

Strategies to cope with second language learning Anxiety: the case of Iranian pre –university students

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ABSTRACT: this study was designed to develop a typology of strategies that students use to cope with the anxiety they experience in English language classroom. The influence of anxiety level on strategy use is also assessed. Through a combination of qualitative and quantitative methods, many basic tactics for reducing language anxiety that cohered into five strategy types (preparation, relaxation, positive thinking, peer seeking, and resignation) were identified. Two researcher questions were proposed: 1. is there any relationship between language anxiety and frequencies of strategy use? 2. Do students at different levels of language anxiety (low, moderate, and high) differ in the number and types of anxiety coping strategies? In order to provide a reasonable and data-based answer to the research questions of this study, about 125 students were selected voluntarily. The subjects are male and female Iranian at two pre- universities, kosar and Khadijah, of sharable city located in ilam province. The age of the participants range was from 17 to 20. There were 5 classes with about 18 to 23 voluntary students in each class. They were students of different disciplines. The instrument for the survey was the FLCAS questionnaire. The purpose of the scale was to examine the scope and severity of foreign language anxiety. Higher scores reflect greater language anxiety. After an interval of eight weeks, the participants completed Hurwitz FLCAS again as a retest. Since the internal consistency, test- wettest reliability, and the alpha coefficient were acceptable, the participants were asked to describe specific tactics that they have used to cope with their anxiety associated with language learning in English language classroom. Each of the written reports by the respondents was subsequently read by the researcher in order to construct a list of all tactics that the students report. A total of 526 tactics were initially identified, and elimination of duplicate tactics (defined as nearly identical in wording) reduced the set of tactics to 80. NO significant relationships were found between language anxiety and frequencies of strategy use, suggesting the need for future research on how effectively the observed strategies may be implemented.

Keywords: ANXIETY, SECOND LANGUAGE LEARNING, STRATEGIES, foreign language Anxiety.

INTRODUCTION

Language anxiety is conceptualized as a situation-specific personality trait having two psychological components: emotional arousal and negative self-related cognition (Kondo & Ying-Ling 2004). These components ostensibly interfere with behavior instrumental to language learning, and are more intense in people who are disposition ally high in language anxiety. Because language anxiety is consistently associated with problems in language learning such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests, understanding the mechanism of anxiety in language learning has been of major concern to educators and researchers (Macintyre& Gardner] 994, cited in Kondo &Ying-ling 2004).

Horwitz(1986), for example, found that higher scores on the FLCAS (Foreign Language Classroom Anxiety Scale) were significantly correlated with lower actual final grades as well as expected grades.

Krashen (1985) maintained that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition. An interaction is often found among anxiety, task difficulty, and ability, which interferes at the input, processing, retrieval, and at the output level. If anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety. For many students, language courses are the most anxiety-provoking courses they take. There is estimation that up to one half of all language students experience debilitating levels of language anxiety (Campbell cited in Ying-Ling 2004).

The question of what students are actually doing to cope with their anxiety in language classrooms has received hardly any attention, nor has the possibility been considered that such anxiety may play a role in the customary decrease in the performance of highly language anxious students. This study has been designed to develop a typology of strategies that students use to cope with the anxiety they experience in English language classrooms. Through a combination of qualitative and quantitative methods, many basic tactics were identified for reducing language anxiety that cohered into five strategy types (preparation, relaxation, positive thinking, peer seeking, and resignation). Positive thinking and peer seeking are attempts to suppress or alter problematic thought processes related to language learning, and thus can be subsumed into cognitive strategies. Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal, and preparation can be considered a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in class. It would appear that anxiety coping behaviors generalize across different educational situations. Considering the adverse effects that anxiety has on language learning, in addition to the fact that anxiety itself is an unpleasant experience, it is reasonable to assume that most students, irrespective of their anxiety level, will want to minimize its impact. The influence of anxiety level on strategy use is also assessed.

Research Questions

Considering the importance of coping strategies and their relation with language anxiety, one may say that different strategies significantly affect students' attitude and behaviors in their language classrooms. However, in order to be able to more confidently rely on the results which will be obtained from this study, researcher postulated the following questions:

1. Is there any relationship between language anxiety and frequencies of strategy use?
2. Do students at different levels of language anxiety (low, moderate, and high) differ in the number and types of anxiety coping strategies?

Null Hypotheses

In order to gain the favorable results on the questions above, the following null hypotheses were formed.

1. There is not significant relationship between language anxiety and frequencies of strategy use.
2. Students at different levels of language anxiety (low, moderate, and high) do not differ in the number and types of anxiety coping strategies.

According to Rossiter (2003) differential success in second or foreign language learning has been attributed to individual differences such as intelligence, aptitude, personality, motivation, and anxiety. The development of humanistic psychology, which sought to establish a holistic approach to learners, led to an increased focus on individuals' emotions and feeling. Brewin (1988), for instance, posited that cognitive and aesthetic goals leading to self-actualization could not be achieved unless human physiological needs, the need for safety and security, the need for belonging, and the need for self-esteem had been satisfied, Cattell et al. (1961) argued that learning should be experiential and convergent with learner goals and that it should take place in a supportive environment. A strong proponent of humanism in language teaching, Ely (1986) argued that "... [language learning] success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom" (p. 23). In his affective filter hypothesis, Krashen (1983) posited the existence of an internal barrier that interfered with second language acquisition when learners were anxious or bored. Funder (1997), informed by recent developments in cognition research, proposed that the psychology and neurobiology of stimulus appraisal (based on novelty, pleasantness, goal/ need significance, coping potential, and the self and social image of the learner) determine the extent to which second language learning is achieved.

Meanings of anxiety in technical language, the word also has several meanings in Common language, ranging from dread to endeavor or eagerness. For example, 'I am anxious to go to the new production of the opera.

The term anxiety itself appears to have been derived from the Greek root *anxh*, which means tightness or constriction. Related words such as anguish and anger come from the same root but are rarely confused with anxiety, even though they are often used to describe related psychological states or reactions.

The study of anxiety has been invigorated by the steady infusion into the subject of cognitive concepts and analyses. One of the earliest and most influential contributions was made by Beck et al. (1985), whose writings on depression were timely and important, Paradoxically, the recent extension of cognitive ideas into the study of anxiety and its disorders has been more successful, and more quickly successful, than the original work on depression.

Hermann (1996) defined anxiety as being comprised of a combination of interacting fundamental effects: neurophysiologic (such as tremors, sweating hands, flushing, increased heart rate, high blood pressure) behavioral-expressive, and phenomenological or subjective. He proposed. Therefore, that anxiety includes fear reactions plus two or more basic emotions: distress, anger, (including shyness and guilt), on the negative side, and interest and excitement representing the positive side. Individuals differ in the intensity of their reactions to anxiety depending on their predisposition to experiencing anxiety and the level of anxiety-causing stimuli. According to Brown (1994), anxiety plays an important role in second language acquisition. Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Scovel (1978 as cited in Brown 1994) defined anxiety as a state of apprehension, or worry a vague fear ... we all know what anxiety is and we all have experienced feelings of anxiousness. How does this construct relate to second language learning? Any complex task we undertake can have elements of anxiety in it, aspects in which we doubt our own abilities and Wonder if we will indeed succeed. According to Hurwitz et al. (1986), Foreign Language Anxiety was responsible for a learner's negative emotional reactions to language learning. They conceptualize Foreign Language Anxiety as a "distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Reiss (1998) made use of interviews as a research method to obtain a subjective description of her interviewee's experience as language learners, as well as to examine the notion of language anxiety from the point-of-view of the anxious learner. Through a combination of informal questionnaire and interview sessions, Price was able to look at classroom sources of anxiety and causes of language anxiety. The results was able to shed some light as to what causes anxiety as well as provide practical point to help language teachers reduce anxiety in the classroom. On the same note, Young (1991) surveyed the literature on language anxiety and identified six general sources of language anxiety which had been adopted for the analysis of the data from the interviews with the students in his study. They are listed in Table 2.1 below.

Model of Anxiety

There are many components involved in the activation and the experience of anxiety; it is a process rather than a categorical event that occurs. It is assumed that people vary in their proneness to experience anxiety, and that the vulnerable ones become hyper vigilant when entering a novel or potentially intimidating situation. Their hyper vigilance promotes rapid and global scanning, which then turns to an intense narrow focus if a threat is detected. The transition from the global scanning stage to narrowly focused attention can be illustrated by the idea of tuning a radio. Initially one scans fairly rapidly across a wide band until a signal is picked up. Then one adopts fine tuning and raises the volume. So the anxious patient entering a potentially threatening situation carries out broad global scanning until a threat is detected. The person's attention then focuses narrowly and intensely on the potential threat, with enhanced perceptual sensitivity and even distortion (Figure 1).

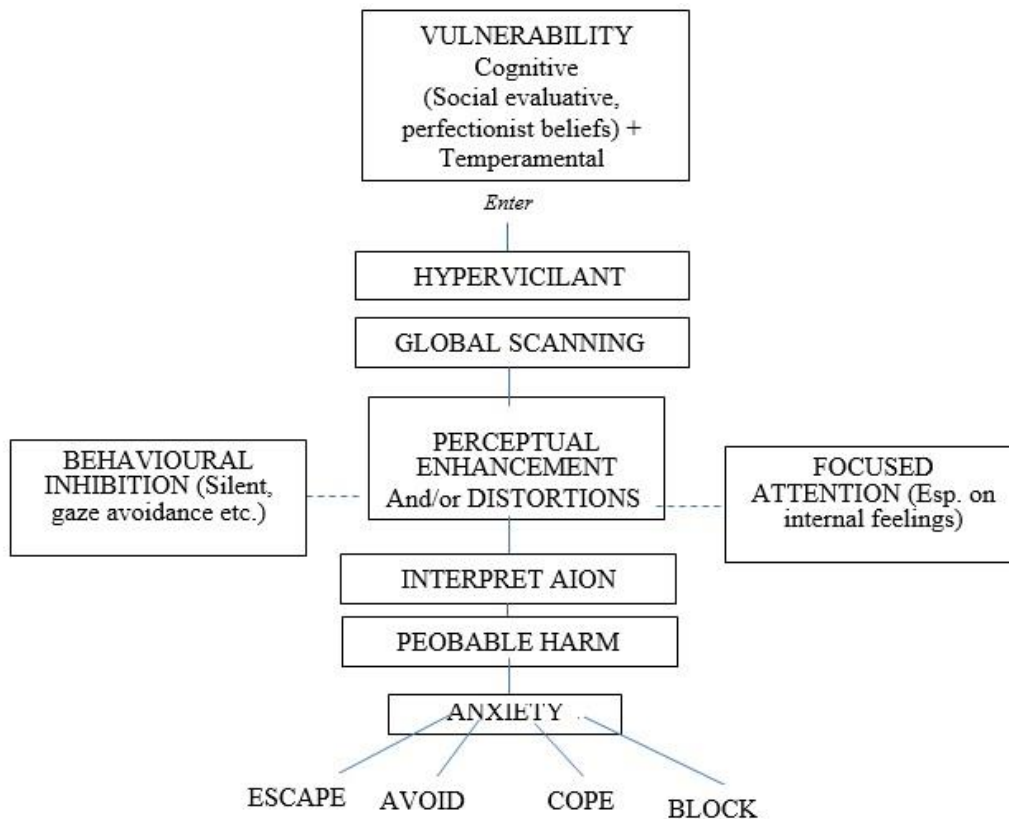


Figure 1. A model of anxiety (Beck and Emery 1985, p. 68)

The concept of cognitive vulnerability is important to the cognitive theory of anxiety and, if disconfirmed, would leave a gap in the explanation. In the absence of cognitive vulnerability, the negative cognitions reported by anxious people might better be regarded as parallel effects of anxiety or even the results of anxiety, and it would be difficult to press the view that negative cognitions play causal role in the generation of anxiety.

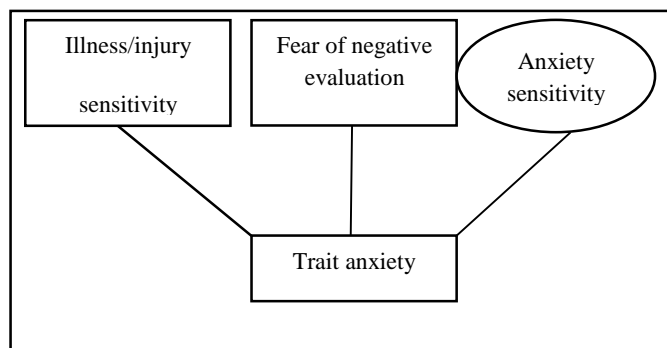


Figure 2. shows that the three factors-anxiety sensitivity, illness/injury sensitivity, and fear of negative evaluation--all contribute to the general trait of anxiety proneness

Krashen (1985) suggested that the best way to reduce language anxiety is to make the message so interesting that students forget that it is in another language.

According to him "when the teacher drops the book and starts talking about something really important, students listen" (p. 22).

To decrease language testing anxieties, instructors and language programs as a whole must develop and oversee the construction of fair tests that accurately reflect in-class instruction. This suggestion is merely common

sense, but it bears repeating for the many language programs that continue to ignore the sound principle: test what you teach in the context of how you teach it.

According to Young (1991), language anxiety is a complex, multidimensional phenomenon. It manifests itself in students quite differently depending on ethnic background, prior language experience, learner personality, and classroom circumstances. As a result, its impact on the learning experience is not easily assessed. Through interviews, questionnaires, and diaries in language anxiety from the students'

Perspective, and interviews with language specialists have offered significant insight into the impact it has on language teaching, learning, and performance.

Anxiety and Forgetting

Eysenck (1993) believes that probably the best known theory of forgetting was advanced by Sigmund Freud. He argued that much forgetting occurs as a result of repressions in which the anxiety associated with a memory is so great that the memory is kept out of consciousness although it still exists in the unconscious mind.

According to Hashemian (1993) several patterns of behaviors are typical attempts to cope with the conflicts of motives to reduce anxiety. Such as forgetting, blaming others, making excuses and acting childish.

Oxford (1990, cited by Richard and Renandya 2002) differentiates learning strategies into the following categories: cognitive, met cognitive, affective, and social strategies.

The Role of Teachers and Students in Coping with Anxiety

Chastain (1988) says that the role of teachers in helping students having to perform in public is often associated with some feeling of uncertainty, insecurity, self-doubt and anxiety. Few people are free from these natural ego preserving fears. Teachers however, accustomed to standing in front of such situations produce.

The students' situation in class may produce even more anxiety than that of the adult in public performance acts for several reasons. Students often have to respond even though they do not want to do so. They realize that teachers normally judge their responses and use that evaluation as the basis for their grades; they do not like to be corrected by the teacher in front of the other members of the class. Also, the insecurity produced by having to recite in class is normally much more pronounced in circumstances requiring the use of a second language.

5. Resignation is a category to 'alleviate' language anxiety (e.g. giving up and being sleepy).

Conclusions

The concept of anxiety and controversial issues regarding its educational, as well as psychological impacts on language learning, in general were put into focus. The exploration of anxiety and other related terms, such as fear, in addition to the basic description of anxiety and its related models and sources, were also reviewed in this chapter. The outcome of this research in this area is promising with the development of a theoretical base for generating testable hypotheses and sound instruments to measure anxiety consistently show that such anxiety can hinder language learning and production. Also the anxious students may be more characterized who withdraw from participation, who feel pressure not to make mistakes, and who are less willing to produce uncertain linguistic forms.

The reviewed studies here indicate that foreign language anxiety can have a negative effect on the language learning process. The whole reviewed literature related to anxiety in general includes methodological and empirical considerations that would be beneficial to the study of foreign language anxiety, if they properly are applied.

If students presume that anxiety occurs because they lack the requisite skills, they may study harder. There may also be a degree of resignation; if students perceive that their anxiety is too much to cope with, they may not invest enough effort to reduce the anxiety. The teachers should not devote valuable time to the ongoing development of affective strategies. They should focus on teaching meaningful language and content in response to learners' need and interests. Classrooms that combine these elements offer both affective- and effective- learning experiences to second language learners.

Subjects

In order to provide a reasonable and data-based answer to the research questions of this study, 125 students were selected voluntarily from 6 classes. There were about 18 to 24 voluntary students in each class. The subjects were male and female Iranian at two Pre-university Centers, Kosarand Razi of Sarableh city located in Ilam Province. Their age range was from 18 to 21. They were the students of different disciplines.

Instrumentation

The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), as shown in appendix A, was used in the present study to measure three components of language anxiety.

In this study, to investigate the research questions discussed earlier, as a form of action research, the researcher used FLCAS (Horwitz' Foreign Language Classroom Anxiety Scale) to examine the degree of anxiety of Pre-university English students. Each questionnaire consisted of thirty- three items, each one on a 5-point scale ranging from 'strongly agree' (scale point 5) to 'strongly disagree' (scale point 1), the middle point being neutral (scale point 3). The purpose of the scale was to examine the scope and severity of foreign language anxiety. It was administered in the form of test-retest with an interval of eight weeks.

Procedures

Design: This research was implemented on the basis of ExPost Facto design. According to Hatch and Farhady (1982),

In ex post facto design, any relationship between the scores of the group would not be related to any instructional program we had given them before the test. That is the designs are called ex post facto. The researcher has no control over what has happened to the subjects. The treatment, whatever it might be, has been given prior to the research project. (p.26)

Subject Selection: In the winter and spring of 2005, male and female students at two Pre-university Centers of Kosar and Raziof Sarableh city located in Ham Province participated in this study voluntarily. There were 125 voluntary participants in this study. Resulting FLCAS score of those students who left the study was deleted. As a result, the final total of valid respondents was 117 since 8 samples were discarded.

Instruction: The participants were well informed about the study. They were informed that they were going to provide the researcher with appropriate information on what they did to cope with language anxiety in English classes.

Data analysis

In order to analyze the collected data statistically, the stability (test- retest reliability) was computed; the FLCAS questionnaire was administered twice to a group of participants with an interval of eight weeks and then the correlation between the two sets of scores was computed.

The responses to the 33 questions are displayed using frequencies and percentages and the overall findings had an acceptable Cronbach-Alpha coefficient of .73.

In this study, low, moderate, and high anxiety groups were formed using scores on FLCAS with the 25% and 75% percentile as cut-off points for the division between groups. This classification was adapted from Ganschowet a1. (1994).

To investigate the relationship between language anxiety and the use of anxiety coping strategies, Spearman correlations were computed between FLCAS scores and frequencies of each strategy. In this study the researcher had two variables: language anxiety and strategy use. Language anxiety with three levels (communication apprehension, negative evaluation, and general feeling of anxiety) was taken as independent variable and strategy Use as dependent variable. To understand the general picture 'of the participants' language anxiety, a preliminary analysis was first conducted by computing the descriptive statistics of the independent variables and dependent variables in the present study. Then, the statistical procedures were used to answer the research questions. The data was computed by using the SPSS (Statistical Package for Social Science). This will confirm or reject the null hypotheses which have already been mentioned.

RESULTS AND DISCUSSION

As it was mentioned in Chapter I, the purpose of this study was to develop a typology of strategies that students use to cope with the anxiety they experience in English language classrooms. To investigate the null hypotheses, the researcher went through a comprehensive discussion of the related literature in Chapter II. In Chapter III, sufficient detail was presented in describing the method through which the study was conducted.

Furthermore, the statistical analyses which were proposed for this study and the reason why the researcher found the procedures justifiable were elaborated on. In Chapter IV, the results of the statistical analyses are presented in full details. The data were computed by using the SPSS (Statistical Package for Social Science). To understand the general picture of the participants' language anxiety, a preliminary analysis was first conducted by computing the descriptive statistics of the independent variables and dependent variables in the present study. Then, the statistical procedures used to answer research questions were also addressed.

Results of the Study Phases

Phase 1: Measuring the Respondents' Language Anxiety

Foreign language anxiety was measured by the Foreign Language Anxiety Scale (Horwitz, et al. 1986). Using the 5-point Likert type response scale, it yields scores ranging from 1 to 5 for each item. The average across items should be between 1.0 to 5.0. Visual inspection of the means reveals that the level of anxiety of Iranian students was higher in 13 of the 33 questions as shown in table 1.

It should be noted that I do not intend to emphasize the difference between students in Iran and those in other countries. Rather, it is hoped that this study will add more empirical data to the study of anxiety in language learners, including those in Iran.

Table 1 the mean and standard deviation for the 33 questions by group

| | Mean | Std. deviation |
|-----|--------|----------------|
| Q1 | 2.8547 | 1.28831 |
| Q2 | 2.4615 | 1.31003 |
| Q3 | 3.7265 | 1.21502 |
| Q4 | 3.3590 | 1.38627 |
| Q5 | 3.1197 | 1.43936 |
| Q6 | 2.8034 | 1.33416 |
| Q7 | 2.9060 | 1.28642 |
| Q8 | 2.6496 | 1.42221 |
| Q9 | 4.1368 | 1.22408 |
| Q10 | 2.7179 | 1.61803 |
| Q11 | 3.1795 | .77254 |
| Q12 | 2.5470 | 1.35504 |
| Q13 | 3.1795 | 1.37474 |
| Q14 | 2.2735 | 1.21502 |
| Q15 | 3.3590 | 1.38627 |
| Q16 | 2.8205 | 1.41187 |
| Q17 | 2.6667 | 1.46217 |
| Q18 | 3.0513 | 1.33808 |
| Q19 | 2.6923 | 1.31609 |
| Q20 | 3.8803 | 1.19743 |
| Q21 | 2.7350 | 1.37335 |
| Q22 | 3.1026 | 1.41656 |
| Q23 | 2.9658 | 1.23128 |
| Q24 | 2.7265 | 1.34308 |
| Q25 | 2.5128 | 1.47166 |
| Q26 | 2.7265 | 1.23612 |
| Q27 | 3.3419 | 1.23290 |
| Q28 | 2.9402 | 1.26143 |
| Q29 | 3.7949 | 1.26993 |
| Q30 | 2.7350 | 1.36074 |
| Q31 | 2.5470 | 1.36139 |
| Q32 | 2.4786 | 1.37464 |
| Q33 | 4.0085 | 1.22119 |

From Table 2, it can be noted that the mean score across items for communication apprehension was 3.36 (s=6.88), for fear of negative evaluation was 2.78 (s=5.98), and for general feeling of anxiety was 2.79 (s=10.34).

Clearly, the participants reported highest anxiety level of communication apprehension, followed by general feeling of anxiety, and fear of negative evaluation. For overall anxiety, this study's participants scored a mean of 96.26 (s=21.03), which is lower than that of the Japanese students (M=96.7, s=22.1) in Aida's (1994) study, and higher than that of the Spanish students (M=94.5, s=21.4) (Horwitz et al., 1986). Both Aida and Horwitz et al. used university freshmen as their participants. In this study most of the students with fear of negative evaluation reported that they liked to be passive in their English classrooms. Similarly, Aida (1994) argued when the notion of fear of negative evaluation is applied to foreign language learners, the students with fear of negative evaluation might sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills. In extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind.

Table 2. Descriptive statistics for measures of anxiety based on the FLCAS* (N=117)

| Measures | Possible range | Mean (overall) | S | Item | Mean (item) |
|-----------------------------|----------------|----------------|-------|------|-------------|
| Communication apprehension | 12-60 | 32.04 | 6.88 | 12 | 3.36 |
| Fear of negative evaluation | 8-40 | 23.90 | 5.98 | 8 | 2.78 |
| General feeling of anxiety | 13-65 | 40.31 | 10.34 | 13 | 2.79 |
| overall | 33-165 | 96.26 | 21.03 | 33 | 2.97 |

Phase 2: Classifying the Tactics into Strategies

Each of the 80 identified tactics was recorded on a separate index card and assembled in random order into a set for presentation to some English MA students selected from the researcher's classmates. The researcher and his selected classmates sorted the cards into piles, they were also told that (a) the piles are to consist of similar tactics, (b) no pile can consists of only one tactic, (c) they are free to create any number of piles, (d) each pile should be provided with a short explanation of its content.

The sorted data were converted to 80 x 80 lower-triangle co-occurrence matrix in which cells represented the proportion of participants who grouped a given pair of tactics into the same category. The similarity data were submitted to cluster analysis in order to determine those tactics that cohere into strategies for coping with language anxiety.

An agglomerative, hierarchical cluster analysis based on the method of the average linkage between groups was employed as a means of identifying the composition of strategies for coping with language anxiety. The rate of change in the agglomeration coefficients suggested that the major change occurred in going from six to five clusters. The listing of 80 basic tactics organized by this five-cluster solution appears in the Appendix B.

A study by Kondo (1997) indirectly supports this analysis. He developed a typology of strategies that students reported using to cope with their anxiety in exam situations, and found that coping strategies were subsumed into the four basic methods just described: cognitive, affective, and behavioral methods, as well as resignation.

Phase 3: Assessing the Strategies for Possible Differences by Respondents' Levels of Language Anxiety

The apportionment of respondents who reported at least one tactic in each of the five strategy clusters was as follows: Preparation, 68.4%; Relaxation, 46.2%; Positive Thinking, 59.8%; Peer Seeking, 21.4%; and Resignation, 54.7%. The percentages don't add up to 100 because respondents could report multiple strategies.

To investigate the relationship between language anxiety and the use of anxiety coping strategies, Spearman's correlations were computed between FLCAS scores and frequencies of each strategy. The results revealed that none of these correlations were statistically significant (FLCAS and Preparation, -.02; Relaxation, .03; Positive Thinking, .05; Peer Seeking, .13; and Resignation .04 ;.) as it is shown in Table 3.

Table 3 spearman correlations between FLCAS scores and frequencies of each strategy use

| | | Preparation strategy | Relaxation strategy | Positive thinking strategy | Peer seeking strategy | Resignation strategy | Frequency of Star's | total | |
|----------------|----------------------------|-------------------------|---------------------|----------------------------|-----------------------|----------------------|---------------------|-------|-------|
| Spearman's rho | Preparation strategy | Correlation coefficient | 1.000 | .040 | .343 | .041 | -.139 | .563 | -.023 |
| | | Sig. (2-tailed) | . | .671 | .000 | .664 | .135 | .000 | .809 |
| | Relaxation strategy | Correlation coefficient | .040 | 1.000 | .269 | .061 | -.225 | .537 | .031 |
| | | Sig. (2-tailed) | .671 | . | .003 | .513 | .015 | .000 | .740 |
| | Positive thinking strategy | Correlation coefficient | .343 | .269 | 1.000 | .129 | -.395 | .624 | .059 |
| | | Sig. (2-tailed) | .000 | .003 | . | .164 | .000 | .000 | .530 |
| | Peer seeking strategy | Correlation coefficient | .041 | .061 | .129 | 1.000 | -.154 | .433 | .137 |
| | | Sig. (2-tailed) | .664 | .513 | .164 | . | .097 | .000 | .141 |
| | Resignation strategy | Correlation coefficient | -.139 | -.225 | -.395 | -.154 | 1.000 | .045 | .041 |
| | | Sig. (2-tailed) | .135 | .015 | .000 | .097 | . | .629 | .659 |
| | Frequency of Star's | Correlation coefficient | .117 | .117 | .117 | .117 | .117 | 1.000 | .117 |
| | | Sig. (2-tailed) | .563 | .537 | .62 | .433 | .045 | 1.000 | .110 |
| | total | Correlation coefficient | .000 | .000 | .000 | .000 | .629 | . | .238 |
| | | Sig. (2-tailed) | -.023 | .031 | .059 | .137 | .041 | .110 | 1.000 |
| | Correlation coefficient | .809 | .740 | .530 | .141 | .659 | .238 | . | |
| | N | 117 | 117 | 117 | 117 | 117 | 117 | 117 | |

In the following paragraphs, the author will briefly discuss these statistical procedures.

1. Is there any relationship between language anxiety and frequencies of strategy use?

Research question 1 was answered by following two steps first the Spearman's correlations were computed between FLCAS scores and frequencies of each strategy. The results revealed that none of these correlations were statistically significant (FLCAS and Preparation, -.02; Relaxation, .03; Positive Thinking, .05; Peer Seeking, .13; and

Resignation .04 ;.) as it was shown in Table 4.3. Secondly the Spearman's correlations were computed between each of the independent variables (i.e., communication apprehension, negative evaluation, and general feeling of anxiety) dependent variable (strategy use). The statistical procedure was performed using a two-tail test of significance.

Table 4. Spearman correlations between language anxiety components and frequency of strategy use

| | | Communication Apprehension | Fear of Negative Evaluation | General Anxiety | Feeling of Total |
|-------------------|----------------------|----------------------------|-----------------------------|-----------------|------------------|
| frequency of test | Spearman Correlation | .037 | .037 | .037 | .037 |
| | Sig. (2-tailed) | .694 | .694 | .694 | .694 |

In Table 4.4, the correlations between foreign language anxiety and strategy use of overall participants are presented. For all participants, the results indicated that all anxiety components (i.e., communication apprehension, fear of negative evaluation, and general feeling of anxiety) were not significantly correlated with the frequencies of strategy use. Strategy use was not significantly correlated with communication apprehension (F.028, P>.05), fear of negative evaluation (r=.112, P>.05), general feeling of anxiety(r= .105, P>.05), overall anxiety(r=.093, P>.05).

According to the above results, the null hypothesis, stating that there is not significant relationship between language anxiety and frequencies of strategy use, was not rejected.

2. Do students at different levels of language anxiety (low, moderate, and high) differ in the number and types of anxiety coping strategies?

Research question 2 was answered by applying nonparametric One- Way ANOV A, Kruskal- Wallis test, for the three anxiety groups' (i.e., low- anxiety, moderate-anxiety, and high-anxiety) mean scores on participants' FLCAS as shown in Table 5.

Table 5 Kruskal- Wallis statistics for anxiety groups

| Group | N | Mean | Median | Std. Deviation |
|----------|-----|----------|----------|----------------|
| Low | 10 | 57.5000 | 58.5000 | 6.34648 |
| Moderate | 103 | 98.2233 | 98.0000 | 16.21300 |
| High | 4 | 142.7500 | 141.0000 | 4.92443 |
| Total | 117 | 96.2650 | 96.0000 | 21.03216 |

Students were first classified into three anxiety groups: low, moderate, and high, based on their total scores on the FLCAS. The 25th and 75th percentiles were used as cut-off points of the groups (as done by Philips, 1990 and Ganschow et al., 1994).The results as shown in Table 4.5 indicated that significant differences existed among the mean scores of low-anxiety group and high-anxiety group on their FLCAS scores. The low-anxiety group had a mean of 57.50 (s=6.34), moderate-anxiety group had a mean of 98.22 (16.21), and high- anxiety group had a mean of 142.75 (s=21.03). The calculated Chi- Square was 36.79, P<.05 as shown in Table 6. Results of the FLCAS showed that about 91.450/0 of the students experienced either high or moderate anxiety, with almost 1 in every 30 students experiencing high anxiety. In addition, the highest score of 150 obtained out of 165 showed that none of the students indicated that they have never experienced anxiety while learning English. This result suggests that even students with low anxiety do encounter situations that may cause them some anxiety when learning English.

Table 4.6 Test statistics based on Kruskal- Wallis

| | Total |
|------------|--------|
| Chi-Square | 36.793 |
| df | 2 |
| Sig | .000 |

Then by considering Table 7, we noticed that students at different levels of language anxiety used the same number and types of coping strategies. Accordingly the second null hypothesis stating that students at different levels of language anxiety (low, moderate, and high) do not differ in the number and types of anxiety coping strategies was not rejected.

Clearly considering the results of both research questions, it can be noted that both of them support each other; since there is not significant relationship between language anxiety and frequencies of strategy use, students at different levels of language anxiety (low, moderate, and high) do not differ in the number and types anxiety coping strategies and vice versa.

Table 7 The number and percent of subjects who had specific coping strategy

| | | Preparation strategy | Relaxation strategy | Positive thinking strategy | Peer seeking strategy | Resignation strategy |
|-------|----------|----------------------|---------------------|----------------------------|-----------------------|----------------------|
| Group | Low | Count 7 | 7 | 6 | 2 | 5 |
| | | % of total 6.0% | 6.0% | 5.1% | 1.7% | 4.3% |
| | | % of group 70% | 70% | 60% | 20% | 50% |
| | Moderate | Count 69 | 46 | 62 | 21 | 56 |
| | | % of total 59.0% | 39.3% | 53.0% | 17.9% | 47.9% |
| | | % of group 66.9% | 44.6% | 60.1% | 20.3% | 54.3% |
| | High | Count 4 | 1 | 2 | 2 | 3 |
| | | % of total 3.4% | .9% | 1.7% | 1.7% | 2.6% |
| | | % of group 100% | 25% | 50% | 50% | 75% |
| | Total | Count 80 | 54 | 74 | 25 | 64 |
| | | % of total 68.4% | 46.2% | 59.8% | 21.4% | 54.7% |

CONCLUSION

The concept of anxiety and controversial issues regarding its educational, as well as psychological impacts on language learning, in general were put into focus. The exploration of anxiety and other related terms, such as fear, in addition to the basic description of anxiety and its related models and sources, were also reviewed in this chapter. The outcome of this research in this area is promising with the development of a theoretical base for generating testable hypotheses and sound instruments to measure anxiety consistently show that such anxiety can hinder language learning and production. Also the anxious students may be more characterized who withdraw from participation, who feel pressure not to make mistakes, and who are less willing to produce uncertain linguistic forms.

The reviewed studies here indicate that foreign language anxiety can have a negative effect on the language learning process. The whole reviewed literature related to anxiety in general includes methodological and empirical considerations that would be beneficial to the study of foreign language anxiety, if they properly are applied.

If students presume that anxiety occurs because they lack the requisite skills, they may study harder. There may also be a degree of resignation; if students perceive that their anxiety is too much to cope with, they may not invest enough effort to reduce the anxiety. The teachers should not devote valuable time to the ongoing development of affective strategies.

They should focus on teaching meaningful language and content in response to learners' need and interests. Classrooms that combine these elements offer both affective- and effective- learning experiences to second language learners.

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