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FOREIGN LANGUAGE CLASSROOM ANXIETY

AMONG KURDISH EFL LEARNERS IN NORTHERN IRAQ:

A SURVEY STUDY

MASTER THESIS

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We certify that we have read the thesis submitted by Brwa Rasul Sharif titled "Foreign Language Classroom Anxiety among Kurdish EFL Learners in Northern Iraq: A Survey Study" and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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DEDICATION

This thesis is dedicated to:

My parents, who have been bringing me up continuously and successfully.

My wife, who has been encouraging me to turn my dreams into reality.

My siblings, nephews and nieces, who have been teaching me to think that even the most difficult tasks can be accomplished.

My friends, who have been helping me in my life.

ABSTRACT

FOREIGN LANGUAGE CLASSROOM ANXIETY

AMONG KURDISH ELF LEARNERS IN NORTHERN IRAQ:

A SURVEY STUDY

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The aim of this study was to investigate the level of foreign language classroom anxiety (FLCA) among Kurdish English as a Foreign Language learners at university level. It seeked to explore the most and least influential factors that contribute to FLCA. In addition, it explored the strategies that Kurdish EFL learners used to cope with FLCA.

The study followed a survey design using both quantitative and qualitative data collection and analysis methods. One hundred and twenty one out of 180 Kurdish EFL learners at four grade levels in the English Department, Faculty of Education at University of Raparin in Rania District in Northern Iraq constituted the sample of the study. A questionnaire was adapted from FLCA Scale developed by Horwitz et al. (1986) with two sections collecting information about personal background of the participants and their FLCA levels. The results showed that most of the Kurdish EFL learners had a moderate level of FLCA. The most influential factors that caused FLCA were language teachers asking questions for which students have not prepared for, first language anxiety, lack of enough knowledge of English langugae, quizzes, and underestimating students' abilities. The strategies that Kurdish EFL learners used in coping with FLCA were considering making mistakes as a part of language learning, creating self-confidence, practicing and using more FL, preparing for speaking in English well before class, and more other strategies.

Keywords: English as a foreign language, foreign language anxiety, foreign language speaking anxiety.

ÖZ

KUZEY IRAK'TA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN KÜRT ÖĞRENCİLERİN YABANCI DİL SINIFI KAYGI SEVİYESİ: BİR ANKET ÇALIŞMASI

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Bu çalışmanın amacı, üniversite seviyesinde yabancı dil olarak İngilizce (YDİ) öğrenen Kürt öğrenciler arasında yabancı dil sınıfı kaygısının (YDSK) seviyesini ölçmektir. Bu çalışma ayrıca YDSK'nın ortaya çıkmasında en çok ve en az etkisi olan faktörleri araştırmayı amaçlamıştır. Ayrıca katılımcı öğrencilerin YDSK ile başaçıkmak için kullandıkları stratejileri ortaya koymak da çalışmanın amaçları arasında yer alır.

Bu çalışma anket çalışması şeklinde desenlenmiş olup, hem hem nicel hem de nitel veri toplama ve analizi yöntemleri kullanılmıştır. Kuzey Irak'ın Raina bölgesindeki Raparin Üniversitesi İngilizce Bölümü'nde, dört ayrı seviyedeki 180 öğrenciden 121'i bu çalışmanın örneklemini oluşturmuştur. Araştırtma sorularını bulmak için, Horwitz ve diğerleri (1986) tarafından geliştirilen YDSK Ölçeği adapte edilmiş, iki ayrı kısımda kişisel bilgi ve YDSK seviyeleri ile ilgili bilgi toplanmıştır. Araştırmanın sonuçları, YDİ öğrenen Kürt öğrencilerin YSDK'larının orta seviyede olduğunu göstermektedir. YSDK'ya sebep olan faktörler ise öğrencilerin hazır olamdığı öğretmen soruları, anadil kaygısı, İngilizce dili hakkında yeterli bilgiye sahip olmama, sınıf ortamında verilen sınavlar ve öğrencilerin yeteneklerinin aşağılanması olarak ortaya çıkmıştır. Katılımcıların YSDK'nın üstesinden gelmek için sık kullandıkları stratejiler ise sırasıyla hata yapmanın öğrenmenin bir parçası olduğunu düşünmek, özgüven yaratmak, daha fazla yabancı dil pratiği yapmak ve yabancı dili faklı ortamlarda kullanmak, ders öncesi iyi hazırlanmak olarak ortaya çıkmıştır.

Anahtar kelimeler: Yabancı Dil olarak İngilizce, Yabancı Dil Kaygısı, Yabancı Dil Sınıf Kaygısı, kaygı giderme stratejileri

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ABBREVIATIONS

CA   :   Communication Apprehension

EFL   :   English as a Foreign Language

ESL   :   English as a Second Language

FL   :   Foreign Language

FLA   :   Foreign Language Anxiety

FLCA   :   Foreign Language Classroom Anxiety

FLCAS   :   Foreign Language Classroom Anxiety Scale

FLSA   :   Foreign Language Speaking Anxiety

L1   :   Mother Tongue or First Language

M   :   Mean

SA   :   Speaking Anxiety

SD   :   Standard Deviation

SPSS   :   Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

In the present chapter, background of the study, the problem of the study, aim of the study, research questions, and significance of the study followed by definition of terms, acronyms, and limitations are presented.

Background of the Study

The most important and widely apparent form of verbal communication is language. Spoken and written modes are two media of linguistic communication. It is clear that among human beings speech is universal and people are generally able to speak a specific language, but not necessarily write in it (Al-Emara, 1983). English as an international language has become an area of interest to many people, and recently knowing English means being able to communicate with everybody.

Speaking in a language skillfully needs a mastery of its sound system. In order a message to be comprehensible, it must be articulated properly. Therefore, it requires a good mastery of the sound system of that language. The acquisition of vocabulary is also important and basic to know foreign language, as some learners report that there is no word in their mind to say while speaking (Deyuan, 2011). In order to know a language, one should know the structural patterns of that language. Since each language has its own structural patterns, the learners need to learn these structural patterns in order to be able to use the target language. In learning a foreign language, the similarities and differences between the foreign language and the

native one can be made use of. As it relates to the speed of speaking, fluency is also a crucial factor in speaking a language. If it is too fast, the listener is unable to follow. If it is too slow, the listener cannot concentrate on the message to be conveyed (Al-Emara, 1983).

The wide-spread use of the English language has increased the demand to learn communication skills well. There are many reasons that we as human beings speak. We may want to be sociable, want something, want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on (Lindsay & Knight, 2006). Therefore, it is very important to know English to communicate as it is clear now that English language is an international language.

Nowadays, on one hand, learning English has become a very important part of our life as we, the Kurdish English as a Foreign Language (EFL) learners in Northern Iraq, want to communicate with foreigners through using it. On the other hand, it has become a problematic issue because most Kurdish EFL learners have been recorded to have trouble while learning English. Most researchers attribute this problem to anxiety which is caused by communication apprehension, fear of negative evaluation, test anxiety, and fear of English classes (Tanveer, 2007; Al-Sibai, 2005). Thinking of other factors are also problems for learning a new language specifically speaking such as pronunciation, fluency, thinking in English, vocabulary, comprehension, grammar, and the like that affect learning English (Fang-peng & Dong, 2010).

The speaking skill is one of the most needed skills for communication. Everyone should have the ability of speaking to communicate with others whether

that ability is in the first language or second/foreign language. Some researchers (e.g. Öztürk & Gürbüz, 2014) showed the relation between speaking ability and speaking anxiety, and they report that the less the students have the speaking skill or the ability to speak in second/foreign language, the more they have anxiety. Fang-peng and Dong (2010) declare that those students who have higher anxiety in spoken English, have lower ability in spoken English. In their results, Fang-peng and Dong (2010) show that pronunciation, motivation, and translating from English into the mother tongue and translating the ideas into English from mother tongue can be a great source of provoking anxiety. Therefore, there is obviously a negative relationship between speaking ability and the experience of anxiety.

Effects of anxiety on learning EFL have been revealed in many language research studies since the 1970's (Chaokongjakra, 2012). Without being affected by the advanced teaching methods and techniques, foreign language anxiety (FLA) continues to exist in foreign language classrooms. Therefore, FLA is very important to be considered in language teaching and learning. In this respect, FLA has been considered as one of the important parts in second/foreign language teaching and learning. In the past, FLA was not concentrated enough to be considered by both the teachers and students. However, recently, with the increasing need for the oral English ability for students since some students claim that proficiency in English language is one of the areas for getting another certificate or getting new jobs, many students do their best to enhance their English levels.

Teachers and students generally feel that anxiety is the main obstacle to be overcome in learning a second/foreign language (Horwitz, Horwitz, & Cope, 1986). Many researchers confirm that anxiety slows down speaking (Basic, 2011) and obstructs learning a second/foreign language (Qian, 2012). Having to speak in the

foreign language in front of others appears to be the most provoking anxiety source (Price, as cited in Young, 1990). In addition, Ferdous (2012) states that from a careful examination of the EFL classroom, it was spotted that the first-year non-English undergraduate students of the International Islamic University Chittagong (IIUC) in Bangladesh had a moderate level of anxiety that hindered their learning. Many educators and researchers think that the more speaking activities are done, the less speaking anxiety will be experience, while Young (1990) states that "the dilemma is that activities that encourage creative and authentic oral communication may also tend to encourage student anxiety" (p. 540). For this reason, teachers should be aware of authentic and oriented speaking activities in order not to raise FLA among EFL learners.

Attwell (2006) believes that anxiety may warn the body or mind that something happens whether it is a happy or apprehensive coming incident, so it could be a kind of preparation or anticipation of a coming event. In a complex manner with self-esteem, nervousness and risk-taking, the establishment of anxiety has an important position in second language acquisition (Brown, 2000), which influences individual's response to situations (Gardner & MacIntyre, 1993). According to Orsillo and Roemer (2005), anxiety is identified as a natural, complex response to both freedom and responsibility related to making daily choices about how to live one's life. Having said that, from a traditional mental health view, the universal human experience of anxiety can cause a series of responses that signal the presence of a psychological disorder (Orsillo & Roemer, 2005, p. 3). Furthermore, the fear of speaking in a second or foreign language is probably related to various psychological constructs such as communication apprehension, self-esteem, and social anxiety.

According to MacIntyre and Gardener (1991), three different types to anxiety have been identified: The trait anxiety, which is a permanent predisposition to be anxious, the state anxiety which is related to the same particular event or act, and the situation specific anxiety, which refers to the anxiety experienced in a well-defined situation. In addition, a distinguished pattern of anxiety has recently been identified as Foreign Language Anxiety (FLA) by Horwitz et al. (1986) who developed the Foreign Language Classroom Anxiety Scale (FLCAS), a standard instrument in order to test an individual's response to the specific stimulus in relate to language learning.

FLA, and more specifically foreign language classroom anxiety (FLCA) is thought to be a situational anxiety experienced in the well-defined situation of the foreign language classroom (MacIntyre & Gardner, 1991). In addition, FLCA has a direct relationship with teaching and learning foreign languages. Young (1990) believes that self-esteem may also be associated to speaking and language anxiety. Young also thinks that the language learners who have low self-esteem are likely to have high levels of anxiety, communication apprehension, and social anxiety. Therefore, EFL teachers should know how students feel about anxiety in foreign languages.

FLA has been of concern to language educators for many years. The psychological construct of FLA is multidimensional (Horwitz, Horwitz, & Cope, 1986; Young, 1992). Some researchers argue that FLCA might contribute to the feelings of tension, apprehension, nervousness, and worry (Arnold & Brown, 1999; Gardener & MacIntyre, 1993; Oxford, 1999, as cited in Mesri, 2012), while other researchers thought a level of anxiety may actually increase foreign language performance (Chastain, 1975; Scott, 1986; Steinberg, 1982, as cited in Mesri, 2012; Al-Sibai, 2005). There seems to be consensus, however, that high levels of FLA, and

consequently FLCA inhibits learning a foreign language. In this respect, Horwitz (1986) thinks that FLA "plays an important role in language learning" (p. 561).

Reflecting worry or emotionality can be categorized under anxiety reactions (Leibert and Morris, 1967, as cited in Woodrow, 2006). Emotionality can be referred to physiological reactions, such as blushing or racing heart, and behavioral reactions, such as, stammering and fidgeting. Worry can be related to cognitive reactions, such as self-deprecating thoughts or task irrelevant thoughts (Zeidner, 1998; Naveh-Benjamin, 1991, as cited in Woodrow, 2006).

Speaking in some different contexts may create anxiety whether it is in the first or second/foreign languages. In some situations, specifically public speaking, a high level of anxiety has been recorded among low proficiency students (Nazarova, 2013), not only in second or foreign language but also in the first language. When speaking in the foreign language, additional factors such as having to pay attention to pronunciation, grammar, vocabulary, is not very anxiety provoking. Schlenker and Leary (1982, as cited in Wan Mustapha, Ismail, & Ratan Singh, 2010) show that the students who already have some level of communication apprehension in their native language will encounter more anxiety when communicating in a second/foreign language.

MacIntyre and Gardner (1991) mention that some analyses show anxiety provoking in French tasks as the second language more than on English tasks as the first language. As a result, anxiety in second/foreign language oral activities is more provoking than those in the first language. According to Mak (2011), one of the factors that increases speaking-in-class anxiety is while students are in those activities which are in foreign languages and not allowed to speak in their first language, which means second/foreign language speaking in the class leads to

anxiety provoking but allowing the use of the first language may decrease to a low level of anxiety.

Problem of the Study

Since one of the important variables which affect foreign language learning is anxiety (Öztürk & Gürbüz, 2014), many research studies were carried out on FLA (Suleimenova, 2013). It is reported that many students showed symptoms of a psychological situation during learning English language, specifically during verbal activities. Although there have been a lot of tips for inducing and decreasing anxiety felt during learning and using a foreign language, still it exists among students who want to learn EFL. Therefore, the most important aspect which affects learning a foreign language is probably anxiety. Students' feelings have a direct relationship with language learning. Therefore, it is crucial to concentrate on how the students are in their psychological aspects, specifically anxiety. Kurdish EFL learners are not out of these contexts and they face a lot of problems concerning psychological aspects specifically FLA. Through the researcher's own experience, it was observed that EFL students cannot learn under pressure. The researcher noticed that a lot of Kurdish EFL learners claimed to have problems with anxiety in the class in English language at university level. Therefore, it is crucial to investigate further this kind of anxiety since it refers physically and emotionally to uncomfortable experiences for the learners, this kind of experience of students makes it necessary to explore the existence of FLCA and the most and least influential factors of FLCA among Kurdish students learning EFL, and how they cope with anxiety in their foreign language classrooms. Furthermore, foreign language anxiety needs to be

comprehensively examined in order to find out its source and effects among Kurdish speakers learning EFL, the most and least influential factors which face Kurdish EFL learners, and how the learners are coping with anxiety during activities in class.

Aim of the Study

The aim of this study is to find out the level of FLCA among Kurdish EFL learners at tertiary level (university level) in Kurdistan Region, Northern Iraq. It also aims to find out the most and least influential factors that cause FLCA among the Kurdish EFL learners. It also seeks to find out the strategies that Kurdish EFL learners use to cope with their FLCA.

Research Questions

This study aims at answering the following research questions:

1) What is the level of students' foreign language classroom anxiety (FLCA) among Kurdish EFL learners at university level in northern Iraq?

2) What are the most and least influential factors that cause FLCA among the Kurdish EFL learners?

3) What strategies do the Kurdish EFL learners at university level use to cope with FLCA?

Significance of the Study

Despite the fact that this study can contribute to the knowledge of language learning by adding information about the foreign language anxiety, specially, foreign language classroom anxiety, it has another significance, which is the scarcity of

research on foreign language anxiety in English classes in Kurdistan Region of Iraq, as FLCA has not been studied in this region yet. Furthermore, there has not been any research study regarding FLCA in Rania District. Furthermore, this study will find the most and least influential factors of FLCA among students learning English at the university level that can be added to the literature on other factors of FLCA in other cultures. This study sheds further light on the strategies that Kurdish EFL learners use to cope with their FLCA from students' perspectives which can be also added to the general strategies of coping FLCA.

Definition of Terms

Anxiety: It is defined as "the state of feeling nervous or worried that something bad is going to happen" in (Oxford Advanced Learner's Dictionary, 2011). According to Merriam-Webster Dictionary (2013), anxiety is defined as "an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it" (para. 2).

Anxiety in language learning: It is defined by Scovel (1978) as "a state of apprehension, an unclear fear" (p. 134). In relation to the experience of learning a new language.

Speaking anxiety: It is a kind of glossophobia, which is the fear of trying to speak or speaking in public, and that fear may cause sweating, tension, redden, or freezing (Glossophobia, 2013).

Foreign language: According to Richards, Schmidt, Kindricks, and Kim (2002), foreign language is:

a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language. (p. 206)

As it is not the native language of a country or a region, and it is not widely spoken in a particular area. Therefore, in Kurdistan region, it can be said that the English language is a foreign language, because the language they are communicating with is Kurdish language, and second language is publicly Arabic language.

Foreign Language Anxiety: According to Horwitz et al, (1986) foreign language anxiety was defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). It can be further explained in literature review.

Foreign Language Classroom Anxiety: It is defined by MacIntyre and Gardner (1991) as a situational anxiety experienced in the well-defined situation of the foreign language classroom.

Limitations

The results of this present study are limited because the participants were undergraduate students in one university which is University of Raparin in Rania District. To generalize the results in Kurdistan Region of Northern Iraq, the study

should be replicated with students in other universities across Kurdistan Region of Northern Iraq.

The study also used a questionnaire to find out the answers for the research questions. Therefore, the results presented here only reflect the factors identified within the items of the questionnaire and are limited in scope with the scope of the FLCA Scale (FLCAS) used. Other possible existing factors should be studied using different instruments, such as interview and other kinds of questionnaires.

Conclusion

In this chapter, FLCA was discussed in the background of the study, followed by problem of the study in which FLCA might be problematic for Kurdish EFL learners. Then aim of the study was explained before the three research questions of the study. After that, the significance of the study was showed and then defining the terms related to the present study. Finally, explaining limitations ended chapter one.

CHAPTER II

REVIEW OF LITERATURE

In this chapter a review of the existing literature on foreign language classroom anxiety (FLCA) will be presented. First, anxiety and language anxiety in general will be discussed in brief. Then foreign language anxiety and foreign language speaking anxiety will also be discussed. After that, reactions and sources/factors of foreign language classroom anxiety will be presented. Finally, strategies that are reported in the literature to cope with foreign language anxiety will be presented.

Anxiety

Anxiety can be defined as the subjective feeling of tension, apprehension, and worry related to an arousal of an automatic nervous system (Spielberger, 1983, as cited in Deyuan, 2011). The most common or frequently occurring mental disorders are anxiety disorders (Kennedy, 2010). Anxiety is very common among the other mental disorders and it is not only in the USA concerned, but all over the world as well as Kurdish culture as it is reported (Kennedy, 2010) that anxiety disorders are not common only in the United States, but they are everywhere it is in human cultures. Anxiety can work for as the body's warning system that something bad could happen to the body (Attwell, 2006). Anxiety may have some factors, as MacIntyre & Gardner (1991) reported that there were three factors that obtained and

identified in their study as social evaluation anxiety, state anxiety, and language anxiety.

Language Anxiety

Language anxiety (LA) has been distinguished from other types of anxieties. According to Mesri (2012), LA is different from other types of anxieties. LA obstructs students from learning languages. Generally, language learners have reported to have anxiety and it makes them feel uncomfortable in language class and even obstructs from learning. According to Wörde (2003), learners of foreign and second language experience language anxiety and cause potential problems. As a result, LA should be reduced among language learners so that the students will learn language effectively. Young (1990) believes that if language anxiety is debilitated among students, the language learning process will have profound consequences.

Foreign Language Anxiety

Learning a English as foreign language is a complicated process possibly because of anxiety which has a negative consequences on foreign language learning. Foreign language anxiety (FLA) can be defined by Horwitz et al. (1986) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Therefore, FLA can have bad effects on learners of languages and it impedes learning English language. Three factors of foreign language anxiety have been reported by Horwitz, Horwitz, & Cope (1986) which are communication apprehension, fear of negative evaluation, and test anxiety. On the other hand, four

factors were recorded by Zhao (2007, as cited in Cao, 2011) which are communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English class. The students who have communication apprehension, or are not comfortable while communicating in the target language, it is possibly because of having low proficiency of a foreign language. The students who have fear of negative evaluation may look at mistakes as a threat to their identity instead of a natural component of learning foreign language and the students who feel test anxiety, regard foreign language process specifically oral activities as test situation or examination instead of improving their language skills specially speaking (Keramida, 2009).

Foreign Language Speaking Anxiety

Many students have anxiety in speaking while they are practicing the speaking skill in learning a foreign language. The literature suggests that the speaking skill is extremely anxiety-provoking among many language students and is often seen to arouse more anxiety than the other skills, and students often mention that speaking is the most anxiety-producing experience. Furthermore, some researchers (Tanveer, 2007) have found that in the classroom speaking a foreign language can be very anxiety provoking. Young (1992) manifests that speaking courses are the most anxiety inducing courses compared to reading, writing, and listening. Chaokongjakra (2012) in her research states that "FL speaking anxiety had an influence on the process of language learning. That is, speaking anxiety played a crucial role in acquiring the productive or active skill in language learning that is speaking and writing skills" (p. 49).

Generally, speaking anxiety is a kind of fear of speaking and it affects the speaker's speech and feeling, therefore it is as communication apprehension which can be interpreted in both cognitive processes (Ayres, 1990) and psychological perceptions (Ayres, 1986, as cited in Wan Mustapha, Ismail, & Ratan Singh, 2010). Arnaiz and Guillén (2012) state that 'Communication apprehension refers to the uncomfortable feeling an individual experiences when expressing himself/herself in front of others' (p. 6). Those students who experience communication apprehension in academic settings in which any form of oral communication is required will attempt to avoid the circumstances in which they need communication (McCroskey, Booth-Butterfield, and Payne, 1989).

In earlier studies, it has been explained that the students who have some level of anxiety in their first language communication will face more communication apprehension in foreign language speaking (Wan Mustapha, Ismail, and Ratan Singh, 2010). As a result, communication apprehension or speaking anxiety in first language may negatively and increasingly affect second/foreign language speaking anxiety.

In conclusion, it is obvious that speaking in a foreign or second language is the greatest anxiety-producing source. Therefore, communication apprehension in a variety of settings occurs and often leads to negative outcomes for both speakers and listeners. As a result, foreign and second language teachers should be aware of their students' anxiety in order to present a good method of teaching foreign language.

Reactions to Foreign Language Anxiety

Anxiety reactions may create facial effects on learners such as distortion of sounds, inability to reproduce the intonation and rhythm of the language, freezing up

when they are called on to perform, and cognitive effects such as; forgetting words or phrases just learned or simply refusing to speak and remaining silent (Young, 1991). Furthermore, Boyce et al. (2007) state that nausea, sweating, weak knees and a dry mouth are the other symptoms associated with anxiety. Furthermore, speaking anxiety may create cognitive effects on learners, as Subaşı (2010) states that Turkish EFL students mostly avoid speaking and prefer to remain silent because of having FLA. He indicates that high anxious students are frustrated because of not being able to communicate in the FL, then that frustration causes them to experience FL speaking anxiety.

In addition, FLSA reactions are of two types as physical and psychological, which include the following reactions from the most frequent to the least frequent ones (Deyuan, 2011): failing to recall familiar words, stammer, vacant mind, faster heart beats, trembling voice (or body), red or pale face, unconscious behaviors (touch hair), feeling embarrassed, not knowing where to put hands, panic, being afraid of looking at interlocutor, having an impulse to escape, and being annoyed.

Sources/Factors of Foreign Language Anxiety

Some researchers have shown that the lack of speaking ability in the foreign language can cause anxiety to increase. Fang-peng and Dong (2010) in their study reveal that the higher the spoken English anxiety students have, the lower the spoken English ability they have. Furthermore, paying attention to English pronunciation and intonation can also provoke anxiety. Fang-peng and Dong (2010) also state that the more attention the students pay attention to their intonation and pronunciation when they speak English, the more anxious they will be.

Many factors of FLCA have been recorded in the literature that directly matched with FLA and FLSA. Mak (2011) shows the results using FLCAS of Horwitz et al, (1986) and reveals five factors causing speaking-in-class anxiety, including "speech anxiety and fear of negative evaluation; uncomfortableness when speaking with native speakers; negative attitudes towards the English classroom; negative self-evaluation; and fear of failing the class/consequences of personal failure" (p. 202). In addition, Mak (2011) also mentions other factors which produce speaking in class anxiety such as "speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time and not being allowed to use the first language in a second language class" (p. 202).

Deyuan (2011) reports that there are many reasons to provoke anxiety among learners such as: fear of losing face, lack of vocabulary, trait anxiety, fear of making mistakes, worry about intelligibility, lack of oral practice, lack of conducive FL speaking environment, lack of confidence, poor FL proficiency, peer pressure, fear of speaking a FL with others, having too high self-expectations, fear of negative evaluation, failing to sort one's thinking, test anxiety, and being interrupted unexpectedly. Other factors of FLSA were recorded by Subaşı (2010) who believes that the main sources of the students' anxiety in oral practice are personal reasons, teachers' manners, teaching procedures, and previous experience.

Another factor is when students are thinking of their mother tongue because the more students are thinking and translating English into their mother tongue, while speaking, the more anxious they will be. Fang-peng and Dong (2010) demonstrate that the more students think about a question in the mother tongue when they speak English, and then translate the ideas into English word by word, the more anxious they will be. In addition, the internal factors of speaking may include pronunciation,

intonation, and fluency that are very important for foreign language learners (Occhipinti, 2009).

Strategies to Cope with Foreign Language Anxiety

The literature shows that students who learn foreign language have some levels of anxiety. Some have high levels which hinder them from learning, some reports to have moderate levels of anxiety which is better to learn new languages, and some have low levels that may also hinder them in leaning (Abdullah & Abdul Rahman, 2010; Chaokongjakra, 2012). The main aim here is to let the students decrease their FLCA so that anxiety will not be an obstruction to learning foreign languages. There are many strategies students may use for coping with this anxiety or teachers may use to cope with students' anxiety.

There are many strategies to cope with anxiety when the sources are due to the deficit of speaking skill, as Fang-peng & Dong (2010) show that firstly teachers should make learners listen to English and think in English. Secondly they should ask them to imitate English intonation of the recordings and thirdly they should correct their pronunciation, and fourthly they should force them to speak English in class to increase motivation.

'Practice makes perfect' is also true for speaking activities. Young (1990) thinks that the more students practice, the more they feel confident about speaking in class. As a result, learners should be put in practice by the teachers in order to lower the learners' anxiety. Teachers have vital roles to let EFL learners cope speaking anxiety. Karkaş (2012) states that "the first step to reduce speaking anxiety is to raise teachers' awareness about their harmful manners towards learners. These might

include ways of error correction, comparing students to each other, forcing students to talk, humiliating students" (p. 2).

Another thing that can reduce anxiety among students is to let them volunteer an answer. As Young (1990) reports that students would rather volunteer an answer than a teacher call on to answer. She also suggests to have interesting topics to discuss in which it encourages the learners to practice more and feel less anxiety. In addition, she believes that group work and pair work activities may reduce their anxiety in foreign language anxiety.

Concerning teachers, they should use some strategies in order to lower students' anxiety. The students generally prefer doing group discussion as a way of lowering their communicative anxiety (Wan Mustapha, Ismail, & Ratan Singh, 2010). Furthermore, instructors should create a relaxed environment to let the students feel free so that they will reduce their FLCA. In addition, teachers can also clearly tell students about the inevitable existence of anxiety in learning English. They can advise learners that anxiety is probably lowered through the self-regulation of their thinking and studying (Wan Mustapha, Ismail, & Ratan Singh, 2010).

Chaokongjakra (2012) thinks that language teachers should consider their students' background such as their native languages, their level of education, their capacities, abilities, weaknesses and strengths, and their experiences which may affect their language learning. Furthermore, Young (1990) suggests through students' perspectives that teachers' positive, friendly, and relaxed attitudes can certainly reduce students' anxiety as well as a non-harsh attitude towards error correction.

Some researchers think that writing about anxiety on the blackboard in order to let the students know about all types of anxiety that they have will reduce their anxiety. Foss and Reitzel (1988, as cited in Occhipinti, 2009) recommend language

teachers to tell the learners to write about their anxiety on the blackboard for sharing them with peers in the class.

Conclusion

This chapter reviewed the literature regarding previous literature in the field of foreign language classroom anxiety in general. Seven aspects concerning foreign language anxiety were explained. Firstly, anxiety was defined and anxiety with language was explained. After that, foreign language anxiety in general was shown to be understood, followed by foreign language speaking anxiety. Next, reactions of foreign language anxiety were illustrated when the learners of languages felt them. This was followed by sources or factors of foreign language anxiety and the chapter was ended by strategies to cope with FLA. The next chapter deals with methodology applied in the present study.

CHAPTER III

METHODOLOGY

In this chapter, the research design, the context, participants, method of data collection, the description of the data collection instruments, and data collection procedure will be presented followed by the description of the data analysis method.

Research Design

The method of the research used in this study is quantitative as well as qualitative. In other words, since the approach of this study is not single, it is labeled as mixed methods approach including both quantitative and qualitative methods. According to Fraenkel, Wallen, and Hyun (2012), mixed-method studies can focus on one approach over the other. In the current study quantitative approach is more focused than qualitative, since more consideration is on closed-ended questions than the only one open-ended question in the questionnaire of the study.

For the purpose of finding answers to the research questions, a survey study was conducted in order to explore the characteristics of Kurdish English as a Foreign Language (EFL) learners regarding foreign language classroom anxiety (FLCA), since a survey can collect standardized information using the same instrument (Cohen, Manion, & Morrison, 2007). Furthermore, the main purpose of a survey is to know the characteristics of a population (Fraenkel, Wallen, & Hyun, 2012). In addition, they also state that instead of surveying the whole population, a sample is studied. It could be said that this is a cross-sectional survey, since Fraenkel, Wallen,

and Hyun (2012) believe that in cross-sectional surveys data can be collected from a predetermined population at one point in time. Data for this research study were collected from a sample during twenty five minutes.

As a result, for this research study, a questionnaire consisting of two parts was designed. The first part collected data about personal information and the second part consisted of Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al, (1986). The researcher used quantitative analysis mostly, since most of the questionnaire items comprised close-ended questions. Fraenkel, Wallen, and Hyun (2012) state that "It is often common in surveys to use closed-ended questions that lend themselves to quantitative analysis" (p. 11). The researcher added an open-ended question to explore the strategies used by university students to overcome FLCA. The responses to this questionnaire were interpreted qualitatively, as Fraenkel, Wallen, and Hyun (2012) mention that "open-ended questions that permit qualitative analysis" (p. 11). To sum up, the research was designed using mixed methods approach.

Context. This research study was conducted in the English Department, Faculty of Education at University of Raparin in Kurdistan region, Rania District in Northern Iraq. One hundred and twenty one out of one hundred and eighty students in four grade levels attending the English Department, Faculty of Education at University of Raparin were randomly selected to participate in the research study. There are many reasons for choosing University of Raparin. First, it is the only university in Rania District. Second, the target population of participants was Kurdish EFL learners at the tertiary level and this university had the largest group of EFL students in the district. Third, the participants were at the English Department.

Since this study is on FLCA, the participants may face it more than any other learners. When this research study was conducted, the students were attending the spring semester of the 2013-2014 academic year.

University of Raparin is a new public university and it was established in 2011, located in Rania District in Kurdistan Region of Iraq. At the time of the study, the university includes four colleges: Biology Department, Faculty of Education, Nursing School, and Basic Education and Humanities Sciences. Studying at University of Raparin runs in three languages; Kurdish, Arabic, English. Furthermore, Bachelor degrees can be obtained in thirteen departments at the University while Master of Science degree was offered at the Department of Nursing at time of the study. Faculty of Education includes three departments: English, Kurdish, and Arabic. In addition, to obtain a Bachelor of Arts (BA) degree, the students need four academic years and each year consists of two semesters.

Participants. The participants of the present study were students of the English Department, Faculty of Education at University of Raparin during the spring semester of the 2013-2014 academic year. One hundred and twenty one (72 females and 49 males) students (see Table 1) out of 180 students from eight groups of the first, second, third, and fourth grade levels (two groups at each grade level) constituted the participants of the study. There were 113 participants between the ages of 18 and 24 and there were eight students between the ages of 25 and 36.

Table 1

Number and Percentages of Students' Gender

		Frequency	Percent	Valid Percent
Valid	Male	49	40.5	40.5
	Female	72	59.5	59.5
	Total	121	100.0	100.0

All the participants who were registered in the English Department, they were in different grade levels, in which 24% (n = 29) in the first, 27.3% (n = 33) in the second, 17.4% (n = 21) in the third, and 31.4% (n = 38) in the fourth stages (see Table 2) in academic year of 2013-2014. They were studying to get a BA degree in English language. The students in each year were randomly required to participate so as to answer the questionnaire to point out the results of FLCA.

Table 2

Number of Participants at Each Class Level

Grade Levels	Frequency	Percent	Valid Percent
First Grade	29	24.0%	24.0
Second Grade	33	27.3%	27.3
Third Grade	21	17.4%	17.4
Fourth Grade	38	31.4%	31.4
Total	121	100.0%	100.0

Data Collection

In this section, data collection instrument and data collection procedure will be presented. In other words, the way of the instrumentation of this research and the way of data collection procedure and the pilot study of the questionnaire for the process of back translation will be presented.

Data collection instrument. After obtaining the permission from the authors of the FLCAS (see Appendix E) to be used in this study, a questionnaire consisting of two parts was developed. The first part contained items about personal information, i.e., the gender, age, and the class level of participants. The second part contained FLCAS developed by Horwitz et al, (1986) (see Appendix A). FLCAS consists of 33 items of 5-point Likert-scale ranging from Strongly Disagree (scale point 1), Disagree (scale point 2), Neither Agree or Disagree (scale point 3), Agree (scale point 4) to Strongly Agree (scale point 5). The reason for using FLCAS is that currently it is the most widely-established instrument available for the measurement of FLCA and it was found to be reliable and valid (Aida 1994; Cheng, Horwitz and Schallert 1999, as cited in Woodrow, 2006).

After reading the literature review about students' coping with anxiety, item 34, which is an open-ended question, was added in order to know students' opinions on how they cope with their anxiety, and to answer the fourth research question (see Appendix A).

Data collection procedure. First, the questionnaire was translated into Kurdish for participants to be able to comprehend and respond to the questions accurately. For this, process of back-translation was used. The FLCAS questionnaire was given to an instructor who taught English courses at University of Koya, Faculty of Language and Translation, in order to translate from English to Kurdish, since the participants' first language was Kurdish. Although they were English majors, they might not understand all the items. Therefore, the researcher thought the questionnaire in Kurdish would be better for the participants, especially for the first

two grade levels in order to collect reliable information from them. Then the Kurdish version was given to another instructor who taught English at University of Raparin to translate the Kurdish version back to English. Finally, both versions were compared and it was found out that the meanings of the items were not changed despite some tense and vocabulary changes.

For the process of back translation, a pilot study was done to get the reliability of the Kurdish version of the questionnaire. In that study, there were only 23 Kurdish EFL learners, who were asked to answer all the items of the Kurdish version of the questionnaire. Then the answers were put into the SPSS to be calculated. Then the Cronbach's was calculated as 0.788 (see Table 3 below) and the means of the items were 3.032 As a result the Kurdish version of the questionnaire can be interpreted as reliable since Fraenkel, Wallen, & Hyun (2012) show that the reliability of a questionnaire needs to be at least .70 and the higher the more reliable.

Table 3

Reliability Statistics for Kurdish Version of FLCAS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.778	33

Table 4

Summary Item Statistics for Kurdish Version of FLCAS.

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.032	2.391	3.565	1.174	1.491	.106	33

For getting a permission to apply FLCAS, the researcher contacted the Ministry of Education, and the permission was obtained (see Appendix F). After that,

the permission of the Head of the English Department was obtained to distribute the questionnaire among the Kurdish EFL learners.

The Kurdish version of the questionnaire was distributed to the students at the English Department, Faculty of Education at University of Raparin with the help of the instructors. After 20 minutes, the instructors collected the questionnaires and returned them to the researcher. The researcher was also present to answer any questions that could come from the participants in relation to the questionnaire. The surveys were collected and the data were entered into SPSS (Statistical Package for Social Sciences) program version 20.

Data Analysis

After receiving the data through the questionnaire, the data were put into SPSS in order to be analyzed quantitatively. On the same program, the descriptive statistics were utilized to compute the frequencies and percentages of the collected data.

The FLCAS consists of 33 items of 5-point Likert-scale ranging from Strongly Disagree (scale point 1), Disagree (scale point 2), Neither Agree or Disagree (scale point 3), Agree (scale point 4) to Strongly Agree (scale point 5). Therefore, a low score that the participants choose from the five-point Likert-scale in each item in the FLCAS always indicates low anxiety that the students feel, and the higher the score, the more anxiety the students have. However, nine items (i.e., Items 2, 5, 8, 11, 14, 18, 22, 28, and 32) need reverse scoring. As a result, a response of "Strongly Disagree" in the item 2, "I don't worry about making mistakes in language class" and in other 8 items given above gets a score of 5 representing the highest

anxiety, "Disagree" gets 4 points, "Neither Agree or Disagree' gets 3 points, "Agree" gets 2 points, and "Strongly Agree" gets 1 point.

To find out the participants' level of anxiety, each participant's total scores as well as the mean score were calculated. The possible levels of FLCA were divided into three based on the FLCAS (and E. K. Horwitz, personal communication, June 29, 2014, see Appendix D). The high level of anxiety was considered to be between 3.5 and 5 mean score, the moderate level of anxiety was between 2.5 and 3.5 mean score, the little or no anxiety is between 1 and 2.5 score. The overall FLCAS scores were calculated by taking the mean score of the mean score of the participants as a group.

The reliability of FLCAS was confirmed by several researchers (Aida, 1994; Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Price, 1988; Schlesinger, 1995, as cited in Wörde, 2003). In order to find out the reliability of the questionnaire in the current study, the researcher used the Scale Reliability Analysis to calculate the Cronbach's Alpha (see Table 5). It appeared that the questionnaire was reliable (Cronbach's Alpha = .834).

Table 5

Reliability Statistics of FLCAS.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.830	33

The second part of this study was analyzed qualitatively, since there was an open-ended question aimed at answering the fourth research question this was item 34 (see Appendix A). After reading literature, the researcher came to the conclusion that this open-ended question which was about students' opinion on how to cope

with anxiety would better be analyzed qualitatively. Then the answers of Kurdish learners of English for item 34 were categorized into groups based on the strategies they suggested and these strategies were analyzed in relation to the strategies in the literature as well as findings of the questionnaire in the current study.

Conclusion

In this chapter the methodology of the present study was shown in a way that the research design of the study was explained as a mixed method study. Then the context of the study was described followed by the description of the participants and the sampling method as purposive sampling. Next, data collection instruments and data collection procedures were presented. This chapter ended with the methods of data analysis used.

CHAPTER IV

RESULTS AND DISCUSSION

To answer the research questions, the results of data collection and data analysis are addressed in this chapter. Firstly, the level of students' foreign language classroom anxiety (FLCA) among Kurdish EFL learners at university level in northern Iraq is illustrated. Then the most and least influential factors that cause Foreign Language Classroom Anxiety (FLCA) among Kurdish EFL learners are shown. Finally, the strategies that Kurdish EFL learners use to cope with FLCA are presented.

Results

Levels of FLCA among Kurdish EFL learners. The aim of the first research question is to find out the level of students' FLSA in Kurdish EFL learners at university level in, northern Iraq. Through data analysis, it is found out that the majority of students have anxiety when they are in foreign language classrooms but it is at a moderate level. The mean of the items was 2.82 (SD = 18.63) (see Table 6) by using FLCAS developed by Horwitz et al. (1986).

Table 6

Scale Statistics for General Anxiety

Mean	Variance	Std. Deviation	N of Items
2.82	347.41	18.63	33

The results show that Kurdish EFL learners at university level have different levels of FLCA. The results can be classified into three levels according to the scores achieved by participants. Thus, the first level can cover those students who scored below 2.5 in average. That is, 24% (n = 29) of Kurdish EFL learners whose scores are in this range can be considered to have a low or no level of speaking anxiety (see Table 7). FLCA, when it is in a low level among the learners of English may affect them positively, in a way that, the learners may not feel any kind of stress in the classroom or tests. As a result they may succeed in the acquisition of language.

The second group comprised of 64.5% (n = 78) of the participants of the current study, who scored 3 points in average. These can be labeled as having a moderate level of speaking anxiety. It may not be too bad to have a moderate level of anxiety, since Hadley (1992, as cited in Wan Mustapha, Ismail, & Ratan Singh, 2010) state that the existence of moderate level of anxiety could help students to have a desire to learn the target language and to motivate them to work harder. This may be because of the students' feelings in which they feel they need to do something better for the class.

The third group is for those Kurdish EFL learners who scored around 4 and above in average, which comprised of 11.6 % of the participants. Fourteen participants can be considered to have a high level of FLCA. Having a high level of FLCA may hinder the Kurdish EFL learners from progressing. In addition, having high level of FLCA can have a negative but significant correlation to FL learning (Abu-Rabia, 2004). This leads to the conclusion that most of the Kurdish EFL learners have a moderate level of FLCA. This result was not expected, since it was

against the personal observations of the researcher where EFL students in the

Kurdish context seemed to be very anxious.

Table 7
Levels of Anxiety

Anxiety Level	Frequency	Percent	Valid Percent	Cumulative Percent
Low level of anxiety	29	24.0%	24.0%	24.0
Moderate level of anxiety	78	64.5%	64.5%	88.4
High level of anxiety	14	11.6%	11.6%	100.0
Total	121	100.0%	100.0%	

The most and the least influential factors. To find out the most and the least

influential factors that cause FLCA among Kurdish EFL learners, three of the highest

and three of the lowest mean scored items were chosen (see Appendix C for the

mean scores for all items).

As shown in Table 8, item 32 (I would probably feel comfortable around

native speakers of the English language.) got the highest mean score (M = 3.84, SD.

= 1.31). Therefore, Kurdish EFL learners would probably feel comfortable around

native speakers of English language. It could be explained that the Kurdish EFL

learners would like to be sociable with native speakers of English and they would not

have any speaking anxiety in such a situation.

Table 8
The Highest Mean for FLCAS

No.	Items		Freq	Percent	Mean	SD.
32	I would probably feel comfortable around native speakers of the English language.	Strongly disagree	12	9.9%		
		Disagree	10	8.3%		
		Neither	13	10.7%	3.84	1.31
		Agree	36	29.8%		
		Strongly agree	50	41.3%		

18	I feel confident when I speak in English in my language class.	Strongly disagree	15	12.4%	3.58	1.40
		Disagree	14	11.6%		
		Neither	21	17.4%		
		Agree	27	22.3%		
		Strongly agree	44	36.4%		
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	Strongly disagree	19	15.7%	3.39	1.42
		Disagree	18	14.9%		
		Neither	13	10.7%		
		Agree	38	31.4%		
		Strongly agree	33	27.3%		

Descriptive statistics showed that the second most influential factor that got the highest mean score was item 18, in which the Kurdish EFL learners expressed that they felt confident when they spoke in English in their language classes (M = 3.58, SD. = 1.40). In a way, supports the first item, where they expressed that they did not feel uncomfortable around native speakers and in this case they point out that they may not fear negative evaluation and are not afraid of their peers while they are speaking in their English classes. Therefore, it can be said that they do not have communication apprehension, since they are not afraid of talking with native speakers of English language and feel confident when they speak in English.

The third most influential factor that causes FLCA is teacher's question with preparation. The results of FLCAS showed that item 33. (I get nervous when the language teacher asks questions which I haven't prepared in advance), has got the third highest mean score (M = 3.39, SD. = 1.42). Therefore, the participants get nervous when their English teacher asks questions which they have not prepared in advance. The reason for this may be because when the students may answer such questions wrongly, their teachers may underestimate them, where their anxiety may

rise and they fear of answering questions that they have not already prepared for. This, together with the earlier findings, shows the perceptions of the Kurdish EFL learners of their teachers as evaluators of language performance and therefore a factor for increasing their FLCA.

As displayed in Table 9, most (71.9%) of the Kurdish EFL learners chose strongly disagree and disagree for item 17 (I often feel like not going to my language class.). Despite that this was an item that received the lowest mean score, it indicated positive attitudes towards English language classes (M = 2.00, SD. = 1.25). The reason for this may be the curiosity of EFL learners towards English language learning. What is more, Kurdish EFL learners showed that they wanted to use English as much as possible.

Another factor that caused FLCA the least among Kurdish EFL learners was confusion due to over-studying for a language test. For this item, 64.4 % of the participants chose strongly disagree and disagree (The more I study for a language test, the more confused I get.) (M = 2.34, SD. = 1.43). This may lead to the interpretation that Kurdish EFL learners expect to get good results in the exam by studying more. To support this, they showed that for reducing FLCA they used practicing more English. As opposed to this, they claimed that they did not like quizzes because quizzes are usually associated with unannounced tests for which they cannot study for. This in turn provokes their FLCA. This finding supports the earlier presented finding, where students were found to feel uncomfortable when teachers asked them questions without giving them a chance to prepare for (item 33).

Table 9

The Lowest Mean for FLCAS

	Items		Freq	Percent	Mean	SD.
17	I often feel like not going to my language class.	Strongly disagree	60	49.6%	2.00	1.25
		Disagree	27	22.3%		
		Neither	14	11.6%		
		Agree	13	10.7%		
		Strongly agree	7	5.8%		
21	The more I study for a language test, the more confused I get.	Strongly disagree	47	38.8%	2.34	1.43
		Disagree	31	25.6%		
		Neither	14	11.6%		
		Agree	12	9.9%		
		Strongly agree	17	14%		
19	I am afraid that my language teacher is ready to correct every mistake I make.	Strongly disagree	39	32.2%	2.54	1.40
		Disagree	27	22.3%		
		Neither	20	16.5%		
		Agree	20	16.5%		
		Strongly agree	15	12.4%		

Fear of teacher's correction is one of the other least influential factors that cause FLCA (M = 2.54, SD. = 1.40). More than a half of participants (54.4%) chose strongly disagree and disagree for item 19, which means most of the Kurdish EFL learners are not afraid of teacher's correction when they make mistakes. This is very unexpected considering the earlier findings about them expressing that they were uncomfortable with the teacher's unexpected question. This shows that the participants may have positive attitudes towards mistakes as a form of learning and progress.

Some factors that provoke FLCA. In addition to the questionnaire items, some participants provided other factors that evoked FLCA among them when they were answering item 34. Below is an analysis of these factors identified by the participants as causing FLCA.

First language anxiety. The factor of feeling shyness and anxiety in the first language may also show itself in foreign language as well. One of the participants stated "I do not have only foreign language speaking anxiety, but also anxiety in my first language". It may appear that first language speaking anxiety could trigger some level of the foreign language anxiety, especially in speaking. This may support the belief that one source that causes FLA is anxious personality (Chan & Wu, 2004).

Little knowledge of English language. Not Having advanced knowledge of English language can be another factor to arouse FLCA, since one of the participants reported that he did not have enough knowledge in English to speak with and use it for speaking and that "sometime I do not find a word in English". It can be said that the students who do not have enough knowledge about the English language, may feel increased levels of FLCA. This is in line with Chan and Wu's (2004) finding that one of the factors contributed to FLA is low profeciency. This is also in line with Sparks and Ganschow (as cited in Ozcan, 2007) who believe that someone with poorer ability of EFL will face more FLA. According to Hamaidi (2007), one of the reasons that make students anxious is when they have difficulties in finding words in mind to express themselves.

Quizzes. Quizzes could be categorized as one of the factors which increases FLCA since one of the participants claimed "Quizzes are the main source of my

speaking anxiety since it has become a fashionable model by the instructors. When they like, they ask us to do a quiz." Therefore, it is classified as one of the factors to provoke FLCA among Kurdish EFL learners. This is also consistent with the results of the questionnaire, where one of the highest scoring items was about quizzes as the major factor causing FLCA among students.

Underestimating students. When teachers say bad words and underestimate students, it is regarded as a reason for the participants to feel high levels of FLCA. One learner reported that "When you make a mistake, some teachers directly tell you bad words for the mistake and they underestimate you instead of correcting you with nice words which makes me never participate." This finding is consistent with Deyuan's (2011) finding that one of the reasons of FLCA is perhaps the learners of English worrying about being looked down on for making mistakes when speaking in English language. Again, when this underestimation comes from the teacher, who is perceived as an assesor in the classroom environment, it is very detrimental for learners' levels of FLCA. They may even not want to attend the class as the participant also mentioned in th above quote.

Strategies to cope with FLCA. Concerning the fourth research question, that is to know the strategies Kurdish EFL learners use to cope with FLCA, the researcher has categorized the answers into several subgroups and subcategories in order to be able to report them.

Making mistakes is a part of learning. The first strategy suggested by the participants was that making mistakes is a part of learning. Here, mistakes are identified as a source of FLCA and they think that if learners accept mistakes as part of the natural learning process, then they can reduce their levels of FLCA and increase their performances in class. Similarly, a few of the participants reported that they think "that I am thinking of that I am still at the beginning of learning a new language, so that I can cope with speaking anxiety." Not only that, one reports that "we did not know anything at the beginning, but now we have at least learned something in English." Confidence that comes with having some knowledge in the foreign language seems to boost their performance and positive thinking and at the same time reduce their FLCA. This finding supports the argument that Deyuan (2011) reported where one strategy to cope with FLCA is to think that committing mistakes is a part of foreign language learning process and everyone makes mistakes.

Creating self-confidence. Related to the previous item, creating self-confidence can be named as the third strategy that Kurdish EFL learners use it to cope with anxiety while are in the foreign language classroom. Furthermore, they try to create self-confidence among themselves when they feel FLCA. A learner says: "When I want to speak in English I increase confidence and build positive belief in myself and I say that I can speak in English." Not only that, another learner states: "For coping with anxiety, I make a good relationship with teachers, which makes me feel confident while I am with the teachers, and everyone makes mistakes." This final quote shows that students' rapport with the teachers is an important factor in both increasing their self-confidence and also in decreasing their FLCA.

Practicing and using more foreign language (FL). Using more FL to cope with FLCA is another strategy that Kurdish EFL learners at the University of Raparin utilized. In addition, the learners report to use different activities to learn English and to have inducing speaking anxiety. Significantly, one participant claimed that it is very important to try and participate in the FL class "Trying to speak is very effective to lower the level of speaking anxiety, and participating even if it is a little will trigger to more participation which makes less speaking anxiety." Another activity that the students used was reading English sources since an English learner reports that "I read English books such as novels, newspapers, magazines and etc…. in order to lower the stress and anxiety that I have". Another EFL learner pointed out that "To cope with anxiety I will listen to English podcasts, watching English movies, and sometimes using English programs on the computer to learn more English."

Another activity that students use to lower their FLCA, especially in relation to speaking, is to speak in English with each other and create arguments and discussions in English among themselves. A student reveals this strategy by saying "We speak with each other outside of the class in English and we have created a community in which every student takes turn to prepare something to talk in the community outside the class". This finding lends support to Keramida's (2009) finding which is to reduce FLCA by establishing a learning community and a supportive classroom atmosphere.

In addition, another one reports that "We speak at the university in English to lower our FLCA". Using Facebook chatting and video calling and writing messages and mails can also lower FLCA since some students apply them to learn more English and turn their anxiety down. One of the participants claimed that "I speak in English with my friends through Facebook". Furthermore, another one states that "I

write messages in English to my friends to practice English in which it helps me know more English in daily life and lower my speaking anxiety." According to Young (1990) if the students practice more in English, they will feel more confident about speaking in the classroom. This finding lends support to Deyuan's (2011) findings that one of the plans to lower FLCA is to use FL more. So, using English not only in class but outside seems to have a positive impact on reducing the students' FLCA levels.

Preparing well before class. Preparing well before class starts, is a good way to cope with anxiety or at least to lower anxiety. Many students stated that to cope with anxiety, they prepare English lesson before it starts. This finding is consistent with Kondo and Ling's (2004) findings that preparation is a stratiegy to cope with FLA. One of the learners reported that: "Whenever I enter the class, I have already prepared for the lesson, so that I could not be underestimated by the teacher and my classmates." It is significant how this student focuses on being underestimated by the teacher and avoiding this by being prepared for the class beforehand. Another participant revealed that: "When I have an exam, I will study redundantly, because if I get good marks, it will affect me and my speaking anxiety positively." This finding is in line with earlier findings where quizzes and unexpected questions by the teachers were found to trigger FLCA. Hence, being prepared is an important strategy for Kurdish EFL learners to reduce anxiety.

Using body language. Using body language can be an effective way to reduce FLCA while speaking. Some participants claimed that "To make my message more understandable and feel less anxiety, I use body language while speaking in

English." Therefore, body language can be a good strategy in order to decrease FLCA, because body language can change the mind, and it would be a simple technique to relieve and boost confidence (Geertsen, 2013). What is more, Wood (2007) believes that one of the strategies to lower speech anxiety is to practicing speech out loud using body language. Since body language complements verbal langauge and helps communicate the message across, it helps reduce anxiety at many levels.

Reminding oneself to be calm. Trying to remind oneself to be calm is a strategy that learners claimed to use to cope with anxiety. A learner reported that: "Before I need to speak in English, I will calm my feelings by breathing deeply in order to cope with anxiety," while another one said: "When I want to speak in English I will calm myself, and after speaking, I remain in silence to feel good and affects me positively." All of these show how anxiety is closely related to bodily/physical senses and how one can calm himself/herself to avoid the negative effects of anxiety by controlling his/her feelings. This finding supports that one of the tactics for coping with language anxiety is trying to calm down (Kondo & Ling, 2004).

Using the first language. Using the first language in necessity is a way that the participants reported to use to lower FLCA, and a learner explained that: "When I am in danger of anxiety, I use some Kurdish phrases to complete my speech and to get rid of feeling anxiety." Although this strategy does not always help with the communication process, it seems to help the participants in reducing their levels of anxiety when they are in FL classes.

Ignoring being laughed at and thinking of loneliness. Hamaidi (2007), through students' perspectives, states that learners worry of peers' satire. Hence, ignoring of being laughed at and thinking of loneliness appeared to be a strategy that Kurdish EFL learners used to cope with FLCA especially while speaking in English. A student stated that: "I ignore my classmates around me when I make mistakes and when they laugh at me." Another one revealed that "I only focus on my speech, not the others around me." This could be a good strategy for those who have anxiety while speaking in English, since learners of English focus only on their speech regardless of their environment. Therefore, one of the reasons of provoking FLCA could be fear of negative evaluation, i.e. the satire of the classmates, may be eliminated.

Nothing to decrease FLCA. The last category is for those learners who do not know what to do, and they do not use any kind of strategies to cope with FLCA. Furthermore, some learners get very frustrated that they even forget things that they already know. One of the participants reported that: "I cannot sometimes say anything and at that moment I stand silently". This finding is similar to Subaşı's (2010) finding in which she believed that "Turkish EFL students mostly avoided speaking and preferred to remain silent" (p. 34) because of FLCA. Another participant explained that "Although I have tried to overcome shyness, most of the time I could not. Therefore, I do nothing." Some other participants highlighted the role of the teacher in causing FLCA in which they reported that: "If the teachers create a friendly environment and a close relationship we will not feel anxiety, so it is not under our control and we do nothing to cope with FLCA'. Similar to this finding, Wörde (2003) signified that the most anxious students had nothing to help

themselves. To sum up, unfortunately some Kurdish EFL learners do nothing to cope with FLCA. In fact, they seem not not aware of those strategies which boost confidence and decrease FLCA and tend to blame the teachers for not creating a friendly and welcoming amosphere in the class.

Discussion

FLCA is negatively influencing the achievement and learning a new language (Awan, Azher, Anwar, & Naz, 2010). Therefore, the FLCA levels of Kurdish EFL learners should be comprehensively identified. The average mean scored of the participants showed that they have a moderate level of FLCAS, which is consistent with recent research studies carried out from a variety of socio-cultural contexts (Abed & Mohammed, 2011; Lian & Budin, 2014).

The results of the present study showed that there were three different levels of foreign language speaking anxiety in which 24-% of the Kurdish EFL learners stated to have a low level of FLCA. This may be considered as a good level of FLCA, because it may have the less FLCA for the students. Most of the participants showed that they had a moderate level of FLCA (64-%). A moderate level of FLCA is considered by most of researchers as a positive thing and they claim that the existence of high levels of anxiety may create a bad effect on the process of learning a new language. In accordance with Boonrat, Wisessuwan, and Tubsree's (2012) findnings, the average level of FLCA of all different grade levels was found to be at the moderate level. What is more, the anxiety level should be lowered in order for the process of learning a foreign language to become successful, since it was found out that FLA was negatively related to achievement in a new language (Awan, Azher,

Anwar, & Naz, 2010). Generally, only 11.6 % of the Kurdish EFL learners indicated a high level of anxiety. Therefore, the lowest percentage of participants showed to have a high level of FLCA.

According to the results from the questionnaire, most of the Kurdish EFL learners feel comfortable around native speakers of the English, however it may be because of the strategeis that they claimd to use them when they feel FLCA in which one of them is reminding onself to be calm. Another explanation should be discussed as the results showed that the Kurdish EFL learners probably feel comfortable around native speakers of the English language, can be supported by their own perspectives, since one strategy to cope with FLCA is practicing and using more FL, therefore they use the current strategy to feel comfortable.

The results also showed that the Kurdish EFL learners feel confident when they speak in English which is in line with the strategy of creating self-confidence to deal with FLCA. The Kurdish EFL learners also feel confident when they speak in English in their language classes. In this respect, they claimed that they were able to use body language or first language to overcome their FLCA. This is appropriate in their case because the FL classroom in this case is culturally bound within the confines of the Kurdish culture due to the fact that most teachers and students are from Kurdish background. In other words, using a word in Kurdish would not impede communication in such a context. This can be further explained by Mohammad's (2013) findings, where students showed to have positive attitudes towards the use of Kurdish language in English classes. Hence, the use of the first language may reduce FLCA in FL classes. Using first language was also reported as a strategy to cope with FLA among Japanese EFL learners (Iizuka, 2010). Additionally, they may not feel the fear of negative evaluation by their peers, since

some of the Kurdish EFL learners reported that they did not care about being laughed at and thought of being alone in the class.

Generally, the Kurdish EFL learners get nervous when the language teacher asks questions which they have not prepared for in advance. This provokes FLCA among them. This can be in accordance with their own thinking that one of the sources that cause FLCA is the factor of quizzes as they reported earlier. Another explanation could be the reason that the Kurdish EFL learners are looked down and underestimated by their teachers when they make mistakes and get low degrees. In conclusion, they reported that to decrease FLCA, they prepared and practiced more FL, since one of the factors that cause FLCA is lack of preparation (Marwan, 2008). In addition, they feel that if they study more for English language test, they may face better consequences. As they think that little knowledge of English language makes them feel FLCA, they want to prepare and study more in order to avoid provoking FLCA. What is more, they are not afraid of teacher's correction, since they think that one of the strategies to reduce FLCA is to think that making mistakes is a part of learning. Therefore, they do not need to worry about making mistakes. This is in line with Marwan's (2007) finding that no learners showed fear of making mistakes in the process of learning of FL.

The results showed that there are many strategies that Kurdish EFL learners use to cope with their FLCA while they are speaking in English. Some of these strategies support other researchers' findings, such as using body language, using more FL, preparing well, and reminding oneself to be calm (Deyuan, 2011). Therefore, these strategies are very important to be used by Kurdish EFL learners in order to decrease FLCA. The findings also support Marwan's (2007) results that

preparation, relaxation, and positive thinking are good strategies that the learners use to cope with FLA.

Since one of the sources that cause Foreign Language Anxiety in general is lack of confidence (Marwan, 2008), creating self-confidence could be a very good strategy to lower FLCA, since the Kurdish EFL learners reported that they can cope their FLCA they felt self-confidence.

Conclusion

This chapter persented the results of the current study. Firstly, it showed Kurdish EFL learners' levels of FLCA by using FLCAS. Second, it presented the most and the least influential factors according to the highest and lowest mean scores that Kuridsh EFL learners chose in the FLCAS. Third, some other factors that caused FLCA according to the participants were listed and discussed.Finally, the strategies that Kurdish EFL learners use to cope with their FLCA were discussed.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, summary of the findings is presented. Then how the findings can be used by teachers in education in dealing with learners' foreign language classroom anxiety (FLCA) issues in learning English is presented under implications for practice. Finally, recommendations for further research in the same area are given.

Summary of Findings

This study was designed to investigate the students' level of foreign language classroom anxiety among Kurdish EFL learners at university level in northern Iraq. It aimed to explore the most and least factors of FLCA among Kurdish EFL learners. Finally, it aimed to study the strategies used to cope with FLCA among Kurdish EFL learners.

Foreign language classroom anxiety levels. The results presented that FLCA was pervasive phenomenon among Kurdish EFL learners at university level, but it was not severe. FLCA among the participants according to FLCAS fell into 3 groups:

- Nearly a fourth of the participants tended to have low or no level of FLCA.
- Approximately 64.5 % of the Kurdish learners reported to have moderate level of FLCA.

- For high level of FLCA, only fourteen of Kurdish EFL learners tended to have it.

The most influential factors that cause FLCA. According to the results the most and least factors that cause FLCA according to FLCAS among Kurdish EFL learners include:

- Language teachers asking questions which they have not prepared for.

- first language anxiety

- lack of enough knowledge of English langugae

- quizzes

- and, underestimating students' abilities.

Issues that do not cause FLCA. The results showed that some factors do not cause FLCA among Kurdish EFL learners including:

- Kurdish EFL learners feel likely comfortable around native speakers of the English language.

- They also feel confident when they speak in English in the class.

- Kurdish EFL learners often disagree not to go to their class.

- The more they study for a language test, the less confused they may get.

- They generally are not afraid when the language teacher corrects every mistake they make.

The strategies to cope with FLCA. Through the results, Kurdish learners revealed some strategies to cope with their FLCA. These were as follows:

- Considering making mistakes as a part of language learning,

- creating self-confidence,

- using more FL,

- preparing well before class,

- using body language,

- reminding oneself to be calm,

- using first languages in necessity,

- ignoring of being laughed and thinking of loneliness,

- and some reported doing nothing to cope with speaking anxiety.

FLCA negatively affects the process of learning a new language. Al-Sibai (2005) informs that FLA is negatively linked to language performance and achievement. FLCA exists among the Kurdish EFL learners. In general, less than a half of the participants have a high level of FLCA according to this present study. As a result, teachers and instructors of English language in northern Iraq should be aware of this matter, and they should create a friendly and less stressful atmosphere for the learners of English to build a successful English community among themselves as Occhipinti (2009) states that teachers need to be friends and use good sense of humor to reduce FLA.

Finally, according to the findings of this study, most of the Kurdish EFL learners stated to have a moderate level of FLCA, and nearly a third of the participants revealed to have a high level of FLCA, while almost a tenth of the participants claimed to have a low level of the FLCA.

Implications for Practice

This study probably has estimable practical implications in Kurdistan Region of Northern Iraq, for Kurdish EFL teachers to be informed about FLCA and they should deal with FLCA among Kurdish EFL learners to be more prepared for English language in different contexts even outside the class. Generally, educators can help learners to cope with FLCA, and turn the learning context into a less stressful place. However, before that they need to admit the existence of FLCA (Horwitz, Horwitz, & Cope, 1986).

Reducing FLCA among learners of English by teachers may effectively increase achievement of the target language and the acquisition of the English language. Therefore, the sources of FLCA should be taken into consideration by the Kurdish EFL teachers in order to help their students to reduce FLCA in order to achieve the process of learning valuably. The Kurdish EFL teachers should create a less stressful environment for the sake of learnin by making sure that they give their students enough time to prepare for their classes and exams. They should also inform their students about their assessment methods and criteria in advance so that students do not feel unprepared when they come to the foreign language classroom. Wörde (2003) declares through participants' answers that having a more personal relationship with instructors may also help to lower students' anxiety during communication.

It is suggested that the Kurdish EFL teachers need to design activities that would allow their students to use English and outside the class, since one of the strategies to reduce FLCA among the participants was practicing and using more English.

The learners of English need to deal with the FLCA by first of all being informed about what FLCA is and later by using the strategies of reducing FLCA that have been discussed earlier such as practicing English as much as possible, using first language only when it is necessary, using body language, preparing well, and some others.

Recommendations for Further Research

This research study was narrowed down to an individual university in Kurdistan Region of Iraq, and the population size was small. For the results to be generalized to the wider society, a further populous scale is required to develop a better interpretation of FLCA across the country because it probably needs a mass scale and population in order to constitute the whole population who are Kurdish EFL learners in Kurdistan Region (Northern Iraq). As a result, it is recommended to educators and researchers to replicate this research study in larger contexts to show the results of the whole population of Kurdish EFL learners.

It would be very fruitful to compare students' FLA level among Kurdish EFL learners in and out of the class, since most of the participants of the present study preferred being with native speakers of English and they also felt comfortable when speaking in the class. The recent study only focused on Kurdish EFL learners FLCA. Therefore, it is suggested to replicate the study on Kurdish EFL learners' foreign language speaking anxiety in the classroom as well as out of classroom.

Since FLCA may exist among Kurdish learners of English elsewhere, there should be some experimental studies to measure the effectiveness of the strategies suggested by the participants of this study in decreasing FLCA. It can also be very

useful to do a study on coping with FLCA among Kurdish EFL learners in different universities in order to have a large amount of strategies for those who have FLA.

According to the presents study's findings, the Kurdish EFL learners have the problem of anxiety. FLA does not only exist among undergraduate Kurdish students, it may also exist among the other different certificate holders. A case study was done to find out the existence of FLA among that first-year Licence-Master-Doctorate Algerian students of English who enrolled at Saad Dahlab University of Blida, it was found out that among them FLA was pervasive (Melouah, 2013). Therefore, this study is narrowed down to get data from the undergraduate students. However, further research should be done among Kurdish EFL learners of different degree holders such as Bacherlor of Arts, Diploma, Master of Arts, Doctor of Philosophy holders, to see whether in these contexts Kurdish EFL learners have anxiety or not.

Finally, this present study was limited to exploring the three research questions only. Therefore, it is recommended that other studies should be conducted through interviews and other data collection instruments to gather more data on FLCA among the Kurdish learners of English in order to better explore the nature of FLCA and search for the measures to cope with it in foreign language learning environments.

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APPENDICES

Appendix A

English Version of the Questionnaire

Dear Student,

This questionnaire is designed to collect information about your anxiety in learning and speaking English as a foreign language. Please respond sincerely to all items. Your responses will be used for research purposes only and will never be used for any other purposes.

Thank you for your participation.

****

Personal Information

Mark appropriate box with X.

Age: ☐☐ **Years**   **Gender:**   **Male:** ☐   **Female:** ☐

Grade: **1ˢᵗ year** ☐   **2ⁿᵈ year** ☐   **3ʳᵈ year** ☐   **4ᵗʰ year** ☐

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE
(Horwitz, Horwitz, & Cope, 1986)

Directions:
Each of the following items refers to how you feel about your English language class.
Please mark the most appropriate option with (X).

(Strongly Disagree = **SD**)
(Disagree = **D**)
(Neither Agree nor Disagree = **N**)
(Agree = **A**)
(Strongly Agree = **SA**)

No.	Items	SD	D	N	A	SA
1.	I never feel quite sure of myself when I am speaking in English.	( )	( )	( )	( )	( )
2.	I DON'T worry about making mistakes in language class.	( )	( )	( )	( )	( )
3.	I tremble when I know that I'm going to be called on in language class.	( )	( )	( )	( )	( )

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

31.	I am afraid that the other students in the class will laugh at me when I speak in English.	( )	( )	( )	( )	( )
32.	I would probably feel comfortable around native speakers of the English language.	( )	( )	( )	( )	( )
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	( )	( )	( )	( )	( )

34. What do you do to cope with your foreign language anxiety?

Appendix B

Kurdish Version of the Questionnaire

خوێندکاری ئازیز،

ئەم ڕاپرسیە ڕێکخراوە بۆ کۆکردنەوەی زانیاری لەبارەی دڵەڕاوکێ ی فێربوون و قسەکردن بە ئینگلیزی وەك زمانێکی بیانی. تکایە، دڵسۆزانە وەڵامی گشت برگەکان بدەرەوە. وەڵامەکانت تەنها بۆ مەبەستی توێژینەوە بەکاردەهێنرێت و هەرگیز بۆ هیچ مەبەستێکی تر بەکار ناهێنرێت.

سوپاس بۆ بەژداربوونت.

****

زانیاری کەسی

لە بۆکسی گونجاو دابنێ: (x)

	مێ		نێر	ڕەگەز	بەساڵ			تەمەن

	چوار	سێ	دوو	یەك	قۆناغ

****

پێوەری دڵەڕاوکێیی زمانی بیانی لە پۆلدا

ڕێنوێنی:

هەر یەك لەم برگانەی خوارەوە ئاماژە بە چۆنیەتی هەستی تۆ دەکات لە بارەی زمانی ئینگلیزی لە پۆلدا.

تکایە، بە x ئاماژە بەو هەڵبژاردەیە بده كه گونجاوترینیانە.

(بەتەواوی نارازیم = ب ن) (نارازیم = ن) (نه ڕازیم نه نارازیم = نه) (ڕازیم = ڕ) (بەتەواوی ڕازیم = ب ڕ)

ب ڕ	ڕ	نه	ن	ب ن	برگەکان	ژ
					هەرگیز بەتەواوی لە خۆم دڵنیا نیم کاتێ بە ئینگلیزی قسه دەکەم	١
					نیگەرانی ئەو هەڵانە نیم که له وانەی زمان دەیانکەم	٢
					دەشڵەژێم کاتێ که دەزانم بە ئینگلیزی پرسیارم لێ دەکرێ له پۆل	٣
					توشی دڵەڕاوکێ دەبم کاتێک مامۆستاکەم بە ئینگلیزی قسەدەکات و لێی تێناگەم	٤

					هەرگیز لە وەرگرتنی کۆرسی زیادەی زمانی ئینگلیزی بێزار نابم	٥
					لە ناو پۆل، دەکەومە بیرکردنەوە لە هەندێ شت کە هیچ پەیوەندی بە وانەکەوە نیه	٦
					بەردەوام وا بیر دەکەمەوە کە خوێندکارەکانی تر لە من باشترن لە زماندا	٧
					عادەتەن ئاساییم (ئاسودەم) لە تاقیکردنەوەی بابەتی زمان	٨
					دەپەشۆکێم کاتێ کە پێویستە قسە بکەم بێ ئەوەی خۆم بۆ ئامادە کردبێت	٩
					نیگەرانم لە بارەی دەرهەنجامەکانی کەوتن لە وانەی زمان	١٠
					تێ ناگەم بۆ هەندێ خەڵك زۆر بێزار دەبن لە وانەکانی زماندا	١١
					لە وانەی زماندا، ئەوەندە قەڵەق دەبم ئەو شتانە لە بیر دەکەم کە دەیانزانم	١٢
					پێم شەرمە هەر لەخۆمەوە وەڵام بدەمەوە لە وانەی زمان	١٣
					توشی دڵەڕاوکێ (قەڵەقی) نابم کە قسە لەگەڵ کەسانێ بکەم کە زمانی دایکیان ئینگلیزیە	١٤
					بێزار دەبم کاتێ تێ ناگەم کە مامۆستا چی ڕاست دەکاتەوە	١٥
					تەنانەت ئەگەر خۆشم باش بۆ وانەی زمان ئامادە کردبێ، هەر هەست بە دڵەڕاوکێ دەکەم	١٦
					زۆر جار بیر لە نەچوونە پۆل دەکەمەوە لە وانەی زماندا	١٧
					هەست بە متمانە بە خۆ بوون دەکەم کاتێ کە لە وانەی زماندا بە ئینگلیزی قسە دەکەم	١٨
					دەترسم مامۆستای زمان بیەوێ هەموو هەڵەکانم بۆ ڕاستکاتەوە	١٩
					هەست بە خێرا لێدانی دڵم (دڵە کوتە) دەکەم کاتێ کە خەریکە پرسیارم لێ بکرێ لە وانەی زماندا	٢٠
					تا زۆرتر بخوێنم بۆ تاقیکردنەوەی زمان، زیاتر توشی سەرلێ تێکچوون دەبم	٢١
					هەست بە هیچ فشارێك ناکەم بۆ خۆ ئامادە کردن بەشێوەیەکی زۆر باش بۆ وانەی زمان	٢٢
					هەردەم وا هەست دەکەم کە خوێندکارەکانی تر لە من باشتر بە زمانی ئینگلیزی قسە دەکەن	٢٣
					هەست بە شەرمێکی زۆر دەکەم کە بە ئینگلیزی لەبەردەم خوێندکارەکانی تر قسە بکەم	٢٤
					وانەی زمان زۆر بە خێرایی دەڕوات، لەوە دەترسم دواکەوم	٢٥
					بە بەراورد لەگەڵ وانەکانی تردا لە وانەی زمان هەست بە گرژی و دڵەڕاوکێ یەکی زیاتر دەکەم	٢٦
					توشی دڵەڕاوکێ و سەرلێ تێکچوون دەبم کاتێ لە وانەی زمان قسە دەکەم	٢٧

					کاتێ که له ڕێگام بەرەو وانەی زمان هەست به دڵنیایی و ئاسودەیی دەکەم	۲۸
					توشی دڵەڕاوکێ دەبم کاتێ له هەموو شتێ (وشەیەك) تێ ناگەم که مامۆستای زمان دەیڵێ	۲۹
					هەست به پەرێشانی دەکەم به دەست ژمارەیەك ڕێسا که دەبێ فێری ببی بۆ قسەکردن به ئینگلیزی	۳۰
					دەترسم که خوێندکارەکانی تر له پۆلدا پێم پێ بکەنن کاتێ به ئینگلیزی قسه دەکەم	۳۱
					ڕەنگه هەست به ئاسوودەیی بکەم له دەوروبەری ئەو کەسانەی که زمانی دایکیان ئینگلیزیه	۳۲
					توشی دڵەڕاوکێ دەبم کاتێ که مامۆستای زمان هەندێ پرسیارم لێ دەکا که خۆم باش بۆ ئاماده نەکردووه	۳۳

۳٤.چۆن مامەڵه لەگەڵ شڵەژانی دەرونی زمانی بیانی دەکەیت؟

Appendix C

Descriptive Statistics for Mean Scores of FLCAS

Items	N	Mean	SD.
32. I would probably feel comfortable around native speakers of the English language.	121	3.84	1.31
18. I feel confident when I speak in English in my language class.	121	3.58	1.40
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	121	3.39	1.42
14. I would NOT be nervous speaking the English language with native speakers.	121	3.37	1.44
5. It wouldn't bother me at all to take more English language classes.	121	3.26	1.43
10. I worry about the consequences of failing my language class.	121	3.25	1.58
29. I get nervous when I don't understand every word the language teacher says.	121	3.19	1.32
9. I start to panic when I have to speak without preparation in language class.	121	3.19	1.45
28. When I'm on my way to language class, I feel very sure and relaxed.	121	3.14	1.25
15. I get upset when I don't understand what the teacher is correcting.	121	3.10	1.45
25. Language class moves so quickly I worry about getting left behind.	121	3.08	1.42
13. It embarrasses me to volunteer answers in my language class.	121	3.08	1.47
8. I am usually at ease (comfortable) during tests in my language class.	121	3.06	1.40
20. I can feel my heart pounding when I'm going to be called on in language class.	121	3.04	1.54
6. During language class, I find myself thinking about things that have nothing to do with the course.	121	3.04	1.46
30. I feel overwhelmed by the number of rules you have to learn to speak the English language.	121	3.03	1.41
11. I don't understand why some people get so upset over language classes.	121	3.03	1.25
22. I DON'T feel pressure to prepare very well for language class.	121	2.91	1.36

16. Even if I am well prepared for language class, I feel anxious about it.	121	2.82	1.44
31. I am afraid that the other students in the class will laugh at me when I speak in English.	121	2.80	1.52
7. I keep thinking that the other students are better at language than I am.	121	2.74	1.42
3. I tremble when I know that I'm going to be called on in language class.	121	2.73	1.48
23. I always feel that the other students speak the English language better than I do.	121	2.71	1.36
4. It frightens me when I don't understand what the teacher is saying in the English language.	121	2.71	1.43
26. I feel more tense and nervous in my language class than in my other classes.	121	2.66	1.43
24. I feel very self-conscious about speaking English in front of the other students.	121	2.66	1.49
12. In language class, I can get so nervous I forget things I know.	121	2.59	1.45
2. I DON'T worry about making mistakes in language class.	121	2.57	1.43
27. I get nervous and confused when I am speaking in my language class.	121	2.56	1.40
1. I never feel quite sure of myself when I am speaking in English.	121	2.54	1.28
19. I am afraid that my language teacher is ready to correct every mistake I make.	121	2.54	1.40
21. The more I study for a language test, the more confused I get.	121	2.34	1.43
17. I often feel like not going to my language class.	121	2.00	1.25

Appendix D

A Letter by Prof. Dr. Horwitz on Determining Students' Anxiety Level

From: Horwitz, Elaine K horwitz@austin.utexas.edu

To: Brwa Sharif brwa.sharif@gmail.com

Researchers have various approaches to scoring the FLCAS. This is what I say in my book. You should always score a "5" for the highest level of anxiety and a "1" for the least anxiety. Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 are reverse-scored items. (Check your version of the FLCAS for these items to make sure they seem like reverse-scored items. Any item that says something like "I am not anxious" should be reverse-scored.) For these items, you will need to switch your students' responses.   "5's" should be "reverse-scored to "1's," "4's" to "2's," "1's" to "5's,"and "2's to "4's." Of course, "3's" will not have to be switched. The phrase neither agree nor disagree is often used in psychological questionnaire research in the US. I interpret it as SLIGHTLY anxious especially when the participant responds to other items that indicate anxiety with an agree or strongly agree. The participant has not denied anxiety with this response.

To determine a student's anxiety level, add up their responses to all the questions, remembering to first reverse-score the items that need reverse-scoring, then divide the total by 33 (the total number of questions). Students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students who average near 4 and above are

probably fairly anxious, and you should begin to work with them to find a way to reduce their anxiety.

Best wishes,

Elaine Horwitz

Appendix E

Permission for Using Foreign Language Classroom Anxiety Scale

From: Brwa Sharif brwa.sharif@gmail.com

To: Horwitz, Elaine K horwitz@austin.utexas.edu

Dear Prof. Dr. Elaine Horwitz,

My name is Brwa Sharif, and I am an MA student at Near East University. And now I want your permission to use Foreign Language Classroom Anxiety Scale to do a research related to foreign language anxiety.

Best regards,

Brwa Sharif

Cyprus

From: Horwitz, Elaine K horwitz@austin.utexas.edu

To: Brwa Sharif brwa.sharif@gmail.com

It's nice to meet you, and I appreciate your interest in my work.
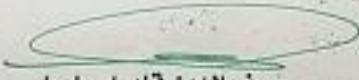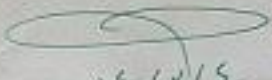
Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, 2nd edition, Pearson, 2013.

Best wishes,

Elaine Horwitz

Appendix F

Approval Letter to apply the Questionnaire at University of Raparin