

Власник документу:
Моца Андрій Андрійович

Дата перевірки:
08.05.2020 10:47:26 EEST

Дата звіту:
08.05.2020 11:40:41 EEST

ID перевірки:
1002874579

Тип перевірки:
Doc vs Internet + Library

ID користувача:
92712

Назва документу: Гіді Давід Іванович

ID файлу: 1002888443 Кількість сторінок: 48

Кількість слів: 16225 Кількість символів: 110340 Розмір файлу: 1.34 MB

25.7% Схожість

Найбільша схожість: 12.4% з джерело https://mafiadoc.com/foreign-language-anxiety_5baef65f097c47c6668b46f9.html

24.7% Схожість з Інтернет джерелами	54	Page 50
1.33% Текстові збіги по Бібліотеці акаунту	1	Page 57

0% Цитат

Не знайдено жодних цитат

0% Вилучень

Вилучений текст відсутній

Підміна символів

Не знайдено заміненних символів

**Міністерство освіти і науки України Закарпатський угорський інститут ім. Ференца
Ракоці II Кафедра Філології**

Реєстраційний № _____

Дипломна робота
УПРАВЛІННЯ СТРЕСОМ ТА МОВНОЮ ТРИВОЖНІСТЮ УЧНЯМИ, ЯКІ
ВИВЧАЮТЬ АНГЛІЙСЬКУ ЯК ІНОЗЕМНУ МОВУ

ГІДІ ДАВІДА ІВАНОВИЧА

Студента IV-го курсу

Спеціальність 014 Середня освіта. Мова і література (англійська)

Освітній рівень: бакалавр

Тема затверджена на засіданні кафедри

Протокол № 2 / 2019.09.26.

Науковий керівник:

Консультант:

Завідуючий кафедрою філології:

канд. філ. н. Баняс Н. Ю.

ст.викл. Лізак К.М.

д-р філософії Берегсасі А. Ф.

Робота захищена на оцінку _____, «__» _____ 2020 року

Протокол № _____ / 2020

**Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці ІІ**

Кафедра Філології

Дипломна робота

**УПРАВЛІННЯ СТРЕСОМ ТА МОВНОЮ ТРИВОЖНІСТЮ УЧНЯМИ, ЯКІ
ВИВЧАЮТЬ АНГЛІЙСЬКУ ЯК ІНОЗЕМНУ МОВУ**

Освітній рівень: бакалавр

Виконав: студент IV-го курсу
Спеціальності 014 Середня освіта
Мова і література (англійська)
Гіді Д. І

Науковий керівник: **канд. філ. н. Баняс Н. Ю.**
Консультант: **ст.викл. Лізак К.М.**
Рецензент: **д-р філософії Бергсасі А. Ф.**

Берегово
2020

**Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

Department of Philology

STRESS AND LANGUAGE ANXIETY MANAGEMENT AMONG EFL LEARNERS

Bachelor's Thesis

Presented by: D. Hidi

a 4th year student
of the Philology Department
Speciality 014 Secondary Education
Language and Literature (English)

Thesis Supervisor: Natalia Banyasz, PhD

Consultant: Katalin Lizák, senior lect.

Second Reader: Anikó Beregszászi, PhD

ЗМІСТ

вступ	6
РОЗДІЛ 1. ТРИВОЖНІСТЬ ПРИ ВИВЧЕННІ МОВИ	
1.1. Тривожність при вивченні іноземних мов	8
1.2. Вимірювання мовної тривожності	10
РОЗДІЛ 2. ФАКТОР ТРИВОЖНОСТІ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ ТА ЙОГО НАСЛІДКИ	14
2.1. Фактори, що впливають на навчання іноземної мови	14
2.2. Володіння мовою і тривожність	19
2.3. Основні причини та джерела тривожності при вивченні мови	20
2.4. Наслідки та вплив тривожності	22
2.5. Шляхи зниження тривожності	23
ЧАСТИНА 3. ЕКСПЕРИМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ	26
3.1. Учасники	26
3.2. Інструменти дослідження	27
3.3. Хід дослідження	27
3.4. Отримані дані	28
3.5. Результати дослідження та їх обговорення	37
ВИСНОВКИ	38
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ	41
резюме	46
додатки	48

TABLE OF CONTENTS

INTRODUCTION.....	6
ANXIETY IN LANGUAGE LEARNING	
1.1 The Concept of Anxiety and Foreign Language Anxiety	8
1.2 Measuring Language Anxiety	10
CHAPTER II FOREIGN LANGUAGE ANXIETY FACTOR AND ITS AFFECTS	14
2.1 Factors Affecting Foreign Language Learning.....	14
2.2 Proficiency and FLA.	19
2.3 The Main Causes and Sources for Language Learning Anxiety.	20
2.4 The Consequences and Effects of FLA.....	22
2.5 Ways of Reducing LLA	23
CHAPTER III EXPERIMENTAL RESEARCH	
3.1 Participants	26
3.2 Instruments of the Research	27
3.3 Procedure of the Research.....	27
3.4 Findings	28
3.5 Results and Discussion	37
CONCLUSION	39
REFERENCE LIST	41
SUMMARY.....	46
APPENDIX	48

INTRODUCTION

Being able to speak in English becomes one of everybody's great intensions since it has become the most spoken language in many aspects in the world. Feelings and attitudes play an important role in our everyday life. Feelings have an essential role and impact when it comes to learning English as a foreign language. Anyone who has ever learned foreign languages can testify that it is a long and anxiety-provoking process that has a huge effect on the learners. When learning a foreign language it is frequently associated with the feeling of anxiety, the so-called Foreign Language Anxiety (FLA). It is considered to be one of the most important variables which can have an impact on foreign language learning and on language acquisition as well. Stress and anxiety have been lately associated with our everyday lives, which are taking over modern society on general. Likewise, it is present even in the foreign language classroom. Therefore, investigation on the issue seems to be essential and actual.

The *object matter* of the present study is stress and anxiety in language learning.

The *subject of the research* are the factors and characteristics of anxiety, particularly foreign language anxiety among secondary school students in Transcarpathia.

The *main purpose* of the current study is to collect and provide useful information about the main causes and effects of foreign language anxiety for both students and teachers. This study sets out to present those areas of language learning which are considered to be the most anxiety-provoking and tries to explore the possible techniques used by students to reduce English foreign language anxiety. In addition, the present paper sets forth to investigate anxiety in the foreign language classroom and to study the relationship between language anxiety in the classroom and achievement in acquiring English.

The author's *hypothesis* is that anxiety and stress during the lessons will negatively influence the students performance.

The *theoretical value* of the paper is gathering basic information on and giving a broad overview of the concept of foreign language anxiety as well as summarising data from previous findings in this field.

The *practical value* of the current study is that it shows the correlation between different factors and language anxiety, and describes the causes, effects, and the consequences of FLA it may have on secondary school students. Furthermore, the paper provides ways of reducing FLA for learners and offers options that teachers can use to help their students overcome anxiety.

The first and second parts of the study will be compiled with *the method* of analysis of literary sources. In this part, the methods of comparison, classification, generalization, and

systematization will be also used. The third part contains the experimental research which will be conducted with the help of a questionnaire.

A large and growing body of literature has investigated the given topic. Scholars like Batyukh O., Verbytski V., Voloshin V. in Ukraine, Dörnyei, Z. in Hungary as well as Horwitz, MacIntyre, Gardner, Young and Philips in the English speaking countries conducted research on the issue and published their research data on foreign language anxiety and investigated its effects and consequences on language acquisition of the learners.

This paper is divided into an introduction, three parts, a conclusion, a summary in English and Ukrainian and an appendix. The first part gives a brief introduction to the problem of foreign language anxiety. Also, it presents different concepts of anxiety and foreign language anxiety along with the description of ways to measure students' language anxiety level. The second part deals the factors that might affect foreign language acquisition and foreign language anxiety. It describes the effect of suffering from FLA and the consequences of FLA, It also tries to provide possible ways to reduce it. The third part presents the findings of the experimental research.

This result of this research may be used to address study anxiety sources and ways to overcome it among secondary school students.

PART 1

ANXIETY IN LANGUAGE LEARNING

Foreign language learning is a complex process that involves many variables affected by different factors. Students who are learning a foreign language encounter various difficulties and problems that affect their learning process. These problems might be different from person to person regarding their ability and circumstances. One of the main psychological factors which affects their foreign language acquisition is anxiety. Anxiety seems to be taking over societies. Everybody experiences it regardless of age and gender. Language learners also express anxiety and nervousness when learning a new language.

This part tries to give a detailed overview of foreign language anxiety and it attempts to explore the main reasons for its emergence. Finally, this part describes the way of measuring foreign language anxiety.

1.1 The Concept of Anxiety and Foreign Language Anxiety

Anxiety is a widespread concept, a phenomenon that affects people universally, no matter what age, gender or race. According to the Collins Cobuild Dictionary [19] anxiety is a feeling of nervousness, unpleasant and worry about something. According to Scovel's point of view, the term "anxiety" is generally defined as a state of apprehension and fear resulting from predicting a threatening situation or event [58]. Also, Brown [16] describes anxiety as a state of mind connected with feelings of uneasiness, frustration, self-doubt and worry.

Doubek states that anxiety also can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioural symptoms [23]. It is an adaptive reaction that mobilizes the organism and helps it defend, attack or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent or trigger. To state, the definite causes of anxiety can be rather complicated as it is influenced by many factors – biological, psychological, social or other [23].

MacIntyre classifies anxiety into three types. The first type of anxiety is trait anxiety which is defined as the person's tendency to be nervous or feel tension regardless of the particular circumstances [49]. Trait anxiety is a relatively stable personality characteristic, a more permanent predisposition to be anxious. Horwitz suggests that state anxiety is transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test [37]. MacIntyre describes the third type as situation-specific anxiety that refers to the persistent and multi-faceted nature of some

anxieties [48]. Ellis states that it is aroused by a specific type of situation or event such as public speaking, examinations, or class participation [26].

Foreign language anxiety as an existing phenomenon was examined by Larsen and Mogil. University students of French and Spanish were asked to answer a 70-item questionnaire about their study habits, answering ‘yes’ or ‘no,’ in which two items were about anxiety. Correlation analysis showed that the latter item was not significantly connected to language performance as measured by grades, but the former item was significantly related to the grades obtained by student in foreign language classes: 46% of first semester students, 37% of third-semester students, and 30% of fourth-semester students said they have experienced nervousness during foreign language class [45].

For many decades, teachers and researchers have been aware that language learning can be a distressing experience for individuals. There have been various definitions of anxiety in the past, from the simple ones to the complicated ones. The term “Foreign Language Anxiety” (FLA) or “Language Anxiety” (LA) was coined by E. K. Horwitz, M. Horwitz and J. A. Cope in their article “Foreign Language Anxiety,” where they formulated a theory of an anxiety type specific to the language learning situation [37]. They defined LA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” [40]. Anxiety, when associated with learning a foreign language, is termed as “second/foreign language anxiety.” It is related to the negative emotional reactions of the students towards language acquisition.

Horwitz and associates argue that FL anxiety stems from three performance-related anxieties which are fear of negative evaluation, communication apprehension, and test anxiety [37].

- communication apprehension, arising from learners’ inability to adequately express mature thoughts and ideas;
- fear of negative social evaluation, arising from a learner’s need to make a positive social impression on others; and
- test anxiety, or apprehension over academic evaluation

Furthermore, Horwitz noted how learners experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. This observation led him to put forward a definition of foreign language classroom anxiety as a “distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the learning process [40].

According to Gardner and MacIntyre [32], this linguistic phenomenon is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the

automatic nervous system. He states that language anxiety as the worry and negative emotional reaction aroused when learning a second language. Gardner and MacIntyre [32] state that individuals experience language anxiety when they are required to use foreign language with which they are not fully proficient.

Other approaches have distinguished facilitating anxiety and debilitating anxiety. Facilitating anxiety keeps a person motivated to succeed. This type of anxiety does not hinder test preparation and test-taking abilities. In fact, this type of anxiety may help to improve performance, while debilitating anxiety has a negative effect and impact on a student's test preparation and test-taking abilities. According to Aida, when someone has testing anxiety, they are feeling the influences of debilitating anxiety [9].

The term "Test anxiety" was first espied by Horwitz as he was observing the classroom anxiety phenomena [40]. He defines test anxiety as "a type of performance anxiety stemming from a fear of failure" and proposes that this anxiety is also relevant to FL anxiety given that performance evaluation is an ongoing feature of most FL classes.

Moreover, Horwitz defines communication anxiety as the anxiety to communicate with people, to talk in front of others, and to talk in groups [40]. Even though communication apprehension leads to communication fear, it also causes fear of not being able to understand others' speech.

1.2 Measuring Language Anxiety

In an attempt to measure a complex phenomenon like language learning anxiety, researchers have attempted to develop different kinds of instruments and scales. As Horwitz describes, students who attended beginner language classes were invited to join in a support group for foreign language learning [37]. Here the students could discuss the difficulties of foreign language learning and could share their concerns. The experience shared by the students led to the development of the first language anxiety measure to treat general foreign language anxiety called Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz [37].

FLCAS is developed as a 33-item questionnaire based on a 5-point Likert-type scale, ranging from "strongly agree" to "strongly disagree". In this questionnaire, students respond to questions like "I feel confident when I have to speak in foreign language". The possible range is from 33 to 165. The higher score, the more anxious the individuals are. The items are designed to address the underlying component anxiety, such as test anxiety, fear of negative evaluation, or communication apprehension [37]. The questions of FLCAS are presented in the table below:

Table 1.2.1 Foreign Language Classroom Anxiety Scale [37]

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class I can get nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with the native speakers
15. I get upset when I don't understand what the teacher is correcting
16. Even if I am prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind
26. I feel more tense and nervous in my language class than in my other classes
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language
31. I am afraid that other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

5-point Likert Scale	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
---------------------------------	-------------------	-------	-------------------------------	----------	----------------------

Horwitz categorises these questions with the causes of anxiety. The factors are identified as communication anxiety, fear of negative evaluation, test anxiety and anxiety in English classroom classes. These are further classified in the following questionnaire items:

Table 1.4.2 Categories of Questions

Causes of Language Anxiety	Questionnaire Number
Communication Anxiety	1,9,14,18,24,27,29 and 32
Fear of Negative Evaluation	3,7,13,15,20,23,25,31, and 33
Test Anxiety	2,8,10,19 and 21
English Classroom anxiety	4,5,6,11,12,16,17,22,26,28 and 30

[37]

Besides FLCAS, there are other instruments designed to examine foreign language anxiety. Another tool designed by Mihaljević is used to estimate language anxiety among Croatian foreign language learners. It is a 100-item questionnaire including nine types of sources of apprehension: negative self-perception and social evaluation, intricacies of the English language, the teacher, public speaking in class, using English outside of the classroom, comprehension difficulties, the general and undefined threat of using foreign languages and objective circumstances such as lack of time to practice [51]. This culturally specific instrument for measuring language anxiety is called CROEFLA [51]. Furthermore, according to Piechurska and Kuciel CROEFLA self-perception and evaluation are more prominent, while in FLCAS competitiveness is more important [55].

As foreign language anxiety has been studied mostly in classrooms learning English as a foreign language, “English Learning Anxiety Scale” (ELAS) has been created. Firstly, the majority of research has been conducted in Western countries. Later on, more and more research results have been coming from Asian countries using a modified scale version called “Second Language Speaking Anxiety Scale”.

Moreover, Horwitz suggested that non-native teachers may also feel anxious in a foreign language class [40]. He was the first researcher who proposed that non-native teachers may also suffer from language learning anxiety. He created the Teacher Foreign Language Anxiety scale (FLAS). However, the research on FL teachers and teachers’ feelings about foreign language anxiety remains very limited to this day.

Anxiety is a crucial factor. It is human and natural to feel stress or anxiety in certain situations. For many decades, teachers and researchers have been aware that language learning can be a distressing and anxiety-provoking experience for individuals. When anxiety is associated with foreign language learning, it is called foreign language anxiety. Foreign language anxiety defined within affective variables in the language learning process which has a negative effect on the language learning process and the performance of the learner. Horwitz in an attempt to measure the anxiety level among foreign language teachers invented the Foreign Language Classroom anxiety scale which is developed as a 33-item questionnaire based on a 5-point Likert-type scale

and address the underlying component anxiety, such as test anxiety, fear of negative evaluation, or communication apprehension [37].

Since the end of the 20th century, because of acknowledging the fact, that foreign language learning effectiveness does not only depend on a rich vocabulary or mastery of grammatical knowledge but on a variety of factors, scholars began a study into these variables. Among them was first, the recognition of stress, nervousness and anxiety existence in the foreign language classroom which was then followed by their meticulous study. Such linguists as E. K. Horwitz, M. Horwitz and J. A. Cope, Gardner, R. C., MacIntyre, P. D in English speaking countries, Dörnyei, Z. in Hungary as well as Batyukh O. and Verbytski V. in Ukraine have contributed to the investigation of the issue based on studies conducted with foreign language learners in the relevant countries.

At present, factors like foreign language stress and anxiety have been commonly viewed as hindering considerably foreign language acquisition. This fact has been admitted by practicing English language teachers in Transcarpathia. Therefore, in order to shed some light on the problem the present paper strives to conduct a study based on experimental research in certain secondary schools in Transcarpathia. However, for the survey to be successful, it is necessary to deal first, with certain theoretical issues related to the problem. Therefore, in the first part of the present paper, problems like the concept of anxiety and foreign language anxiety and ways of measuring language anxiety were addressed. As a result, in the next part of the paper, it will be possible to highlight issues like factors affecting foreign language learning, foreign language anxiety and proceed on with the main causes and sources for language learning anxiety, its consequences and effects. and finally, ways of reducing it.

PART 2

FOREIGN LANGUAGE ANXIETY FACTOR AND ITS AFFECTS

Being able to speak in English becomes one of everybody's great intensions since it has become the most spoken language in many aspects in the world. Given the importance attached to English, the learning of the language, however, can be an anxiety-provoking experience. Anyone who has ever taken a foreign language course in school can testify that it is not always an easy task. Every single student, at some point in their foreign language learning process, has experienced a feeling of discomfort and uneasiness. While some learners successfully learn and acquire a foreign language, the others do not. One of the reasons for it could be the anxiety level of the students as foreign language anxiety (FLA) is being recognized as one of the most important affective variables.

Dry mouth, hands tremor, blushing, stuttering, cold sweating and shortness of breath, just to name some of the visible signs of having foreign language anxiety. It could also be a case that not all of these appear at the same time. Some of the signs may only appear when working on a specific skill such as speaking, listening, writing or reading skills.

There is agreement among researchers that FLA affects negatively the language learning process and the students' performance. Furthermore, as a result, students might rather avoid the environment which requires manifestation in foreign language. However, according to Horwitz point of view, how anxiety affects foreign language performance and achievement is only one issue to consider when discussing anxiety and language learning, and 'perhaps not even the most important' [40]. According to her, greater importance should be assigned to understanding the frustration and discomfort that a large number of students seem to be suffering when learning a foreign language [40].

First of all, this part examines those factors which affect foreign language learning. This part also describes the possible presence of FLA in the relation of language learning factors. In this part strategies are presented which may help students to reduce or overcome FLA, and some useful pedagogical implications of language learning anxiety is described for teachers in order to help student cope with this factor.

2.1 Factors Affecting Foreign Language Learning

People have been learning foreign languages for many years, some students learn a new language more quickly and easily than others. Some language learners are successful by inverting all their time, determination, hard work and persistence into language learning. However, even though

practice and hard work are mostly welcome, there are other crucial factors influencing success. Among the factors are age, culture, amount of exposure, native language effects, motivation and problem of anxiety. The mentioned factors affect not only the language learning process but the strategies used during language teaching. According to Ellis teachers have to be aware of many factors such as age, gender, nationality, cognitive style, attitudes, motivation, aptitude, personal abilities and aim of language learning in order to choose a proper language learning strategy [26]. This session aims to present these factors and their contribution to success or failure in foreign language acquisition:

a) The effects of age

Learners' ages are significant when it comes to learning or teaching a foreign language. It was Harmer who said that "the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills" [35]. Lenneberg one of the first researchers who observed foreign language acquisition assumed that there is a critical period, [46] a biologically determined period of life when language can be acquired more easily. Beyond this time a language is more difficult to acquire. He says bilingual language acquisition can only happen during the critical period which means age 2 to puberty. The question of which age is better for learning foreign language is still being discussed. King and Mackey [42] state that if the language-learning process starts in childhood, learners have more chances to acquire a given foreign language better and much easier than other types of learners. Harmer [35] has expressed similar views that those who start learning foreign languages early are more likely to have aptitude with the target language, especially with pronunciation. These declarations confirm the wide-spread belief which says that if a learner does not start studying a foreign language up to adulthood, he or she will never be able to speak the target language as a native speaker. This is because one's vocal organs have lost their elasticity and have been adapted to his mother tongue. It is, therefore, not easy for him/her to speak a foreign language without an accent. However, age is an important but not an overriding factor.

Learners' ages are significant when it comes to learning or teaching a foreign language. Concerning the effect of age on FLA, research suggests that age is a considerable predictor that relates to foreign language anxiety among foreign language learners. However, as Dewaele [22] stated age is also a neglected variable regarding FLA, while it is evident that adult and young learners cannot be treated equally in regards to their responses to language learning and FLA. In his study, Dewaele [21] found that mature learners found it harder to accommodate to the rules of a foreign language; therefore, their anxiety levels tended to be higher than younger groups. Similarly, Onwuegbuzie, Bailey, and Daley [14] noted that mature language learners tended to indicate more anxiety levels than younger learners considering FLA. To add, MacIntyre and

Gardner [48] stated that the older the language learner got, the greater the anxiety level was, because adult learners took more time while processing information and put more importance on being accurate. Dewaele goes against it by highlighting that young learners may develop more anxiety than adults because learning foreign language can be a new situation for them [21]. However, in a descriptive study, Aydin [13] stated that young learners were more relaxed in terms of test anxiety. In other words, when learners were compared in terms of age, older students felt more anxious about English tests.

b) Gender

In language learning, the gender factor is inevitable. It has been a subject to debate for many years. Besides that, many researchers have expressed a view that females are better than males at foreign language learning. King and Mackey claim that girls could comprehend the language better than boys, and girls could use the language earlier than boys [42]. They explain this state with the fact that girls grow up more quickly in general.

Research on gender, as one of the factors influencing the language learning process and the level of anxiety among foreign language learners, shows contradictory results. For example, Deawele, focused on gender effect on the level of FLA [21] and deduced that gender and the level of FLA were connected. In this sense, Gerencheal and Horwitz [33] conducted a study among university students and found that females had a higher level of anxiety when compared to male learners. Similarly, Ezzi [28] investigated the relationship between FLA and concluded that female students felt more anxious. On the other hand, Mesri [50] revealed that there was a considerable difference between female and male students' anxiety levels. However, there exist contradictory findings. Piechurska-Kuciel, indicated that male learners were more worried, while it was found that there was no correlation between gender and foreign language anxiety [55]. Alshahrani [11] investigated the relationship between gender and FLA levels among elementary school students. They concluded that gender differences did not play a significant role on FLA. On the contrary, Abu-Rabia [8] investigated the effect of gender and teachers' behaviors on FLA among seventh-graders and revealed that gender was a significant predictor of FLA among children. Critically enough, gender differences regarding FLA among children have drawn little attention.

c) Motivation

Motivation is one of the most important factors in foreign language acquisition. According to Harmer [35], "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". Dörnyei [25] also stated that motivation "provides the primary impetus to initiate foreign language learning and later the driving force to sustain language and

often tedious learning process. Specifically, language learning motivation can be understood as learners' orientation with regard to the goal of learning a second language.”

Ellis [26] distinguishes two types of motivation:

- Integrative motivation: a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it.
- Instrumental motivation: learners' goal for acquisition a foreign language are functional and useful, for example, they need the language to get a better job, to pass tests, to enable them to read a foreign newspaper, etc.

Dörnyei [24] suggested that instrumental motivation could be more important than integrative motivation for foreign language learners since foreign language learners are not likely to have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning.

Many researchers categorized motivation into two parts: ‘extrinsic motivation’ and ‘intrinsic motivation.’ Brown states that “Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination” [17].

Many recent studies have focused on finding correlation between motivation and foreign language anxiety. Liu and Huang [47]. analyzed the data from 980 first-year non-English majors at three universities in China and found that there was a quite negative correlation between FLA and motivation towards learning English. The study has shown that higher anxiety level indicates less intrinsic motivation. Furthermore, the research has shown that these students were more motivated by language requirements [47]. This result lead them to the conclusion that intrinsically motivated students are less anxious during language learning, however promoting the importance of English learning and the benefits of it can be a good way to enhance motivation so decreasing their level of anxiety. Likewise, similar results were identified by Toth who found a positive relationship between amotivation and anxiety [63].

d) Attitude

Language attitudes are the attitudes which speakers of different languages have towards other languages or to their language. Gardner and Lambert have investigated several different attitudes, which were classified by Stern [62] into three types:

- attitudes towards the community and people who speak the target,
- attitudes towards learning and language concerned,

- attitudes towards languages and language learning in general.

Learners' personalities, characteristics, and personal interests may influence them positively or negatively. It is very essential how the learners feel about target language learning. It is also obvious that learners with a positive attitude learn more and faster than learners with negative attitudes toward the target language.

Recently, researchers have shown an increased interest in finding correlation between FLA and attitude towards foreign language learning. Jain, Y and Sidhu G. K. [41] found evidence of the relationship between attitude and FLA. Their study in 2013 concluded that anxiety has negative effect on attitude and causes a decrease in motivation and successful language learners tend to have more positive attitudes, use more strategies and have higher level of motivation, as well as become less anxious when it comes to learning English as foreign language [41].

e) Aptitude

Dörnyei defined foreign language aptitude as a capacity or cognitive ability that enables humans to master a foreign language [25]. Robinson [56] pointed out that aptitude is a synthesis of both cognitive abilities and performance at different stages. According to Carroll learning aptitude is not a unitary ability, but rather a conglomerate of at least four relatively independent abilities [18]:

- Phonemic coding ability – an ability to identify different sounds, and to form correlations between them and their respective picture stimuli.
- Grammatical sensitivity – the ability to distinguish the grammatical function of words in sentence structures.
- Associative memory – the ability to assimilate associations between sounds and to retain them.
- Inductive language learning ability – which is the capacity to infer or induce the rules from diverse language materials

Sparks and Ganschow [61] were the first to suggest foreign language aptitude as a source of language anxiety. Based on their Linguistic Coding Hypothesis (LCDH) they propose that foreign language anxiety is rather a side effect, by-product or an outcome of FL learning difficulties rooted in L1 coding. They suggest that anxiety which emerges while learning a foreign language might be the indicator of weaker language ability. These ideas based on findings shows that foreign language anxiety can signify relatively poor language aptitude which may cause difficulties during the language acquisition. [61]

Furthermore, Sparks and Ganschow investigated that less anxious language learners performed better than highly anxious students not only on L1 or L2 measures but also on Modern Language Aptitude Test (MLAT). Moreover, they found a fairly negative correlation between MLAT scores and learners' foreign language anxiety [61]. These findings indicate that learners' performance on measures of anxiety signifies learners' level of native language skills and foreign language aptitude.

2.2 Proficiency and FLA

In the past 20 years it has been investigated that there might be a significant relationship between the proficiency of language learners in the target language and the level of anxiety while learning FL. Recent studies have shown that a higher level of FL-related anxiety can be associated with lower level of foreign language proficiency. These negative relationships between foreign language anxiety and level of learners' proficiency have been reported by MacIntyre, Phillips and Banya in studies examining specific language skills such as speaking, [49] [53] reading, listening, and writing; in other words, the broader proficiency students have in the foreign language (FL) the lower level of anxiety learners seem to have while learning and using FL. Moreover, Alias, Ashnadia and Noor Rashid conducted a study of 96 Civil Engineering students to investigate whether there is any notable connection between FLA and language proficiency. The study has shown that only Test Anxiety indicates a connection between language proficiency and foreign language anxiety. This study has shown that higher test anxiety denotes lower language proficiency and higher language proficiency indicates lower test anxiety [12]. The study also highlights that there was a notable connection between anxiety and students' achievements.

Ridha Fadillah [29] did not find important relationship of English language proficiency and achievement of students in foreign language. The study also highlights that there was a notable connection between anxiety and students' achievements. Although Snezana measured language anxiety of 50 students from Macedonian University and found no correlation between the participants' language proficiency and their level of foreign language anxiety [60]. Another study carried out by Von Wörde suggests that there was a significant negative relationship between anxiety and final foreign language grade [64]. It confirms that foreign language anxiety can have negative effects on foreign language acquisition and indicates that by the increase of language anxiety the academic achievement decreases.

2.3 The Main Causes and Sources for Language Learning Anxiety

It has been estimated that approximately one-third of students learning a foreign language experience some type of foreign language anxiety [40]. According to Horwitz point of view, several ways of learning a foreign language can cause anxiety for the language learner [37]. The causes can be broken down into three main sources:

- learner characteristics
- teacher characteristics
- classroom procedures

Aida indicates that learner characteristics that can cause language learning anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership with peers, and beliefs about language learning [9]. Gregersen and Horwitz tried to find relationship between foreign language anxiety and perfectionism [34]. They found that anxious language learners and perfectionists may have some characteristics in common such as higher standards for their English performance, a greater tendency toward procrastination, more worry over the opinions of others, and a higher level of concern over their errors. These characteristics have the potential for making language learning unpleasant as well as less successful for them than for other students.

From a qualitative perspective, Price [54] interviewed highly-anxious students to gain insight into the subjective experience of language anxiety. She found that there is a relationship between anxious students and low self-esteem. Many of her interviewees compared themselves to other language learners and believed their language skills to be weaker. Price found [54] that anxious learners often engage in self-comparison with classmates and peers – a practice that can lead to anxiety.

Young states that student beliefs about language learning can also be associated with language learning anxiety and students can have unrealistic expectations as to how a person should perform in a foreign language classroom [66]. According to him, these expectations are too high it can lead to negative feelings about one's intelligence and abilities which may arise anxiety. While, in a study of beginning university language learners, Horwitz found [39] that over a third of the students thought that a foreign language could be learned in two years or less. In addition, many students also believed that learning a second language primarily involved memorizing vocabulary words and grammatical rules. Horwitz states that such erroneous beliefs may lead to disappointment and frustration on the part of the students [39].

Palacios [52] found that the following student beliefs are associated with anxiety: the feeling that mastering a language is an overwhelming task; the feeling that one needs to go through a translation process in order to communicate in the target language; the difficulty of keeping everything in one's head; and the belief that learning a language is easier at an earlier age. These

are all faulty beliefs that may cause the students to have unrealistic expectations about the language learning process, and thus cause some anxiety.

Aida suggests that the characteristics of the teacher might also play a vital role in anxiety development within the students. A judgmental teaching attitude and a harsh manner of teaching are linked to student fear in the classroom [9]. Palacios [52] found the following characteristics of the teacher to be associated with anxiety: the absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the teacher's expectations, and the sense of being judged by the teacher or wanting to impress the teacher.

Young [66] noted that teaching too much grammar or avoiding grammar altogether as well as using speaking activities that put the learner "on the spot" in front of peers without allowing prior preparation are also sources of anxiety for many students.

The environment where learning takes place may influence the students' level of anxiety. Classroom procedures might be another source of foreign language anxiety. Young [66] compiled a list of classroom activities which are perceived by students as producing anxiety. The list included activities like spontaneous role play in front of the class, speaking in front of the class, oral presentations or skits in front of the class, presenting a prepared dialogue in front of the class and writing work on the board. Palacios similarly found the following classroom characteristics to be anxiety-producing: demands of oral production, feelings of being put on the spot, the pace of the class, and the element of being evaluated [52].

Koch and Terrell found that even within classes where the language teaching method specifically designed to reduce learners' anxiety, learners found themselves more comfortable practicing some activities, such as pair-work and personalized discussions, than others [43]. However, in almost all cases, any task that was judged "comfortable" by some language learners was also judged "stressful" by others. Whereas, the students agreed that oral presentations, skits, and role-playing as the most anxiety-producing.

According to a different idea about the classification of the language anxiety sources Piechurska-Kuciel [55] indicated, language anxiety causes are divided into two basic groups – true and fallacious. The true causes are secondary to communication apprehension, test anxiety and fear of negative evaluation, and they constitute a group of following factors: personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language teaching, the interaction between learner and instructor, classroom procedure and language testing. Learners commonly report various kinds of evaluative situations in which their knowledge and performance of FL will be monitored by people around them as the most stressful situation

contributing to foreign language anxiety. They fear making mistakes and as a result, get corrected by the teacher in front of their classmates.

Hashemi indicates that other causes of anxiety can be found in students' own concerns about their ethnicity, foreignness, social status, relations within the class or gender [36].

However, as the major source of stress was declared in the classrooms that follow traditional learning styles because of its strictness and formality but as every human is an individual, the above-mentioned causes and consequences influence each student in a different way.

2.4 The Consequences and Effects of FLA

Anxiety of learners has become a central concern of foreign language learning research since it is considered one of the affective variables that influence this process. Researchers still share contradictory opinions on what may cause FLA and what are the consequences on learners. Horwitz indicates that FLA has the same clinical picture and symptoms as any other type of anxiety: sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behaviour [38].

Various consequences of FLA may appear at any phase of learning. In a research conducted by Hashemi and Abbasi [36] the participants described their own signs of FLA such as blushing, perspiration, headaches, tension and pain in any part of the body, abnormal verbal behavior, such as staggering voice, either too fast or too slow speed of speech, rubbing the palms, squirming, fidgeting, playing with hair or clothes, touching objects, stuttering or stammering, poor performance, less interpretativeness, less eye contact because of reading from the paper or screen while giving presentations, etc.

Research into the distinctive nature of FLA, carried out by MacIntyre and Gardner, has found evidence for its debilitating effects on foreign language learning [48]. In terms of cognition, anxious students were found to have difficulty processing meaningful input and to be less responsive to language output. Anxiety has also been shown to have negative influences. According to Bailey, MacIntyre both pervasive and subtle, on the three stages of cognitive processing: input, processing, and output [14] [49]. In terms of achievement and performance, research has indicated that both general FLA and anxieties about specific skills, including listening, reading, speaking and writing, have negative effects on student achievement and performance.

According to the above-mentioned researches, anxiety, which is present among learners of foreign languages, negatively influences their acquisition and further performance in a foreign

language. Learners are very individual and therefore, the signs may differ in their manifestation or severity. Some learners may completely forget what they have learned and be unable to perform in any way (oral or written) and some learners need only a small hint, help or motivation to be able to perform with imperceptible signs of anxiety.

2.5 Ways of Reducing LLA

Teachers have an important role in the classroom when it comes to reducing learners' anxiety while foreign language learning is taking place. Because English classes include extremely dynamic processes with the excitement of various information and interactions, learners have a clear need for coping strategies that they can use effectively. Horwitz, state: "In general, educators have two options when dealing with anxious students: 1. they can help them learn to cope with the existing anxiety-provoking situation, or 2. they can make the learning context less stressful" [40 pp131]. In other words, teachers can help students reduce their anxiety levels by focusing on the students' characteristics that cause the anxiety, as well as by focusing on what to do as teachers to create a non-threatening language learning environment.

To begin with the first notion, Philips affirmed that „nurturing a relaxed atmosphere” would promote students to focus on learning rather than negative thoughts and feelings surrounding the classroom environment [53]. She also recommended helping students by discussing anxiety with them, using some experiences, so that teachers could see that many learners go through it. Philips' suggested that teachers should seek to create a warm classroom atmosphere and presenting themselves as assisting professionals whose aim is to help and contribute students' foreign language development [53].

A study conducted by Young, based on empirical data from 244 students learning Spanish as foreign language in the USA found that teacher characteristics such as “a non-harsh attitude towards error correction” and “a positive, friendly and relaxed general attitude towards students” can help reduce students' foreign language anxiety [66]. Through her interviews Young [66] identified 16 strategies coping with FLSA, including having students work in pairs or small groups, not forcing students to speak before they are ready, and not putting anyone on the spot.

Arabai [10] found that teachers' anxiety-reducing strategies such as “allowing students to practice self-talk before they talk in real situations in the classroom” and “avoiding putting individual students ‘on the spot’ when correcting their errors” could successfully reduce learners' communication apprehension and fear of negative evaluation

While some previous studies have made efforts to discover realistic coping strategies that learners are making actual use of in learning situations, there are very few findings on the strategies used by students.

Kondo and Yang [44] found 70 tactics for coping with language anxiety based on their study about 219 students learning English as a foreign language in Japan. The 70 tactics were classified into five categories:

- preparation, (e.g., I prepare myself better; I check my dictionary)
- relaxation, (e.g., I try to calm down; I take a deep breath)
- positive thinking, (e.g., I try to be confident; I tell myself that I am OK)
- peer thinking, (e.g., I tell myself that the others must also be anxious)
- resignation (e.g., I give up; I stop paying attention)

However, this study did not clearly indicate the effects of those strategies in reducing language anxiety.

Hashemi and Abbasi [36] reviewed and summarised previous studies and listed twenty coping strategies for EFL instructors and learners, including, to name a few, instructors acknowledging the existence of anxiety among learners, teachers using formative assessment more to decrease learners' worry about classroom performance and grades, learners using positive self-talk, and learners encouraging themselves to take risks in EFL learning.

Notwithstanding, studies concerning coping strategies for FLA are insufficient, it is clear that foreign language anxiety-reducing is a bilateral process. While foreign language instructors/teachers have to provide less anxiety-provoking environment and teach students ways of reducing stress, students should find the most suitable strategies which contribute to their FLA reduction and foreign language learning as well.

There are numerous factors, which affect foreign language learning such as age, gender attitude, aptitude, cultural factor, motivation and so on. In addition, anxiety has been considered as another high risk factor. It is human and natural to feel stress or anxiety in certain situations. For many decades, teachers and researchers have been aware that language learning can be a distressing and anxiety-provoking experience for individuals. As a result, the problem of anxiety and anxiety related effects have recently been the cause for discussions and heated debates in the scholastic circles. Anxiety has become a central concept of foreign language learning research since it is considered as one of the affective variables that influence foreign language acquisition. There is agreement among researchers that FLA affects negatively the language learning process and the students' performance. Learners with high level of anxiety tend to have difficulty

concentrating; they become forgetful and experience foreign language learning as an uncomfortable process.

One of the objectives of foreign language learning is to acquire and develop the four language skills. Having a higher anxiety level could appear when working on specific language skill. The construct of foreign language anxiety has four components: speaking anxiety, listening anxiety, reading anxiety and writing anxiety. From these components speaking anxiety was proved to be the most widely spread.

Age and gender factors have a significant effect on students learning English as foreign language. Moreover, age and gender have an impact on how language learning anxiety influences the language learning process. Mature language learners indicate higher anxiety levels than youngsters; moreover, females find language learning more anxiety-provoking than males.

Researchers still share contradictory opinions about the causes of FLA and what the consequences on learners are but they unanimous claiming that FLA negatively influences student's acquisition and further performance in a foreign language.

Despite all the negative features of anxiety and stress, FLA can be reduced. It is mainly the teachers who have an important role in reducing foreign language classroom anxiety by providing a less stressful classroom environment. Likewise, it is the task of the teachers to familiarise students with numerous strategies and help them to identify strategies that the latter can use to reduce foreign language anxiety. Among strategies students can make use of to cope with, regulate and finally reduce stress and language anxiety, are changing attitudes towards language learning, a positive thinking habit, positive self-perception and using positive self-talk. Similarly important is to develop the ability of self-encouragement and taking risks in the English language classroom.

Finally, since the majority of foreign language learners experience the negative feeling of stress, anxiety and nervousness during language acquisition resulting in poor language performance, the objective of the teachers is to help students overcome their fears.

PART 3

EXPERIMENTAL RESEARCH

Being able to speak in English becomes one of everybody's great intensions since it has become one of the most spoken languages in the world. Being able to communicate in a foreign language provides numerous opportunities in all areas of life. Despite the importance of knowing foreign languages, for some learners, it can be a very stressful and anxiety-provoking experience.

With the fast pace of modern life, anxiety is truly becoming more prevalent. It is considered to be one of the most prominent and pervasive emotions. Everyone has experienced or experiences anxiousness and unfortunately, those who are learning foreign languages are no exceptions. When foreign language learning is associated with anxiety, it is called foreign language anxiety. Foreign language anxiety is an important factor that influences one's level of foreign language achievement. It is believed that it is a serious problem because it keeps learners from reaching their language learning goals.

The present study aims to find out the learners' attitudes toward English language learning and to examine the characteristics of foreign language anxiety among students who learn English as a foreign language. At the same time, the study attempts to answer a question that has been approached earlier by several critics, namely whether there are specific factors, which influence the level of anxiety towards learning English. Furthermore, this study aims to explore the relationship between factors which may influence foreign language learning anxiety and tries to explore the possible techniques which can help students to reduce EFL learning anxiety.

3.1 Participants

The sample consisted of 45 pupils who have been learning English as a foreign language in a secondary school with Hungarian language instruction in Transcarpathia. Twenty-eight of the forty-five students were girls and seventeen were boys, aged between 15 and 17. Participation in the survey was voluntary. The pupils were chosen for the study because of their age and because they were old enough to perform independently during the study. Also, it was assumed that the students would formulate their ideas and beliefs as well as express their personal perception, opinion and experience about foreign language anxiety. Besides, it is an age at which they are possibly able to adjust stress, understand spoken discourse, talk and interact with others about personal experiences.

3.2 Instruments of the Research

For this study, a questionnaire was designed which consisted of 11 different items. The questionnaire contained 14 items of the questions included into the Foreign Language Anxiety Scale developed by Horwitz [37]. Questions 1,9,14,18,24,27,29 and 32 from this scale focused on measuring communication anxiety, whereas questions 3,7,13,15,20,23,25,31, and 33 measured fear of negative evaluation. A number of questions including 2,8,10,19 and 21 measured test anxiety, while questions 4,5,6,11,12,16,17,22,26,28 and 30 measured English classroom anxiety. Other questions in the items were designed to collect information about factors and student characteristics that may influence the level of FLA.

This type of method was chosen because questionnaires provide a relatively cheap, quick and efficient way of obtaining a lot of information. The questionnaire which was used for this study contained closed questions, multiple-choice questions, and opened questions likewise. Likert scale survey questions were also used to measure and examine the participants' opinions, motivation, and attitude towards the given subject. Pupils were asked to read the statements given and choose their answers based on their experience.

3.3 Procedure of the Research

The research was carried out in April. It took place in a secondary school with Hungarian language of instructions in Beregszász and Nagydobrony, two settlements in Transcarpathia region. After obtaining permission to conduct the research in person, pupils were given the questionnaires to fill in at the beginning of one of their English classes. Completing the questionnaires took them 15 minutes. Prior to administering the questionnaires, clear and brief instructions were given to ensure that the students understood their task. Learners got help from the researcher when it was needed in order to receive accurate and useful information. During the survey, the participants were observed by the researcher. After all questionnaires were completed, they were collected and the class could continue the lesson. Then the questionnaires were hand sorted, counted and analysed both quantitatively and qualitatively. Finally, the analysis and interpretation of the findings by means of the questionnaire was carried out and the research question was addressed by further discussion of the obtained data.

3.4 Findings

Most of the participants have been learning English as a foreign language for over 8-10 years, since the beginning of their school years. Most of the participants have a positive attitude towards learning English and only 5 students answered that they did not like learning English. To answer the question ‘Why do you like or do not like learning English’ those who had chosen ‘Yes’, mostly answered the following: ‘because English is my favourite subject’, ‘because I like watching English movies’, ‘because I like learning languages and learning about different cultures’, ‘because speaking English will be useful in the future’. Those who had chosen ‘No’ to this question, in most cases did not explain their reasons or wrote the following: ‘because I do not understand’, ‘because I do not like the teacher’.

The first question from the main part of the questionnaire examined whether the participants consider themselves as extroverts, introverts or they fell into the middle of the two. Altogether, 12 students considered themselves to be extrovert, 9 believed that they were an introvert and the rest of the participants, 24 students answered that they were in the middle of the two.

To answer the second question from the main part of the questionnaire, whose aim was to gain information about the students’ anxiety while learning English, 53% of the participants (24 pupils) claim that they have felt or feel stressed and nervous while learning English. Another 15 students state that they have not felt or feel anxious and stressed while 6 of the students are not sure if they have felt or feel stressed while learning English. The results of the descriptive analysis indicate that the majority of students generally have a feeling of anxiety related to English language learning.

Further statistical analysis revealed that stress was more frequent among girls than boys. Diagram 3.4.1 (a) and (b) suggest that the vast majority of females feel or have felt stressed during English classes. According to the results, stress is less common among boys than among girls during English language classes. More than half of the boy participants answered that they had never felt stressed in the English lessons and in general, males tend to feel stressed less frequently than girls. This result confirms the previous research in this field which state that females tend to feel more anxious during English classes [33].

Diagram 3.4.1 (a) The experience of stress and anxiety among females

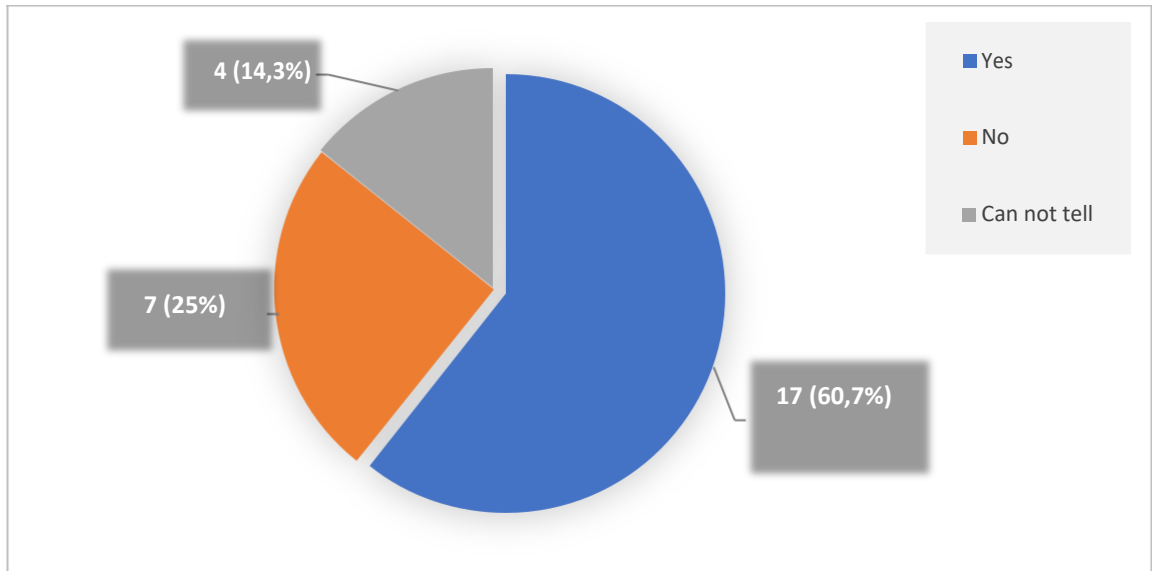
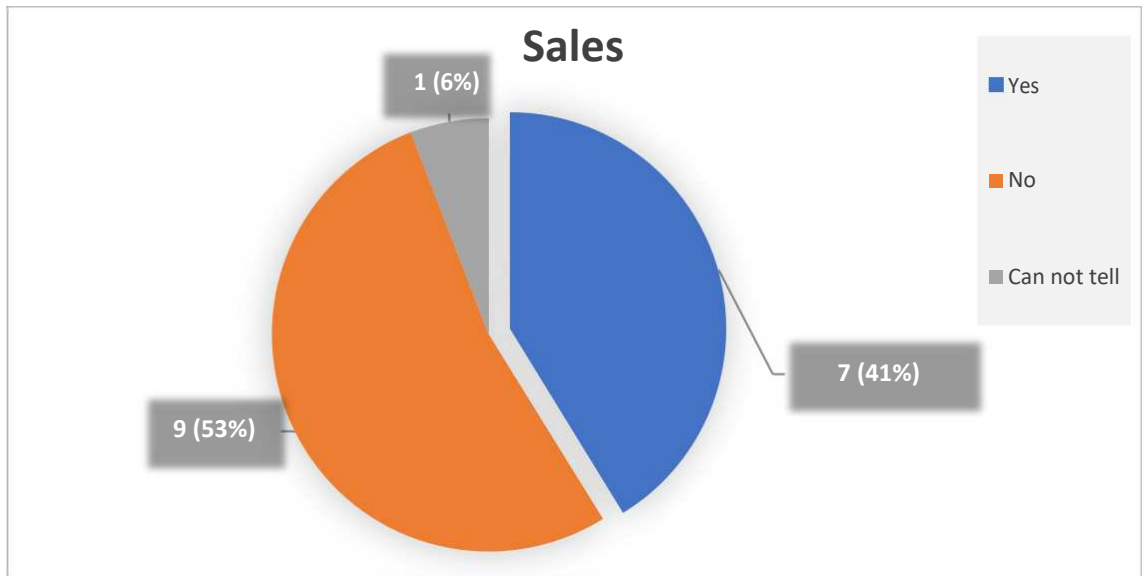


Diagram 3.4.1 (b) The experience of stress and anxiety among males



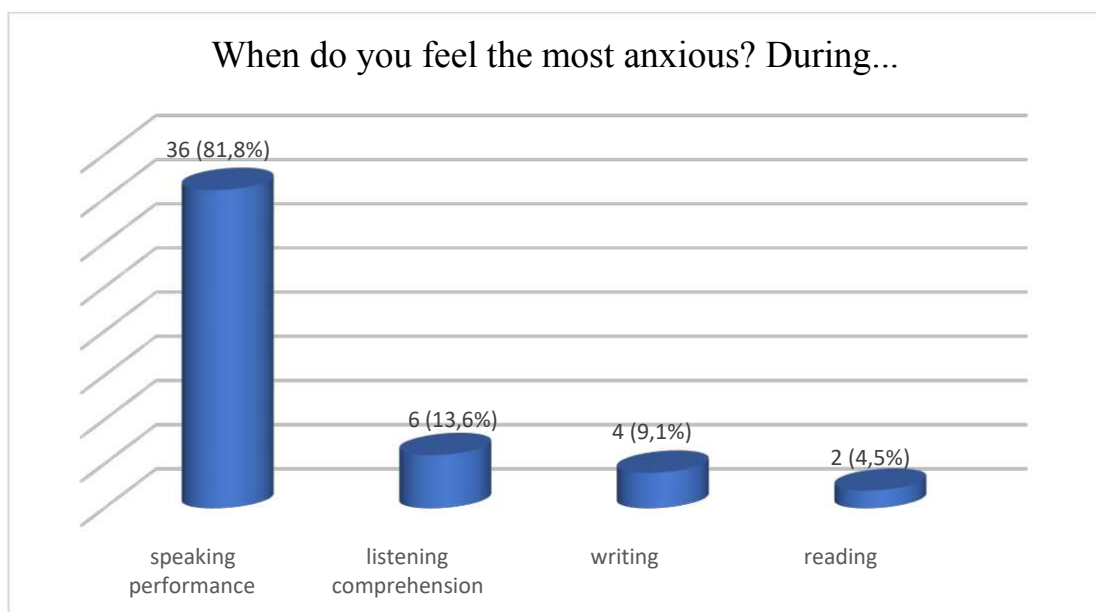
The third item examined the frequency of stress and nervousness related to English learning. As it is apparent from Diagram 3.4.2, the learners experience and respond to anxiety in the English language classroom in a different way. The findings suggest that foreign language anxiety is a relatively frequent phenomenon among secondary school students. However, there were only a few who answered that they always or never felt anxious while learning English. 10 participants claimed that they often felt stressed and the rest of the students stated that they occasionally or seldom felt stressed in the English language classroom.

Diagram 3.4.2 The Frequency of Feeling Stressed in English Classes



From Diagram 3.4.3 it can be seen that the vast majority of the respondents feel the most anxious during speaking performance. The second most anxiety-provoking tasks were found to relate to listening comprehension. Only a few learners answered that they felt most anxious during writing or reading.

Diagram 3.4.3 Anxiety and the Four Language Skills



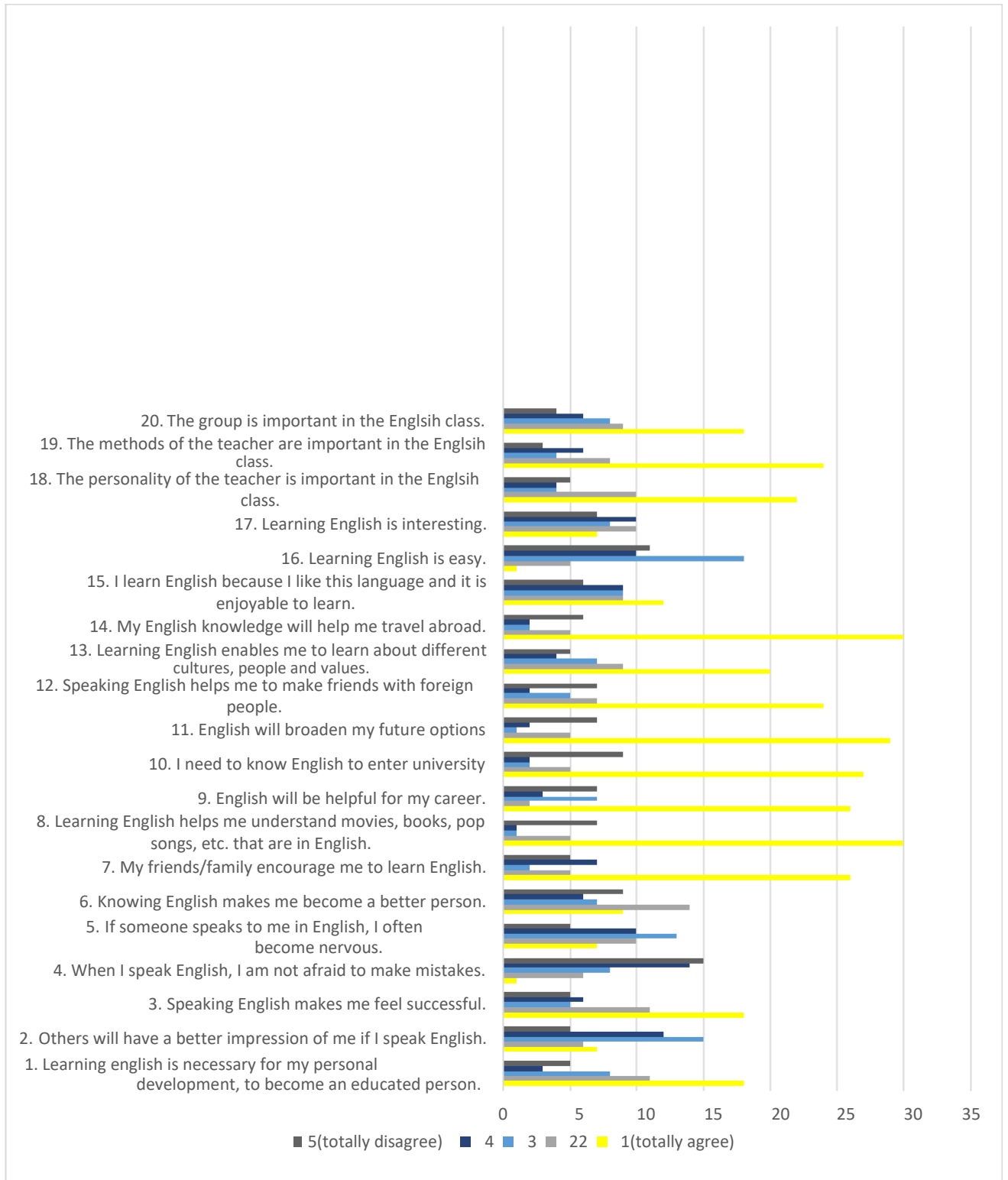
The fifth question was a Likert scale survey with 20 statements. These statements can be subdivided into different categories that represent different forms of motivation such as:

instrumental motivation, integrative motivation, intrinsic motivation (confidence), intrinsic motivation (integrative orientation), extrinsic motivation (instrumental orientation), extrinsic motivation (teacher and peer students), external encouragement and personal assessment. These subdivisions along with the statements concentrate on showing the learners' individual motivation for the language learning process.

As it can be seen from Diagram 3.4.4 below, the levels of intrinsic and extrinsic motivations of the students are different. According to it, nearly half of the students are anxious about being proficient, almost all of the participants think that the English language contributes to their personal development and enables them to reach their goals in life or help them improve themselves. A large number of students wouldn't learn English on their own, and more than half of them are influenced by peer pressure since they are pressured by their classmates to be efficient learners. It is clear that students are intrinsically motivated. However, nearly all students agreed they learn English because it would provide them with better opportunities in the future.

As it is evident from the data received from the questionnaire, students have been mostly motivated towards English learning because they enjoy the process of language acquisition and they know that later it will have an important role in their life.

Diagram 3.4.4 Learners' Motivational Factors



In the sixth item pupils were asked to fill the Foreign Language Anxiety Classroom Scale which was designed by Horwitz [37]. The scale contains statements which can be subdivided into four categories:

- 1) questions 1,9,14,18,24,27,29 and 32 (marked in yellow) deal with communication anxiety;

- 2) questions 3,7,13,15,20,23,25,31, and 33 (marked in red) examine the fear of negative evaluation;
- 3) questions 2,8,10,19 and 21 (marked in grey) designed to measure test anxiety;
- 4) questions 4,5,6,11,12,16,17,22,26,28 and 30 (marked in turquoise) deal with English classroom anxiety.

The data collected by means of the questionnaire indicate that communication anxiety is considered to be the most common among the participants. Overall, the majority of the students indicated that they did not feel comfortable and self-assured during speaking. Moreover, they start panic before it comes to speaking. The majority of the students claimed that they would not feel confident to speak when native speakers were around. This result shows that speaking in foreign language arouses anxiety and nervousness not only within the classroom but outside it.

The findings suggest that fear of negative evaluation was found to be the second most stress requiring among the three performance-related anxieties despite the majority of the learners do not show anxiety when they are being called on in language class. Surprisingly, most of them are not afraid of being laughed at by their peers because of their English. Based on these findings it may be concluded that the participants do not feel nervous about being judged by the teacher or by their classmates. However, it is still anxiety provoking for some.

Likewise, according to the findings, the learners feel less stressed about taking tests in EFL classes. Many of the students indicated that they did not feel worried during an assessment; many of them strongly agreed that they were at ease when taking tests and only a few felt worried about failing the course.

Questions 4,5,6,11,12,16,17,22,26,28 and 30 which measured English classroom anxiety showed that many of the students felt stressed during the classes. They also indicated that they did not feel particularly more stressed because they had an English lesson. Interestingly, other lessons will also cause more or similar amount of stress to them.

Table 3.4.1 Foreign Language Classroom Anxiety Scale [37]

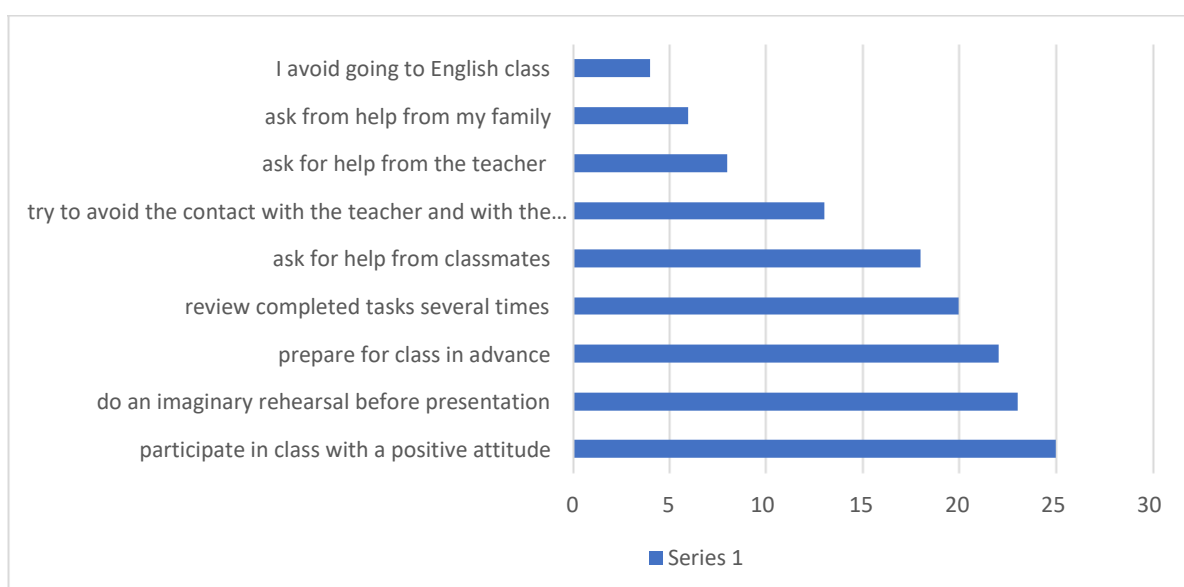
Items	SA+A	N	D+SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	19	13	11
2. I don't worry about making mistakes in language class.	9	12	24
3. I tremble when I know that I'm going to be called on in language class.	10	7	28

4. It frightens me when I don't understand what the teacher is saying in the foreign language.	18	10	17
5. It wouldn't bother me at all to take more foreign language classes.	20	11	14
6. During language class, I find myself thinking about things that have nothing to do with the course.	21	9	15
7. I keep thinking that the other students are better at languages than I am.	21	9	15
8. I am usually at ease during tests in my language class.	18	10	17
9. I start to panic when I have to speak without preparation in language class.	23	6	16
10. I worry about the consequences of failing my foreign language class.	21	9	14
11. I don't understand why some people get so upset over foreign language classes.	18	7	20
12. In language class I can get nervous I forget things I know.	19	6	20
13. It embarrasses me to volunteer answers in my language class.	11	20	14
14. I would not be nervous speaking the foreign language with the native speakers	12	7	26
15. I get upset when I don't understand what the teacher is correcting	24	7	14
16. Even if I am prepared for language class, I feel anxious about it.	22	2	21
17. I often feel like not going to my language class.	19	5	21
18. I feel confident when I speak in foreign language class.	9	9	27
19. I am afraid that my language teacher is ready to correct every mistake I make.	20	6	19
20. I can feel my heart pounding when I'm going to be called on in language class.	19	6	20
21. The more I study for a language test, the more confused I get.	15	4	26
22. I don't feel pressure to prepare very well for language class.	11	17	17
23. I always feel that the other students speak the foreign language better than I do.	20	5	20
24. I feel very self-conscious about speaking the foreign language in front of other students.	22	6	17
25. Language class moves so quickly I worry about getting left behind	14	8	23

26. I feel more tense and nervous in my language class than in my other classes	14	8	23
27. I get nervous and confused when I am speaking in my language class.	19	11	15
28. When I'm on my way to language class, I feel very sure and relaxed.	19	6	20
29. I get nervous when I don't understand every word the language teacher says.	22	8	15
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language	21	7	17
31. I am afraid that other students will laugh at me when I speak the foreign language.	19	7	19
32. I would probably feel comfortable around native speakers of the foreign language	15	9	21
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	20	6	19

The seventh question aimed to collect information about strategies that pupils use to cope with foreign language anxiety in the English classroom. As it is apparent from Diagram 3.4.6, learners use different kinds of strategies to cope with EFL learning anxiety.

Diagram 3.4.5 FLA coping strategies

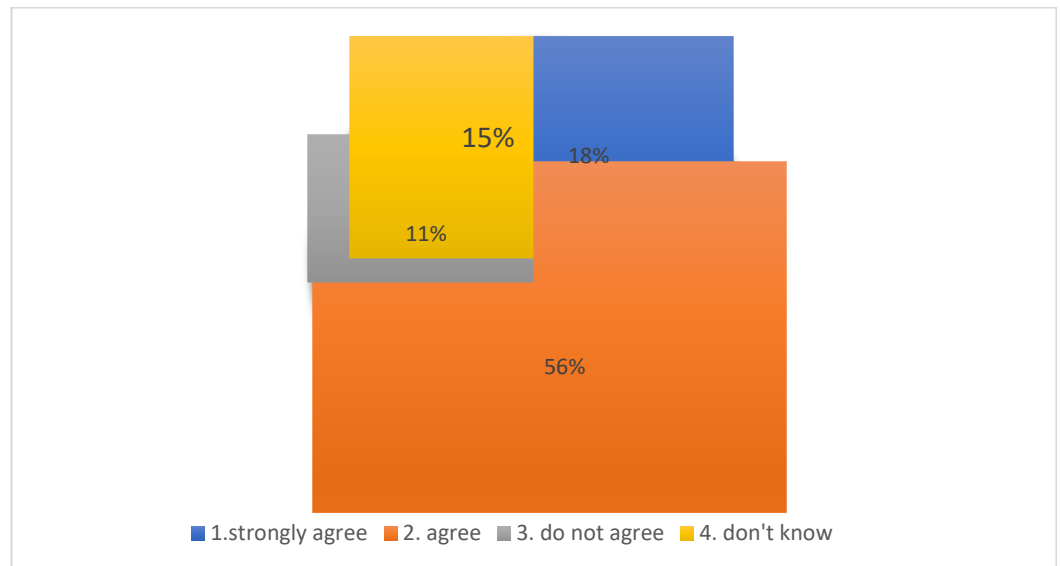


The results in Diagram 3.4.5 reveal that pupils are aware of using different kinds of techniques to reduce FLA. The most common techniques among the participants to reduce EFL

learning anxiety were ‘participating in class with positive attitude’, ‘do an imaginary rehearsal before a presentation, and ‘prepare for class in advance’.

These findings show that students first try to practice anxiety-reducing techniques which may push them forward to use the language. However, surprisingly quite a lot of students answered that they would rather avoid the opportunity to speak in English with the teacher or with their classmates. On the other hand, a couple of participants answered that they ask for help from the teacher, ask for help from family members in order to reduce stress which is associated with EFL learning. Surprisingly, four students stated that they would rather avoid going to English class than experiencing stress associated with language learning.

Diagram 3.4.6 The effect of stress



The following item aimed to collect information on whether pupils thought that stress affects their performance positively or negatively. The obtained results were similar to the previous findings. The vast majority of the pupils think that anxiety has negative effect on their performance. As Diagram 3.4.6 shows, based on the learners’ answers, stress has no positive effect on the majority of the participants’ performance. However, five students stated that stress positively affected their performance during English classes. These data seem to correlate with findings of the analysed research study. According to it, low anxiety state may have facilitating effect on language learning but it has rather a debilitating effect on foreign language performance.

3.5 Results and Discussion

The research aimed to investigate the phenomena of foreign language anxiety in English learning environment. Although every student is unique in his/her personality and they have different learning experiences, they all experience nervousness and stress during their foreign language learning process. As it can be seen from the present study, anxiety is a complex factor that is not easy to put into numbers. The research has found that more than half of the participants felt or feel anxious while learning English as a foreign language. Based on these results, it may be considered that foreign language anxiety is a widely spread issue among secondary school students.

Returning to the hypothesis posed at the beginning of this study, it is now possible to state that boys are less likely to feel anxious than girl students while learning English, though, some of them still experience stress and anxiety during English classes. Additionally, one of the most obvious findings to emerge from this study is that girls experience stress and nervousness on a more regular basis.

Furthermore, the present study has found that generally, learners have a positive attitude towards learning English. These results revealed that students are both extrinsically and intrinsically motivated when it comes to learning English. They agree that it can broaden one's possibilities for the future, be it traveling, working or getting to know other cultures. Surprisingly, there was no correlation noticed between motivation and the level of foreign language anxiety. Though, based on academic literature, those who have practical reasons to study English and intellectual satisfaction tended to have lower levels of foreign language anxiety. Considerably more work will be needed to be done to determine whether the findings are accurate and reliable or not.

The results support the idea that doing speaking tasks generates more stress than using other skills. The vast majority of the participants agree that speaking performance is the most anxiety-provoking activity either in the classroom or outside it. The analyzed data suggest that students consider manifestation in a foreign language to be the most anxiety-provoking during learning English. Possible explanations for speaking anxiety could be found in the lower level of foreign language proficiency, fear of interaction or fear of being evaluated by others.

This research has shown that FLA not only represents an uncomfortable experience for students but based on students' experiences, anxiousness and stress have a negative effect on their performance during English classes that leads to consequences like becoming ignorant towards language learning or missing English classes.

Finally, the research found that learners consciously use different kind of techniques in order to reduce anxiety caused by EFL learning such as changing attitude towards language learning, preparing for a performance in advance or asking for help from others,

Therefore, the results of the research supported the idea that FLA should be recognized both by teachers and students in order to relieve anxiety and to achieve more success in language learning.

CONCLUSION

In today's rapidly changing world the importance of language learning is even increased because it has become a great necessity to know at least one language besides the mother tongue. Anxiety and stress are gradually taking over our society and affect every area of our life including foreign language learning. Preparing for classes, being required to speak, write, or read in a foreign language can cause a frustrating and unpleasant experience, which may prevent learners from developing their foreign language skills. This language learning issue has interested scholars like Batyukh O., Verbytski V., Voloshin V. in Ukraine, Dörnyei, Z. in Hungary as well as Horwitz, MacIntyre, Gardner, Young and Philips in the English speaking countries. They have conducted research on the issue and published numerous influential works on foreign language anxiety. These works were thoroughly examined and analyzed in the present study.

Besides providing a general overview on the topic, the study set out to examine learners' attitudes toward English language learning. The main aim of the present study was to provide a deeper insight in the issue of language learning anxiety, to highlight the importance of those characteristics that may influence foreign language learning and show a tendency toward higher anxiety levels. The study also aimed to investigate the effect that foreign language anxiety has on EFL learners and to find solutions which can be used by both students and teachers when it comes to feeling anxious in the English classroom.

The first part of the present paper has dealt with the theoretical concept of foreign language anxiety and its measurement. The most obvious finding in the first part of the research is that foreign language anxiety can be measured by different kinds of instruments. Among these instruments, the Foreign Language Classroom Anxiety Scale (FLCAS) was proved to be the most widely known and used to conduct the research.

The findings of the second part provide information about those learner variables which may influence foreign language learning such as attitude, motivation, age, gender, aptitude and level of proficiency. These variables were examined and their correlation with anxiety was investigated. Furthermore, the findings indicate that foreign language anxiety is a specific type of anxiety that is correlated with language learning and arouses negative feelings like fear, worry, and nervousness. The results of the investigation of the theoretical background show that the causes for foreign language anxiety can be divided into three main sources which are learner characteristics, teacher characteristics and classroom procedures. The results of the investigation of the theoretical background show that age and gender factors are possible language anxiety factors. It was also found that the previous research is contradictory about whether males or females suffer more from FLA, while older foreign language learners tend to feel more anxious.

Moreover, the consequences and further effects of FLA were examined. The most obvious finding is that the consequence of suffering from FLA can result in difficulty in processing meaningful input, and less responsiveness to language output. The results show that there are efficient ways learners can use to reduce their level of anxiety such as changing attitudes towards foreign language learning or using positive self-talk.

The research of the study has found that the majority of the participants hold a positive attitude towards learning English despite everyone has felt or feels anxious at some part of the language learning process. One of the more significant findings to emerge from this study is that males tend to feel less anxious and they showed lower anxiety levels in general than females. However, the learners indicated that they have felt or feel stressed and nervous during learning and they consciously use techniques to reduce it, for example, they participate in English class with a positive attitude, prepare for the class in advance or ask for help from others. One of the surprising findings to emerge from this study is that although the students hold positive attitudes towards learning English, a few would rather avoid such anxiety-provoking situations as English classes. In contrast, those students who were more motivated and had more reasons for learning English were found to express less anxiety.

A considerable amount of research was carried out on the issue and theories followed each other about foreign language anxiety, yet still, anxiety is a sensitive topic, and to provide a more precise overall picture of the topic, further research is needed.

Considering that 24 out of the 45 participants stated that they have felt or feel stressed and nervous while learning English, findings suggest that greater prominence should be put on English foreign language anxiety

LIST OF LITERATURE USED

1. Батюх О. В. Важливість дослідження тривожності у студентів першого курсу [Електронний ресурс] / О. В. Батюх // Медсестринство. –2011. – No 4. – С. 22–23. – Режим доступу:<http://ojs.tdmu.edu.ua/index.php/nursing/article/view/5845>.
2. Вербицький В. В. Корекція тривожності у студентів вищих навчальних закладів [Електронний ресурс] / В.В.Вербицький,Г.Є.Улунова // Ідеї, реалії перспективи освітніх інновацій: філософія, психологія, методика : матеріали Всеукр. наук.-практ. конф., 20–21 квіт. 2006р. – Суми, 2006. – Ч. 2. – С. 23-26. – Режим доступу:http://uabs.edu.ua/images/stories/docs/K_FV/Verbitskii_004.pdf
3. Волошин М.М. Аналіз взаємозв'язку тривожності та навчальної успішності студентів [Електронний ресурс] / М.М.Волошин, Л.М.Назарець// Психологія: реальність і перспективи : зб. наук. пр. / Рівн. держ. гуманіт.
4. Гула Н.В. Психологічні особливості дослідження домінуючих негативних психічних станів у студентів [Електронний ресурс] / Н.В.Гула //Науковий часопис НПУ імені М. П. Драгоманова. Серія 12 : Психологічні науки. – Київ, 2012. – Вип. 37. – С. 185-189. – Режим доступу:http://nbuv.gov.ua/UJRN/Nchnpu_012_2012_37_51
5. Китайгородская Г.А.«О методе»[Електронний ресурс]/Китайгородская Г.А.—М: Школа Китайгородской, 2012. —Режим доступу:<http://www.kitaygorodskaya.ru/about-us/about-the-method.html>
6. Ніколаєнко С. Психологічні особливості базових видів сугестії [Електронний ресурс]/ С.Ніколаєнко — Національна бібліотека України імені В. І. Вернадського, Київ, 2011 — Режим доступу:<http://dspace.nbuv.gov.ua/bitstream/handle/123456789/39498/08-Nikolaenko.pdf>
7. Усаченко І.В. До питання вивчення мовної ситуації / І.В. Усаченко // Мова і культура. (Науковий журнал). —К.: Видавничий дім Дмитра Бураго, 2013. —Вип. 16. —Т. I (163). —С. 51-56
8. Abu-Rabia, S. Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. Educational Psychology, Vol. 24(5), 2004. – pp. 711-721.
9. Aida, Y. Examination of Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. Modern Language Journal 78 (2), 1994. – pp. 155-168.
10. Alrabai, F. The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. Innovation in Language and Teaching, Vol. 9(2), 2015. – pp. 163-190

11. Alshahrani, M., & Alshahrani, A. An investigation of anxiety among elementary school students towards foreign language learning. *Studies in Literature and Language*, Vol. 11(1), 2015. – pp. 29-40
12. Alias, Asnadia & Rashid, Nur. (2018). The relationship between students' second language learning anxiety and language proficiency. *Journal of Counseling and Educational Technology*. [Online]. Available at: https://www.researchgate.net/publication/329551273_The_relationship_between_students'_second_language_learning_anxiety_and_language_proficiency. [Retrieved December 2018].
13. Aydin, Selami & Harputlu, Leyla & Uştuk, Özgehan & Güzel, Serhat & Savran Celik, Seyda.. The children's foreign language anxiety scale: Reliability and validity. *Journal of Language and Linguistic Studies*. 2017 –13. pp. 43-52.
14. Bailey, P., Daley, C. E., Onwuegbuzie, A. J. Factors associated with foreign language anxiety. *Applied Psycholinguistics*, Vol. 20(2), 1999. – pp. 217-239.
15. Banya, Kingsley; Cheng, Maria H., 1997, Beliefs About Foreign Language Learning--A Study of Beliefs of Teachers' and Students' Cross Cultural Settings.
16. Brown, S. P. Antecedents and Consequences of Attitude Toward the Ad: A Meta -Analysis , *Journal of Consumer Research* 19(1), 1992. – pp. 34-51.
17. Brown, S. P. Antecedents and Consequences of Attitude Toward the Ad: A Meta-Analysis , *Journal of Consumer Research* 19(1), 1992. – pp. 34.
18. Carroll, J. Cognitive abilities in foreign language aptitude: Then and now, Newburry House, 1990. – pp. 11-29.
19. Collins, C. B. English language dictionary, London, 1987. – 236 pp
20. Dewaele, J.-M. (2002). Psychological and sociodemographic correlates of communicative anxiety in L2 and L3 production, *The International Journal of Bilingualism*, Vol. 6, 2002. – pp. 23-39.
21. Dewaele, J. M. (2002). Psychological and sociodemographic correlates of communicative anxiety in L2 and L3 production. *The International Journal of Bilingualism*, 6(1), – pp.23-39.
22. Dewaele, J.-M. Predicting language learners' grades in the L1, L2, L3 and L4: The effect of some psychological and social cognitive variables, *International Journal of Multilingualism*, Vol. 4, 2007. – pp. 169-197.
23. Doubek, P., Anders, M. Generalizovaná úzkostná porucha. Praha: Maxdorf, 2013. – p. 978.
24. Dörnyei, Z. Conceptualizing Motivation in Foreign-Language Learning, *Language Learning*, 40(1), 1990. - pp. 45-78

25. Dörnyei, Z. The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum, 2007. - 270 pp.
26. Ellis, Rod. The Study of Second Language Acquisition. Oxford: Oxford University Press. The study of second language acquisition. Shanghai: Shanghai Foreign Language Education Press, 1994. – 824 p.
27. Elkhafaifi, H. Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal*, Vol. 89, 2005. – pp. 206-220.
28. Ezzi, N. A. A. The impact of gender on the foreign language anxiety of the Yemeni university students. *International Journal of Applied Linguistics & English Literature*, Vol. 1(2), 2012. – pp. 65-75.
29. Fadillah, Ridha. A study of adolescents' anxiety and achievement in English as a foreign language. *Jurnal Ilmu Bahasa dan Sastra*. 2010 – 5 p.
30. Fariadian, E., Azizifar, A. & Gowhary, H. Gender contribution in anxiety in speaking EFL among Iranian learners. *International Research Journal of Applied and Basic Sciences*, Vol. 8(11), 2014. – pp. 2095-2099.
31. Ganschow, L., Sparks, R. 1996. Anxiety about foreign language learning among high school women. *The modern Language Journal*, 80, pp. 199-212.
32. Gardner, R. C., and MacIntyre, P. D. A Student's Contribution to Language Learning. Part I: Cognitive Variables. *Language Teaching*, 1993. - 220 p.
33. Gerencheal, B., Horwitz, E. Gender differences in foreign language anxiety at an Ethiopian university, *African Journal of Education and Practice*, (1), 2016. – pp. 1-16
34. Gregersen, T. S., Horwitz, E. K. Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal* 86 (4), 2002. – pp. 562-570.
35. Harmer, J. The practice of English language teaching, Essex, England, Longman, 2003. – 384 pp.
36. Hashemi, M. – Abbasi M. The role of the teacher in alleviating anxiety in language classes. *International Journal of Applied and Basic Sciences*, vol. 4 (3), 2013. - pp. 640- 52.
37. Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20(3), 559-562.
38. Horwitz, E. K. Language anxiety and achievement. In: *Annual Review of Applied Linguistics*, vol. 21, 2001. - pp. 112-126.
39. Horwitz, E. K., et. al. Foreign language anxiety, 2010. – pp. 95-115.
40. Horwitz, E. K., Horwitz, M. B., & Cope, J. Foreign language classroom anxiety. *Modern Language Journal*, Vol. 70(2), 1986. – 125-132.

41. Jain, Y., & Sidhu, G. K. (2013). Relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language. *Procedia – Social and Behavioral Sciences*, 90, pp. 114–123.
42. King, K., Mackey, E. The bilingual edge: why, when, and how to teach your child a second language. New York, 2007. – 7 pp.
43. Koch, A.S. & Terrell, T.D. Affective reactions of foreign language students to natural approach activities and teaching techniques. In *Language anxiety: From theory and research to classroom implications*, Upper Saddle River, 1991. – pp. 108-126.
44. Kondo, D. S., & Ying-Ling, Y. Strategies for coping with language anxiety: the case of students of English in Japan. *ELT Journal*, Vol. 58,. – pp. 258-265.
45. Larsen, D. N. *Becoming Bilingual: A Guide to Language Learning*. New Canaan. CT: Practical Anthropology, 1972. – 353 pp.
46. Lennebergs, E. *Language Development, Critical Periods in*, Rochester, New York, USA, 1967. - pp. 737-740.
47. Liu, Meihua & Huang, Wenhong. (2011). *An Exploration of Foreign Language Anxiety and English Learning Motivation*. Education Research International
48. MacIntyre, P. D., & Gardner, R. C. The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, Vol. 44, 1994. – pp. 283-305
49. MacIntyre, P. D., GARDNER, R. C. Language anxiety: Its relation to other anxieties and top-processing in native and second languages. In: *Language Learning*, vol. 41, n. 4, 1991. - pp. 513-534.
50. Mesri, F. The relationship between gender and Iranian EFL learners' foreign language classroom anxiety (FLCA). *International Journal of Academic Research in Business and Social Sciences*, Vol. 2(6), 2012. – pp. 147-156.
51. Mihaljević, J. M. *Language anxiety – Causes and Consequences*, Zagreb, 2014. – 49 pp.
52. Palacios, L. M. *Foreign language anxiety and classroom environment: A study of Spanish university students*. The University of Texas, Austin, 1998. – 362 pp.
53. Phillips, E. M. The effects of language anxiety on student oral test performance and attitudes. *The Modern Language Journal*, Vol. 76(1), 1992. - -pp. 14-26.
54. Price, M. L. *The subjective experience of foreign language learning anxiety: Interviews with highly anxious students*, Englewood Cliffs, 1991. – pp. 101-108.
55. Piechurska-Kuciel, E. Gender-dependent language anxiety in Polish communication apprehensive. *Studies in Second Language Learning and Teaching*, Vol. 2(2), 2012. – pp. 227-248.

56. Robinson, P. 2005. 'Aptitude and second language acquisition,' *Annual Review of Applied Linguistics* 25: pp. 46–73.
57. Saito, Y., Horwitz, E. K., & Garza, T. J. Foreign language reading anxiety. *Modern Language Journal*, Vol. 83(2), 1999. – pp. 45-62.
58. Scovel, T. The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research, 1991. – pp. 15-24.
59. Shehadeh, A. Gender differences and equal opportunities in the ESL, *ELT Journal* 53(4), 1999. – pp. 256-261.
60. Snezana K., Biljana P., Dragana K. Investigation of motivation and anxiety in macedonia while learning English as a second/foreign language. *Procedia - Social and Behavioral Sciences*.46, 2012 pp. – 3477 -3481.
61. Sparks, R., and Ganschow, L. 1991 Foreign language learning differences: Affective or native language aptitude differences? *The modern language Journal*, 75, pp. 3-16.
62. Stern, H. H. *Fundamental Concepts of Language Teaching*. Oxford, England: Oxford University Press, 1983. – p. 582.
63. Tóth, Z. (2007). "Predictors of foreign-language anxiety: Examining the relationship between anxiety and other individual learner variables". In J. Horváth & M. Nikolov (Eds.), *Empirical studies in English applied linguistics*. Pécs: Lingua Franca Csopor, 123-148.)
64. Von Würde, R. (2003). Students' perspectives on foreign language anxiety. *Virginia Community College System*. Volume 8, Number 1.
65. Wittenborn, J. R., Larsen, R. P., & Mogil, R. L. (1945). An empirical evaluation of study habits for college courses in French and Spanish. *Journal of Educational Psychology*, 36(8), pp. 449–474.
66. Young, D. Creating a low-anxiety classroom environment: what does language anxiety research suggest? *Modern Language Journal*, 75, 1991.- pp. 426-439

РЕЗЮМЕ

У сучасному світі, що швидко змінюється, важливість вивчення мови зростає, тому що великою необхідністю є знання хоча б однієї мови, крім рідної. Тривога і стрес поступово переймають наше суспільство і впливають на кожну сферу нашого життя, включаючи освіту. Підготовка до занять, необхідність говорити, писати чи читати іноземною мовою може викликати розчарування та неприємний досвід, що може перешкодити учням розвивати свої знання іноземної мови. Це питання вивчення мови зацікавило таких вчених, як Батюх О. В., Вербицький В. В., Волошин М.М., Дєрнєї З., Хорвіц, Гарднер, Янг і Макінтайр (Horwitz, Gardner, Young and MacIntyre), які опублікували ряд впливових робіт через прояв тривожності на уроках іноземної мови. Ці роботи були вивчені і проаналізовані в даному дослідженні.

Окрім загального огляду цієї теми, дослідження вивчало ставлення студентів до вивчення англійської мови. Основна мета даного дослідження полягала в тому, щоб надати більш глибоке розуміння проблеми з вивчення мови, підкреслити важливість впливу іноземної мови на учнів, які вивчають англійську як іноземну мову та знайти ті рішення, які можуть бути використані студентами та викладачами, коли мова йде про проблему навчання в класі англійської мови.

У першій частині розглянуто теоретичну концепцію афективних змінних та способи виміру тривожності. Серед цих інструментів, «*Шкала іншомовної тривожності*» розроблена Горвіцем виявилася найбільш широко відомою і використовуваною.

У другій частині розглянуто вікові та гендерні чинники, як можливі фактори мовної тривожності. Також було встановлено, що попередні дослідження суперечливі щодо того, чи чоловіки або жінки найбільше страждають від іншомовної *тривожності*, тоді як старші студенти іноземної мови мають тенденцію відчувати себе більш тривожними. Більше того, вивчалися наслідки та подальші наслідки іншомовної *тривожності*. Найбільш очевидним висновком є те, що страждання від іншомовної *тривожності* може призвести до труднощів при обробці змістовного внеску, а також до меншої реакції на вихід мови, що може призвести до того, що учні можуть повністю відмовитись від вивчення мови. Крім того, існують ефективні засоби, якими учні можуть користуватися для зниження рівня тривожності, наприклад, зміна ставлення до вивчення іноземної мови або використання позитивного самовираження. Отримані дані свідчать про те, що занепокоєння в іноземній мові є специфічним типом проблеми, яке співвідноситься з вивченням мови і викликає негативні почуття, такі як страх, занепокоєння і нервозність. Результати дослідження теоретичного підґрунтя також показали, що причини тривожності іноземної мови можуть

бути розбиті на три основні джерела, які є характеристиками учнів, характеристиками вчителя та навчальних процесів. Найбільш очевидним висновком першої частини є те, що іншомовну тривожність можна виміряти різними інструментами.

Нарешті, дослідження виявило, що більшість учасників займають позитивне ставлення до вивчення англійської мови, незважаючи на те, що кожен відчув або відчуває стурбованість деякою частиною вивчення мови. Більшість учнів зазначили, що під час навчання вони відчували напругу і нервову поведінку, і вони свідомо використовують методи, щоб зменшити її, наприклад, вони беруть участь у класі англійської з позитивним ставленням, готуються до заняття заздалегідь або звертаються за допомогою до інших. Один з дивовижних висновків, які з'явилися в цьому дослідженні, полягає в тому, що учні мають позитивне ставлення до вивчення англійської мови, а деякі з них скоріше уникають таких ситуацій, які викликають тривогу, як наприклад, класи англійської мови. Навпаки, студенти, які були більш мотивовані та мали більше причин для вивчення англійської мови, виявили меншу тривожність.

На закінчення, робота підтримує думку, що іншомовна *тривожність* вимагає більшої уваги і подальших досліджень слід проводити, вивчаючи класну практику у співвідношенні з FLA на більшому розмірі вибірки.

APPENDIX
QUESTIONNAIRE

Thank you for agreeing to fill this questionnaire for my survey about foreign language anxiety. All responses given by you will be kept confidential and used for academic purpose only. Please note that there are no right or wrong answers. Thank you for your time and help.

Gender: Male Female

Age:

Class:

How long have you been learning English?

Do you like learning English? Yes No

If yes/no why?

1 Which one are you?

- a) extrovert
- b) introvert
- c) in the middle of the two

2 Do you feel (or have you ever felt) stressed or nervous while learning English (in general):

- a) yes
- b) no
- c) not sure

3 How often do you feel stressed in your English language classes?

- a) always
- b) often
- c) occasionally
- d) seldom
- e) never

4 Answer the question with the help of the table, you have to put an ‘X’ into the one that most applies to you (more answers are possible).

Statement					12345
1 Learning English is necessary for my personal development, to become an educated person.					
2 Others will have a better impression of me if I speak English.					
3 Speaking English makes me feel successful.					
4 When I speak English, I am not afraid to make mistakes.					
5 If someone speaks to me in English, I often become nervous.					
6 Knowing English makes me become a better person.					
7 My friends/family encourage me to learn English.					
8 Learning English helps me understand movies, books, pop songs, etc. that are in English.					
9 English will be helpful for my career.					
10 I need to know English to enter university.					
11 English will broaden my future options.					
12 Speaking English helps me to make friends with foreign people.					

13	Learning English enables me to learn about different cultures, people and values.				
14	My English knowledge will help me travel abroad.				
15	I learn English because I like this language and it is enjoyable to learn.				
16	Learning English is easy.				
17	Learning English is interesting.				
18	The personality of the teacher is important in the English class.				
19	The methods of the teacher are important in the English class.				
20	The group is important in the English class.				
21	I learn English for practical purposes. (i.e. to get a better job).				
22	I learn English to learn more about the world.				
23	I learn English to be able to speak to people from different cultures.				
24	I use English outside the class.				
25	I am committed to learn English as well as I can in order to reach a professional level.				
26	I wish the English class would be different.				
27	I mainly concentrate on English just to fulfil the school and test requirements.				
28	Being good in English enables me to experience more success and have better opportunities in life.				
29	I only want to get a diploma and a good job rather than to learn English.				

5 Do you feel (or have you ever felt) stressed or nervous in your English language classes?

- a) yes
- b) no
- c) not sure

6 When do you feel the most anxious? During...

- a) speaking performance
- b) listening comprehension
- c) writing
- d) reading

7 How do you usually cope with EFL learning anxiety? (More answers are possible)

- a) participate in class with a positive attitude
- b) prepare for class in advance
- c) do an imaginary rehearsal before presentation
- d) stay up all night completing tasks
- e) ask for help from classmates
- f) ask for help from the teacher
- g) ask from help from my family
- h) review completed tasks several times
- i) try to avoid the contact with the teacher and with the classmates
- other:.....

8 Do you agree that stress negatively affects your performance during your English classes?

- a) strongly agree
- b) agree
- c) do not agree
- d) don't know

9 Do you agree that stress positively affects your performance during your English classes?

- a) strongly agree
- b) agree
- c) do not agree
- d) don't know

10 Please mark from 1 to 5 whether you *strongly agree* (1) or *strongly disagree* (5) with the following statements.

Statements	1	2	3	4	5
1 I never feel quite sure of myself when I am speaking in my English class.					
2 I don't worry about making mistakes in the language class.					
3 I tremble when I know that I'm going to be called on in the language class.					
4 It frightens me when I don't understand what the teacher is saying in English.					
5 It wouldn't bother me at all to take more English language classes.					
6. During the language class, I find myself thinking about things that have nothing to do with the course.					
7 I keep thinking that the other learners are better at languages than I am.					
8 I am usually at ease during tests in my language class.					
9 I start to panic when I have to speak without preparation in the language class.					
10 I worry about the consequences of failing my English class.					
11 I don't understand why some people get so upset over English classes.					
12 In the language class I can get nervous I forget things I know.					
13 It embarrasses me to volunteer answers in my English class.					
14 I would not be nervous speaking in English with native speakers.					
15 I get upset when I don't understand what the teacher is correcting.					
16 Even if I am prepared for the class, I feel anxious about it.					
17 I often feel like not going to my English lessons.					
18 I feel confident when I speak in my English lesson.					
19 I am afraid that my language teacher is ready to correct every mistake I make.					
20 I can feel my heart pounding when I'm going to be called on in the English lessons.					

21 The more I study for the language test, the more confused I get.					
22 I don't feel pressure to prepare very well for the English class.					
23 I always feel that the other students speak English better than I do.					
24 I feel very self-conscious about speaking English in front of other learners.					
25 My English class moves so quickly I worry about getting left behind.					
26 I feel more tense and nervous in my English class than in my other classes.					
27 I get nervous and confused when I am speaking in my language class.					
28 When I'm on my way to the English lesson, I feel very sure and relaxed.					
29 I get nervous when I don't understand every word the English teacher says.					
30 I feel overwhelmed by the number of rules you have to learn to speak English.					
31 I am afraid that other students will laugh at me when I speak in English.					
32 I would probably feel comfortable around native speakers of the English language.					
33 I get nervous when my English teacher asks questions which I haven't prepared in advance.					

11 On a scale of 1 to 10, in your opinion and based on your marks, how good is your English?