200* | .014 | -0.079 | .339 | .087 | .411 |
| General anxiety | -0.311** | .000 | -0.249** | .002 | .078 | .482 |
| Overall Anxiety | -0.298** | .000 | -0.272** | .001 | .046 | .668 |

Correlation of Anxiety variables and Teacher Support for Female and Male Participants

| | Females (N=91) | | Males (N=59) | | Teacher Support (N) | | Peer Support | |
|-----------------------------|----------------|-----------------|--------------|-----------------|---------------------|-----------------|--------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -.189 | .072 | -0.256** | .002 | -0.259** | .001 | -.356** | .006 |
| Fear of negative evaluation | -.187 | .076 | -0.283** | .000 | -0.340** | .000 | -.447** | .000 |
| Test anxiety | -.164 | .120 | -0.200* | .014 | -0.079 | .339 | -.238 | .069 |
| General anxiety | -.233* | .026 | -0.311** | .000 | -0.249** | .002 | -.417** | .001 |
| Overall Anxiety | -.218* | .038 | -0.298** | .000 | -0.272** | .001 | -.413** | .001 |

Correlation of Anxiety Variables and Peer Support for Female and Male Participants

| | Females (N=91) | | Males (N=59) | |
|-----------------------------|----------------|-----------------|--------------|-----------------|
| | R | Sig. (2 tailed) | R | Sig. (2 tailed) |
| Communication apprehension | -.207* | .049 | -.372** | .004 |
| Fear of negative evaluation | -.214* | .041 | -.506** | .000 |
| Test anxiety | -.066 | .537 | -.170 | .197 |
| General anxiety | -.187 | .076 | -.335** | .009 |
| Overall Anxiety | -.197 | .061 | -.398** | .002 |

The difference between Males and Females groups with teacher and peer support

| Anxiety Variable | Teacher Support Z_{obs} | Peer Support Z_{obs} |
|-----------------------------|---|--|
| Communication apprehension | -1.059 | -1.053 |
| Fear of negative evaluation | -1.708 | -1.989 |
| Test anxiety | -0.444 | -0.620 |
| General anxiety | -1.210 | -0.93 |
| Overall Anxiety | -1.28 | -1.287 |

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and all the sources of material used for the thesis have been duly acknowledged.

Name: Alelign Abera

Signature _____

Place: Bahir Dar University

Date of Submission: July 1, 2019