

The Impact of Anxiety on Learning English as Second Language for University Students (Anxiety, Speaking, Students)

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أثر القلق على تعلم اللغة الإنجليزية كلفة ثانية لدى طلبة الجامعة (القلق، الكلام، الطلبة)

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جامعة اشور / كلية الآداب / قسم اللغة الانكليزية

Abstract

Speaking is a communication skill and an asset in learning the language; during the learning process, speaking has a supportive role. Speaking doesn't lead to learning rather, it activates to know and retain it for a longer time to be more available for our future needs. Through speaking, we improve our knowledge of the world, the context, culture, expectations, interpretations and even communication strategies will be a part of our world knowledge. We would better to say speaking improves performance because it is a practice to use language for communication.

ملخص

يُعدّ التحدث مهارة تواصل أساسية وركيزة مهمة في تعلّم اللغة؛ إذ يلعب دورًا داعمًا خلال عملية التعلّم. للتحدث دورٌ داعم. فهو لا يؤدي إلى التعلّم بحد ذاته، بل يُفعل المعرفة ويُرسّخها في الذاكرة لفترة أطول، مما يُهيئنا لتلبية احتياجاتنا المستقبلية. ومن خلال التحدث، نُحسّن معرفتنا بالعالم، وسياقه، وثقافته، وتوقعاته، وتفسيراته، وحتى استراتيجيات التواصل، لتُصبح جزءًا لا يتجزأ من معارفنا العالمية. بل يُمكننا القول إن التحدث يُحسّن الأداء، لأنه ممارسة لاستخدام اللغة في التواصل.

The Impact of Anxiety on Learning English as Second Language for University Students

1.1. The Statement of Problem

English plays an important role in a global market as it is a communication language of business, education, science and technology, so the need to this language has increased widely to acquire good communication skills. In expressing ourselves, communications with others, planning our future and exchanging ideas. This leads us to recognize what hinders language learning in the light of increasing numbers of students learning English around the world. One of these hinders is the anxiety, which considers one of the main influential factors for effective language learning. Most of the studies that specialized in English language anxiety show that anxious learners made more errors overestimated the number of their errors, and corrected themselves more than less anxious learners. They also found that anxiety levels were higher as learners reported greater fear of negative evaluation and as they perceived their ability to be lower than others. Increased speaking anxiety levels in Iraqi university students can be attributed to a variety of factors. One of these factors may be related to the fact that Iraqi educational system is not designed to increase the communicative competence of students. Therefore, many students experiences a feeling of uneasiness and anxiety and apprehension when having to speak in the foreign language. This makes students have no confidence in themselves in what they are saying and whether they are able to make the proper social impression. All students who suffer from such cases are represented by forgetfulness, avoidance of speaking English, less attention with people, negative self-image, and lack of confidence.

1.2. The Aim of the Study

This study aims to show the significance of anxiety factor in learning English as a foreign or a second language upon third stage of English department students.

1.3. Limit of the Study

This study is limited to the third stage students in college of Arts /department of English language and literature. Ashur University, during the academy year 2024-2025.

1.4. Definition of the Basic Forms

- *Anxiety*

Horwitz et al., 1986: 128 define anxiety as 'a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning processes. It occurs when students attempt to successfully use a second or foreign language which they have not yet adequately or fully mastered. Scovel, 1978:34 defines anxiety as an emotional state of " apprehension, a vague fear that is only indirectly associated with an object. While Spieberger, 1983:1 defines anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system. Generally, anxiety is considered as a complex concept which involves negative emotional states such as apprehension, fear, frustration or low confidence. Sparks and Ganschow, 2001: 11 define language anxiety is as a consequence of their foreign language learning difficulties. They argued that anxiety in a foreign language class could be the result of first language deficits, namely difficulties that students may have with language 'codes' (phonological, syntactic, lexical, semantic features). Evans, 2005:162 defines anxiety as "multiple mental and physiological phenomena, including a person's conscious state of worry over a future unwanted event, or fear of an actual situation" .

- *Speaking*

McDonough and Show, 2003: 134 define speaking as a desire and purpose-driven that means, we genuinely want to communicate something to achieve a particular end. This may involve an expressing ideas and opinions; expressing a wish or desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Nunan, 2003:62 describes speaking as an oral production of many different genres. Reciting poetry, participating in debates, engaging in class discussion, and leaving messages, on answering machines are all different types of speaking.

While Birjandi and et al, 2006:194 define speaking as a communicative skill. It is a process in which the speaker activates his/her background knowledge of language and that of the world to create his/her attended message in a way to be comprehensible for the listener.

- *Student*

Student is defined as any individual currently or previously enrolled in any course offered by secondary, preparatory schools or college, (dictionary of English language) or defined as a person or one who is enrolled or attended classes at a school, college or university.

2. Literature Review

2.1. The Effect of Anxiety on Language Learning

Birjandi et al, 2006:191-192 state that speaking like the other three skills, is a communicative skill and an asset in learning the language. During the learning process, speaking has a supportive role. Speaking does not lead to learning; rather, it activates what we know and retain it for a longer time to be more available for our future needs. Through speaking of course, we improve our knowledge of the world. The context, culture, expectations, interpretations and even communication strategies will be a part of our world knowledge. We would better say speaking improves performance because it is a practice to use language for communication. They also add that to improve their performance, students should speak, because speaking help them to find the new forms that they need and make them listen and speak more. So speaking plays a vital role in learning to use a language as a communication means. It involves more than simply knowing the linguistic components of the message and developing language skills requires more than grammatical comprehension and vocabulary memorization. What makes speaking in second or foreign language difficult, Brown, (1994:95) mentions a number of features that interact to make speaking as challenging a language skill as it is. To start, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision; so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Students must acquire the stress, rhythm, and intonation of English, as a complicated task for many. The most difficult aspect of spoken language is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, monitoring its effect, and so on. Macintyre and Gardner,

(1994: 10) confirm that foreign language anxiety affects each of the three stages of foreign language learning process as follow;

1. the input stage: anxiety at this stage indicates that learners experience some sort of fear when they are confronted for the first time with a new word, phrase, or sentence in the foreign language. In other words, the level of anxiety at this stage influences negatively the learner's ability to receive, to concentrate, and to encode external stimuli. So the high levels of anxiety at this stage may make those learners unsure of themselves, which makes them feel in need to listen for the same item in the foreign language more than one time and they may have to reread in the foreign language on several occasions to compensate for missing or inadequate input.
2. the retrieval (processing) stage: anxiety at this stage reflects the apprehension the learners experience when cognitive actions are performed on the external stimuli; that is when learners are trying to organize and store the input. What happens at this stage is that anxiety may lessen the efficiency with which memory processes are manipulated to achieve the task. So the high levels of processing anxiety may diminish the learner's ability to understand messages or to learn new vocabulary items in the foreign language.
3. the output stage: anxiety at this stage involves the worry experienced when learners are required to demonstrate their ability to produce previously learned material. It is assumed that output anxiety interferes with the processing of previous learning, so the high level of anxiety at this stage might inhibit the learner's ability to speak or write in the foreign language. Richards and Renandya (2003:201) indicate that the ability to speak a second or a foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example our purposes may be to make social contact with people to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something; or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people's behavior to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. Konda and Ying-Ling, (2004: 295) state that language anxiety is a pervasive and prominent force in the foreign language learning context that has a detrimental effect on language learning or performance and that feelings of anxiety may be caused by learners not having developed proficiency in the foreign language. Because language anxiety is consistently associated with problems in language learning such as deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests, understanding the mechanism of anxiety in language learning has been the major concern to educators and researches. The sources of language anxiety often are intertwined, causing difficulty in teasing out a discrete factor or source. Meanwhile, anxiety- provoking factors are to be classified into; non-comprehension, speaking activates, pedagogical and instructional practices, errors correction, and foreign language courses. Oxford (1990: 140) states that the affective side of the learner is probably one of the most important influence in language learning success or failure. The affective factors related to second or foreign language learning are emotions, self-esteem, empathy, anxiety attitude and motivation. It is a complex task that is susceptible to human anxiety. In general, speaking a foreign language especially in front of others is often anxiety- provoking. Sometimes, extreme anxiety occur when English foreign language learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and general sense of failure. Unlike children, adults are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of 'losing face' in some culture. Clearly the sensitivity of adult learners to making mistakes, or fear of 'losing face' has been the explanation for their inability to speak English without hesitation. Brown (2007:161) sees that the construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feeling of anxiousness, anxiety is still not easy to define in a simple sentence. Anxiety is like self-esteem, can be experienced at various levels. In case of self-esteem, it is important in classroom for a teacher to try to determine whether a student's anxiety stems from a more global trait or whether it comes from a particular situation at the moment. Nunan (1985: 236) sees that in terms of speaking, there are three sets of factors to be taken into consideration, and not all of the factors under the control of the teacher, or the instructional designer. In the first place there are factors to be with the data that learners are working with.

How. 1. How dense/complex are the texts that learners are required to process? How abstract/concrete is the content in relation to the learners' experience? How much contextual support is provided? Second factor has to do with the task itself. How many steps are involved in the task? How relevant and meaningful is the task? How much time is available? What degree of grammatical accuracy is provided? How much assistance is provided? How clearly is the task set up for the learners? How much practice or rehearse time is available? Finally, there are factors that are internal to the speakers themselves. These factors which are largely outside the teacher's control, include the level of confidence and motivation of the learners, prior knowledge of content, degree of linguistic knowledge and skills, extent of cultural knowledge and the degree of familiarity with the task type itself. Nunan (2015: 52) sees that for many years, second language ability was seen in terms of linguistics competence, that is, the mastery of the sounds, the vocabulary and the grammar of language. It was assumed that once these elements had been mastered, a learner would have all that he or she needed to use the language to communicate. Later, there was a profound change in the way in which linguistics and teachers conceived of the nature of the language and language use (and consequently of language teaching and learning). While the ability to articulate sounds in a comprehensive manner the possession of an adequate vocabulary, and a working knowledge of grammar were necessary, they were not sufficient for someone to communicate competently in the language. Figuring out what else the learner needed to know and be able to do in order to communicate led to the notion of communicative competence. Swains, 2000:97 adds that the production of language pushes learners to process language more deeply, and in preparing to speak, they must pay more attention to how meaning is expected through language than they do for the comprehension of language. She advocated more opportunities for learners to engage in verbal production, (i.e 'output'), in French immersion classroom. Since then, she and her colleagues have carried out extensive research to investigate the effect of output on second language learning. Bohlke (2014:123) sees that for second language learners to communicate effectively, they must have a reasonable command of grammar and vocabulary. But this knowledge alone is insufficient. Learners need to learn a wide range of other skills. Four skill areas of speaking competence are required for effective communication. Those areas are phonological skills, in which learners need to be able to blend the phonemes of the language they are learning. In addition, they must use appropriate stress and intonation. Speech function, in which learners need to achieve specific communicative functions in social and transactional exchanges such as agreeing with someone, asking for clarification or offering a reason. Interactional skills, in face to face exchanges, learners must manage interactions by regulating turn taking, redirecting the topic, and negotiating meaning, in addition to initiating, maintaining and closing a conversation. Extended discourse skills, learners must often produce long stretches of uninterrupted language and they need to structure what they say so it is easy for others to follow. This requires the use of established conversations for structuring different kinds of extended spoken language such as narrative, procedural, expository, or descriptive discourse. Birjandi, et al (2006:15) see that having to perform in public is often associated with some feeling of uncertainty, insecurity, self-doubt, and anxiety. Few people are free from these natural ego-preserving fears. Teachers, however, accustomed to standing in front of students, may gradually lose their awareness of the anxiety that such situations produce. Students' situation in class produce even more anxiety than that of the adult in public performance acts for several reasons. Students often have to respond even though they do not want to do so. They realize that teachers normally judge their responses and use that evaluation as the basis for their grades. They do not like to be corrected by the teacher in front of the other members of the class. Also, the insecurity produced by having to recite in class is normally much more pronounced in circumstances requiring the use of a second language. Levelt (1989: 122) sees that speaking is a complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working memory of words and concepts, while self-monitoring. When preparing speaking activities, teachers need to be aware of three important cognitive processes. Conceptualization, in which speakers need the capacity to select content and ideas for oral production, drawing on sensory imaging and inner speech. Formulation, in which speakers need to be able to express content. They must know lexico-grammatical structures and be able to string them together cohesively, selecting from their mental lexicon and from their knowledge of grammar. Articulation, in which speakers need to be able to articulate their selected ideas and expressions. Articulation is a physical process involving appropriate use of mouth, teeth and tongue, but it is closely linked to memory, and to conceptualization and formulation. Brown, 2007:165 sees that oral communication is a case in which cognitively at least, it is easy to achieve empathetic communication because there is immediate feedback from the hearer. A misunderstood word, phrase, or idea can be questioned by the hearer and then rephrased by the speaker until a clear message is interpreted. Written communication requires a special kind of empathy – a 'cognitive' empathy in which the

writer, without the benefit of immediate feedback from the reader, must communicate ideas by means of a very clear empathetic intuition and judgment of the reader's state of mind and structure of knowledge. So in a second language learning situation, the problem of empathy becomes acute. Not only must learner- speakers correctly identify cognitive and affective set in the hearer, but they must do so in a language in which they are in secure. Then, learner-hearers attempting to comprehend a second language, often discover that their own state of thought are misinterpreted by a native speaker and the results is that linguistic, cognitive, and affective information easily passes on one ear and out the others. Ur (1996: 121) sees that among the four skills activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of cretinism or losing face, or simply shy of the attention their speech attract. He also adds that even if they are not inhibited. We often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking. So the best way to treat this problem is through increasing the participation of talking, more opportunities to speak in small group, more oral practice inside and outside the classroom. Scrivener (2011: 213) sees that without experience in using the language, learners may tend to be nervous about trying to say thing, fear seeming foolish in front of others; or worry about getting things wrong, they may want to avoid teacher's comments or corrections, and so on. In addition to these, it may simply take a long time to put the pieces of a communication together, leading to long embarrassed pauses while the learner tries to find out how to say what they want to say; perhaps while a ticket queue waits behind or a group of embarrassed friends look on. He also adds that the best way for teacher to help learners activate this knowledge is to put them in 'safe' situations in class where they are inspired and encouraged to try using language from their 'store'. These would not mainly be activate that teach 'new' language; rather, they would allow learners to try out language that they already understand and have 'learned' but not yet made part of their active personal repertoire. Most teachers are likely to want to create activities in which learners feel less worried about speaking, less under pressure, less nervous, about trying things out. Widdowson, 1978: 60 adds that with reference to language teaching, it will be readily agreed that, where the aim of the language course is to develop an ability to handle spoken language, what learners need ultimately to acquire is an awareness of how the language being learned is used for talking. It may be, of course, that in certain circumstances it is expedient to spend time on teaching of speaking and hearing first before moving on to the highest level communicative ability of talking. The important thing is that teacher should accept that such a move must be made some time if their learners are really to be able to use the language in its spoken mode. While Murcia, 1991: 103 sees that speaking in a second or foreign language has often been viewed as the most demanding of the four skills, so to start fluent speech contains reduced forms such as contractions, vowel reduction, and elision, so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Harmer, 2001: 273 advises teachers that you must be careful when you choose who should come out to the front of the class, not to choose the shyest student first, and you need to work to create the right kind of the supportive atmosphere in the class. You need to give students time to rehearse their dialogues before they are asked to perform them. Where the whole class is working in the same dialogue or play extract, we can go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. By giving students practice in these things before they give their final performances, you ensure that acting out is both a learning and a language producing activity.

3. The Procedures

3.1.The Population

The population of this study are the whole students from the third stage of English department in the College of arts /university of Ashur.

3.2.Sample of This Study

The researcher takes the whole students of the third stage of English department who are (42) students.

3.3.The Instrument

The technique used in this study is a questionnaire. It is modified from Foreign Language Classroom Anxiety Students (FLCA) with specific attention to anxiety over speaking by Horwitz et al, (1986). This questionnaire has been widely used to investigate emotional attitude among foreign language learners, see appendix no. (1). The questionnaire consists of (33) statements. The answer for these statements are multi-answers consist of five scales as strongly agree, agree, neither agree nor disagree, disagree and, strongly disagree. It is given to the students above mentioned to answer freely. This questionnaire is exposed to jury members to refine it.

3.4.Data Collection

In order to collect information, the researcher distributes the questionnaire papers by himself to the third stage's students of English Department in college of Arts /Ashur University as above mentioned.

3.5.Validity

Validity refers to whether the test actually measures what it is supposed to measure. (Murcia, 2001: 525). Validity refers to the degree of success, with which a technique or another instrument is measuring what it claims to measure. (Pilot and et al, 2001: 87). While Heaton, 1990:159 defines validity of a test as the extent to which it measures what it is supposed to measure and nothing else. Every test, whether it be a short, informal classroom test or a public examination, should be as valid as the constructor can make it. In this study, the researcher uses 'face validity' to show the questionnaire (see appendix 1) to a number of specialists and experts of teaching English as a foreign language. The jury members are alphabetically arranged according to their scientific degree;

- Prof. Fatin Khairi Al-Rufai, Ph.D. College of Education (Ibn Al-Rushd), University of Baghdad
- Assist. Prof. Abbas Lutfi Hussein, Ph.D. College of Arts, Al-Mustanseriya University
- Assist. Prof. Dea Mizher Khrebt, Ph.D. College of Education, (Ibn Al-Rushd), University of Baghdad
- Assist. Prof. Ali Arif Fadhil, Ph.D. College of Languages, University of Baghdad.
- Assist. Prof. Mansour K. Hagel, Ph.D. College of Arts, Al- Iraqia University.

3.6.Reliability

A reliable test is consistent and dependable, that means if you give the same test to the same subject or matched subjects on two different occasion, the test itself should yield similar results. (Brown, 2001:386). Weir, 1990: 32 defines reliability as a fundamental criterion against which any language test has to be judged. It is the first essential for any test, but for certain kinds of language test may be very difficult to achieve. While Harris, 2010: 14 says that reliability means the stability of test scores. A test cannot measure anything well unless it measures consistently.

4. Results

In order to fulfil the aim of this study, the researcher depends the following steps;

4.1. Measuring Anxiety of University Students

The arithmetic mean for the sample of university students on the anxiety questionnaire was (103.619) with a standard deviation of (9.850), while the hypothesized mean was (99). After using the second test for one sample, it appeared that the calculated T-value (3.032) is greater than the tabular value (2.000), which is statistically significant. At the level of (0.05) and with a degree of freedom (41), which indicates that the research sample is characterized by anxiety, and Table No. (2) Shows this. Table (2) This table shows the arithmetic mean, standard deviation, hypothetical mean, and calculated and tabulated T-value for university students on the anxiety questionnaire.

Kind of S	N	Dre Freed	mean	stan devi	hypothe mean,	T-value		level significance
						Calcu	tabula	
Ashur University Students	42	41	103.6	9.85	99	3.032	2.000	Non-function level (0.05)

This calculation used the t-test as shown in the following equation for two independent samples.

$$T = \frac{x_1 - x_2}{\sqrt{\frac{S^2(N_1 - 1) + S^2(N_2 - 1)}{N_1 + N_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

This result indicates that university students are characterized by anxiety, and this anxiety may be due to the events that the students face in their lives, including restrictions on them and the circumstances that the country is going through. This leads them to separatist reactions as a reflection of their actual response through their choice of a certain way of thinking, which leads to the development of an anxious personality that responds to social interaction and is influenced by withdrawing from it rather than participating in it. This operation.

4.2. The comparison of anxiety according to the gender variable

The arithmetic mean for the sample of male university students on the anxiety questionnaire was (146.889) with a standard deviation of (11.61), while the arithmetic mean for the sample of female university students was (145.02) with a standard deviation of (10.82). After using the t-test for two independent samples, it appeared

that the calculated T-value was (0.532). It is smaller than the table value (2.021) and is not statistically significant at the level (0.05) and with a degree of freedom (40), which indicates that males do not differ from female university students in anxiety, and Table (3) shows this.

Kind Sample	No.	Mean	Stand. Deviat	T-value		level of significance
				Calculated	tabulated	
Male	16	146.889	11.61	0.532	2.021	Non-Function at a (0.05)
Female	26	145.02	10.82			

This means that males do not differ from females in anxiety, meaning that university students go through the same similar circumstances that affect their anxiety, or perhaps the reason is that both genders respond to social events in the same way due to homogeneity of age and similar environmental and cultural conditions

4.3. Discussion of the Results

The findings of this study appear to consolidate other studies in suggesting that language anxiety is a pervasive and prominent force in the foreign language learning context that has a detrimental effect on language learning or performance and that feelings of anxiety may be caused by learners not having developed proficiency in the foreign language. Because language anxiety is consistently associated with problems in language learning such as deficits in listening, comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests, understanding the mechanism of anxiety in language learning has been the major concern to educators and researchers. Kondo and Ying -Ling, 2004: 295 report that the question of what learners should actually do to cope with their anxiety in language classrooms has not given the due attention it deserves, and if any techniques have been suggested, they cannot play a role in the customary decrease in the performance of high language anxious learners. It confirmed that it is the responsibility of the teacher to create a healthy environment in the language classroom so as to alleviate any level of anxiety the learners may experience. Turula, 2002, 31 sums up the role the teacher performs in three tasks; diagnosing the reasons of feeling anxious, uncomfortable, and loss of self-confidence in the classroom so as to decrease them, and understanding the features of the good classroom dynamics. Finally, creating classroom environment in which such dynamics may work well in order to diminish the role of the teacher in raising the level of apprehension and frustration the learners feel in the language classroom, it is highly recommended that the teacher should not rely on the technique of error correction while the learners are trying to participate in the classroom. Instead, the teacher ought to give learners the opportunity to discover their errors and at the same time correct them. In such a way, the teacher helps to corroborate the learners' self-confidence and eradicate some of the errors that the learners usually commit. Most of students feel anxious and nervous while speaking English in front of others. Most of their problems are in grammar, pronunciation, and their lack of memorizing a large number of vocabulary. The study also shows that English department students are demotivated and very anxious toward learning English as foreign language. It also shows that language anxiety can be experienced in writing, reading, listening, or speaking and it can affect students' attitudes negatively toward speaking skill. In addition, language anxiety has been considered as an important factor that influences language students in regarding as success or failure. The reason might have led the students to think that they needed more encouragement to lessen the level of anxiety. Here teachers play vital role to employ different strategies appealing to each gender to decrease their anxiety levels. They also need to provide opportunities for students to communicate with others as well as with native speakers of English.

5. Suggestions

On the light of questionnaire's results, the researcher suggests the following points:

1. Teacher should create a healthy environment in the language classroom so as to alleviate any level of anxiety that learners have faced. the role of teacher sums up in three tasks;
 - a. diagnosing the reasons of feeling anxious, uncomfortable, and loss of self - confidence in the classroom so as to decrease them,
 - b. understanding the features of the good classroom,
 - c. creating classroom environments in which such dynamics may work well. In order to diminish the role of the teacher in raising the level of apprehension and frustration the learners feel in the language classroom.
2. Teacher should not rely on the technique of error correction while the learner is trying to participate in the classroom. Instead, of that giving them opportunity to discover their errors and at the same time correct them.

3. For learners, we have five strategies to follow which might aid them in lessening their tension in the language classroom. These strategies involve preparation, relaxation, positive thinking, peer seeking, and finally resignation.

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Appendixes

Table no. (1): The Questionnaire

No	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my English class					
2	I don't worry about making mistakes in English class.					
3	I tremble when I know that I'm going to be called on in English class.					
4	It frightens me when I don't understand what the teacher is saying in English.					
5	It wouldn't bother me at all to take more English classes.					
6	During Eng. class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at English than I am.					
8	I am usually at ease during tests in my English class.					
9	I start to panic when I have to speak without preparation in English class.					
10	I worry about the consequences of failing my English class.					
11	I don't understand why some people get so upset over English classes.					
12	In English class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my English class.					
14	I would not be nervous speaking English with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for English class, I feel anxious about it.					
17	I often feel like not going to my English class.					
18	I feel confident when I speak in English class.					
19	I am afraid that my English teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in English class.					
21	The more I study for a English test, the more confused I get.					
22	I don't feel pressure to prepare very well for English class.					
23	I always feel that the other students speak English better than I do.					
24	I feel very self-conscious about speaking English in front of other students.					
25	The English class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my English class than in my other classes.					
27	I get nervous and confused when I am speaking in my English class.					
28	When I'm on my way to English class, I feel very sure and relaxed.					

29	I get nervous when I don't understand every word the English teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak English					
31	I am afraid that the other students will laugh at me when I speak English.					
32	I would probably feel comfortable around native speakers of English.					
33	I get nervous when the English teacher asks questions which I haven't prepared					