

Turkish Students' Perspectives on Speaking Anxiety in Native and Non-native English Speaker Classes

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The aim of this study is to reveal the effect of FLA (foreign language anxiety) in native/non-native speaker of English classrooms. In this study, two groups of students (90 in total) of whom 38 were in NS (native speaker) class and 52 in NNS (non-native speaker) class taking English as a second language course for 22 hours a week at Erzincan University in Turkey were administered foreign language speaking anxiety scale. The students reported their opinion about this 23-item questionnaire. Collecting the data, results were analyzed by SPSS (Statistical Program for Social Sciences) 15 program. The mean score of each item was measured and the results were discussed in detail by explaining the percentages of students' thoughts. Additionally, the level of classroom anxiety was measured for finding whether there was any significant difference between the two groups. The findings showed that there was no significant difference between the groups statistically in terms of classroom anxiety, but the mean scores showed that students in NS class were more anxious than those in NNS class.

Keywords: classroom anxiety, foreign language speaking anxiety, NS (native speaker), NNS (non-native speaker)

Introduction

It has always been difficult for foreign language teachers to ascertain the specific aspects of instruction most problematic to the students in speaking class. Teachers' role in this respect is indispensable to identify the question. Students cite anxiety as the most paramount problem in speaking in a foreign language. When it comes to an oral exam, some students faint, cry, or even do not want to take the exam, claiming that they are sick or unwilling to take it. Therefore, in an anxiety-provoking class, foreign language knowledge deteriorates and words escape from the learners or they make silly mistakes. Anxiety, in this respect, quite often is related to achievement in second language learning. The present study deals with FLA (foreign language anxiety) in native and non-native English speakers' speaking classes in Erzincan University, Turkey.

Researchers, language teachers, as well as language learners themselves have been interested in the possibility that anxiety inhibits language learning for quite some time (Horwitz, 2001, pp. 112-126). Anxiety has different meanings in the academic world. Psychologists describe anxiety as indefinite state of fear (Scovel, 1991, pp. 15-23), the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). Arnold and Brown (1999) indicated that anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. Arnold (2006) asserted that anxiety is related with such feelings as fear, frustration, tension, and insecurity. MacIntyre and

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Gardner (1994) defined anxiety as the feeling of tension and apprehension specifically when it is associated with second language contexts, including speaking, listening, and learning. On the other hand, Dörnyei (2005) affirmed that there is an overall uncertainty about the basic category on anxiety and added that anxiety is usually not seen as a unitary factor but a complex term made up of constituents that have different characteristics. Horwitz et al. (1986) proposed that a situation-specific anxiety construct which they called FLA is related to second language learning. This anxiety stems from the inherent inauthenticity associated with immature second language communicative abilities (Horwitz, 2001, pp. 112-126). Researchers (MacIntyre & Gardner, 1989, pp. 251-275) suggested that anxiety experienced in the course of learning a foreign language is specific and unique. Horwitz et al. (1986) stated that anxiety focuses on two basic skills of foreign language learning: listening and speaking. Cubukcu (2007) pointed out that there are three main types of FLA on which all practitioners agree: communication apprehension, test anxiety, and fear of negative evaluation. Students with high levels of communication apprehension and the anxiety experienced in interpersonal settings, appear to be disadvantaged from the outset because basic vocabulary learning and production are impaired (Onwuegbuzie, Bailey, & Daley, 1999, pp. 217-239).

Speaking in a classroom in front of the individuals is the most anxiety provoking activity. FLA has been almost entirely associated with the oral aspects of language use. Young (1990) and Daly (1991) indicated that the majority of the students are extremely anxious when they are asked to speak in a foreign language in front of their classmates.

Dörnyei (2005) stated that two important anxiety distinctions are usually mentioned: beneficial/facilitating vs. inhibitory/debilitating anxiety and trait vs. state anxiety. Anxiety as a personality trait is differentiated from a transient anxiety state (Horwitz, 2001, pp. 112-126). The type of transient anxiety brought on by situations involving threat is called state anxiety (Scovel, 1978, pp. 129-142). Another type, which is constantly felt by some individuals regardless of threats generated within their environment, is called trait anxiety. State anxiety is considered to be a normal feeling, whereas trait anxiety is identified as a personality trait that requires therapy and in which some people are always anxious about the oblivious environment. Oxford (1999) stated that students may experience state anxiety in foreign language classes when they are asked to speak, but it diminishes as their foreign language skills and levels of learning increase. Some students develop this type of anxiety into permanent anxiety. Scovel (1978) proposed that facilitating anxiety leads the learner to challenging in the new learning environments by adapting approach behaviour while debilitating anxiety results in learner's adaptation of avoidance behaviour. Scovel (1978) continued to state that an ordinary individual has both facilitating and debilitating anxiety at the same time and this type of anxiety warns or motivates the individual for any new phenomenon in language learning. MacIntyre and Gardner (1991) found that FLA is part of a more general communicative anxiety, which starts as "an undifferentiated, negative affective response to some experience in language class".

FLA and Achievement in Speaking Class

The researchers showed that there was a correlation between anxiety and achievement. MacIntyre (1999) stated that a moderate negative relationship existed between language anxiety and various measures of language achievement. Onwuegbuzie et al. (1999) identified eight variables that collectively accounted for 40% of FLA variance (i.e., age, academic achievement, prior history of visiting foreign countries, prior high school, experience with foreign languages, expected overall average for current language course, perceived scholastic

competence, and perceived self-worth). Andrade and Williams (2009) pointed out that anxiety could prevent performance and achievement while Chastain (1975) and Kleinmann (1977) found positive relations between language anxiety and second language achievement. On the other hand, a study by Horwitz et al. (1986) who held FLA accounted for students' negative emotional reactions to language learning revealed that anxiety resulted from immature foreign language communicative abilities.

Some Factors in FLA

There exist quite many factors effective in the emergence of FLA. MacIntyre (1999) stated that FLA is derived from the learner, teacher, and the quality of education. The personal problems of the learner, communication problems, low level of self-image, fear of the loss of identity, competition, unrealistic believes, and attitudes toward learning are also the factors that affect language anxiety.

The teacher plays an important role in the creation of FLA in the classroom. For example, if they discourage the learners instead of motivating during feed-back and correction of mistakes, then the level of anxiety increases. MacIntyre (1999) believed that learning in an environment where there exist "multi-cultural" and foreign speakers can increase the level of anxiety. The foreign language learners are in dilemma between learning the foreign language and culture and the loss of their ethnic identity, which causes anxiety. Aydın (2001) pointed out that in Turkish culture, the attitudes to child education and Turkish education system causes high level of anxiety.

Peer factor is another anxiety driver. The researches on the relation between gender and FLA have shown that female learners are more anxious than male learners (Aida, 1994) and this situation also affects learning in the classroom. In Turkey, Sarigül (2000) has investigated this type of anxiety and did not find any significant difference in FLA between male and female students but found that female learners had higher level of anxiety than their male peers (Ngidi & Sibaya, 2003, pp. 18-22).

Young (1990) investigated the students' perspectives on anxiety and speaking and found that in a language class, the students feel most anxious when they have to speak in front of their peers. On the other hand, Horwitz et al. (1986) suggested that language classrooms are partly menacing as students are often required to speak before the eyes of their peers in an unfamiliar language and are often publicly evaluated while doing so.

Purpose of the Study

The present study is to contribute to those that have investigated the role of teacher in FLA by revealing the effect of gender differences in FLA both in terms of student-student and student-teacher interaction as well as the impact of peer factor, which Horwitz et al. (1986) suggested that language classrooms are debilitating in part because students are often required to communicate in front of their peers in an unfamiliar language and are often publicly evaluated while doing so. In Turkey, there is very little work on the level of FLA that occurs during the course of NSs (native speakers) and NNSs (non-native speakers) of English. By comparing two classes, the study is to find out whether there is significant difference between NS and NNS speaking classes.

Method

To examine the students' attitudes to teachers and speaking skill, a questionnaire related to anxiety level was administered in two different speaking-oriented foreign language classrooms. Thirty-eight students in English preparation classes at the School of Civil Aviation and 52 in Tourism and Hotel Management

Vocational School were administered the questionnaire. Both programs' students have 22 hours of instruction in English at their schools. Five teachers, two of whom were native provided the instruction at the School of Civil Aviation, and five teachers, all of whom were non-native provided instruction at Tourism and Hotel Management Vocational School. All non-native teachers graduated from ELT (English language teaching) departments of education faculties in Turkey. Native teachers were funded at the university by the government to increase the quality in foreign language teaching. In both speaking classrooms, both native and non-native teachers followed a topic-based curriculum in consideration of providing students with professional speaking skill. Therefore, one group focused on English about aviation while the other on English about tourism as well as general English. While students at the School of Civil Aviation have six contact hours of speaking a week, students at Tourism and Hotel Management Vocational School have four. Two different teachers one being native gave the speaking course at the schools.

Instrument

The questionnaire which originally had three sections was adapted from Young (1990) and only the first section was used in this study. The section used focused on the activities interacting with language anxiety and how successful native and non-native teachers were at organizing and controlling these factors; the second section was to determine the anxiety level of students in the face of 20 different in-class activities; and the last section was about the instructors considering to specify their behaviors and characteristics that reduced anxiety in class (Young, 1990, p. 542). The section actually had 24 items but one item was removed since items 4 and 16 were completely the same. To make the scale more comprehensible, the questionnaire was translated into Turkish by the researcher. Additionally, the reliability of the scale was measured. For reliability, the questionnaire was administered to 70 students. Results showed that *p*-value was 0.70 and the scale was reliable. The questionnaire had 23 items related to general foreign language classroom anxiety and speaking activities in classroom. The items asked the students to "SA (Strongly agree)", "A (Agree)", "D (Disagree)", or "SD (Strongly disagree)". If they had no idea about the item, students were asked to mark the choice "Not applicable".

Teachers

In the present study, two teachers were in charge of speaking skills to instruct two different student groups. A NS from England gave speaking classes at the School of Civil Aviation in two separate classes of 19 students each. The NNS was Turkish and had been teaching at the same university for four years, gave speaking classes at Tourism and Hotel Management Vocational School in two different classrooms of 26 students each.

Samples

From two different departments of Erzincan University, a total number of 94 (27 female and 67 male) joined the study. Thirty-one male and 11 female students at the age of 18–22 studying at the School of Civil Aviation were taking in the English preparation class. Thirty-six male and 16 female students at the age of 17–42 studying at Tourism and Hotel Management Vocational School were taking English preparation class. As the participation in the study was voluntary, four male students from the School of Civil Aviation did not take part in the study. All the students have been learning English for eight years as an obligatory course at school before the university.

Data Analysis

Data were analyzed in terms of anxiety level considering the age and gender of the students. An independent *t*-test was used to assess whether there were any differences between the groups (School of Civil Aviation and Tourism and Hotel Management Vocational School) with respect to their anxiety level. The Chi-square was used to examine the views of students on each item in the questionnaire.

Results

Table 1 shows that there is no significant difference statistically between the two groups in terms of their anxiety level as the *p*-value was found 0.072 ($p > 0.005$). However, the mean score for NS students is higher than that of the non-native teacher's students. It was found that native teacher group was more anxious than non-native teacher group to some extent.

Table 1

Independent T-test Results of Two Groups With Respect to Anxiety Level

| Group | <i>N</i> | Mean | <i>SD</i> | <i>p</i> |
|-----------|----------|---------|-----------|----------|
| NS class | 52 | 43.9423 | 7.22038 | 0.072 |
| NNS class | 38 | 55.2632 | 9.87950 | |

Table 2 shows that there is no significant difference statistically between male and female students in NS group in terms of their anxiety level as the *p*-value was 0.898 ($p > 0.005$). However, the mean score for male students is higher than that of the female students. It seems that male students are more anxious than female students.

Table 2

Independent T-test Results of Male and Female Students in NS Class With Respect to Anxiety Level

| Group | <i>N</i> | Mean | <i>SD</i> | <i>p</i> |
|-----------------------------|----------|---------|-----------|----------|
| Male students in NS class | 27 | 56.4074 | 10.43389 | 0.898 |
| Female students in NS class | 11 | 52.4545 | 8.11620 | |

According to Table 3, there is no significant difference statistically between male and female students in NNS group in terms of their anxiety level as the *p*-value was 0.486 ($p > 0.005$). However, the mean score for male students is higher than that of the female students. It seems that male students are more anxious than female students.

Table 3

Independent T-test Results of Male and Female Students in NNS Class With Respect to Anxiety Level

| Group | <i>N</i> | Mean | <i>SD</i> | <i>p</i> |
|------------------------------|----------|---------|-----------|----------|
| Male students in NNS class | 36 | 44.9722 | 7.29965 | 0.486 |
| Female students in NNS class | 16 | 41.6250 | 6.68207 | |

Tables 4 and 5 show questionnaire items with frequencies comprised of the responses of both classes' students. The responses were related to three categories that were activity task, speaking errors, and

preparedness (Young, 1990, p. 542).

Table 4

Question Items and Students' Reactions With Percentages Based on Degrees of Agreement and Disagreement for NNS Class

| NNS Class Tourism and Hotel Management Vocational School N = 52 | | | | | |
|---|--------|-------|--------|-------|--------|
| Item question | SA (%) | A (%) | NA (%) | D (%) | SD (%) |
| 1. I would feel more confident about speaking in class if we practiced speaking more. | 57.7 | 38.5 | 3.8 | 0 | 0 |
| 2. I would feel less self-conscious about speaking in class in front of others if I knew them better. | 15.4 | 32.7 | 25 | 19.2 | 7.7 |
| 3. I feel very relaxed in class when I have studied a great deal the night before. | 48.1 | 34.6 | 1.9 | 13.5 | 1.9 |
| 4. I am less anxious in class when I am not the only person answering a question. | 28.8 | 28.8 | 26.9 | 11.5 | 3.8 |
| 5. I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up. | 9.6 | 21.2 | 26.9 | 34.6 | 7.7 |
| 6. I would be more willing to volunteer answers in class if I were not so afraid of saying the wrong thing. | 30.8 | 28.8 | 7.7 | 23.1 | 9.6 |
| 7. I enjoy class when we work in pairs. | 36.5 | 44.2 | 15.4 | 0 | 3.8 |
| 8. I feel more comfortable in class when I do not have to get in front of the class. | 11.5 | 21.2 | 21.2 | 30.8 | 15.4 |
| 9. I would enjoy class if we were not corrected at all in class. | 11.5 | 25 | 19.2 | 30.8 | 13.5 |
| 10. I am more willing to speak in class when we discuss current events. | 30.8 | 34.6 | 23.1 | 11.5 | 0 |
| 11. I would get less upset about class if we did not have to cover so much material in such a short period of time. | 28.8 | 30.8 | 26.9 | 11.5 | 1.9 |
| 12. I enjoy class when we do skits in class. | 26.9 | 32.7 | 28.8 | 7.7 | 3.8 |
| 13. I would feel better about speaking in class if the class were smaller. | 17.3 | 25 | 11.5 | 32.7 | 13.5 |
| 14. I feel comfortable in class when I come to class prepared. | 67.3 | 30.8 | 0 | 0 | 1.9 |
| 15. I am more willing to speak in class when we have a debate scheduled. | 48.1 | 36.5 | 9.6 | 3.8 | 1.9 |
| 16. I like going to class when we are going to do role-playing situations. | 23.1 | 44.2 | 23.1 | 9.6 | 0 |
| 17. I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes and it were not such a big deal to make a mistake. | 34.6 | 36.5 | 17.3 | 9.6 | 1.9 |
| 18. I prefer to be allowed to volunteer an answer instead of being called on to give an answer. | 57.7 | 38.5 | 1.9 | 1.9 | 0 |
| 19. I am more willing to participate in class when the topics we discuss are interesting. | 25 | 40.4 | 30.8 | 3.8 | 0 |
| 20. I would be less nervous about talking an oral test in the foreign language if I got more practice speaking in class. | 46.2 | 40.4 | 11.5 | 1.9 | 0 |
| 21. I enjoy class when I can work with another student. | 23.1 | 30.8 | 28.8 | 15.4 | 1.9 |
| 22. I would feel uncomfortable if the instructor never corrected our mistakes in class. | 21.2 | 25 | 17.3 | 21.2 | 15.4 |
| 23. I feel uneasy when my fellow students are asked to correct my mistakes in class. | 28.8 | 28.8 | 15.4 | 21.2 | 5.8 |

Notes. NA = Not applicable; Source: Young (1990).

Table 5

Question Items and Students' Reactions With Percentages Based on Degrees of Agreement and Disagreement for NS Class

| NS Class School of Civil Aviation N = 38 | | | | | |
|--|--------|-------|--------|-------|--------|
| Item question | SA (%) | A (%) | NA (%) | D (%) | SD (%) |
| 1. I would feel more confident about speaking in class if we practiced speaking more. | 50 | 26.3 | 5.3 | 15.8 | 2.6 |
| 2. I would feel less self-conscious about speaking in class in front of others if I knew them better. | 5.3 | 36.8 | 10.5 | 28.9 | 18.4 |
| 3. I feel very relaxed in class when I have studied a great deal the night before. | 47.4 | 28.9 | 15.8 | 7.9 | 0 |
| 4. I am less anxious in class when I am not the only person answering a question. | 36.8 | 34.2 | 7.9 | 10.5 | 10.5 |
| 5. I think I can speak the foreign language pretty well, but when I know I am being graded, I mess up. | 5.3 | 18.4 | 34.2 | 18.4 | 23.7 |
| 6. I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing. | 15.8 | 55.3 | 5.3 | 15.8 | 7.9 |
| 7. I enjoy class when we work in pairs. | 47.4 | 31.6 | 15.8 | 5.3 | 0 |
| 8. I feel more comfortable in class when I don't have to get in front of the class. | 34.2 | 18.4 | 23.7 | 18.4 | 5.3 |
| 9. I would enjoy class if we weren't corrected at all in class. | 10.5 | 13.2 | 23.7 | 36.8 | 15.8 |
| 10. I am more willing to speak in class when we discuss current events. | 21.1 | 47.4 | 18.4 | 2.6 | 10.5 |
| 11. I would get less upset about class if we didn't have to cover so much material in such a short period of time. | 44.7 | 28.9 | 15.8 | 7.9 | 2.6 |
| 12. I enjoy class when we do skits in class. | 36.8 | 23.7 | 18.4 | 10.5 | 10.5 |
| 13. I would feel better about speaking in class if the class were smaller. | 13.2 | 15.8 | 23.7 | 28.9 | 18.4 |
| 14. I feel comfortable in class when I come to class prepared. | 50 | 39.50 | 5.3 | 5.3 | 0 |
| 15. I am more willing to speak in class when we have a debate scheduled. | 42.1 | 36.8 | 13.2 | 5.3 | 2.6 |
| 16. I like going to class when we are going to do role-playing situations. | 28.9 | 21.1 | 26.3 | 10.5 | 13.2 |
| 17. I wouldn't be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes and it were not such a big deal to make a mistake. | 36.8 | 36.8 | 15.8 | 5.3 | 5.3 |
| 18. I prefer to be allowed to volunteer an answer instead of being called on to give an answer. | 39.5 | 42.1 | 5.3 | 13.2 | 0 |
| 19. I am more willing to participate in class when the topics we discuss are interesting. | 21.1 | 50 | 10.5 | 15.8 | 2.6 |
| 20. I would be less nervous about talking an oral test in the foreign language if I got more practice speaking in class. | 39.5 | 44.7 | 5.3 | 7.9 | 2.6 |
| 21. I enjoy class when I can work with another student. | 18.4 | 23.7 | 26.3 | 26.3 | 5.3 |
| 22. I would feel uncomfortable if the instructor never corrected our mistakes in class. | 15.8 | 26.3 | 18.4 | 21.1 | 18.4 |
| 23. I feel uneasy when my fellow students are asked to correct my mistakes in class. | 31.6 | 15.8 | 13.2 | 23.7 | 15.8 |

Notes. NA = Not applicable; Source: Young (1990).

Activities

For the item 1, both group students strongly supported that they would feel more confident about speaking in class if they practiced speaking more (NNS class 57.7%, NS class 50%). Most students in both groups also stated their agreement on this view (NNS class 38.5%, NS class 26.3%), but 15.8% and 2.6% of students in NS

class did not agree on doing more practice to feel more confident about speaking in class. According to a similar statement (item 20), students in NS class (SA = 39.5%, A = 44.7%; NNS class: SA = 46.2%, A = 40.4%) reported that they would be less nervous about taking an oral test in the foreign language if they got more practice in class. NS class students (SA = 36.8%, A = 34.2%) felt less anxious than NNS class students (SA = 28.8%, A = 28.8%) when they are not the only persons answering a question (item 4), the percentage (SA = 57.7%, A = 38.5%) of NNS class students who preferred to volunteer instead of being called on to give an answer is higher than that (SA = 39.5%, A = 42.1%) of NS class students (item 18). Students in NS class reported feeling more comfortable when they did not have to get in front of the class (SA = 34.2%, A = 18.4%) while NNS class students did not have such a feeling (D = 30.8%, SD = 15.4%); additionally 21.2% of NNS class students and 23.7% of NS class students do not have any idea about getting in front of the class (item 8). According to item 15, it is preferable to speak in class when they have a debate scheduled for both classes. (NNS class: SA = 48.1%, A = 36.5%; NS class: SA = 42.1%, A = 36.8%). Most of the students from both NNS class (SA = 25%, A = 40.4%) and NS class (SA = 21.1%, A = 50%) seem willing to participate in class when the topics they discuss are interesting (item 19). Students (NS class: SA = 47.4%, A = 31.6%; NNS class: SA = 36.5%, A = 44.2%) reported that they enjoy class when they work in pairs (item 7), they (NS class: SA = 18.4%, A = 23.7%; NNS class: SA = 23.1%, A = 30.8%) reported that they enjoy class when they can work with another student (item 21).

Speaking Errors

A majority of students (NS class: SA = 15.8%, A = 55.3%; NNS class: SA = 30.8%, A = 28.8%) reported their agreement on being more willing to volunteer answers in class if they were not so afraid of saying the wrong thing (item 6). Most of the students (NS class: SA = 36.8%, A = 36.8%; NNS class: SA = 34.6%, A = 36.5%) reported that they would not be so self-conscious about speaking in class if it were commonly understood that it is natural for everyone to make mistakes (item 17). According to item 22, students would feel uncomfortable if the instructor never corrected their mistakes in class (NS class: SA = 15.8%, A = 26.3%; NNS class: SA = 21.2%, A = 25%). Similarly, they showed a disagreement on the item 9 which stated “I would enjoy class if we weren’t corrected at all in class”.

Preparedness

Students’ reactions to items 3 and 14 are about preparedness and general anxiety in class related to it. Both student groups (NS class: SA = 47.4%, A = 28.9%; NNS class: SA = 48.1%, A = 34.6%) reported feeling very relaxed in class when they studied a great deal the night before and declared feeling comfortable in class when they came to class prepared (NS class: SA = 50%, A = 39.5%; NNS class: SA = 67.3%, A = 30.8%).

For the item 2, nearly half of the students from both groups agreed on that they would feel less self-conscious about speaking in class in front of others if they knew them better. Both group subjects also reacted similarly to the item 10 “discussing current events”, item 12 “doing skits”, item 13 “speaking in a smaller class”, and item 16 “role-playing situations”.

Discussion

This study compares the speaking class of NS of English with that of NNS in terms of speaking anxiety.

Peer factor, teacher factor, and speaking environment were found quiet effective in the creation of speaking anxiety. The findings revealed that in NNS class, the students were less self-conscious in front of their peers when they knew them better. Anxious students found the behaviors of the teachers and peers threatening whereas less anxious students felt quite comfortable in the same situations. In addition, most students agreed that if they were prepared for the class the night before, they would feel more comfortable. They also acknowledged that they would prefer to volunteer an answer instead of being called on to answer. Therefore, the students in NNS class should be free to answer in a discussion agreed before. The topic of the discussion should be determined before the class starts as both the students and the teacher can be prepared and the class could be more fruitful. Most of the students in both NS and NNS classes stated that they would agree to be corrected by the teacher.

The results are consistent with the literature related to the foreign language speaking anxiety. The present study showed that teacher-student relation was an important factor affecting the students' anxiety level. Researchers (Horwitz, 1988, pp. 283-293; Young, 1990, pp. 539-553) found that the interaction between teachers and learners was effective in the increase or decrease of the students' anxiety levels. Teachers' behavior and attitude toward student are important in controlling anxiety.

Practice in the class is essential in the decrease of anxiety in the classroom. Most students indicated that it would help them become less self-conscious if they would practice a lot. Acquaintance with peers is a determining factor in the decrease of anxiety in both classes. Young (1990) found that, in a language class, the students felt most anxious when they had to speak in front of their peers. In the present study, it was also found that students were more anxious in NS class than in NNS of English class. Peer influence was reported to be so effective on the anxiety levels of the subjects of the present study because the students indicated that they felt uneasy when their peers were asked to correct their mistakes in speaking.

It is suggested that background information questionnaire be used before the school term starts and the students are known better. The course syllabi should be provided in advance so that the learners get prepared for the course and are relaxed in the class. Teachers should be more corrective instead of teaching but correction should be interactive and voluntary independent of learners. Teachers generally evaluate learners according to criteria based on the content of their language and not the psycholinguistic processes that underlie language development (Jordaan, 2011, pp. 518-534). Educators face numerous challenges when teaching ESOL (English as a second language) (O'Connor & Martha, 2009, pp. 253-269). The academic and socio-emotional difficulties of ESOL learners render both learning and teaching more complicated. They should take into consideration psycholinguistic and sociolinguistic factors as well in evaluating and teaching particularly when it comes to eliminating anxiety.

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