



**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**



# **Investigating Sudanese Secondary Schools EFL Students' Apprehension in Oral Production**

*(A Case Study of Some Secondary Schools in Khartoum State)*

**تقصي المخاوف لدى طلاب الانجليزية لغة اجنبية بالمدارس السودانية  
عند التخاطب باللغة الانجليزية**

*(دراسة حالة لبعض المدارس السودانية بولاية الخرطوم)*

**A Thesis Submitted in Fulfillment of Requirements of Ph.D. Degree  
in English Language (Applied Linguistics)**

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# **Dedication**

To my parents and friends

To the soul of my sister

# **Acknowledgement**

I would like to thank my teachers and especially my academic supervisor Prof . Mahmoud Ali for his great help, his patience and good treatment towards me. Finally, I would like to express my deepest thanks to the people who helped me to accomplish this study. I owe a debt to my teachers, colleagues and to my brothers. Also, I owe a debt to the students at Higher Secondary School.

## **Abstract**

This study investigates the students' oral production apprehension at the Sudanese secondary schools with the aim of finding out the factors behind this type of apprehension to help in learning a second language. The study is carried out on some secondary schools in the eastern parts of Khartoum State. The researcher adopted the qualitative approach in this research using the Statistic Package of Social Sciences (SPSS) in analyzing the data collected through a questionnaire which consists of two parts for both teachers and learners. The study has found out that the majority of the EFL Sudanese learners at secondary schools have a cute difficulties in overcoming their fears in dealing with learning second language. The study has also found that fear and shyness are central elements in delaying the process of learning a second language. For this reason, the researcher recommends that the Secondary school teachers in the Sudanese schools should talentedly choose the right methods and techniques used in the class to encourage the students who are victims of apprehension of learning.

## Abstract ( Arabic Version)

### مستخلص الدراسة

تتقصى الدراسة مخاوف التلاميذ في المرحلة الثانوية من التحدث باللغة الإنجليزية ولقد وسعت الدراسة إلى توضيح العوامل المؤدية إلى هذه المخاوف لتساعد التلاميذ على تعلم تلك اللغة الاجنبية. أجرى الباحث الدراسة في عدد من المدارس الثانوية بولاية الخرطوم اتبع فيها المنهج الوصفي مستخدماً التحليل الإحصائي لتحليل البيانات التي تم جمعها باستخدام الاستبيان المقدم لتلاميذ المدارس بمحلية شرق النيل. أظهرت الدراسة أن أغلبية التلاميذ في المرحلة الثانوية لديهم مخاوف من استخدام اللغة في محادثاتهم إذ لا يستطيعون التخلص من هذا الخوف. أظهرت الدراسة أن الخوف والخجل هما عاملان رئيسيان في عملية تعليم اللغة واستخدامها استخداماً صحيحاً لهذا يوصي الباحث أن على معلمي اللغة الإنجليزية في المدارس بالمرحلة الثانوية اختيار واستخدام الأساليب المختلفة الفعالة لحث ومساعدة هؤلاء التلاميذ لاجتياز هذه العقبات

## Table of Contents

Content	Page
<b>Dedication</b>	i
<b>Acknowledgments</b>	ii
<b>Abstract</b>	iii
<b>Abstract (Arabic Version)</b>	iv
<b>Table of Contents</b>	v
<b>List of Tables</b>	vii
<b>List of Abbreviations</b>	viii

### CHAPTER ONE

#### Introduction

1.0 Overview	1
1.1 Statement of the problem	3
1.2 Objectives of the Study	3
1.3 Hypotheses of the Study	3
1.4 Questions of the Study	4
1.5 Significance of the Study	4
1.6 Methodology of the Study	4
1.7 Delimitation of the Study	4
1.8 Limitations of the Study	5
1.9: Definitions of Terms	5

### CHAPTER TWO

#### Literature Review

2.1 Introduction	6
2.2 Definitions of Key Concepts	7
2.3 Apprehension	7
2.4 Communication Apprehension	9
2.5 Anxiety	10
2.2 Theoretical Framework	12
2.2.1 Factors Affecting Second Language Learning	13
2.2.2 Motivation	13
2.2.3 Attitude	16
2.2.4 Age	17
2.2.5 Intelligence	19
2.2.6 Learning styles	19
2.2.7 Self-esteem	21
2.2.8 Perception	22
2.2.9 The Role of Anxiety in FL learning	24

2.2.10 Types of Anxiety	25
2.2.11 Impact of Apprehension on Learners	26
2.2.12 Second Language Acquisition	28
2.2.12.1 The Acquisition-Learning Hypothesis	20
2.2.12.2 The Monitor Hypothesis	30
2.2.12.3 The Natural Order Hypothesis	31
2.2.12.4 The Input Hypothesis	31
2.2.12.5 The Affective Filter Hypothesis	31
2.3 Theory of language	31
2.3.1 Theory of learning	32
2.3.2 Developmental Psychology	33
2.4 Methods of Language Teaching and Apprehension	33
2.4.1 Grammar Translation Method	34
2.4.2 The Direct Method	34
2.4.3 Audio – lingual Method	34
2.4.4 The Silent way	35
2.4.5 Community Language Learning	35
2.4.6 The Total Physical Responses Method	37
2.4.7 Suggestopaedia	37
2.4.8 Communicative Approach	37
2.4.9 Language Experience Approach	39
2.4.10 The Cognitive Approach	40
2.5 Apprehension and the Four Skills	41
2.5.1 Apprehension and Reading	41
2.5.2 Listening and Apprehension	44
2.5.3 Apprehension and Speaking	45
2.5.4 Writing Apprehension	54
2.5 Fear of negative evaluation and fear of test	56
2.5.1 Time pressure	56
2.5.2 Low of self confidence	56
2.5.3 Insufficient writing technique	57
2.5.4 Language difficulties	57
2.5.5 Lack of experience or insufficient writing practice	57
2.5.6 Pressure for perfect work	58
2.6 Suggestions for Combatting Writing Apprehension	58
2.7 Previous studies	63

**CHAPTER THREE**  
**Methodology of the Research**

3.0 Introduction	74
3.1 Method of the Study	74
3.1.1 Population	74
3.1.2 Subjects	75
3.2. Instruments	75
3.3 The Questionnaire	75
3.3.1 The Procedures	76
3.4.1 Validity of the Questionnaire	76
3.4.2 Reliability of the Questionnaire	77
2.5: Summary of the Study	

**CHAPTER FOUR**  
**Data Analysis, Results and Discussion**

4.0 Introduction	78
4.1 Tables and Charts	78
4.2: Analysis of Results	94
4.3 Discussion	95
4.2 Testing the Hypotheses	100

**CHAPTER FIVE**  
**Conclusion, Main Findings, Recommendations and Suggestions for**  
**Further Studies**

5.1 conclusion	102
5.2 Main Findings	103
5.3 Recommendations	104
5.4 Suggestions for Further Studies	105
References	106
Appendices	100-112



### **List of Tables and Charts**

Table (4.1) shows results of questionnaire of the first statement

Table (4.2) shows results of questionnaire of the second statement

Table (4.3) shows results of questionnaire of the third statement

Table (4.4) shows results of questionnaire of the fourth statement

Table (4.5) shows results of questionnaire of the fifth statement

Table (4.6) shows results of questionnaire of the sixth statement

Table (4.7) shows results of questionnaire of the seventh statement

Table (4.8) shows results of questionnaire of the eighth statement

Table (4.9) shows the results of the first part of the questionnaire

Table (4.10) shows the results of the second part of the questionnaire

## **A List of Abbreviations**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FLA:** Foreign Language Acquisition

**SLA:** Second Language Acquisition

## Lists of Tables

<b>Table (4.1)</b>	<b>78</b>
<b>Table (4.2)</b>	<b>79</b>
<b>Table (4.3)</b>	<b>80</b>
<b>Table (4.4)</b>	<b>81</b>
<b>Table (4.5)</b>	<b>82</b>
<b>Table (4.6)</b>	<b>83</b>
<b>Table (4.7)</b>	<b>84</b>
<b>Table (4.8)</b>	<b>85</b>
<b>Table (4.9)</b>	<b>87</b>
<b>Table (4.10)</b>	<b>88</b>
<b>Table (4.11)</b>	<b>90</b>

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

Learning a foreign language is much more complex process, because it does not only require to know vocabulary and grammar of a language being acquired, but also knowledge about the context and culture and a new way of thinking and acting needs a great consideration. This process also includes certain type of apprehension. Abundant researches have proved language learning apprehension (Ellis 1996 et al). Learning a second language is a long and complex undertaking (Brown, 2007). Your whole person is affected as you struggle to reach beyond the confines of your first language into a new language, new culture, new way of feeling and acting." learning a language is an emotional experience, and the feeling that the process of learning evokes will have a crucial bearing on the success or failure on the learning" (Rardin 1994).

Foreign language (FL) learners often experience problems with spontaneous oral communication. Learning a language is influenced by a vague fear that is indirectly associated with an object, a thing or a person. Language apprehension is a complicated psychological phenomenon related to language learning (Young 1992). This phenomenon has been studied from different perspectives in relation to the levels of the students, the context of the acquisition and the teaching approaches. (Bailey 1983) and other linguists enumerated many obstacles related to language learning as gender apprehension, the native language skills and the subtle cognitive skills. Students of all levels of academic achievement and intellectual abilities are believed to be affected by apprehension in language learning. Some students display less self-confidence and are more prone to language learning apprehension than others: They tend to

become uncomfortable in the presence of peers in the classroom or when faced with academic tasks; they are worried about making mistakes. In classroom communication activities, many students have the desire to express their thoughts orally, provide discussion topics and share their experiences with the class (Tomlinson & Dat, 2004). On the other hand, motivation to language learning is very important element that may assign the way the students learn a language with or without fear. This idea is explained by ( Diller , K , 1981 , pp, 1157-164 ) who stated that integrative motivation may indeed be an important requirement for successful language learning, and the students who possess an integrated type of motivation tend to do better in oral skills than students whose motivation is instrumental.

The learners who indeed often experience anxiety will increasingly get more difficulties when they have to communicate with others language that is not their first language, because they may feel that their attempts at oral work are constantly being monitored. Therefore, communication apprehension possesses influential role in disturbing the process of learning FLA/SLA because the learners will face more anxiety when they have to communicate in foreign language.

The study investigates the Sudanese students' apprehension in oral production and the factors that lead to such type of apprehension as well as the extents to which such apprehension may affect language learning process namely the oral production in terms of speaking skills. The study contains the overall process of learning process with all its dimensions in the classroom environment as well as outside classroom contexts. The aim of the study is to classify the origins of anxiety among the students and try to find solutions for such factors.

## **1.1 Statement of the Problem**

It has been observed that the majority of the Sudanese EFL learners are influenced by what is called language learning apprehension. Although they study the grammar rules and the vocabulary of English, but still many of them find it difficult to express their ideas and hence they show some sort of inability while speaking the target language. Such a problem is deeply rooted among the Sudanese EFL Learners in English classes. The problem of the inability to produce the language in oral communication has been the core of many researches. That is why this study tries to find a clear way of treating such a phenomenon. It is a multi – dimensions problem that need integrative, joint and effective work to be solved. The researcher attempts to explain that oral production apprehension is a critical problem which is being faced by majority of EFL Sudanese students.

## **1.2 Objectives of the Study**

- 1) To investigate difficulties encountered by EFL Sudanese students in learning English language
- 2) To show the extents to which EFL Sudanese learners have apprehension in oral production
- 3) To identify the factors that lead to the EFL learners' apprehension in oral production
- 4) To propose strategies to be used by teachers to reduce oral production apprehension among EFL Sudanese learners

## **1.3 Questions of the Study**

- 1) What are the factors concerning communication stress that cause language apprehension for EFL learners in oral production?
- 2) What are the EFL perceptions of language apprehension that exhibited in the learners?

- 3) What strategies teachers could use to reduce foreign language apprehension?

#### **1.4 Hypotheses of the Study**

- 1) Most of the common EFL students' problems while oral production and speaking are shyness, lack of confidence, fear of making mistakes and of negative evaluation
- 2) Apprehension exerted a strong influence on the students competence and negatively affect their unwilling to communicate
- 3) Teachers can use more activities in oral production to reduce learners' apprehension problems

#### **1.5 Significance of the Study**

The study's significance is undeniable in that many teachers might use the study as a reference in solving the problems of students' apprehension in their course of learning a second or foreign language. The study is also important, because it digs deep in the Sudanese schools to identify the aspects of the problem and helps in motivating second language learning by developing the standard of the Sudanese EFL Learners achievement in studying a second language.

#### **1.6 Methodology of the Study**

The study will use the descriptive analytical method. The researcher will use a questionnaire as a tool to collect the data from the EFL learners at the Sudanese secondary schools by distributing this questionnaire to the third level students to identify the main causes of oral production apprehension. Then it will be analyzed statistically with SPSS Program

#### **1.7 Delimitation of the Study**

This study is limited to problems language apprehension encountered by EFL Sudanese Students in oral production at the Higher

Secondary schools in Khartoum State with the aim of identifying the main causes of such apprehension to find solutions to such a problem.

### **1.8 Limits of the Study**

The limitation of the study might focus of two of the factors that might delay the achievement of such a study; the first one is the time. In that, time might not be sufficient to search for information concerning this topic in different libraries. The second is the sources themselves, that is to say the primary sources. Meanwhile the libraries of our universities might not include such primary references.

### **1.9 Definitions of Terms**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**FLA:** Foreign Language Acquisition

**SLA:** Second Language Acquisition



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This study is conducted to show the effects of apprehension in the course of learning a second language inside and outside classroom. The chapter will investigate the theories and comments as well as the studies about this crucial concept. Apprehension occurs in cases where learners lack mature communications skills although they have mature ideas and thoughts. It refers to a fear of getting into real communication with others. There are many reasons that can play major roles in the act of feeling such a feeling of anxiety or apprehension among the classmates or colleagues.

The study in this chapter gives through definitions to the terms apprehension and anxiety in order to clarify the point of the research. This review will widen the researcher's background about the study; its basic concepts, theories and anything that can have a relationship with the topic.

Some learners have fear of negative evaluation which is an issue that has attracted little attention in language learning. Meanwhile such an issue should be given priority due to the different psychological behavior of learners.

One could say that the core of this study which is the 'Apprehension' has a relationship with language achievement, because language anxiety is a significant factor affecting learners' achievement in their course of learning.

The study in this chapter handles all the factors that have something to do with apprehension and its effects in language learning. The research shows the effects and roles of language teaching method in the domain of learning a second language and removing language apprehension among learners. The chapter also contains the different aspects that relate to language apprehension and the field of learning in general.

## **2.1 Definitions of Key Concepts**

Many definitions concerning the terms related to the topic are to be presented here in this part to give a clear picture of the topic and narrow the scope of the study to the intended goals. To begin with there are different definitions to the term apprehension.

### **2.1.1 Apprehension**

This term is defined by Longman Dictionary of Contemporary English as "*a form of anxiety about the future especially about dealing with something that is unpleasant or difficult*". The term apprehension is one of the major factors that determine the level of comprehensible input received. It refers to a fear of getting into real communication with others.

According to Mc Croskey (1987) apprehension "*... is a type of anxiety experienced in interpersonal communicative settings where learners have little control of the communicative situation regardless whether in a small group or a large crowd*" (p.129)

Another definition about the term apprehension is linked to the term communication is defined by Young (1990). He states that a variety of complex psychological construct Causes foreign language anxiety is

communication apprehension which is defined as " an individual level of fear of anxiety associated with either real or anticipated communication with another person or persons"

Also, there is something to be said about communication apprehension by " Richard & McCarthy, 1982). They describe the people who suffer from communication apprehension by saying "people who suffer from communication apprehension are unwilling to communicate with others"

Such apprehension is said to be social anxiety which might result from the fear of personal evaluation or in real imagined social situation. That is to say, some learners who have such fear afraid of being negatively evaluated and this may be due to their shyness or any other factors.

Other scholars comment on this notion relating it to negative emotions such as anxiety, fear, stress, anger or depression may compromise our learning potential, whereas positive emotions such as self-esteem and empathy can ease the language learning process (Arnold & Brown 1999: 1). The main interest of research into emotions in language learning has focused on anxiety, and studies of the classroom context have identified interactions in the classroom as a potential source of language anxiety.

When anxiety fails to decrease, it becomes a trait rather than a state (Oxford 1999: 60) which can have a negative correlation on language achievement, and some studies have suggested that language anxiety leads to problems with language learning, rather than anxiety being a

consequence of such problems (MacIntyre 1995: 91). Language anxiety has been classified as a social anxiety and involves feelings of tension and discomfort, shyness and embarrassment (Oxford 1999:63).

Daly (1985:65) suggests two categories for FL writing perception; dispositional which refers to a constant state such as writing attitude and motivation, and situational which refers to a situation-specific state such as writing anxiety and self-efficacy. He elaborates that writing apprehension is not the same as writing anxiety, for the former falls in the dispositional category while the latter is one component of the situational one.

Another perspective views writing anxiety as the result of different cognitive, linguistic, and affective factors and WA as one of the affective factors that may lead to writing anxiety. In this regard, WA may be provoked and enhanced by such other factors as students' low self-esteem, low self-efficacy, or negative attitude toward writing (Sadeghi, 2010: 4).

However, sometimes writing apprehension and writing anxiety are interchangeably used. The definition of WA as "the anxiety about writing" suggested by Lee and Krashen (2002:535) is a clear example in this regard. Yet, writing apprehension versus speaking anxiety gain popularity in the recent related literature (Cheng et al., 1999: 422).

### **2.1.2 Communication Apprehension**

In order to get a better understanding of language learning anxiety, we must first find out about its sources. Horwitz et al. (1986) stated that the language anxiety is mostly grounded in the skills of speaking and

listening. They also stated that language anxiety appears when an individual is evaluated in academic and social context. Therefore, they have identified three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

Communication apprehension is also known as communication anxiety or performance anxiety. Since foreign language learning emphasizes the importance of interpersonal interactions, the communication apprehension construct plays an important role in language learning. An individual experiencing communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken message.

The communication apprehension can also be caused by the necessity to produce language structures in a language which is not yet fully mastered. The inability to express themselves in a desired manner or to understand others can lead to frustration and can make otherwise talkative people silent in foreign language class (Horwitz et al., 1986).

Lin and Rancer (2003) found that men reported experiencing higher apprehension about intercultural communication than do women

### **2.1.3 Anxiety**

The term "Anxiety" is a concept which affects people universally, regardless of their ages, gender or races. It is a term that deals with the individual's psychology and it has many definitions as these cited below:

Psychologists describe anxiety as " ... *a state of apprehension a vague fear that is only indirectly associated with an object* ". (Tanveer,

2007). In this sense it is described as a kind of fear that has a link with something ; a state, object or whatever.

Another definition is stated by Young (1991) who defined it in this way: *"it is a complex and multidimensional phenomenon and can be defined as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system."*

Both of the above definitions considered this term as a complex phenomenon that is shown in the tension and fear which might affect the learners in dealing with second language. The act of having such feelings of fear and anxiety is to some extents a normal and likely to happen in any multicultural classroom especially with native speakers teachers. This is due to the fact that some students are used to be introvert and have little participation in classrooms and hence they are afraid of being laughed at and / or being evaluated negatively.

Language anxiety plays a fundamental role in the learning process affecting the learners' cognitive and behavioral appearance. Anxious students are more concerned about their responses to tasks and performance in tasks they receive in language classroom. It is stated that *"Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it (p.96)"*.

Anxiety as an affective state is defined as an " ... *uncomfortable emotional state in which one perceive danger, feels powerless, and experiences tensions in the face an expected danger* (Blau, 1955).

Gardner and MacIntyre (1993) describe the concept as " ... *the apprehension experienced when a specific situation requires the use of a second language in which the individual is not fully proficient.*

This term comes to be clear with the mentioned definitions. The concept of apprehension or anxiety is widely discussed by other researchers and authors in the field of learning a second language. The importance of dealing with such a term is a clear reflection to the priority given to the act of learning a second language. Any attempt of removing this anxiety is one of the factors that lead to successful learning and hence languages spread across the world.

Once we get to know what apprehension and anxiety mean, it could be beneficial to identify the role of each in delaying or hindering the process of learning. Teachers and learners are in the same boat in dealing with language learning; the more flexible the teachers are, the more fear is removed and hence the students will achieve their tasks and goals successfully and this is the core of the educational process. However, psychologists try to maintain this removal of fear and apprehension to help in acquiring the second language.

## **2.2 Theoretical Framework**

In this section, the researcher sheds light on some of the types, theories and factors as well as the roles that can best describe the term under discussion.

### **2.2.1 Factors Affecting Second Language Learning**

In Longman Dictionary of Applied Linguistics, Jack Richards, et al. (1985, p. 252) states that second language acquisition is, “the process by which people develop proficiency in a second or foreign language.” Rod Ellis (1986, p. 4) explains that SLA is “a complex process, involving many interrelated factors. It is the product of many factors pertaining to the learner on the one hand and the learning situation on the other.”

In addition, Victoria Fromkin et. al (2002, p. 593) says that SLA is “the acquisition of another language or language after first language acquisition that is under way or completed.” To conclude, second language acquisition (best known as SLA) is subconscious study through which a person acquires L2 or additional languages.

The above definition to second language pave the road to the factors that affect the learning / acquisition process of the second language which may be second , third or fourth language. In the section below the study presents a number of factors to show how such factors affect this process of learning and to show how apprehension is an influencing factors as represented in the fear from leaning a foreign language.

### **2.2.2 Motivation**

Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of the learner's



overall goal or orientation, and attitude as the persistence shown by the learner in striving for a goal.

There are two types of motivation as cited by Ellis (1985):

- a) *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.
- b) *Instrumental motivation*: a learner's goals for learning the second language are functional and useful, for example they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

Motivation can be also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994, p. 155)

Identifying such factors helps in facilitating why some students have greater success and others have failure in dealing with second language.

The language teacher needs to understand the system of functioning of foreign language, and to recognize his students' needs and interests. A learner may arrive in class with a certain degree of motivation. The teacher as an agent of change has a lot to do in order to modify this. It can be said that there are several motivation strategies that

are used to achieve goals. Some of them are pointing as follows according to Bencharef (2009) the teachers have to:

- Create an atmosphere that is open, helpful and positive; the teacher in school should provide a safe climate physically and emotionally. Moreover, the students have to know that it is okay if they fail without penalty. They have to be aware that they learn more from making mistakes.
- Help students to feel that they are valued members of a learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves.
- Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.
- Help learners find personal meaning values or goals of material that has been selected to develop higher self-concept.
- Make it real': try to create learning activities that are based on topics that are related to the students' lives, try to use local examples.
- Offer choices: learners with no voice in the classroom are decreasing in motivation. The teacher has to give options and choices that can help them to determine their own grading scale.
- Balance the challenge': do not give his students too simple tasks; they feel that their teacher believes that they are not capable for better work. It promotes boredom in the class, or give them complex tasks; that are unattainable, may undermine self-efficacy and create anxiety.
- Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching method, etc. For

examples: use peer models and role models, or invited guest speakers and use audio visual aids. This plays an important function in students' achievement of the task and development of their communicative competences.

- Have a sense of humor: it describes as a teaching technique for developing learning milieu, for instance: telling jokes, riddles, and funny stories and humorous comments. This is helpful in attracting attention, facilitating comprehension, and enhancing motivation.
- Establish a sense of belonging; make students feel welcome and needed: pupils have to feel that they are connected or related to each other and to the task is itself such as making researches in library, rearranging chairs for group work and offering help to facilitate activities.
- Adopt a supportive style that allow for students autonomy and develop students' interaction with each other and with their teacher. This can foster increase students' interests, enjoyment, engagement and performance.

### **2.2.3 Attitude**

Language attitudes are the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a language may reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status, etc (Richards, 1985, p. 155).

Stern (1983, p. 376-7) classified language attitude into three types:

- (1) Attitudes towards the community and people who speak L2
- (2) Attitudes towards learning and language concerned
- (3) Attitudes towards languages and language learning in general.

#### 2.2.4 Age

Age is one of the factors that influence second language learning. It is generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption. Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time. According to him the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adaptation (Richards: 1985, p. 68).

Other researchers have also proved that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969) and they are also better in the acquisition of grammar (Patkowski, 1980, p. 1990).

On the other hand, the research carried out in formal learning environments give the opposite results. In the case of classroom learning adults appear to be better both in syntax and morphology, while adolescents are the best (Snow and Hoefnagel-Hohle, 1978; Fathman, 1975) and they also progress faster. The studies concerning the age factor were summarized by Ellis (1985, p. 107, Patsy Lightbown: 2000, p. 60) who states that the route of SLA is not influenced by the starting age, but there is a relationship between the rate of learning and the age of the learners. Adolescents learn faster than adults and children as far as

grammar and vocabulary are concerned. Although young learners do not learn as fast as older ones, they are prompt to gain a higher overall success because of a longer exposure to the language.

He also provides some explanations of the research results. The studies do not support the critical period hypothesis, which states that children can acquire a language naturally and with no effort to some age. The starting age is important only as far as pronunciation is concerned, which is in-line with Selinger' s (1978) claim that there is a possibility of multiple critical periods.

Cognitive explanations draw attention to the differences between children and adults in the relation to their abilities to learn a language. Older learners are able to apply linguistic rules when they use the language. For children language is a tool for expressing meaning and they can not respond to it as a form. The explanation can also lie in affective states of the learners. Although adults learn faster, children are more motivated because they want to be accepted by peers.

The aim of the studies investigating the age factor was to establish the optimal age of learning a foreign language. It has to be noticed that each age brings some advantages and disadvantages to the learning process and the decision when to start learning a foreign language depends on the situation of the individual learner. Students are taught in all age groups and teachers' task is to use appropriate methods to suit the demands of a given age group (Patsy Lightbown, 2000, pp. 64-7). In conclusion, younger age is better at language acquisition, but adults are better at learning language rules and systems.

### **2.2.5 Intelligence**

Ellis (1985, p. 293) says that intelligence is general ability to master academic skills. Intelligence is defined and measured in terms of linguistic and logical mathematical abilities. Success in life and learning should correlate with high IQ (intelligence quotient) tests scores. The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned.

Learners with high IQ achieve better results on language tests. It is proved that intelligence can predict the rate and success of SLA in the formal language classroom (Genesee, 1976). “The ability to perform well in standard intelligence tests correlates highly with school related second language learning, but is unrelated to the learning of a second language for informal and social functions” (Spolsky, 1989, p. 103).

It is assumed that some people are gifted and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated.

### **2.2.6 Learning styles**

Learning style is also called cognitive style. It is the particular way in which a learner tries to learn something. In L2 or foreign language learning, different learner may prefer different solution to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they

remember things better if they are associated with picture (visual learners) (Richards: 1985, p. 45). Ellis (1986, p. 299) mentions that learning style or strategy accounts for how learners accumulate new L2 rules and how they automate existing ones.

Keefe (1979, as cited in Ellis 1994, p. 499) described learning styles as “the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.” Students’ learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. It is said that if teachers match their teaching methods to the students’ learning styles, the students will be more successful and more interested in the language.

Another classification is left-/right-brain dominance, which is strongly related to field dependence/independence. Brown (1994) presents a table listing left and right brain characteristics by Torrance (1980). Left-brain dominated students are intellectual, prefer established, certain information and rely on language in thinking and remembering while right-brain dominated students are intuitive, process information in a holistic way, rely on drawing and manipulating to help them think and learn.

Reid (1987) identified four learning modalities: visual (seeing), auditory (listening), kinesthetic (moving) or tactile (touching). Visual learners learn through seeing. They prefer to see a teacher during a lesson, learn by visuals: pictures, wall displays, diagrams, videos. They

make notes during lectures and use lists to organize their thoughts. Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Kinesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations.

Ellis (1985, p. 116) states that “the existing research does not conclusively show that it [cognitive style] is a major factor where success is concerned.” It was observed that learners produce different kind of errors, depending on their cognitive style. It is complicated to measure because learning styles are influenced by other learner factors. Learning styles do not seem to predict the possible success in L2, but they show the most effective way to achieve the best results. If students are aware of their learning style, are highly motivated and have positive attitudes, they are likely to succeed in SLA.

### **2.2.7 Self-esteem**

People need some degree of self-esteem, self-confidence in order to succeed in any activity. Cooper smith (1967, as cited in Brown 1994, p. 137) provided the following definition of self-esteem: “By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy.”



People develop their sense of self-esteem as a result of the information they receive about themselves from others. Williams and Burden (1997) present social comparison theory that claims that classroom interactions have a great influence on how learners perceive their abilities. Their sense of achievement is strongly affected by the information they get from the teacher and their peers in the classroom. Teachers should realize that they influence not only students' academic performance but also their emotional states. They should create such atmosphere in the classroom that will help to build students' confidence and lead them to success. The results of the research suggest that self-esteem is an important variable in SLA. Many studies show a positive relationship between high self-esteem and academic achievement (Brodkey & Shore, 1976; Gardner & Lambert, 1972).

### **2.2.8 Perception**

In fact, perception is one of the most influential factors that have a great impact on learning. Like any other characteristic; perception differs from one individual to another. Before moving to the definition of the term perception, it is important to start with what William and Burden (1997, p. 26) said: " Minds that have nothing to confer find little to perceive ". Many researchers argued that perception is a very complex mental process and at the same time it is of a great help to the individual to interact with his external world.

So without such ability, we cannot react to the stimuli we get from the general environment. Therefore, we cannot understand what is going on around us. For instance, when a teacher give an activity to his students, the instruction of this activity will be perceived differently. This

indicates that each individual learner will interpret or understand the activity depending on his own cognitive capacities. Some will find it easy, while others will find it difficult. In this case their perception is influenced by their feeling toward such a subject. Besides perception, there is another cognitive ability which influences learning. This concerns attention which is according to Wode and Tavis —a fairly stable opinion towards a person, object, or activity, containing a cognitive element (positive or negative)l. For instance, when the learner believes that he is in need to learn such a language, this way pushes him to pay more attention to it so that he will achieve the best level; otherwise he will not care about it at all.

Wode and Tavis (1990, p. 192) defines perception as —the process by which the brain is organized and interprets sensory informationl. He added that "a camera that doesn't care what it sees, a tape record doesn't ponder what it hears, but as human beings we are different. Not only we care about what we perceive, but our thoughts and feelings can affect our perceptions.

This shows that perception is an inner process related to senses that has its connection with external world. It is an ability that makes us react to stimulus in the environment, in order to understand what's going around us. Moreover, when a teacher gives an activity, for example, some students may find it easy, others difficult because they perceive it differently according to the feeling of importance or relevance they have toward it.

### **2.2.9 The Role of Anxiety in FL learning**

Although interest in affective factors as important determinants of learning can be observed in mid-20th century, it took a few more decades for the construct of anxiety to be more thoroughly examined in the field of SLA.

After first attempts of defining anxiety in reference to FL learning, by transferring other types of anxiety into the FL learning context, a unique and specific concept of language anxiety (LA).

It is agreed that LA, i.e. “derogatory self-related cognitions..., feelings of apprehension, and physiological responses such as increased heart rate,” can be experienced by FL learners both in academic and social contexts, in the situation of both learning and using the target language (TL) that has not been fully mastered (Gardner and MacIntyre 1993: 5).

The above material explains clearly the fact that language learning learners are encountered by difficulties in learning the language bearing in mind the situation in which the language is learnt and the factors as well as the motivations for learning.

As the Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986) reveals, LA is said to be related to three other types of performance anxieties, i.e. communication apprehension, fear of negative evaluation and test anxiety. The first component refers to the “discomfort in talking in front of others ... caused by the belief in one’s inability to express oneself fully or to understand what another person says” ( Horwitz 2002: 562).

Fear of negative evaluation is defined as “an apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate the learner negatively” (Watson and Friend 1969: 450). Finally, the third type of anxiety considered to be connected to LA, i.e. test anxiety, though related specifically to the academic context of test taking, stems from the more general fear of failure caused by lack of certainty about one’s ability or knowledge evaluated via tests.

### **2.2.10 Types of Anxiety**

The three performance anxieties they identify are:

- (4) Communication apprehension
- (5) Fear of negative evaluation
- (6) Test anxiety.

These three types are explained in the section below in (2.2.3)

The three types of anxieties or apprehension are experienced by most of the non- native learners learning English as a second language. Some students find it difficult to communicate with their mates inside classroom. This is based on fearing negative evaluation from the teachers and / or from the side of the students. This makes communicating in the target language very difficult and hence delays the process of language learning.

Other students afraid of having tests during or after the end of the course. This fear may be due to the psychological factors inherited from the students' childhood or because of lack of courage the make them interact positively with others.

### **2.2.11 Impact of Apprehension on Learners**

Horwitz et al. define communication apprehension as "a type of shyness characterized by fear of or anxiety about communicating with people". They argue that a learner who has difficulty in listening to or learning a spoken message or has difficulty in speaking in public or in a group is experiencing communication apprehension.

Fear of negative evaluation is defined as an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (Watson & Friend, 1969 as cited in Foss & Reitzel, 1988), and it is indicated that it may be experienced in any social, evaluative situation such as speaking in a FL. Test Anxiety is defined as the type of performance anxiety resulting from fear of failure (Horwitz et al., 1986).

It is indicated that any situation in which the student feels s/he is being tested can result in anxiety and lead to low performance on language tests.

The three types have their negative effects on the learner and this is due to several external and internal factors that may be attributed to age, sex or the environment.

Anxiety in FL teachers needs further investigation. It is said that language learning is never complete even for language teachers who are supposed to be high-level speakers of their target language. Most non-native language teachers are likely to have uncomfortable moments speaking in the target language.

In order to reduce anxiety while teaching, Gardner and Leak (1994) suggested that training programs that increase awareness of anxiety and equip individuals with strategies to cope with anxiety could be implemented. They asserted that communication between colleagues is vital because teachers would see that they are not alone and that other teachers may also be experiencing teaching anxiety.

Apprehension may lead to negative attitude towards the language and to the teacher. In this sense, when the learner loses the motivation because of some difficulty concerning the language, and this type of problem need the skillful teacher who is able to help the student overcome this apprehension.

The third source of anxiety is fear of negative evaluation which refers to “apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively. People who are extremely worried about other people’s impressions like to behave in a way that lessen the possibility of critical evaluation wherein they might leave or avoid social discussions.

It seems to be similar to test anxiety, but not limited to test environment as it occurs in different situations either social or evaluative situations like job interview or speaking in front of the class. It usually occurs when a FL learner assumes that he/she is not capable to achieve the appropriate social impression. The fear of appearing awkward, foolish or incompetent in the eyes of the learners’ can inhibit attempts to communicate confidently. Hence, once that happens student will avoid communicating and stay silent. ( Williams 2008:181-191)

Teachers' apprehension or anxiety has also a negative impact on the learner. The negative correlation between foreign language anxiety and effectiveness was also established by (Horwitz, 1996). It is stated that there is a negative correlation between foreign language anxiety and effective FL instruction. It is argued that a high level of anxiety in the FL teachers may result in less effective FL teaching. It is suggested that more anxious FL teachers may, for instance, be unlikely to use the target language in class or to effectively present the target language, thus, leading to less effective FL teaching. Horwitz concludes that high anxiety in teachers, be it teaching anxiety or FL anxiety, may affect the teaching practices of the teacher.

Scholars have also attempted to identify the particular sources that create anxiety in teachers. Olson (1992) argues that the teacher's reputation is an important factor in teaching and that this concern about one's reputation might be a source of anxiety.

Anxiety in FL teachers needs further investigation. It is said that language learning is never complete even for language teachers who are supposed to be high-level speakers of their target language. Most non-native language teachers are likely to have uncomfortable moments speaking in the target language. If language teachers frequently feel incompetent, and if such feelings are unrelated to a realistic assessment of competence, these feelings are said to be similar to anxiety reactions seen in inexperienced language learners

### **2.2.12 Second Language Acquisition**

Learning a second language is different for every person based on the way one learns best. However, there are several theoretical models

which try to explain how people learn a language. One of the most well-known and widely discussed models of second language acquisition is called Krashen's (1982) Monitor Model which consists of five hypotheses.

1. The first distinguishes between learning and acquisition: learning referring to the conscious knowledge one has of the rules and their application; and acquisition being the subconscious process by which one learns a language similar to how one learns a primary language.
2. The second hypothesis maintains that one will learn grammatical structures in a predictable order when acquisition takes place outside of the classroom.
3. The third hypothesis is that one attains fluency through acquisition; while learning, knowledge of grammatical structures, acts as an editor during the output stage.
4. The fourth hypothesis copes with input. Krashen maintains that fluency cannot be taught, rather it "emerges" over time; and that "accuracy will develop over time as the acquirer hears and understands more input" (cited in Omaggio, 1986, p. 29).
5. The fifth hypothesis describes the optimal affective variables which need to be present in order for acquisition to occur. They are motivation, self-confidence and a good self-image, and low anxiety. Krashen states that if anxiety is high, the input cannot "get in."



The above mentioned hypotheses concerning second language learning have their major role in showing the best ways a language should be dealt with especially the last hypothesis which relates in much to the concept under discussion " apprehension".

The above hypotheses are clearly set below to their importance in the domain language learning by non –native speakers.

#### ***2.2.12.1 The Acquisition-Learning Hypothesis***

As mentioned above, Krashen claims that there is a difference between acquisition and learning. Acquisition is ‘a subconscious and intuitive process of constructing the system of a language, not unlike the process used by a child to ‘pick up’ a language’. Learning is a conscious process in which ‘learners attend to form, figure out rules, and are generally aware of their own process’ ( Brown 2002: 278).

#### ***2.2.12.2 The Monitor Hypothesis***

The monitor has nothing to do with acquisition but with learning. The learned system acts only as an editor or ‘monitor’, making minor changes and polishing what the acquired system has produced. According to Krashen, three conditions are necessary for monitor use:

1. Sufficient time
2. Focus on form
3. Knowing the rule.

### ***2.2.12.3 The Natural Order Hypothesis***

This hypothesis states that we acquire the rules of a language in a certain order that is predictable. However, this does not mean that every acquirer will acquire grammatical structures in exactly the same order. It states rather that, in general, certain structures tend to be acquired early and others to be acquired late. (cf. Krashen, Terrell 1983: 28)

### ***2.2.12.4 The Input Hypothesis***

This hypothesis states that it is important for the acquirer to understand language that is a bit beyond his or her current level of competence. This means, if a learner is on a level  $i$  the input he gets should be  $i + 1$ . This means that the language that learners are exposed to should be just far enough beyond their current competence that they can understand most of it but still is challenged to make progress (Brown 2002: 278).

### ***2.2.1.5 The Affective Filter Hypothesis***

This hypothesis states that it is easier for a learner to acquire a language when he/she is not tense, angry, anxious, or bored. According to Dulay and Burt, performers with optimal attitudes have a lower affective filter. A low filter means that the performer is more open to the input language. (Krashen, Terrell 1983: 38)

## **2.3 Theory of language**

A central aspect in Communicative Language Teaching is communicative competence. Hymes defines competence as "*what a speaker needs to know in order to be communicatively competent in a speech community*".

This includes both knowledge and ability for language use. In his book *Teaching Language as Communication* (1978) (quoted in Richards, Rodgers 1986: 71) Widdowson presented a view of the relationship between linguistic systems and their communicative values in text and discourse.

Moreover, Richards (1986) found four dimensions of communicative competence that are defined as

1. Grammatical competence
2. Sociolinguistic competence
3. Discourse competence
4. Strategic competence.

The importance of the above types is valuable in enabling the students to communicate effectively with others. If a learner is at the position of having these competences, s/he will be able to avoid the act of apprehension represented in the fear from the future in dealing with learning a language.

The grammatical competence enables the learner to be confident in producing correct structure that can make him feel good in pronunciation, structuring sentences and hence s/he has nothing to fear. The other types of competence have their role in shaping the life of the learner as making him / her overcome the apprehension and nervous attitude towards the language.

### **2.3.1 Theory of learning**

According to Richards and Rodgers (1986), this theory can be defined as communication principles, task principles and meaningfulness principles. The first one includes activities that involve real communication which are supposed to promote learning.

The second element describes activities in which language is used for carrying out meaningful tasks which are also supposed to promote learning. The last one states that language that is meaningful to the learner supports the learning process. Of great importance is meaningful and authentic language use. (Richards, Rodgers 1986:72).

### **2.3.2 Developmental Psychology**

According to Gesell (1985) effective FL learning has to be started before the age of 10. He was speaking of the critical period, a term that has widely influenced theories of learning. Also in discussions about “How Children Learn”, many participants of the workshops favored the idea of the critical period.

However, some psychologists, like the Swiss Hans Aebli, question Gesell’s ideas, arguing that it is mainly the educational environment that influences the learning of a foreign language. Another important name mentioned in this context is that of David Singleton, who stated that “the younger the better only in the long run” (Mitchell and Myles 1998: 18).

The above highlights a very important element in dealing with learning with is the age. Young learners have the keenness to learn due to their young age than the adults.

## **2.4 Methods of Language Teaching and Apprehension**

A set of methods are used in the field of learning and teaching the second language. Each of these methods has its own characteristics and techniques as well as principles that makes it more effective in helping both the teacher and the learner to overcome the difficulties of learning. This chapter sheds light on some of the methods

and shows their role and relation to apprehension in dealing with language learning.

A method in language teaching is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning.

Language teachers must make decision all the time. Some decisions are relatively minor ones. Others have more profound implications. What should be the goal of language instructions? Which language method will be more effective to reach the goal? there is no single answer to these questions. However , the purpose of this section is to provide information about the methods of foreign language teaching and their relation to the learners' apprehension. Briefly these methods are:

#### ***2.4.1 Grammar Translation Method***

Grammar Translation Method: an old method used by teachers in teaching the languages of Latin and Greek. It is called a classical method, which is used for helping students reading foreign language literature. In this method, the students concentrate on the grammar of the target language, this thing that may help them become more familiar with the grammar of their native language.

#### ***2.4.2 The Direct Method***

As with grammar Translation method , direct method is not new. Its principles have been applied by language teachers for many years. Most recently it was reviewed as a method when the goal of instruction became learning how to use foreign language to communicate.

### 2.4.3 *Audio – lingual Method*

Developed in USA during the war. It is used due to the need of people for military purposes. Some of the principles of this method are similar to the direct method. Such method is based on repetition and contrastive analysis. .( Doff 1995)

It is also called aural–oral method, or (mim–mem method). It is a method of foreign or second language teaching which has the following characteristics:

- a. *Emphasizes the teaching of speaking and listening before reading and writing*
- b. *Uses dialogues and drills*
- c. *Discourages use of the mother tongue in the classroom*
- d. *Makes use of contrastive analysis.*

The audio-lingual method was prominent in the 1950s and 1960s, especially in the United States, and has been widely used in many other parts of the world. The theory behind the audio-lingual method is the aural–oral approach to language teaching, which contains the following beliefs about language and language learning:

1. *speaking and listening are the most basic language skills*
2. *Each language has its own unique structure and rule system*
3. *A language is learned through forming habits. These ideas were based partly on the theory of structural linguistics and partly on*

*behaviorism. (Richards 2002:39)*

#### ***2.4.4 The Silent way***

In early 1960s , appeared a new method of teaching which strongly argued against the Audio – lingual method. The cognitive psychologists and transformation lists argue that language learning doesn't take place through mimicry. Since people can create utterances they have never heard before. They can't learn a language simply by repeating what they hear spoken around them.

#### ***2.4.5 Community Language Learning***

It is a method of second and foreign language teaching which is developed by Charles Curran. Community Language Learning is an application of counseling learning to second and foreign language teaching and learning. It uses techniques developed in group counseling to help people with psychological and emotional problems.

The method makes use of group learning in small or large groups. These groups are the “community”. The method places emphasis on the learners' personal feelings and their reactions to language learning. Learners say things which they want to talk about, in their native language.

The teacher (known as “Counselor”) translates the learner's sentences into the foreign language, and the learner then repeats this to other members of the group. (Richards 2002)

The role of the teacher is very important in making the atmosphere looks like a one family regardless of the ranks and titles between the two categories; the teacher and the students. This is a very important step in dealing with studying new language, because every learner will not feel

afraid or confused because of the oneness feeling among the learner in the classroom.

#### **2.4.6 *The Total Physical Responses Method***

It is also called the comprehension approach because it pays attention to listening. In this method, the students listen and respond to the spoken language command of their teacher.

#### **2.4.7 *Suggestopaedia***

To the importance of such methods in relation to language apprehension, the study finds it urgent to start with the method of suggestopaedia which is defined by the applied linguistic dictionary as :

*A method of foreign-language teaching developed by the Bulgarian educator, Lozanov. It makes use of dialogues, situations, and translation to present and practice language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective. Suggestopaedia is said to be a pedagogical application of "Suggestology", the influence of suggestion on human behavior.(p.258)*

This method presents a state of relaxation by removing the fear of the students and makes them feel that as if they are at home where no fear or apprehension.

#### **2.4.8 *Communicative Approach***

It is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and



language use a focus of all classroom activities. The communicative approach was developed particularly by British applied linguists in the 1980s as a reaction away from grammar-based approaches such as Situational Language Teaching and the audio-lingual method. The major principles of Communicative Language Teaching are:

- a. learners use a language through using it to communicate*
- b. authentic and meaningful communication should be the goal of classroom activities*
- c. fluency and accuracy are both important goals in language learning*
- d. communication involves the integration of different language skills*
- e. learning is a process of creative construction and involves trial and error*

Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching worldwide. (Richards 2002)

As mentioned above, there was and still is a wide acceptance of the communicative approach. This approach is similar to the more general learning perspective usually referred to as ‘Learning by doing’ or ‘the experience approach’ (Richards, Rodgers 1986: 68). Generally, Communicative Language Teaching focuses on communicative and contextual factors in language use and it is learner-centered and experience-based. There are many supporters but also numerous opponents, who criticize this approach and the relatively varied ways in

which it is interpreted and applied. Nevertheless, it is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques (cf. Richards, Rodgers 1986: 69).

The role of the teacher in this method is to encourage the students to communicate without being controlled with language apprehension in that he/she gives the students a chance to develop their own characters in dealing with language without being harshly corrected when they make mistakes in the language drills or activities.

The above two methods are highly considered to be important for the fact that some learners prefer to be described as more prestigious than other students in terms of speaking the language. So such students are highly motivated to have a new language.

In the case of the first method mentioned above, the learners' relaxation is demanded for the fact that if the language learning process is influenced by fear or any sort of apprehension, the learning process will fail and hence no language development takes place.

#### ***2.4.9 Language Experience Approach***

It is a modern approach used in the teaching of reading to young children which draws on the experiences children have in their personal lives as well as on the language skills and vocabulary they have developed outside the classroom. In this approach, children may recount stories and experiences orally to the teacher, who writes words on charts

or other visual devices and uses them as a basis for teaching reading. (Richards 2002: 289)

This modern method builds up the soul of creativity and gives the students confidence that they could be creative and able to do everything concerning their language learning. Once the teacher is able to make the students feel courage enough that they will succeed, here, they will remove their language apprehension.

#### **2.4.10 The Cognitive Approach**

Cognitive psychologists claim that one of the main features of second language acquisition is the building up of a knowledge system that can eventually be called on automatically for speaking and understanding. At first, learners have to build up a general knowledge of the language they want to understand and produce. After a lot of practice and experience they will be able to use certain parts of their knowledge very quickly and without realizing that they did so. Gradually, this use becomes automatic and the learners may focus on other parts of the language.

The cognitive theory is a relative newcomer to second language acquisition and there have been only a few empirical studies about this approach so far. Although we know that the processes of automatizing and restructuring are central to the approach, it is still not clear what kinds of structures will be automatized through practice and what will be restructured. Also it cannot predict which first language structures will be transferred and which will not.

As far as the phenomenon of ‘restructuring’ is concerned, psychologists state that things that we know and use automatically may not necessarily be learned through a gradual build-up of automaticity but they may be based on the interaction of knowledge we already have. They may also be based on the acquisition of new knowledge which somehow ‘fits’ into an existing system and may, in fact, ‘restructure’ this system (cf. Lightbown, Spada 1995: 25).

## **2.5 Apprehension and the Four Skills**

The term apprehension is connected to the four skills due to the fact that mastering the language depends on having good command on the four skills. This section below includes the concept of apprehension in dealing with each of these skills separately according to what has been observed and discussed by other researchers and syllabus designers as well as scholars.

### **2.5.1 *Apprehension and Reading***

According to Pandian ( 1997) reading is also an important skill like the other skills due to the fact that language examination are mostly reflected through a written text that needs reading abilities to be understood and clearly dealt with. He believed that reading habits must be cultivated among learners in their early years as it is essential for lifelong learning.

However, performing reading task in second language can trigger emotional situations such as apprehension, nervousness, and fear which eventually lead to mental blocks. The feelings of apprehension could be

one of the reasons why learning a language is distinct from learning any other subjects or skills (Campbell & Shaw,1994).

Equally, its affective constructs might impede language learning and thus contribute to the declining state of reading habits among Second Language learners. This reaction can seriously hinder learners from succeeding in their language learning as reading apprehension is idiosyncratically distinctive from other types of language learning apprehension.(Ibid: p. 22).

To remove reading apprehension, learners are required to have sufficient language capacity, cultural experience as well as motivation, because reading is a cognitive process that demand thinking and using of the subsidiary skills like scanning and skimming.

Although several studies on foreign or second language apprehension claimed that speaking is the most anxiety-provoking situation, Saito et al. (1999) maintained that reading contributes to language learning apprehension and heightens apprehension especially when performing reading tasks.

When it comes to reading, many students experience anxiety even during silent reading. There are two aspects of foreign language reading which have great potential for eliciting anxiety: unfamiliar pronunciation and writing systems and unfamiliar cultural material.

Regarding this research study, the main reason for reading anxiety is most likely unfamiliar pronunciation and different writing systems and they experience a high level of anxiety when they have to decode the text. This particularly affects the students with higher level of social anxiety

(in this case, the female students), since they are so focused on fear of negative evaluation that their level of reading anxiety increases even more.

The students who have a high level of social anxiety are worried that by making mistakes they make a negative social impression on others and, consequently, this can culminate in producing more anxiety.

The fact that some readers do not possess adequate language ability or knowledge of the target language may trigger the feeling of apprehension. Lee (1999) asserted that misguided reading practices can also result in reading apprehension especially when the process of reading is perceived as only a one-way or linear process between the reader and the text.

(Sellers, 2000) claimed that students dislike reading because reading requires them to sit at one place for a long time in order to complete the reading tasks, thus the learners need to use their cognitive faculties in the process of reading. This indicates reading requires the readers to submit to different kinds of mental processes including giving attention, perception, or understanding of the reading materials. They not only need to give extra attention to the knowledge of the foreign language, but also to the cultural background of the target language community. Hence, it becomes a complex process because it entails several overlapping and interrelated skills, which is demanding on the learners' cognitive systems. (p.22)

### ***2.5.2 Listening and Apprehension***

In order to get a better understanding of language learning anxiety, we must first find out about its sources. Horwitz et al. (1986) stated that the language anxiety is mostly grounded in the skills of speaking and listening. They also stated that language anxiety appears when an individual is evaluated in academic and social context. Therefore, they have identified three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

Communication apprehension is also known as communication anxiety or performance anxiety. Since foreign language learning emphasizes the importance of interpersonal interactions, the communication apprehension construct plays an important role in language learning. An individual experiencing communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken message.

The communication apprehension can also be caused by the necessity to produce language structures in a language which is not yet fully mastered. The inability to express themselves in a desired manner or to understand others can lead to frustration and can make otherwise talkative people silent in foreign language class (Horwitz et al., 1986).

In formal education, tests are a common measurement of progress, and performance evaluation is an ongoing feature of most foreign language classes (Horwitz et al., 1986). The importance of testing is stressed since the beginning of one's education. It is not, therefore, unusual that most students experience some level of anxiety when it comes to testing.

The students are put in a situation where their knowledge and abilities are assessed within a certain timeframe. If the students have doubts in their knowledge, or perceive themselves as unprepared, the testing situation produces the feelings of insecurity, stress and discomfort. As Myers (1986) claims, test anxiety is “the most virulent impediment to effective role functioning in formal education” (as cited in Piechurska-Kuciel, 2008 p. 63).

Students who experience test anxiety have difficulties in learning and in retrieving the material during tests, which leads to poor performance in tests, since test anxiety is a form of a performance anxiety. Test anxiety leads to low self-esteem, low academic scores or even failure, passiveness when it comes to education, and even school refusal (Piechurska-Kuciel, 2008).

Horwitz et al. (1986) state that students often put unrealistic demands on themselves and consider everything but a perfect test score as a failure.

According to Zheng (2008), among all the learning disabilities, anxiety and fear have become the major factors in determining the success of second language learning. Speaking anxiety, also known as communicative apprehension, plays a huge role in determining learners’ ability to adapt to the target environment and ultimately achieve their educational goal.

### ***2.5.3 Apprehension and Speaking***

As speaking skill is one of the most essential skills in language learning, anxiety in speaking is among the most significant factors in a second/ foreign language classroom. McCrosky (1987) defines communication apprehension as a type of anxiety experienced in



interpersonal communicative settings where learners have little control of the communicative situation. According to Daly (1991), it is considered as ‘Situational Apprehension’ whereby it is experienced due to ‘several characteristics of anxiety-provoking situation’ such as Evaluation, Novelty, Ambiguity, Conspicuousness, and Prior History (p.10).

This feeling leads to a ‘tendency for some people to avoid and fear when it comes to communicating orally’ (Daly, 1991:3). Furthermore, Mejiasset al. (1991) found that learners with higher communicative apprehension level are more likely to restrict their oral production and perceive silence as a desirable response during classroom activities. Additionally, the anxiety may also stem from the learners’ knowledge that people may have difficulty understanding them, or they may face difficulty understanding others (Seiler, 1996; McIntyre & Gardner, 1989).

Cope (1991) mentioned that learners are likely to experience difficulties to speak in language class due to having little control over some communication situations while their performances are constantly being monitored by everyone in the class especially their instructors or teachers (Van Worde, 2003; Price, 1991; Daly, 1991). Fear of being monitored by classmates also causes some students to have trouble in concentrating while speaking in second or foreign language (Pappamihiel, 2002; Zheng, 2008).

Additionally, students also experience speaking anxiety when they are not given adequate time to prepare the responses when asked by teachers (Chang, 2012). In the case of foreign language, a situation where learners have very limited access to, some experience difficulty in choosing the right word or sentences to be used in speaking (Young,

1991b; Zheng, 2008). These situations do not alleviate the feeling of anxiety in communication (Von Worde, 2003).

There could be several explanations for this situation. It is a fact that language classes revolves around many activities such as speaking, listening, writing and reading. However, it can be noted that of all the activities, speaking is proven to be the most stressful since the direct output has to be projected immediately. The students are required to enroll in English classes for three semesters where speaking activity is considered quite crucial in overall assessment.

Therefore, situation like this undoubtedly promotes high level of apprehension. Without proper guidance from language instructors, these activities can become one of the most anxiety-provoking activities in class. When this situation happens, students feel lost and therefore have negative perceptions on all speaking activities.

Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Spielberger, 1983). Traditionally, the nature of anxiety has been differentiated into trait anxiety, situational anxiety, and state anxiety.

In studies related to foreign language anxiety, students generally report that speaking in the foreign language classroom produces the highest level of anxiety. Lee (1999) discusses the relationship between second language reading and foreign language acquisition from pedagogical and cognitive perspectives.

The ability to communicate effectively in English is one of the factors that are highly appreciated in workplace. Being good communicator in English is an indicator for the success in the tasks

performed by employees. That is why in many job announcements fluency in the English language is regarded as one of the factors that are used for rating applicants. Morreale et al. (2000) state that as individuals become mature and working adults, communication competence continues to be essential.

Communication skills are required in most occupations. Employers identify communication as one of the basic competencies every graduate should have, asserting that the ability to communicate is valuable for obtaining employment and In many instances, speaking and writing in English fluently is considered as a gate keeper for success and employment.

So developing students' discourse competence is very important. Students are expected to be with good skills in communicating in English by the time they have finished their university education. They will not manage to do so unless they have a good knowledge of the features that contribute to the production of effective and interpretable discourse.

Hymes (1972) proposes that discourse competence accounts for students' knowledge of the ways discourse is sequenced and the ability to structure discourse effectively. So it is the knowledge of rules regarding the cohesion and coherence of various types of discourse Therefore, it is the mastery of how to combine grammatical forms and meanings to achieve certain communicative purposes in some social situations. Discourse Competence can be seen as the ability to understand, create and develop forms of the language that are longer than sentences with the appropriate cohesion, coherence and rhetorical organization to combine ideas.

Turn taking is a very important factor in the instances of any discourse event. Sacks et al. (1974) state that people take turns when they are selected or nominated by the current speaker, or if no one is selected, they speak of their own accord ("self-selection"). If neither of these conditions applies, the person who is currently speaking may continue. Sacks et al also suggest that a turn can be taken at any point of the conversation, yet a smooth turn shift occurs at a transition-relevance place, when a speaker expects to yield the floor and the listener is ready to accept the new role. Violating the transition-relevance principle will disrupt the discourse through interruptions.

Communicative apprehension (henceforth CA) has been defined as one's apprehension related with communication with other people Hymes (1972) argues that when comparing apprehensive with non-apprehensive people, apprehensive people have further averse to partake in conversations with other people "and to seek social interactions". One of the most specific CA permeating learning of the target language comes from the belief that one will surely have difficulties understanding the others and make them understand, hence in some conversations people keep silent in the FL class. Some general characteristic behaviors such as quietness, shyness, and reticence are normally CA-provoking factors.

According to Hymes (1972) one person out of each five college students is communication apprehensive, and the level of reticence and shyness differs significantly from one student to another. Furthermore, if one's ability and desire to take part in a talk or conversation are available, while the verbalizing process is prevented, subsequently reticence occurs. He claim that CA acts as a barrier blocking learners' mastering English and causes anxiety and reticence when communicating with other people in the target language due to their limited knowledge of the language.

Communication apprehension is characterized by fear and anxiety in communicating with people. Difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes. (Young 1991: 47)

The same author added that Communication anxiety can also be triggered during intercultural or interethnic communication. When a person interacts with people of other cultures and encounters cultural differences, he or she inclines to view people as strangers. Situation of this kind may lead to intercultural communication apprehension; this can be defined as "the fear or anxiety associated with either real or anticipated interaction with people of different groups, especially cultural and ethnic and/or racial groups"

There is always an anxiety about the amount of oral practice that less able students are getting during lectures. These students are generally reserved and reluctant to use English. Many of them also become embarrassed if they make a mistake when speaking in front of the whole class, the interaction is usually dominated by a few fluent students. Mohammed (2000:2)

Mohammed (2000) found that students of low –language ability use only short forms of participation such as 'yes', 'no', 'OK' and sometimes just make a sort of murmur.

Hassan (1999) in his M.A thesis at the University of Khartoum found that language use is governed by contextual factors. The study shows that language use is governed by contextual factors such as social

and psychological circumstances, attitudes, subject matters, and the type of the relations between the interlocutors. (1998:265).

*Problems of language learning concerning the teachers at secondary schools:*

Siddig (1995:98) in an M.A. thesis on ‘ English language teaching and classroom practices in Sudanese secondary schools’ found that teachers’ main aim behind teaching English is for educational purposes and not for communicative purposes.

Moreover, they do not emphasize the functions of the language. Also students are not given enough time to practice and produce language, because teacher’s talking time during the lesson is more than students’ talking time. Students are not taught how to improve their language skills. Classroom activities are not modified and elaborated so as to give learners opportunities to make more practice. Students’ native language is also much used in teaching foreign language in one way or another.

Johnson (1995) using data from authentic classroom discourse shows how teachers use language to control and direct second language classroom communication. The nature of this communication is viewed as resulting from the dynamics of teacher student interaction and teachers’ efforts to attain their instructional goals. She demonstrates that teachers’ perceptions of the nature of language learning, of classroom activities, and of norms of classroom participation often differ from those of their students. She states that, these differences can be a cause of misunderstanding and a barrier to effective learning.

Deverell (1974) also claimed that second/foreign language learning must include opportunities for the learners to engage in meaningful social interaction with the native speakers of the language to discover the

linguistic and social cultural rules which are necessary for second language comprehension and production.

In order to get a better understanding of language learning anxiety, we must first find out about its sources. Horwitz et al. (1986) stated that the language anxiety is mostly grounded in the skills of speaking and listening. They also stated that language anxiety appears when an individual is evaluated in academic and social context. Therefore, they have identified three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

Communication apprehension is also known as communication anxiety or performance anxiety. Since foreign language learning emphasizes the importance of interpersonal interactions, the communication apprehension construct plays an important role in language learning. An individual experiencing communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken message. The communication apprehension can also be caused by the necessity to produce language structures in a language which is not yet fully mastered. The inability to express themselves in a desired manner or to understand others can lead to frustration and can make otherwise talkative people silent in foreign language class (Horwitz et al., 1986).

CA research has been focused mainly on two key perspectives which include trait-based apprehension and state-based apprehension. “A tendency to be anxious when communicating may be specific to only a few settings (public speaking) or may exist in most everyday

communication situations or may even be part of a general anxiety trait that arises in many facets of an individual's life" (Friedman, 1980). He noted, "The original article which advanced the construct of CA included no explicit mention of whether it is a trait of an individual or a response to the situational elements of a specific communication transaction. However, the implication is clear that the construct was viewed from a trait orientation".

An individual with trait-based apprehension will have a common sense of discomfort in oral communicative environments which may include public speaking, working in a group, collaborating in meetings, and interpersonal interactions with others. The second, state-based apprehension is looking at the presence of CA through the factors of a situation during a certain form of communication in which the individual is interacting. Individuals with state-based apprehension will have discomfort in a situation as a result of specific factors relative only to the current state they are encountering which may include a job interview, a speech in front of one's peers, or an interpersonal conversation with one's superior.

The treatment of Communication Apprehension is a somewhat speculative aspect of research in the fields of communication and psychology. An individual's cause of CA will be directly addressed by one's prescribed treatment. The only aspect of treatment that is commonly agreed upon is that some form of treatment is necessary for individuals struggling with high levels of anxiety and apprehension. Because of the many negative effects CA can have on an individual's life, treatment becomes essential in order to manage or overcome anxiety and fear felt during oral communication situations.



#### ***2.5.4 Writing Apprehension***

It is harder to interpret the results about writing skills anxiety as the sources of writing anxiety are quite diverse (Leki, 1999). For some students poor writing skills may be the cause of anxiety whereas for others a perfectionist personality may be the source. On the other hand, for some learners the thought that they are going to be evaluated by someone else creates an anxiety-provoking atmosphere.

Leki points out another flaw of writing courses that causes anxiety: Until fairly recently, writing courses were seen as ways of practicing grammar. This is still the case in some language courses. However, paying extra attention to grammar may cause fear of failure, which leads to anxiety

Our young writers are often so caught up in learning to write that they may never experience writing to learn, not just to learn about a particular project but to learn about themselves, their values, their experiences, their environment. As teachers of composition, at some point in our careers we have undoubtedly experienced writing apprehension. We can relate, therefore, to our students' malaise (Boice 1994). We can understand why some develop an aversion to writing and would do almost anything to avoid it.

As apprehensive writers have generally done very little writing and that has been judged unsatisfactory by prior teachers, a good way to begin is with writing in class every day, creating a non-threatening, practice-like atmosphere where traditional lecturing and grading take a back seat.

De-emphasizing grades initially, while emphasizing that writing is a process which requires practice, frees students to express themselves,

both in speaking and in writing. The daily writing activity need not be long— say, five to seven minutes—and can take the form of journals, lists, memos, poems, and letters.

Writing anxiety, or writing apprehension, according to John Daly (1975a), is considered an important topic for understanding the correlation between writing anxiety and human characteristics. Writing anxiety was discovered to be a different phenomenon than anxiety. Daly and Miller (1975a) developed an initial understanding of the effects of writing anxiety on learning a foreign language by creating the Writing Apprehension Test (WAT), a tool that has been widely used by many researchers to measure writing anxiety in English language learners.

According to Raimes (1991), it was obvious that the task of writing was a very challenging activity to many ESL students writing anxiety was a challenging experience for both L1 and L2 learners, and consequently it negatively affected their writing practices. For SL learners, it was shown to be even more challenging, since the language was systematically different from their native language

We are asking students to take ownership of their writing, to personalize knowledge (Kirsch and Ritchie 1995), to write about their experiences, to be more expressive. We are asking them to be more reflective, to look within themselves to find meaning. We are discouraging appropriation of authority (Sherman 1992) and asking students to reclaim their own authority and voice.

We want to know what they think, not just what the accepted authorities think. In itself, the novelty of writing with authority puts

students on shaky ground at first because so many of our students have been taught never to use “I” in the perennial “research paper.”

Writing apprehension occurs due to some causes, based on previous researches there are some possible causes of writing anxiety. The causes will be explained as follows:

#### ***2.5.4.1 Fear of negative evaluation and fear of test***

Most students will feel anxious when their writing will be evaluated, and fear of test is very pervasive because writing test is regarded as productive activity that is influenced by time pressure strongly (Zhang, 2011). The students will feel anxious when their writing is not as good as their teachers’ hope, and as result their teacher will give negative evaluation about their writing.

#### ***2.5.4.2 Time pressure***

Writing in English for students is needed more time than writing in their mother tongue or first language. They need extra time to plan, write and revise in order to make sure that their writing in English can be as good as writing in their first language. The students will feel anxious when they have to write under time pressure because they cannot concentrate to their writing, and concentrate more about limited time.

#### ***2.5.4.3 Low of self confidence***

Self-confidence is extremely important in determining the response of the students toward writing task. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly. Even if the students who have high second language

writing ability assume that they are not competent in writing something which is ordered, then they also cannot avoid writing anxiety (Cheng, 2004).

#### ***2.5.4.4 Insufficient writing technique***

Good skill in writing shows that the students have a fairly good understanding of composing process and good skill development (Hassan, 2001). Students who experience writing anxiety are those who have poor skill development and lack of understanding of the composing process which means the anxious students are not skillful writer

#### ***2.5.4.5 Language difficulties***

Language difficulty is a common problem faced by foreign language learners when they write composition in English. Linguistic difficulties make them reluctant or lazy to write composition in English because the difficulty in expressing ideas through correct and varied clauses which must be written according to grammar rule. In addition, the amount of vocabulary of the students is still relatively inadequate, so that they have difficulty in showing their composition in the form of English (Zhang, 2011)

#### ***2.5.4.6 Lack of experience or insufficient writing practice***

One of the reasons why students feel anxious when writing English compositions is due to the lack of practice in expressing something using English. The students who rarely practice when they are writing will give excessive concentration on the forms that they write, not on the content of essay. While the more focus is given to the form, the more writing apprehension will be presented. Writing practice is very important in

developing writing ability, the students who often practice their writing will be better in writing.

#### ***2.5.4.7 Pressure for perfect work***

Anxiety may occur because the learners feel in the pressure for perfect work. They believe that the perfect writing work is that which demands work and has more difficult standard (Bloom, 1981). This self-imposed pressure for perfect work which usually makes the students experience writing anxiety and cause the student to be reluctant to write. They have to achieve high standard of writing, and it makes the students experience writing anxiety.

### **2.6 Suggestions for Combatting Writing Apprehension**

It is necessary to encourage the students talking about feelings and past experiences in a small group often works well and can serve as a pre-writing activity which will make the actual writing less of an obstacle.

Students may work in small groups or may interview one another trying to determine one or several of the following: what it is that they like and dislike most about writing, what makes a good writer, why people write, what kinds of writing different professions require, what kinds of writing their parents and friends do, how they go about writing something, what types of writing they most enjoy and/or hate, and finally what they hope to learn in the class.

Another way to remove the student's apprehension is to let them talk about past writing experiences. It goes without saying that students often report negative past writing experiences, which does not necessarily mean that they have high levels of writing apprehension.

Daly and his colleagues are very quick to point out that the behaviors, attitudes, and products may have no causal relationship with writing apprehension, but that they often go hand-in-hand with one another. Often the problems involved in past negative writing experiences as reported by students are perceived as insurmountable, when, in fact, they are only surface errors such as spelling and grammar.

Somehow less experienced writers tend to view writing as merely the print code itself which may be due to the fact that teachers often emphasize surface features in their evaluations (Zamel 1985). However, this may reflect students' perceptions of their own difficulty based on the mere number of red marks per paper that pointed out errors in spelling, punctuation, and so on.

Find patterns in students' errors while it is important to remind students that making errors is natural, everyone makes them, and they are just part of the learning process, it is equally important to help students isolate and try to understand certain recurring errors in their writing. Help them see the logic and possible cause of those errors, and develop strategies for error detection and correction.

Emphasizing systematic logic enhances self-esteem in apprehensive writers and gives them confidence in their editing skills. Further, in a study conducted by Elley (cited in Hartwell 1985) both students who received instruction in transformational grammar and traditional grammar outside the rhetorical context reported strong negative feelings toward their English classes. If high apprehensive already have very negative feelings about former English classes, the

teaching of grammar on a lecture basis may only serve to perpetuate and augment negative feelings

Contextualize and customize grammar should not be taught in isolation. If the district requires grammar instruction, it should be within the context of a whole piece of student writing. She has found that some students desire direct grammar instruction.

In this case, she analyzes a set of essays, copy the common errors directly from their work (providing the entire paragraph or essay in which errors occur), and give Nancie Atwell's (1987) mini-lessons in grammar which are custom-made for them, teaching to these errors only or having the students work in small groups to proofread the essays themselves.

Individualized and group error analysis often helps students to do self-correction and may also improve high apprehensive' confidence in their ability to edit their own work.

Conference during drafting stages Beverly Lyon Clark and Sonja (1992) report success in reducing writers' block in their students by seeing them privately in conferences between drafts, giving them the opportunity to talk about their anxiety about starting or completing a particular work. Even their gifted writers experienced blocks which they overcame through conferences which focused students' attention on higher or lower order, while establishing trust.

Encouraging students to do several drafts and giving them direction between drafts reinforce the principle that good writing takes time, effort and patience. We demonstrate that writing is not a mystical experience beyond their reach by showing them our own drafts. Further, we accept

that in a multiple-draft process students experience less difficulty with invention or getting ideas of what to write because they need not be committed to their words, plans, focal points, or sentence structure in the first draft.

They are more willing to change and discover their meaning as they go when they know that they will have another chance to rewrite. They do not feel compelled to produce a perfect product immediately. This frees them to explore and try several different directions before deciding on the final form.

Validate intrapersonal communication by encouraging self-talk while high apprehensive have experienced considerable negative feedback in prior courses and this is irreversible, apprehensive writers do considerable negative self-talk, but this is reversible. The self-concept is ever-changing and is tied not only to interpersonal but also intrapersonal communication (Lederman 1993, 41): it's not just what others are telling us about our writing; it's also about what we are telling ourselves.

Another way of removing apprehension is that the teacher should be aware of possible gender differences several recent reports suggest that there may be significant gender differences in writing apprehension. Barbara Kamler (1993), in a case study of two young children writing, discovered that even early elementary school children conformed to gender stereotypes. The female student took a passive, other-centered approach while the male student was center of all the action in his writing and seldom wrote about feelings. Clayton (1990).



When things go wrong, women and writing blocks, found that women experience longer and more distressing blocks. They have trouble with voice (Ferganchick- Neufang 1993) and secondary sources (Sherman1992). A recent National Council of Academic Women's report states that American girls lose considerable self-confidence with the onset of puberty, and this continues on through women's lives. While the investigators are uncertain what triggers this, they assert that the form it takes is self-silencing, which may manifest itself in various degrees of writing apprehension and blocking.

As mentioned earlier, it may also take the form of appropriation in which the writer relinquishes her authority and loses her own voice by simply citing the accepted "authorities" in the field. While this appropriation may actually act as a mask and a heuristic for some female writers, it may block others. Noteworthy is the fact that many of us, regardless of gender, were taught to suppress the "authorial I" and at least "aim for the appearance of objectivity" (Raymond 1993, 478).

One more technique of removing writing apprehension is that a teacher should monitor the students' attitudes. Just as the students need feedback from the teacher, the teacher needs feedback from the students and should seek it periodically both formally and informally. An attitude scale may be given as a pre-test and the same one given as a post-test to measure how the attitudes have changed.

Also, the teacher should introduce discourse communities. One important lesson students may learn as they share writing is that they may be participants in many different discourse communities which may or

may not overlap with academic discourse. It's valuable for them to discuss and write about how they approach a school writing assignment.

Finally, the teacher may share writing with his students. But how do we begin to share our writing?. We can read their writings and display student writing and give them a chance to read our own writings. (Sprinkle 1996).

## **2.7 Previous studies**

Kamal J. I. Badrasawi (2012 ) in his study at the International Islamic University of Malaysia investigated the study entitled " Exploring the Relationship between Writing Apprehension and Writing Performance" This qualitative study was conducted to further explore the teachers' and students' perceptions on the relationship between writing apprehension and writing performance, contributing factors of writing apprehension, and strategies to reduce writing apprehension.

Semi-structured interviews were conducted to get more in-depth information from two respondents: one experienced instructor of teaching writing at the Centre for Languages and Pre-University Academic Development (CELPAD), International Islamic University Malaysia, and another, a graduate student who was reported to having a high level of writing apprehension using Daly and Miller's (1975) questionnaire on writing apprehension.

His study found out that both respondents were convinced that writing apprehension has a negative influence on students' writing performance; the sources of contributing factors could be students, instructors, and teaching learning setting; and writing apprehension could

be reduced through suggested strategies. It is recommended that instructors should be more aware of students' problems in the writing skill.

Another study entitled "Communication Apprehension Affects Performance by Andrew C. Petry (2016) at John Carroll University. His research is based on the notion that every individual is affected by a degree of Communication Apprehension (CA), and the level of apprehension individuals experience has the potential to either positively or negatively influence their ability to perform.

The thesis examines the relationships between the constructs of communication apprehension, performance anxiety, organizational role, and employee performance.

The study found that individuals in sales-related professional roles have a significantly lower level of overall CA than the general population; individuals in customer-facing roles displayed no difference in CA level based on sex, organizational level, or region of the country; and there is no correlation between overall CA level and sales performance. The study also found that Communication Apprehension (CA) is a phenomenon that for many affects numerous areas of life whether one is aware or not.

A third study was conducted by Małgorzata Baran (2013) at the School of English, University of Wrocław under the title "Phonetics Learning Anxiety – results of a Preliminary Study". the study is intended to verify the assumption that pronunciation learning during a course of phonetics is hindered by the feeling of anxiety.

The researcher used a 44-item questionnaire based on a 6-point Likert scale, designed for the purpose of the research sheds light on the nature of this peculiar type of apprehension experienced by advanced FL learners in a specific educational context (i.e. a traditional classroom, rather than a language or computer laboratory), in which the major focus is on pronunciation practice.

The study found that the anxiety experienced during the course of phonetics were pronunciation self-image, referring to the way the learner believes he/she looks and sounds like when speaking a FL and whether he/she accepts his self-image, pronunciation self-efficacy and self-assessment and oral performance apprehension/concern over pronunciation mistakes.

Despite the fact that the data achieved, the researcher recommended that this study need further verification, it may be suggested that certain aspects of teaching ought to be very carefully planned and controlled by the phonetics teacher.

A fourth study entitled "Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes: conducted by Salma Kara (2013 ) at Anadolu Üniversitesi, Türkiye. Her study investigated the learners' attitudes towards academic writing courses that they have to take as part of their curriculum, whether they experience second language writing anxiety and what reasons they report for their anxiety and failure in academic writing courses.

The participants were asked to write at least two paragraphs explaining and describing their attitudes and state their reasons of failure and the reasons of anxiety in writing courses.

The study found that the learners who were asked to write paragraphs and those who answered the writing anxiety reasons scale claimed that they have writing anxiety and may fail because they do not have writing habit and they occasionally wrote in their previous experience and they are not used to writing and express themselves in writing because in their previous education they were familiar taking tests. Learners thought that they lack necessary strategies like organizing ideas, gathering information, combining ideas. Moreover, they thought that their English is not enough to express themselves clearly.

In a study conducted by Noor Sabah (2017) at the University of Utara, Malaysia entitled "The Relationship Between Writing Processes and Writing Apprehension among Arab Students". The study shows that writing in English language considers one of the most important sources to express thoughts. Furthermore, it needs from the second language speaker to be excellent either in vocabularies or how to make sentences grammatically and meaningfully correct. From long experience in teaching field, it is approved that Arab students of high studies from University Utara Malaysia faces problems in how to transfer student's ideas in written words.

This research is checked out by using a questionnaire that depends on first; Are all the three main writing processes which are before writing an essay (planning), when writing in English (composing), after writing (revising) applied in writing. Second; Are the three main writing

processes have a relationship with writing apprehension. As the results approved that the three writing processes are not followed by the ELPT Arab students during the examination and this case makes the students more apprehensive. In addition to that there are no statistical differences between the writing processes and writing apprehension.

The findings of this study have further implication in order to seek for ways to improve the writing of the students by following the writing processes and are trying to reduce the size of writing apprehension during the test.

In a study conducted by Mohamed Eltayeb Abdalla and Elhadi (2015) under the title of "Problems of Teaching and Learning Spoken English in Sudan" at Sudan University of Science and Technology.

This study investigates the problems and challenges of teaching spoken English in Sudan and its importance in the professional life and academic promotion of teachers. It also tackles the problems of learning spoken English on the part of students. The researcher uses a questionnaire addressed to 30 English language teachers from the African Council Basic and Secondary schools in Khartoum North. The data was statistically analyzed by the SPSS program.

The findings of this paper indicate that there are major problems that hinder Sudanese students from speaking English. Among these are low income of most learners; lack of the target language environment; under-qualified teachers; inappropriate teaching materials; improper teaching methods; and some psychological factors that hinder students when they speak such as lack of motivation.

The study provides some recommendations to tackle these problems and enhance the processes of teaching and learning spoken English in Sudan. These are concerned with developing materials, teachers and learners through steps taken by the educational authorities.

In a study carried out at Gazira University entitled " Difficulties Encountered by EFL Sudanese Learners in Oral Interaction: A Case Study of Secondary Schools, EL Hassahiesa Locality, Gezira State, Sudan " by Mohammed AbdAlla Ahmed Babiker (2017) investigated the students' apprehension in speaking or in joint oral activities.

This study aims at investigating difficulties encountered by EFL Sudanese students in oral interaction, showing the importance of using supplementary reading books in EFL classes, encouraging EFL teachers to use teaching aids in the English language lessons and explaining the influence of socio-cultural factor on EFL learners' oral interaction. The study adopts the descriptive analytical method.

The data were collected by means of a questionnaire which was distributed among (50) teachers of secondary level, then it were analyzed by the (SPSS) program.

After analyzing the data, the study has received the following results: many of EFL learners at secondary level schools, find difficulties in responding to the teacher questions in foreign language, practicing conversations develops learners' oral abilities, turn taking activities increase classroom interaction, teaching literary texts develops learners' oral interaction, teachers questioning in the classroom develops students' interaction, sociocultural factors, affect the students' interaction,

classroom management helps teachers to create class time talking, seating arrangement affects students' opportunities for interaction, teaching environment influences learners' participation, motivating EFL learners helps in increasing their interaction, negotiation of meaning develops learners' oral language, using teaching aids arouses learners' interest and increases participation in the classroom.

Based on the above finding the study recommends the following: teachers should create oral interaction in the classroom, EFL learners should practice dialogues in and out the classroom, EFL learners should practice negotiation of meaning in the classroom, teachers should use group work activities for developing students' interaction, teachers should use supplementary reading materials for increasing oral interaction, teachers should use teaching aids to motivate learners to the lesson and modern media should be used to assist EFL teaching and learning.

However, in a study conducted by Hassan (2001), he gathered 182 third year students enrolled in the English Department in Egypt. He prepared and administered an English Writing Apprehension Questionnaire (EWAQ) and a Foreign Language Self-Esteem Scale (FLSES) to measure writing anxiety and self-esteem respectively. He also asked participants to complete a 40-minute composition to examine writing quantity and quality. Raters trained by the researcher evaluated the compositions for quality, and word count was tallied to examine quantity. The results show that a significant negative relationship exists between writing apprehension and self-esteem.

Moreover, low apprehensive students wrote better quality compositions than high apprehensive students. "Low Apprehensive



students had higher self-esteem than High Apprehensive students and vice versa” (p. 22); and “Low Self-Esteem students obtained significantly higher writing apprehension scores than their High Self-Esteem counterparts...This means that the Low Self-Esteem group was more apprehensive/anxious than the High Self-Esteem group” (p. 24).

He also concluded that students with low self-esteem and with low apprehension scored less than their counterparts on the writing quantity task (p. 25). Hassan suggested that reducing student writing anxiety by changing the context of foreign language learning is the most important task for teachers to try to achieve (p. 27). Moreover, he suggested that teacher evaluation should be reduced and supplemented with peer or self-evaluation when applicable; students should be involved in more communicative writing tasks.

In another study Cheng (2002) investigated the relationships among students’ perceptions of their second language writing anxiety and learner differences and among second language writing anxiety and other forms of language anxiety. The participants were 165 English majors in Taiwan. They were administered a second language writing anxiety scale expanded from Daly-Miller WAT (1975), an adapted form of foreign language classroom anxiety scale developed by Horwitz, Horwitz and Cope (1986), two first language anxiety scales developed by the researcher and a background information questionnaire.

Cheng found that second language writing anxiety is distinct from first language writing anxiety and female students showed significantly higher levels of second language writing anxiety than male students but no significant difference was found among different level students

although second language writing anxiety appeared to increase with increased time of study.

In a study carried out by Rihab Mubarak Muhammed Ahmed.(2016) entitled " Factors Causing Anxiety in EFL Classroom, Gezira University", the researcher investigated the factors that cause learning anxiety in EFL classroom, encouraging learners to interact in classroom activities, motivating learners and showing the effect of teachers attitude on students in the classroom, results which indicate that: Language anxiety is a result of fear of passive evaluation, anxiety appear mostly in oral communication, motivating decreases learners' anxiety, learners' competitive natures can act as a source of anxiety, anxiety causes less practice and production in the language being learned, higher levels of perceived competence leads to greater frequent communication in the L2, the more one relaxes, the more anxiety dissipates, the more learners speak English, the more confidence they will have in speaking easier, group activities develop learners' confidence to participate and teachers' attitude towards students in the classroom affects their achievements. Based on the previous findings, the study recommends that: EFL learners should have high self-esteem for reducing their anxiety, anxiety should be reduced through motivating the learner to perform the language tasks ,the learners should engage in practicing the L2performance confidently and group activities should be practiced to develop learners' confidence to interact

One last study conducted by Maatar Soud (2010) at Abbas Farahat University in Algeria under the title " The Impact of Language Anxiety on Academic Achievement among Learners of EFL. The study aimed to

explore foreign language anxiety experienced by university students in Algeria. The research hypothesized that if personal and instructional factors related to foreign language anxiety are properly investigated, having as a purpose to reducing it, then learners' academic achievements will be better.

The data were analyzed with multiple research methods including descriptive analysis, correlation analysis and t-test analysis. the statistical analysis yield the following findings: The study's results revealed that, there existed different levels of FL anxiety in the second – year English language students and that twenty – seven of the learners show high level of anxiety.

Al-Ahmad (2003) conducted a study on 349 native speakers studying with 12 L1 writing instructors, as well as 77 ESL participants studying with 3 L2 writing instructors, to analyze and find solutions for writing anxiety arising among the L1 and L2 language learners. Both groups filled out the Daly and Miller writing apprehension scale (WAT) twice, once as a pretest and once as a post test. The findings indicated that the ESL/EFL learners encountered more challenges in English writing that negatively influenced their performance in the learning process than did their native-English speaking counterparts. He recommended taking the writing anxiety among EFL/ESL students into consideration to reduce the apprehension.

Finally, the researcher suggested some strategies that can remove the anxiety among learners such as helping students build a healthy self – perceived proficiency in English and using a wider range of evaluating the students and lastly arousing the students' motivation in English learning.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

For the sake of collecting and analyzing data, the researcher adopted descriptive and analytical approaches and techniques. These are a sampling population, subject and instruments as a direct method to collect and analyze data. At the same time, reliability and validity of the instrument "questionnaire" was measured to show the extents to which students undergo some sort of apprehension in language production. The researcher employed one subject group which consisted of 40 students of the third year secondary school. Another questionnaire for teacher is designed to obtain statistical results, the researcher used SPSS. Tables and figures were also used to illustrate data analysis and results.

#### **3.1 Method of the Study**

##### **3.1.1- Population**

This research was conducted in Khartoum state, East Nile Locality. The population of this study were the students of Eastern Nile Secondary School for girls/boys. Students in this school as in other schools study general subjects such as: Biology, Physics, History, Geography, etc. All the students in this school share the same circumstances such as: The academic year, the academic system, the number of subjects, the number of classes, etc.

From this society, the researcher selected some students as a sample. Specifically some students of the first year secondary were chosen to participate in conducting this study. They were selected

randomly. All the students study English language without concentrating on specific skills or in a balanced way. Moreover, they had a British English background in addition to their native Arabic language with regard to a few number of learners who may have some local or tribal languages.

### **3.1.2 Sample**

The group chosen to perform this study consisted of 40 members. The students of the third year secondary school whose ages range between 14 to 16 years. They belonged to one grade, too. They were both males and females with different geographical backgrounds. The subjects of this study are also some teachers from some higher secondary schools chosen randomly to give their opinions about their students

### **3.1.3 Instruments**

In this research, the researcher adopted a questionnaire for students and another for teachers to show the effects of apprehension in the process of learning a second language. These questionnaires were designed to collect data about the students' and teachers' attitudes towards learning a second language in terms of language production apprehension.

### **3.1.4 The Questionnaire**

The researcher used two questionnaires; the first one is conducted on the students. It consisted of (15) items. These statements investigated language production apprehension among the Sudanese Higher Secondary school students. These items were conducted in a questionnaire to collect data from students from a secondary school

in Khartoum. The second questionnaire is designed for the teachers at higher secondary schools. It is also consisted of (15) items. These questionnaires confirm on language production apprehension in terms of accuracy and fluency. Besides, it contained points to explore the role of teachers and students in teaching and learning a foreign language.

To achieve these goals, special attention was paid to the language used in classroom and the factors that lead to such language apprehension. The questions were sequenced in a manner as each question was put on a single line in a table alongside with the alternatives in front of the item directly. The alternatives come in [yes] [No] or [sometimes] to show the effects of apprehension in the case of each student. This way of organization helped the researcher in saving time and effort in conducting as well as extracting results. For more details, refer to appendices at the end of the research.

### **3.2 The Procedures**

This section gives a detailed description of the actual steps taken in collecting data through the questionnaire. The researcher adopted these procedures to achieve the reliability and constant answers of the questionnaire. The students were asked to choose one choice of the three mentioned in the questionnaire above.

### **3.3 Validity of the Questionnaire**

It is known that if the tool used in collecting the data include and or directly relates to the topic discussed, then this tool achieved the validity of the study. In this research, every item of the questionnaire relates to language production apprehension

### **3.4 Reliability of the Questionnaire**

The term reliability stands for a scale of measurement which is used to see the extent to which the adopted instruments succeeded in achieving constant answers. This was done by stating correlation between forms of the related items under investigation. The standard meant here is the degree of correlation co-efficiency. If the degree of the correlation co-efficient between the items is equal to one or nearly approaching it, then considerable levels of reliability are obtained. If the degree of correlation co-efficient is lower than 0,5 then a weak level of reliability is likely to occur. Variations between these two points usually indicate a reasonable sense of reliability is achieved.

In this research, where two instruments were applied in data collection, one of them, the pronunciation test, was supposed to measure its reliability. Reliability was measured by adopting a simple manual statistics analysis. The pronunciation reliability indicates a significant level of reliability in the responses provided by the subjects in the two groups.



## CHAPTER FOUR

### DATA ANALYSIS, DISCUSSION AND RESULTS

#### 4.0 Introduction

The overall chapter includes the data analysis, discussion and the results obtained from both the questionnaire for the teachers and students of secondary schools. The questionnaire reflects the true hindrance of learning English by EFL Learners. The statements of the questionnaire were submitted to the students and teachers to show the extents to which apprehension is affective in the process of learning. This chapter also includes the charts and tables that explain the responses of both the teachers and the students to the statements.

In the following section of this chapter presents the tables and charts to show the results. Every table is followed by a brief description to its contents.

#### 4.1 Tables and Charts

Here the researcher presents the tables and charts as follows:

*Table (4.1) shows results of questionnaire of the first statement*

**I worry about the consequences of failing my foreign language class.**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	9	22.5	22.5	22.5
Valid yes	31	77.5	77.5	100.0
Total	40	100.0	100.0	

Table (4.1) shows that 77.5% answered positively and 22.5% negatively responded.

As shown in the chart below:



*Table (4.2) shows results of questionnaire of the second statement*

**I feel confident when I speak in foreign language class**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	17	42.5	42.5	42.5
sometimes	13	32.5	32.5	75.0
yes	10	25.0	25.0	100.0
Total	40	100.0	100.0	

Table (4.2) shows that 25.0% answered positively and 42.5% negatively responded and those who said sometimes are represented by 32.5%.

As shown in the chart:

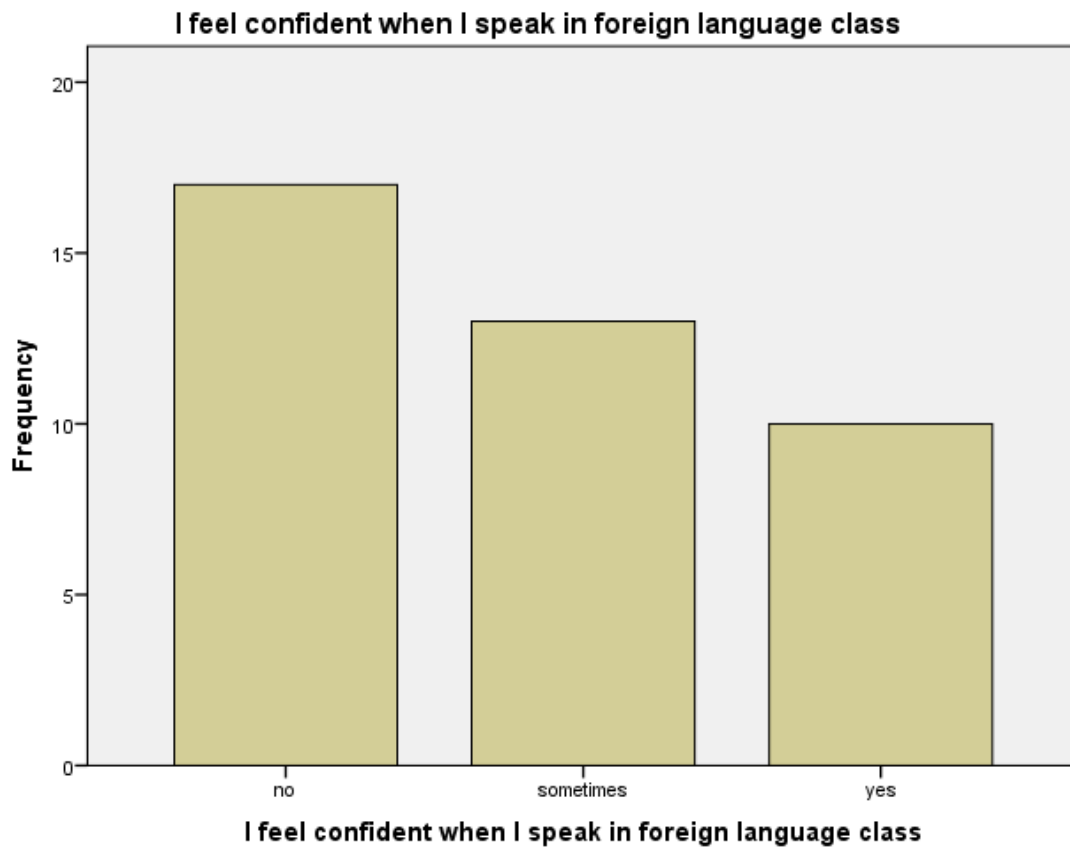


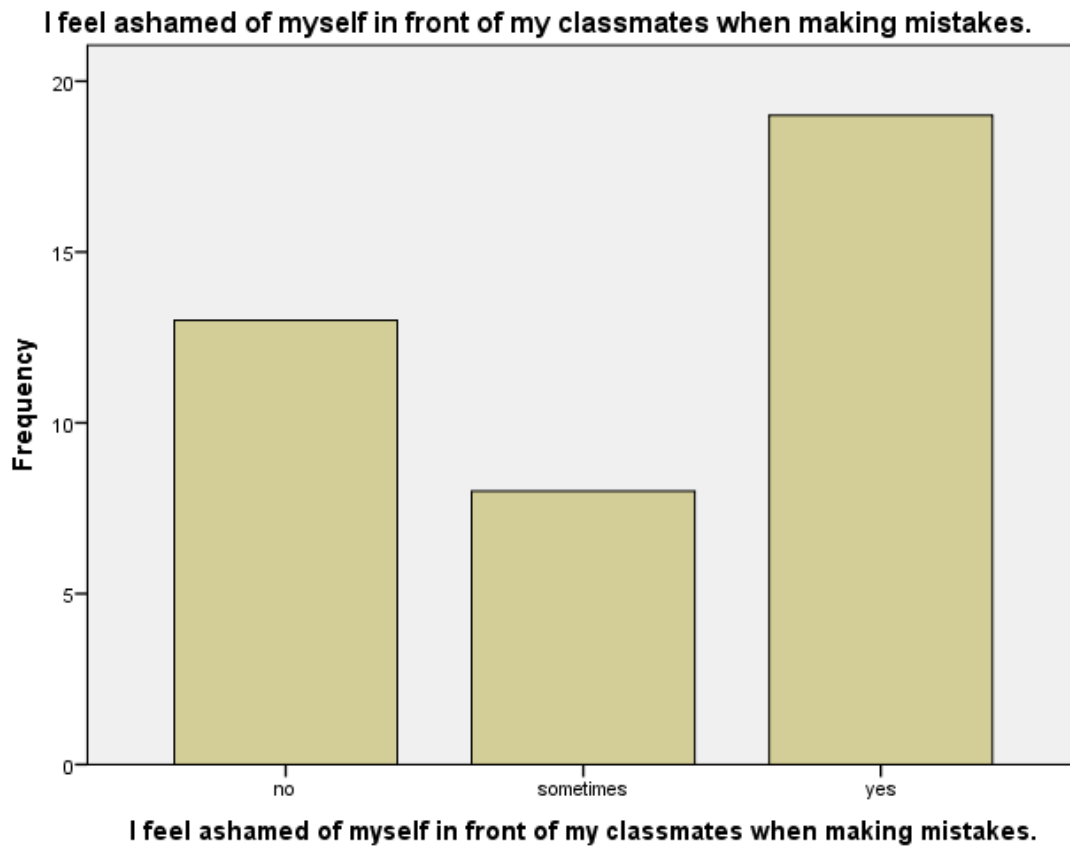
Table (4.3) shows *results of questionnaire of the third statement*

**I feel ashamed of myself in front of my classmates when making mistakes.**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	13	32.5	32.5	32.5
sometimes	8	20.0	20.0	52.5
yes	19	47.5	47.5	100.0
Total	40	100.0	100.0	

Table (4.3) shows that 47.5% answered positively and 32.5% negatively responded and those who said sometimes are represented by 20.0%.

As shown in the chart below:



**Table (4.4) shows *results of questionnaire of the fourth statement***

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

	Frequency	Percent	Valid Percent	Cumulative Percent
no	18	45.0	45.0	45.0
sometimes	8	20.0	20.0	65.0
yes	14	35.0	35.0	100.0
Total	40	100.0	100.0	

Table (4.4) shows that 35.0% answered positively and 45.0% negatively responded and those who said sometimes are represented by 20.0%.

As it is clear in the chart:

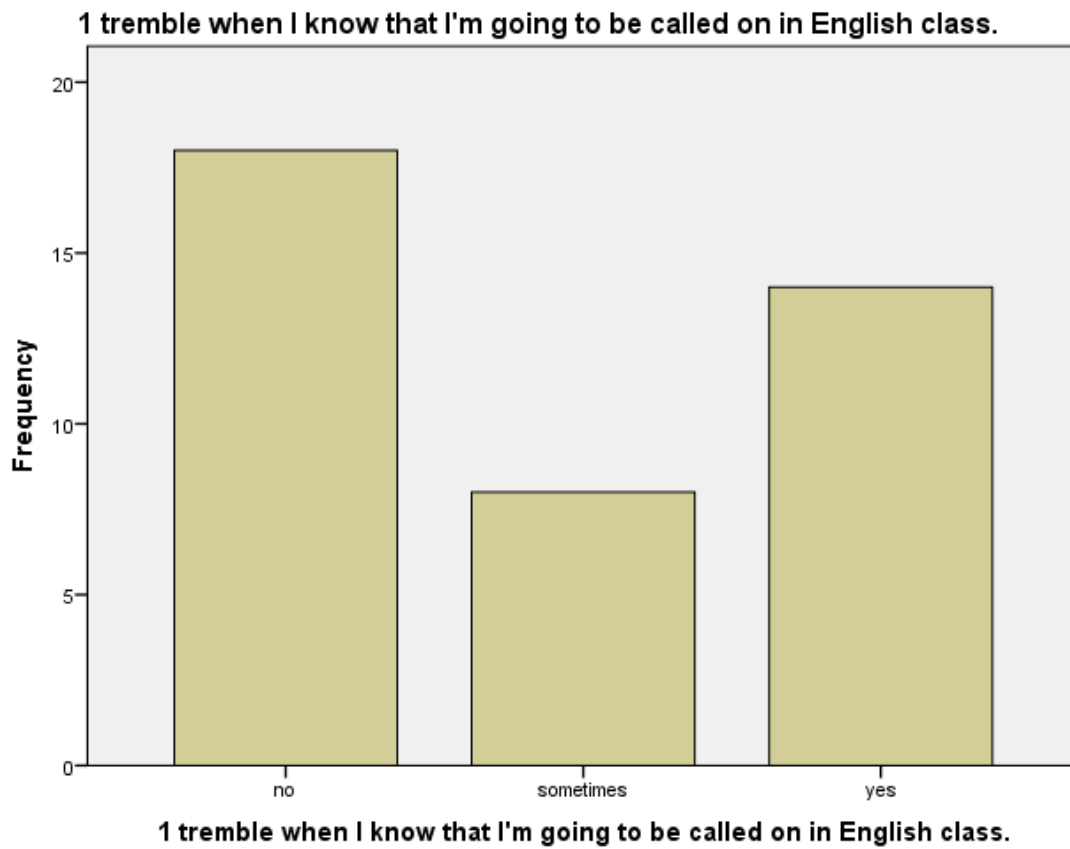


Table (4.5) shows *results of questionnaire of the fifth statement*

**I am calm and relaxed while participating in group discussions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	12	30.0	30.0	30.0
sometimes	8	20.0	20.0	50.0
yes	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table (4.5) shows that 50.0% answered positively and 30.0% negatively responded and those who said sometimes are represented by 20.0%.

As in the chart:

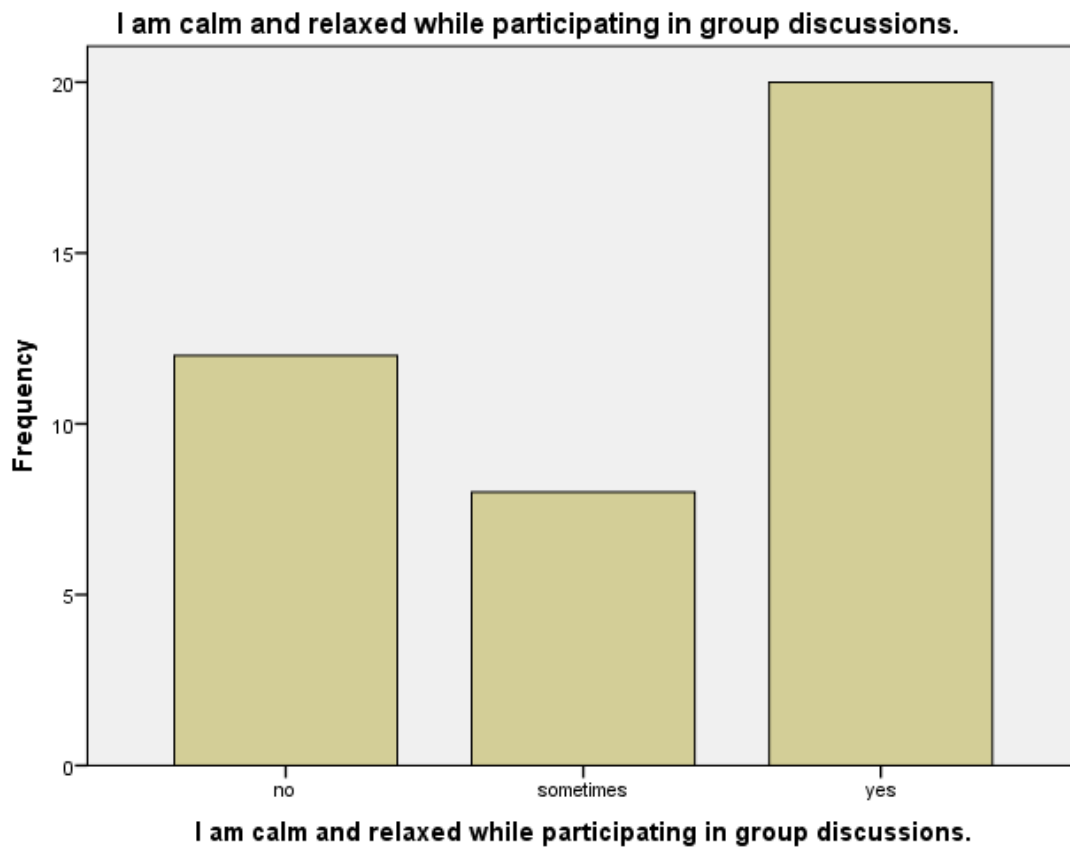


Table (4.6) shows *results of questionnaire of the sixth statement*

**I can feel my heart pounding when I'm going to be called on in language class.**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	13	32.5	32.5	32.5
sometimes	7	17.5	17.5	50.0
yes	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table (4.6) shows that 50.0% answered positively and 32.5% negatively responded and those who said sometimes are represented by 17.5%.

As shown in the chart:

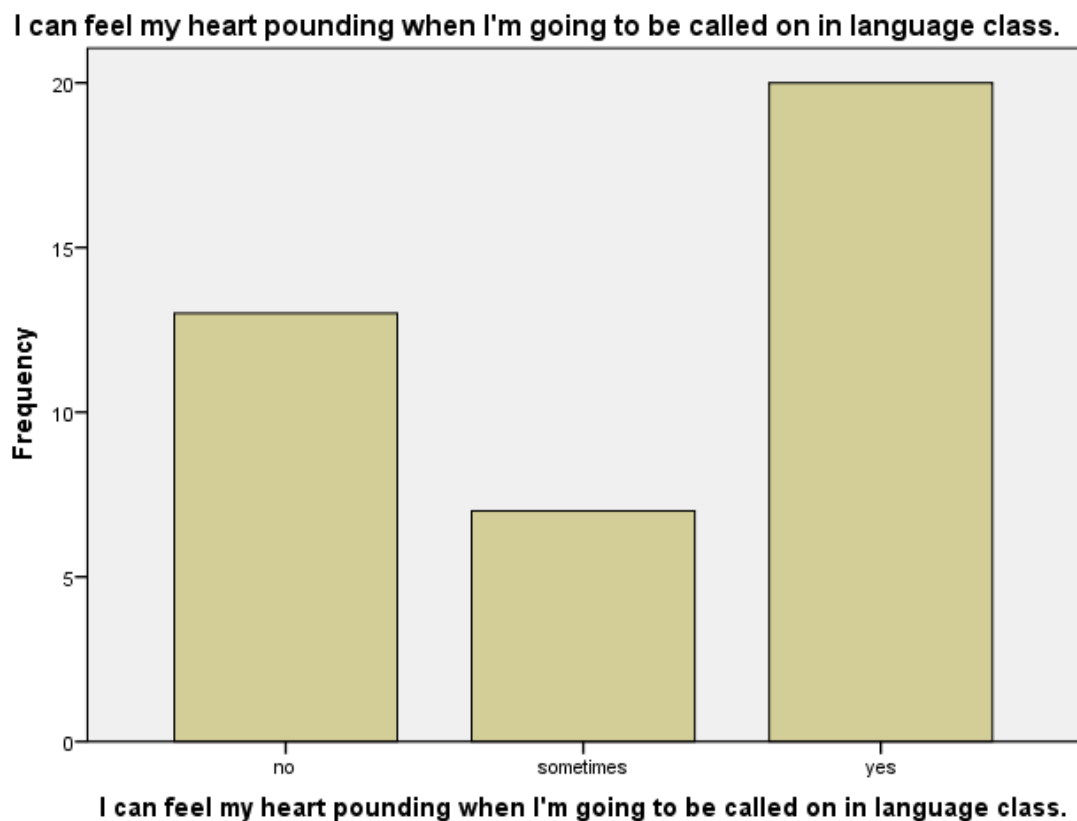


Table (4.7) shows *results of questionnaire of the seventh statement*

**I feel relaxed during the English classes**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	9	22.5	22.5	22.5
sometimes	11	27.5	27.5	50.0
yes	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table (4.7) shows that 50.0% answered positively and 22.5% negatively responded and those who said sometimes are represented by 27.5%.

As shown in the chart:

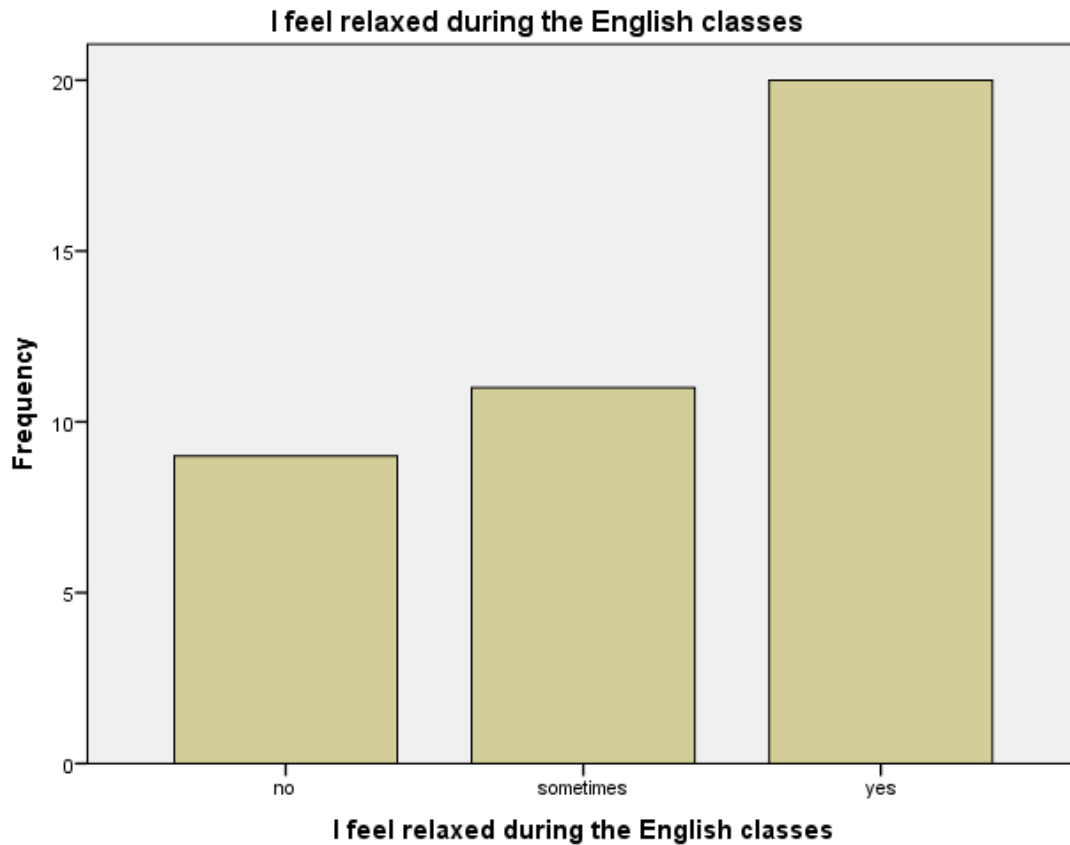


Table (4.8) shows *results of questionnaire of the eighth statement*

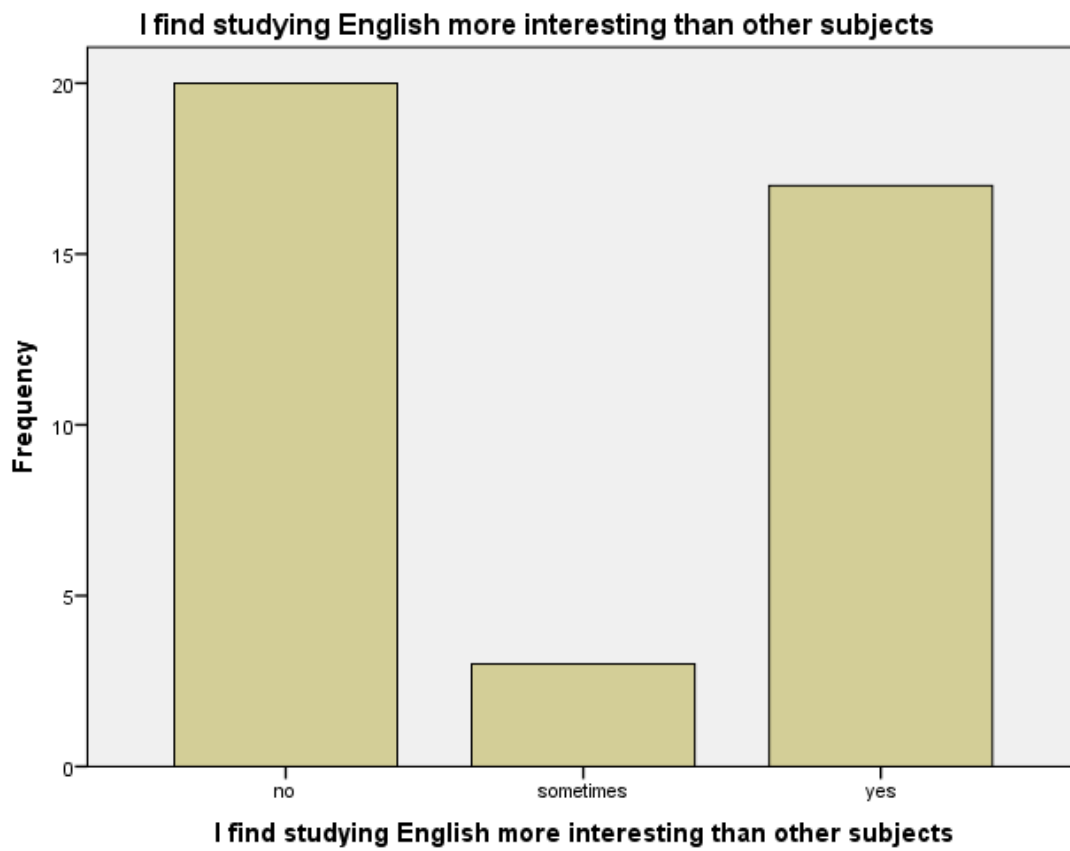
**I find studying English more interesting than other subjects**

	Frequency	Percent	Valid Percent	Cumulative Percent
no	20	50.0	50.0	50.0
sometimes	3	7.5	7.5	57.5
Valid yes	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Table (4.8) shows that 42.5% answered positively and 50.0% negatively responded and those who said sometimes are represented by 7.5%.



As shown in the chart:



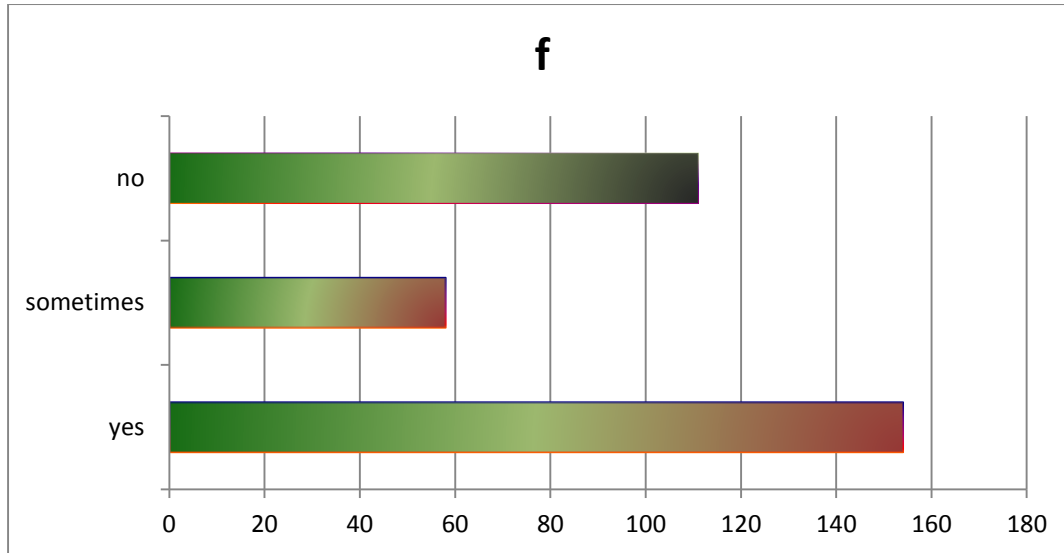
The overall results of the first part are shown in one table that gives all the responses to the questionnaire towards the items from (1-8) alongside with their percentages below:

**Table (4.9) shows the results of the first part of the questionnaire**

No	The Item		Yes	sometimes	No
1	I worry about the consequences of failing my foreign language class.	F	31	0	9
		P	77.50%	0.00%	22.50%
2	I feel confident when I speak in foreign language class	F	10	13	17
		P	25.00%	32.50%	42.50%
3	I feel ashamed of myself in front of my classmates when making mistakes.	F	19	0	13
		P	77.50%	0.00%	22.50%
4	I tremble when I know that I'm going to be called on in English class.	F	17	8	18
		P	42.50%	20.00%	45.00%
5	I am calm and relaxed while participating in group discussions.	F	20	8	12
		P	50.00%	20.00%	30.00%
6	I can feel my heart pounding when I'm going to be called on in language class.	F	20	7	13
		P	50.00%	17.50%	32.50%
7	I feel relaxed during the English classes	F	20	11	9
		P	50.00%	27.50%	22.50%
8	I find studying English more interesting than other subjects	F	17	3	20
		P	77.50%	0.00%	22.50%
TOTAL			154	58	111

Table (4.9) shows that 77.5% gives positive response in the first item and 22.5% gives negative response. While in the second item, those who feel confidence are estimated to be 25.5% and about 75% feel less confident including the choice (sometimes). In the third item, 77.5% feel ashamed, 22.5% gives positive response. In the 4th item 42.5% gives positive response, 20.0% sometimes and 45.5 % never tremble when speak in English. The 5th item shows balance in that 50.00% are relaxed and others not. The 6th item has the same result like the 5th and the 7th item. The last item shows 77.5% gives positive response and 22.5% gives negative response in terms of finding English an interesting subject.

The overall result of the general table (4.9) is shown in the chart below:



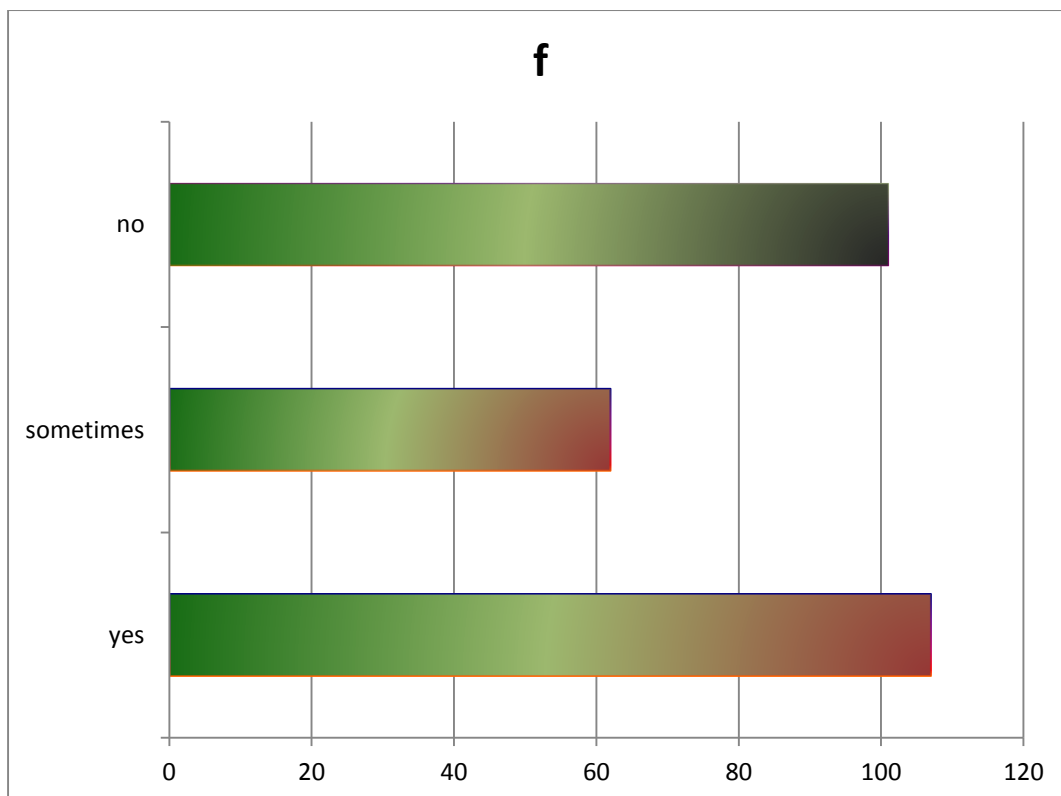
The second part of the questionnaire is shown in the following table:

**Table (4.10) shows the results of the second part of the questionnaire**

No	The Item		Yes	sometimes	No
1	I often feel like not going to my language class.	F	13	8	19
		P	32.50%	20.00%	47.50%
2	I have no fear of speaking up in conversations.	F	11	21	8
		P	27.50%	52.50%	20.00%
3	I would not be nervous speaking the foreign language with native speakers.	F	18	5	17
		P	45.00%	12.50%	42.50%
4	I get nervous and confused when I am speaking in my language class	F	21	11	8
		P	52.50%	27.50%	20.00%
5	I am afraid that the other students will laugh at me when I speak the foreign language.	F	16	7	17
		P	40.00%	17.50%	42.50%
6	I am nervous when I am called upon to express an opinion at a meeting.	F	15	7	8
		P	37.50%	17.50%	20.00%
7	I try to avoid talking with foreigners if I can	F	13	3	24
		P	32.50%	7.50%	60.00%
Total			107	62	101

Table (4.10) shows that 32.5% gives positive response in the first item and 47.5% gives negative response. While in the second item, those who have no fear are estimated to be 27.5% and about 72.5% feel afraid including the choice (sometimes). In the third item, 45.5% not nervous, 55.5% feel nervous. In the 4th item 52.5% gives positive response, 27.5% sometimes and 20.0 % never get nervous. The 5th item shows that 40.00% are afraid of being laughed at by others, 60% are not. The 6th item 37.5% are nervous, 20.5% not nervous and 17.5% sometimes nervous. The last statement 40% try to avoid talking with foreigners and 60% doesn't.

This is clarified in the chart below:



The other questionnaire is submitted to the teachers who teach English language in the Sudanese secondary schools. The questionnaire consisted of (15) items as shown with the results and percentages in the

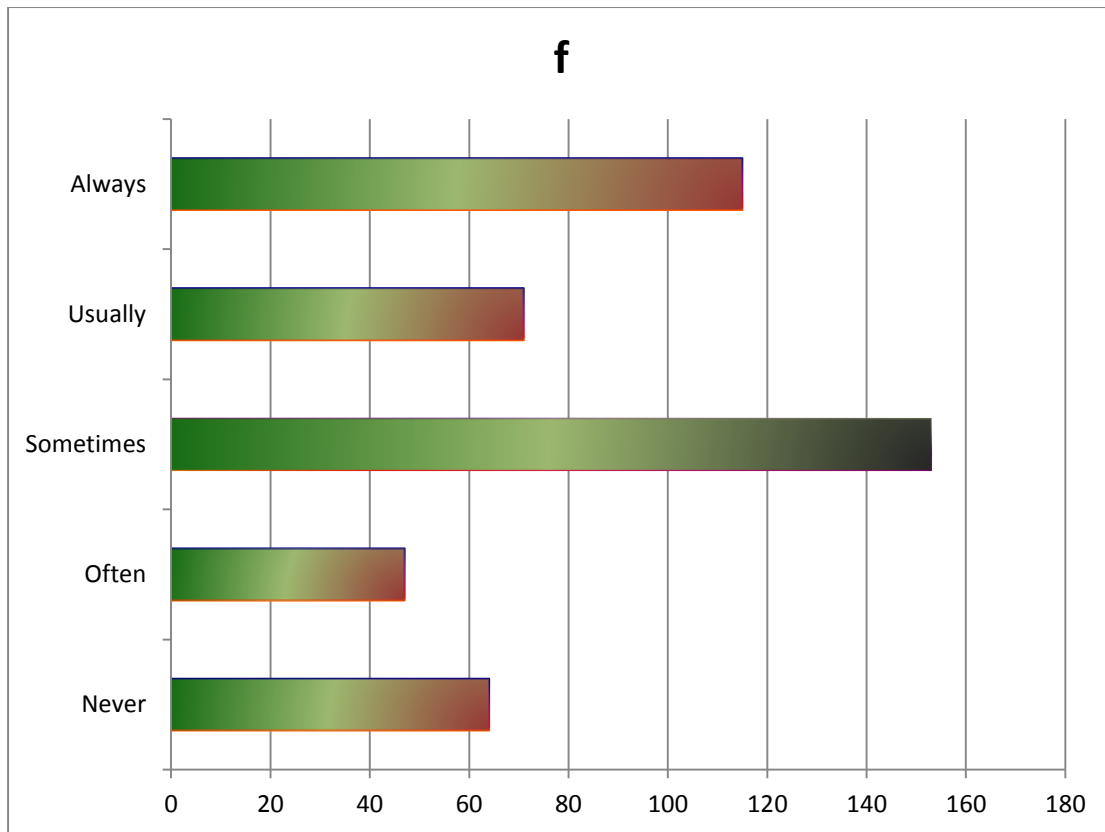
following table alongside with the charts that clarifies the overall percentages:

**Table (4.11)**

The Item		Never	Often	Sometimes	Usually	Always
The students participate in classroom discussion without fear	F	1	3	16	8	2
	P	3%	10%	53%	27%	7%
Many students in class afraid of being corrected in front of their peers	F	1	2	10	5	12
	P	3%	7%	33%	17%	40%
This students doesn't participate unless I ask him/ her to answer	F	8	9	5	4	4
	P	27%	30%	17%	13%	13%
My students are calm and relaxed when speaking English	F	1	4	12	8	5
	P	3%	13%	40%	27%	17%
While speaking, this student gets nervous	F	11	5	10	4	
	P	37%	17%	33%	13%	0%
My student know the proper answer, but when I ask him/ her, gets confused	F	10	1	13	2	4
	P	33%	3%	43%	7%	13%
The students afraid of being blamed	F	4	1	11	3	11
	P	13%	3%	37%	10%	37%
Tension influences the English classroom	F	1	6	16	1	6
	P	3%	20%	53%	3%	20%
The majority of the students in class avoid speaking English and prefer to speak Arabic	F	4	5	10	5	6
	P	13%	17%	33%	17%	20%
This student doesn't feel comfortable when I ask him to speak in English	F	3	1	8	4	14
	P	10%	3%	27%	13%	47%
Some students in class have negative attitude towards the new language	F	5	5	10	4	6
	P	17%	17%	33%	13%	20%
All the students are engaged freely in English classes	F	11	3	6	4	6
	P	37%	10%	20%	13%	20%
Do you expect your students speak English in classroom discussion?	F	2	1	18	4	5
	P	7%	3%	60%	13%	17%
You try to remove fear out of your students	F	1		4	6	19
	P	3%	0%	13%	20%	63%
You try to create an atmosphere of relaxation and friendship among your students	F	1	1	4	9	15
	P	3%	3%	13%	30%	50%
TOTAL		64	47	153	71	115

Table (4.11) shows that only 3% of the students participate without fear, 97% participate with fear ranging between (often – sometimes – usually and always) in the 1st item. In item two 3% never afraid of being corrected, and all the others afraid of correction. In item

three, 27% of the students participate when asked to do so, the rest 83% participate ranging between (often –sometimes – usually and always). The 4th statement shows 3% to be calm when dealing with English; the other 97% are not calm. The 5th item shows 37% feel nervous when speaking, and 17% often nervous, 33% sometimes, and 13% always nervous. In item six 33% are confused, 3% often, 43% sometimes and 7% and 13% usually and always. In item seven, 3% of the students feel tension, the rest 97% are not tension ranging between (often –sometimes – usually and always). The 8th statement shows 3% never influenced by tension in English in classroom, the other 97% are not influenced. The 9th item shows 13% never avoid speaking in English, and 17% often nervous, 33% sometimes, 13% usually and 20% always avoid speaking in English. In the last five statements, the choice (sometimes dominates the opinions of the teachers on their students ranging between feeling comfortable, having negative attitude towards learning English.



## 4.2 Analysis of Results

It could be clear from the analysis of the first part of the questionnaire that over 77% of the students worry about failing in the English class and or afraid of the negative consequences of such a failure in studying English. Also there are students estimated with more than 55% who feel confident when they speak in foreign language class. However, half of this percentage or it could be said that 32% of the students sometimes feel as such and only 25% feel confident when they speak English.

However 47% of the students feel ashamed of themselves in front of their classmates when making mistakes and only 32% never feel as such in front of their classmates when they speak English. Some students tremble when they know that they are going to be called on in English class. This is estimated according to the responses to the questionnaire by 35% and other 25% sometimes tremble when they are called to answer or

speak in front of the class. On the other hand, 50% of the students feel calm and relaxed while participating in group discussions. In addition to some of them approximately 20% sometimes feel relaxed while participating in classroom discussion. The last item of the first part of the questionnaire shows that 50% of the students find studying English more interesting than other subjects. This means that fifty percent of the students are interesting in learning English and the others find some obstacles in doing so.

In the second part of the questionnaire, 53% of the students often feel like not going to their language class and only 47% are in one way or another attend their English classes. On the other hand, 70% of the students range between (sometimes and No) have fear of speaking up in conversations. Only around 30% of the students have the courage to speak up in conversation with other people. In the case of being nervous, 55% of the students agree that they would be nervous when speaking the foreign language with native speakers, 45% of the total number of them are not nervous.

On the other hand, nearly 80% of the students get nervous and confused when speak English class. This characteristic is restricted to some of the students, but not all of them. This is because 67% of the learners in secondary school appear to be afraid that the other students will laugh at them when they speak the foreign language. In this sense, the mother tongue interference is clear.

In the last two statements 54% of the respondents are nervous when they are called upon to express their opinions at a meeting and nearly the same percentage is applicable for the respondents in the last statement in that they try to avoid talking with foreigners if I can.



In the questionnaire concerning the Sudanese secondary teachers, it could be clearly said that table (4.11) gives clear indication that participation in classroom is to some extents very weak in that only 3% of the students participate without fear, and the rest of the students which is estimated to be 97% participate with fear. This is clear from the teachers' response to the questionnaire in that most of the response rotate in the choices (often –sometimes – usually and always) in the 1st item.

In the second, one could say that 3% of the students never feel afraid of being corrected, and all the others afraid of correction. Again participation create a problem in that in item three, 27% of the students participate when asked to do so, the rest 83% participate ranging between (often –sometimes – usually and always). Also, the fourth statement shows 3% to be calm when dealing with English; the other 97% are not calm. This means that, they are calm because of having confidence in themselves. However, learning English is accompanied with a nervous feeling to the majority of the students in the Sudanese schools.

It is repeated in the fifth item which shows that 37% feel nervous when speaking, and 17% often nervous, 33% sometimes, and 13% always nervous. In item six 33% are confused, 3% often, 43% sometimes and 7% and 13% usually and always. It could be said that, such a feeling is intentionally or unintentionally linked to learning a foreign language. In the seventh item, 3% of the students feel tension, but the rest 97% are not tension. Some of them often feel tension, others sometimes, usually and always. The eighth statement shows 3% never influenced by tension in English in classroom; the other 97% are not influenced. However, The ninth item shows that 13% of the students never avoid speaking in English according to the teachers' opinions, and 17% often nervous, 33% sometimes, 13% usually and 20% always avoid speaking in English. This

feeling of being nervous may be due to the fact that English is not like their mother tongue language.

The analysis of the above statements is similar to the rest of the statements in that the majority of the students have the feeling of not being comfortable while learning English. Also, a considerable number of these students have negative attitude towards learning English.

### **4.3 Discussion**

It could be true to say that learning English is accompanied with apprehension that influences the Sudanese students learning English as a foreign language. This is based on the questionnaires' responses by both the students and the teachers' opinions about their students in the Sudanese schools. The first problem that faces the EFL learners in the Sudanese schools is the type of apprehension in learning. This form of apprehension is a real hindrance to the process of learning. It is noticed from the tables and charts above that the majority of the students are influenced by fear whether of being corrected or being laughed at by the peers. This feeling is an influencing factor in the development of learning process.

Building the abilities of the students need both the teachers' encouragement and help to his students to overcome the difficulties in learning and to avoid being afraid whenever encountered by such sort of apprehension, because many students feel shy or afraid of learning a foreign language. Participation in classroom is a matter of practice. A student needs to be a good participator among his classmates. However, his needs are blocked when he is influenced by fear and apprehension of being corrected and or of being ashamed. As noticed from the statements of the questionnaire, the majority of the items concentrate on the students'

feelings, because, to fully and successfully gain the knowledge of other languages, a student must be confident enough to overcome all the difficulties that may arise the course of learning.

Since the four skills are very important in learning a foreign language, it is noticed that the speaking apprehension is widespread among the Sudanese students, because most of the learners are influenced by fear, shyness or whatever. They might be good writers but afraid to speak out their own thoughts. This may be due to several reasons of which, that some of these students are afraid of being corrected in order not to be described as weak or unable to do well with learning a second language. Others feel that, they might be mocked by their classmates. For this reason, they hesitate and hence fail in acquiring the language.

It is observed that many students worry about the consequences of failing in their foreign language class. This makes the learning tasks very difficult. In this sense, apprehension is one of the obstacles of dealing with foreign language learning, because the number of the students who feel confident when they speak in foreign language class is very few if compared to those who show any type of apprehension; like reading or speaking apprehension. The feeling of being less confident affects the participation of the students in their classroom activities.

The majority of the respondents to the questionnaire feel ashamed in front of their classmates when making mistakes. However, making mistakes is something unnatural; rather it is an expected thing especially in dealing with learning a second or a foreign language. Such a feeling is a two – dimension weapon in that sometimes, this feeling leads to the intended success depending on the person. It could also be destructive,

because it prohibits the learner development even if he / she is aware of the answer of any question for example.

On the other hand, some students are characterized by being calm and relaxed while participating in group discussions. This is unfortunately a rare phenomenon, especially with the existence of either internal or external fear that could control and influence the learning process inside the classroom. The teacher can observe such feeling of fear and or relaxation among their students. In this sense, the teachers' role is to remove fear and encourage the students to overcome such hindrances in learning.

The problem of apprehension in learning is deep – rooted in the first years' education. One could say that, such fear is influential because it is a new language that is different from the Sudanese mother tongue language. So, it is noticed that many of the students complain that they feel their hearts pounding when they are going to be called on in language class. So, they are overwhelmed with fear and hence the learning process is hindered or delayed.

There is a variety of reasons why learners feel afraid and their hearts bounding like balls. One reason is the teacher. This could be analyzed in this way: some teachers treat the learners in a way that looks as if these learners are subjects possessed by that teacher. They never treat them in a friendly way. This makes these learners feel terrified when that teacher comes in class. So, this creates a negative impact on them and creates a barrier between them and the process of learning.

However, this is not applicable to all the students in that there are some students who find greater interest in studying English than any

other subjects. This could be different depending on the individual differences found among the learners.

According to the teachers' responses about their students in the questionnaire submitted to them, it is noticed that, participation in classroom is one of the responsibilities of the teacher in that, the teacher styles either force or encourage the students in their learning process. It is not unnatural to find a large number of the students not to participate in their classes unless they are asked to answer a question or read or write something.

The one to be blamed about this outcome is the teacher, because the type of treatment he/ she should show. This is based on some fact about the students who attribute their hatred or love to any subject on the teachers. So, the good treatment is a key term in the students' participation due to the teachers' positive reinforcement.

One of the factors that make the learners being obsessed by language learning apprehension is their inability to participate orally with the teacher who might also be a less fluent speaker. This affect the overall process of language learning and hence leads to the failure of delay of the language being learnt.

The important question is the avoidance of speaking English by many of the Sudanese students. This might be attributed to the influence of mother tongue language. This is reflected in the responses of the questionnaire in that, the majority of the students in class avoid speaking English and prefer to speak Arabic. They consider Arabic to be the easiest way to communicate forgetting about developing their communicative competence in English. This is alongside with the fact that some students in class have negative attitude towards the new

language. For this reason, they prefer to speak in Arabic and mock those who speak in the target language.

The majority of the learners in the Sudanese secondary schools feel shy when speaking with native speakers. This might be due to the lack of practice which makes them feel confident. On the other hand, many learners avoid speaking the target language outside classroom. They speak only inside classrooms, but when out of class, they return to their mother tongue language.

One could say that, it is not difficult to amend such a phenomenon or remove it completely if and only if the teachers use their different techniques of creating a kind of confidence in their students to overcome such a thing. By trying to remove fear out of their students, the teachers put the first brick towards a successful learning a way from any source of apprehension in the learning process.

On the other hand, the teachers' apprehension affects the students' performance, because if the teacher appears to have any form of anxiety in performing his task, this will directly affect the students self – confidence in learning. So, the teacher should be of some sort of confidence and a good reputation that will enable him / her to teach.

Finally, teachers should create an atmosphere of relaxation and friendship among your students to help them overcome the sense of apprehension in order to push forward the learning process of his / her students. This could be done through engaging all the students freely in English classes and discussion.

#### **4.4 Testing the Hypotheses**

Based on the analysis and discussion carried out in the above section, it could be true to say that the analysis in one way or another matches the hypotheses stated in the very beginning of the research. In that when speaking about the abilities of the students in oral communication, it is observed that, this ability is hindered by some obstacles. There are factors that influence the students' performance in speaking skills. This is due to the apprehension and the feeling of fear that overwhelms the students.

This could verify the first hypothesis that states "Most of the common EFL students' problems while oral production and speaking are shyness, lack of confidence, fear of making mistakes and of negative evaluation". It is clear from the questionnaire statements that the majority of the students feel shy or afraid of expressing their feelings or opinions in the target language.

Another thing which could be noticed from the analysis is the fact that apprehension influences the Sudanese students in the act of communication. This is resulted in negative attitude towards the language learnt. The second hypothesis states that "Apprehension exerted a strong influence on the students competence and negatively affect their unwilling to communicate" is said to be true, because it influences the ability negatively. In some cases, it is noticed that students are aware of the language they study, but they are unwilling to communicate in that language for the reason mentioned above like fear, shyness etc. this make the task a bit difficult to easily communicate.

The last hypothesis concerned the teachers' role in removing the language learning apprehension among the students. It states that " Teachers can use more activities in oral production to reduce learners'

apprehension problems". This is one of the external factors that can help the students to overcome their fear and learn the language with fewer difficulties through the encouragement of the teachers as verified in the analysis and discussion above.

It could be argued that the study achieved to some extents the verification of the hypotheses stated in the opening chapter of this study. This is clear from the analysis and discussion made the previous sections of this chapter.



## **CHAPTER FIVE**

### **CONCLUSION, MAIN FINDINGS, RECOMMENDATION AND SUGGESTIONS FOR FURTHER STUDIES**

#### **5.0 Conclusion**

The study investigated language learning apprehension among the Sudanese secondary students at Sharg Al- neel schools. The main aim of this study is to show the main factors of such language apprehension, the reasons and to find solutions to such a problem. Also the study aims to different aspects of apprehension concerning the four skills. The study main tool to achieve the intended goals is a questionnaire for both the students and the teachers. This study clarified the learners' apprehension which is represented in the skills needed for learning the second language ranging between environmental and psychological factors. In addition to the types of curricula studied in the Sudanese schools and the teaching methodologies and strategies adopted by teachers. On the other hand, the study gave importance to the role of encouragement and reinforcement of the teachers to the students. The discussion of the types of apprehension in reading, writing, listening and speaking is very urgent and necessary to the identification of the reasons of apprehension with the sole aim of finding a solution to such a phenomenon. This will push forward the cycle of learning with ease like the first language acquisition.

## **5.1 Main Findings**

Based on the analysis and the discussion conducted in the previous chapter, the research found that:

- 1) The majority of the EFL Sudanese learners at secondary schools have cute difficulties in overcoming their fears in dealing with learning second language.
- 2) Fear, shyness are central elements in delaying the process of learning a second language.
- 3) The apprehension of being negatively evaluated cause some students avoid attending English classes and hence affect the language mastery by those students.
- 4) The environment plays a great role in the process of language learning due to the influence of Sudanese Arabic language among a large number of the students who prefer speaking their own language rather than practicing oral communication
- 5) Secondary schools' students have negative attitudes towards the target language. This negative attitude affects in one way or another the learning process
- 6) The study also found that the teachers` belief about teaching a foreign language is one of the factors provoking anxiety or apprehension in learning.
- 7) The fear of being negatively evaluated is resulted from the fear of doing and saying wrong things which is a strong source of foreign language class anxiety.

- 8) The results additionally revealed that most of the students lacked confidence in speaking English and hence failing one of the most important skills of language learning.
- 9) One last result is this study showed that the students suffer from the unfavorable feeling of apprehension due to due to negative evaluation by peers and teachers or tutors while learning the language.

## **5.2 Recommendations**

Based on the findings of the study, there are some recommendations posed by the researcher in this concern. These are as follows:

- 1) Since it is not possible to escape evaluations in language learning, students too have to be smart in dealing with fear such as adopting strategies and making preparation for English classes.
- 2) Sudanese second language teachers play a very important role in determining the communication apprehension level of the students, hence, they should try to do their best to help them overcome their fears
- 3) The Secondary school teachers in the Sudanese schools should talentedly choose the right methods and techniques used in the class to encourage the students who are victims of apprehension of learning.
- 4) EFL Sudanese teachers need should know the different factors playing role on the process of learning second/ foreign language so

that they could take the advantage of the theoretical foundation in their classroom.

### **5.3 Suggestion for Further Studies**

The main limitation of our study is that our participants were only from one region of the country, the capital city, therefore, it is expected that certain scales, institutes or universities such as English as an international language might show different values if other parts of the country were surveyed. Another future study might include the less confident teachers who participate in the student's language learning apprehension.

It will be interesting for future studies to explore apprehension among other different groups by considering adequate sample size, current language proficiency levels, and exposure to English language, among other topics.

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## Appendices

### Appendix (1)

#### Questionnaire for the students

This questionnaire is designed to know the students' attitude toward learning a foreign language. Please tick [ ] in the box in front of the statements.

**Hypothesis [1]:** Most of the common EFL students' problems while oral production and speaking are shyness, lack of confidence, fear of making mistakes and of negative evaluation.

No	The Item	Yes	No	sometimes
1	I worry about the consequences of failing my foreign language class.			
2	I feel confident when I speak in foreign language class			
3	I feel ashamed of myself in front of my classmates when making mistakes.			
4	I tremble when I know that I'm going to be called on in English class.			
5	I am calm and relaxed while participating in group discussions.			
6	I can feel my heart pounding when I'm going to be called on in language class.			
7	I feel relaxed during the English classes			
8	I find studying English more interesting than other subjects			

**Hypothesis [2]:** Apprehension exerted a strong influence on the students competence and negatively affect their unwilling to communicate

No	The Item	Yes	No	sometimes
1	I often feel like not going to my language class.			
2	I have no fear of speaking up in conversations.			
3	I would not be nervous speaking the foreign language with native speakers.			
4	I get nervous and confused when I am speaking in my language class			
5	I am afraid that the other students will laugh at me when I speak the foreign language.			
6	I am nervous when I am called upon to express an opinion at a meeting.			
7	I try to avoid talking with foreigners if I can			

## Appendix (2)

### Questionnaire for Higher Secondary Teachers

This questionnaire is designed to know the teachers' opinions about their students at higher secondary schools in terms of learning second language apprehension

**Hypothesis [1]:** Most of the common EFL students' problems while oral production and speaking are shyness, lack of confidence, fear of making mistakes and of negative evaluation.

No	The statement	Never	sometimes	Always	Usually	Often
1	The students participate in classroom discussion without fear					
2	Many students in class afraid of being corrected in front of their peers					
3	This students doesn't participate unless I ask him/ her to answer					
4	My students are calm and relaxed when speaking English					
5	While speaking, this student gets nervous					
6	My student know the proper answer, but when I ask him/ her, gets confused					
7	The students afraid of being blamed					
8	Tension influences the English classroom					

**Hypothesis [2]:** Apprehension exerted a strong influence on the students competence and negatively affect their unwilling to communicate

No	The statement	Never	sometimes	Always	Usually	Often
1	The majority of the students in class avoid speaking English and prefer to speak Arabic					
2	This student doesn't feel comfortable when I ask him to					

	Speak in English					
3	Some students in class have negative attitude towards the new language					
4	All the students are engaged freely in English classes					

**Hypothesis [3]:** Teachers can use more activities in oral production to reduce learners' apprehension problems

No	The statement	Never	sometimes	Always	Usually	Often
1	Do you expect your students speak English in classroom discussion?					
2	You try to remove fear out of your students					
3	You try to create an atmosphere of relaxation and friendship among your students					