Gender Differences in Foreign Language Anxiety at an Ethiopian University: Mizan-Tepi University Third Year English Major Students in Focus

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ABSTRACT

Purpose: This study mainly investigated the possible differences of English language anxiety between female and male students.

Methodology: The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz and Cope (1986), consisting of 33 items was administered to the entire population (28 females and 50 males) of English major third year students at Mizan-Tepi University to measure their anxiety level. The students' first semester English final examination result was used to determine the association between English classroom anxiety and English achievement test result in female and male students. Interviews were also made with six students (top three anxious from each gender) to validate the quantitative results. To this end, descriptive statistics, t-test, and Pearson's Moment Correlation Coefficient were used to answer the research questions.

Findings: According to the findings of the study, it was found that females had higher anxiety level in their English classes than their counterpart males. Using the t-test, it was also found that students' anxiety were significantly vary by their gender. The Pearson's Moment Correlation Coefficient showed that there was a significant negative relationship between students' foreign language anxiety and their English achievement, though the debilitative effect of English anxiety were more serious in females with compared to males. The findings of this study demonstrated that significant gender differences in foreign language anxiety were found.

Contribution to practice and policy recommendations: Teachers should administer a FLCAS for diagnostic purpose if they cannot identify their highly anxious students by simply looking at them. They should also help students adopt an attitude that mistakes are a part of language learning and will be made by everyone. Further, Teachers should also avoid overcorrection; and rather develop techniques and strategies for error correction that decrease negative affect and build students' low self-esteem.

Key words: Foreign Language Anxiety, Gender, Achievement, causes of Anxiety

1.0 INTRODUCTION

Recently, language anxiety and gender have gradually become the research focus and interest of many researchers since a possible difference between female and male students has been believed as one of the factor that could influence anxiety (Kitano, 2001). Hence, many researchers have attempted to examine the possible difference of anxiety levels between female and male students in different parts of the world with inconsistent and contradictory results. Several studies; Pappamihiel (2001) and Elkhafaifi, (2003) indicated that female students often have higher levels of anxiety than males in foreign language classroom settings. On the Contrary, some other empirical studies; Zhao (2007) reported that males are more anxious than females in foreign language learning contexts. Further, Aida (1994), Batumlu and Erden (2007) believed that there is no association between foreign language anxiety and gender.

In the Ethiopian context, very few researchers (Berhanu, 2005; & Melkamu, 2008) attempted to examine the possible difference of anxiety levels between females and males only in the high school level. Berhanu (2005) and Melkamu (2008) similarly reported that there is no statistically significant gender difference in the students' levels of anxiety.

As in any foreign language learners, Ethiopian university students may experience anxiety in English classes, because foreign language class is dominated by anxiety provoking situations (Horwitz *et al.,* 1986; Onwuegbuzie, Bailey & Daley, 1999 &Ardi, 2007), and highly advanced English foreign language learners feel anxious while learning and particularly speaking English in some situations, both in and outside the classroom settings (Woodrow, 2006). At university level, there might be also a difference in anxiety level between female and male learners. However, in Ethiopia, no study has been conducted to explore the possible difference of anxiety levels between female and male university students. It is, therefore, important to conduct a scientific study to identify the possible gaps, if any, in the levels of anxiety between male and female students.

Hence, this study tried to examine the possible difference of English language anxiety between female and male third year students at Mizan-Tepi University.

2.0 METHODOLOGY

This study employed a mixed method approach, which consists of both quantitative and qualitative modes of data. In fact, according to Creswell and Clark's (2007) classification, this study particularly used a triangulation design-validating quantitative data model, in which the study was conducted within a quantitative paradigm with a small component of qualitative methods to validate some of the quantitative survey findings.

The quantitative aspect of the study involved the statistical analysis of the English language achievement test results and the self-report questionnaire (FLCAS). This quantitative data enabled the researcher to achieve the following objectives; (1) to find out the English language anxiety levels of female and male students; (2) to examine the possible differences between female and male students both in the specific variables of

foreign language anxiety and overall anxiety levels; (3) to find out the relationship between English language anxiety and classroom achievements in female and male students; and (4) to identify the most potential causes of anxiety in males and females. Whereas, the qualitative aspect of the study involved the qualitative analysis of the semi-structured interview transcripts, and it was employed to validate some of the quantitative findings. Particularly, the result that was obtained from the FLCAS on the most potential causes of anxiety were validated and elaborated by using the qualitative results. Thus, mixed method triangulation design provided different complementary data on the same topic to best understand a research problem.

Mizan-Tepi University, one of the thirteen newly established public universities in Ethiopia, was selected for the study. This university is found at MizanTeferi town, Bench-Maji Zone, in SNNPRS, South Western Ethiopia. Mizan-Tepi University was purposefully selected from the total 22 public universities in Ethiopia because there has not been any significant research work conducted in the university in general and the present kind of research in particular.

The target population for this study was all third year English major students who were registered for the academic year 2002 E.C. There were two third year English major sections with a total number of seventy eight students enrolled in the field. This batch was purposely selected because first year students were not registered until this data was gathered and second year students had left for the practicum course outside the university by the time the researcher had gathered the data. Hence, this batch (third year) was found eligible for this study.

AS stated above, there were seventy eight students in the two sections. Among these, fifty were males, whereas the rest twenty eight were females. Since the entire population was a manageable number to be undertaken for the study, the researcher intended to select the entire population as a subject for this study. Hence, all third year English major students of Mizan-Tepi University were taken to be the subjects of this study.

For the successful completion of the research, both primary and secondary sources of data were employed. The primary data were collected from the aforementioned participants of the study. For example, the first-hand information was gathered through the self-report questionnaire (FLCAS) and interview. And, the researcher will give explanations of how the primary data was obtained in the following sub topics.

Moreover, the students' first semester final grade results (an achievement test) was taken, as a source of second hand information to determine the association between learners' achievement and their anxiety levels. In various years, as used in this study, final grades and FLCAS scores have been used to examine whether anxiety has relationship with achievement and performance or not in different contexts (Aida, 1994; Riguez, 1995; Siato & Sammy, 1996; Siato *et al.,* 1999; Cheng, 2002; Negassi, 2009; Marcos-Lina *et al.,* 2009).

In this study, the researcher attempted to see the overall objectives of the course (from which the students' final grades taken) vis-à-vis the contents and coverage of the
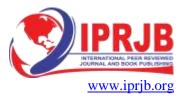
previously administered exams in order to check their validity. Then, the students' final grades on the course *Subject Area Methodology II* were used as a valuable source of data because the assessments were prepared as per the objectives of the course.

To collect the necessary data, the researcher used two types of data gathering instruments: self-report questionnaire (FLCAS) and interview. The questionnaire yielded qualitative data, whereas the interview generated qualitative data.

The questionnaire, the primary data gathering tool, contained two parts. One was intended to collect some personal information about the participants, that is, gender and their respective code. The researcher used a self-report questionnaire (FLCAS), the second part, to gather the necessary data from respondents. As previously mentioned, this study used FLCAS because English language is a foreign language in the Ethiopia context. Furthermore, this tool is found to be as highly reliable to measure anxiety level of students in the foreign language classroom (Horwitz et al., 1986; Aida, 1994; Abate, 1996; Rodriguez & Abreu, 2003; Zhao, 2007; Melkamu, 2008; Negassi, 2009). This instrument was developed by Horwitz, E. K., Horwitz., M.B., & Cope, J., (1986) and contains 33 statements out of which eight items were for communication apprehension (1, 9, 14, 18, 24, 27, 29, and 32); nine items for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, and 33); five items for test anxiety (2, 8, 10, 19 and 21). The remaining eleven items (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, and, 30) have been used to measure the general anxiety of English classes. Each item on the scale was rated on a 5-point Likert scale: *strongly agree* (5 points), *Agree* (4 points), *Undecided* (3 points), *Disagree* (2 points) and, *Strongly disagree* (1 point). However, the negatively worded items (2, 5, 8, 11, 14, 18, 22, 28, and 32) were rated in the reverse way. Students' scores can range from 33 to 165; and the higher the FLCAS score shows higher anxiety level, (See Appendix E).

To determine the students' levels of anxiety, the researcher has tried to review several classifications that show levels of anxiety, and an attempt was made to consult the author of the FLCAS i.e., Prof. Horwitz via e-mail. Based on Horwitz's advice, finally the researcher decided to take Krinis's, (2007) classification because this division is found very clear and basically similar with others. According to Krinis the FLCAS scores were divided into five levels of anxiety: very low anxiety(X=33-82), moderately low anxiety(X=83-89), moderate anxiety(X=90-98), moderately high anxiety(X=99-108) and high anxiety(X=109-165).

In the present study, an attempt was made to make the items easily understandable by the respondents whenever necessary (e.g., "foreign language" to "English"). However, utmost care was taken not to alter the content of each item. The FLCAS is the most reliable tool to measure foreign language anxiety level. For example, in Horwitz's (1986) study with 300 students, internal consistency of the scale measured by Cronbach's Alpha was 0.93 and test-retest reliability over 8 weeks was 0.83, p= .001. The scale was also defined as a reliable tool by various researchers such as Aida (1994) and Batumlu & Erden (2007). Moreover, in the Ethiopia context, the FLCAS was found to be reliable having a coefficient Alpha Cronbach of 0.88 by Melkamu Firew (2008). Finally, in the

African Journal of Education and Practice
ISSN xxxx-xxxx (Paper) ISSN 2519-0296 (Online)
Vol.1, Issue 1 No.1, pp 1 - 16, 2016

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current study, applying a slightly modified English version of the scale to seventy eight university students, internal consistency of the FLCAS was found to be 0.87 as measured by Cronbach's Alpha.

To validate and expand the findings of the self-report questionnaire (FLCAS), especially for the most potential causes of English language anxiety of the participants, interviews were conducted with few of them. The themes of the interviews were developed in a way that students could describe their perception whether English language classes were anxiety provoking or not, to mention their possible causes of anxiety, and to state their most potential cause of anxiety when they learn English in their classroom. Therefore, the data obtained from the interview was intended to triangulate the result obtained through questionnaire, especially the most potential causes of anxiety.

The interviewees were purposefully selected based on their scores in the FLCAS. Thus, the researcher selected the top four scorers in the FLCAS from both female and male respondents for the interview purpose. Finally, the eight interviewees (four from male and four from female participants) took part in one-on-one oral semi structured interview within nearly a week time. The semi-structured face-to-face interview was chosen by the researcher because it could be used as guideline to ask questions and encourage the interviewees to express their feelings because of its flexibility.

Before the administration of the questionnaire, each student was given a code to fill out in the space provided in his/her questionnaire. This code was taken from the students' roll number of the department's official and final grade report because this was intended to help the researcher to clearly identify which score belongs to whom; this also enabled him to select the most anxious students for the interview. Finally, the subjects were requested to complete the questionnaire genuinely, and whenever the participants encountered problems while they had filled out the FLCAS, they were encouraged to ask for clarifications. Accordingly, the researcher offered some explanations for the participants based on their request.

As stated above, the data for the study was collected by using the FLCAS- questionnaire, interview. The students' final grade results were also used as second-hand information. After gathering the data, SPSS (Statistical Package for Social Science) version 15.0 was employed to analyze the quantitative data: FLCAS scores and students' achievement results. Firstly, descriptive statistics was used to compute the means, percentages and standard deviations of the FLCAS-questionnaire in order to: 1) identify the general condition of university students' level of language anxiety; and (2) to figure out the most common causes of foreign language classroom anxiety in the students

To achieve the aforementioned objectives, females' and males' response to all the items in the FLCAS-questionnaire were added up separately and then the sums of these data were divided by 33(the total items in the FLCAS). Particularly, in order to discover the most potential source of anxiety in females and males, the responses to "Strongly agree" and "Agree" were merged together to create an overall score of agreement with each item

in the questionnaire and then the researcher selected one item with the highest percentage from both groups (females and males) as the most potential cause of anxiety.

Secondly, the researcher also used an inferential statistics: particularly t-test and correlation coefficient. To examine if there were any significant differences in the levels of English language anxiety between females and males, t-test was computed. Similarly, to find out the relationship between anxiety (both overall language anxiety and each specific variable of anxiety) and English language achievement results in female and male students, correlation coefficients and significance of p-values were also calculated using SPSS version15.0.

Moreover, the qualitative data (data from the interviewees) were discussed qualitatively. The interviewees' responses were analyzed separately, but comparisons were also made so as to crosscheck the reliability of the data gathered through the FLCAS. Towards the end, the potential causes of anxiety obtained from the FLCAS were validated and elaborated using the summaries of the interview from the participants

3.0 RESULTS AND DISCUSSION

3.1 The General Condition of Third Year English Major University Students' Anxiety in English class

Result findings general condition of students on anxiety in English class were presented in table 1

Table 1: Participants' Average Anxiety Level <3.00 and $\geq$3.00

Response	Frequency	Percent
Students with anxiety level <3.00	28	35.9%
Students with anxiety level $\geq$3.00	50	64.1%
Total	**78**	**100%**

Table 1 displays a large number of respondents (64.1%) exhibited their mean anxiety level were 3.00 and above, whereas a small number of respondents (35.9%) did below 3.00. This result indicates that Mizan-Tepi University third year English major students were mostly anxious in their English classrooms. This result has coincided with Melkamu Firew's finding (2008) i.e., in his study, 65.9 per cent of high school respondents' score of anxiety levels were 3.00 and above.

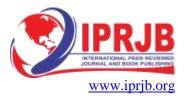### 3.2 English Language Anxiety Levels in Females and Males

Table 2 shows the overall anxiety levels of males and females in their English classrooms.

Table 2: English Language Anxiety Levels in Females and Males

Gender	Possible Range Min-Max	Mean	Std. Deviation
Females	84-137	111.68	12.75
	2.55-4.15	3.38	0.41
Males	53-130	96.22	17.01
	1.61-3.94	2.92	0.53

The means of the anxiety level of the groups in the English classrooms, as it can be seen from table 2, where 3.38 for females indicated that they had high anxiety, whereas 2.92 for males showed that they had moderate anxiety. As it has been mentioned in chapter three, mean scores that are found in the range of 3.30 to 5.00 are considered as high anxiety level, but mean scores which are found in the range of 2.73 to 2.97 are considered as moderate anxiety level. Based on these indices, we might conclude that, in this study, female students experienced higher foreign language anxiety compared to their male counterparts. This has been confirmed by several studies (Pappamihiel, 2001; 2002; Cheng, 2002; Elkhafaifi, 2005), in which they found that females showed higher anxiety level than males in their study in different settings. Though it was not statistically significant, Melkamu (2008) also found that female students' FLCAS score were higher than males' (X =110.13 for females, whereas X = 107.66 for males).

In the current study, female students exhibited higher anxiety level than males in their English classroom settings because according to the researcher's personal experience, the culture in Ethiopia might have a great role for this outcome. In the culture where females' silence is an admired stereotype, such kind of finding does not surprise readers at all. This stereotype is likely to encourage silence and limit girls' active involvement in their educational endeavors. This, in turn, might lead them to feel anxious and be frustrated whenever they are asked to use English in the classroom.

3.3 Comparison of Females' and Males' English Classroom Anxiety

Table 3 shows the means of anxiety levels of female and male university students within the specific variables of anxiety and the overall classroom anxiety of English language.

Table 3: Females' and Males' English Classroom Anxiety

Anxiety Variables	No. of Items	Gender	Mean	Std. Deviation
Communication Apprehension	8	Female	28.36	3.77
			3.55	0.44
		Male	24.06	4.87
			3.01	0.58
Fear of Negative Evaluation	9	Female	33.07	5.01
			3.67	0.61
		Male	27.52	6.80
			3.06	0.75
Test Anxiety	5	Female	15.61	2.57
			3.12	0.29
		Male	13.50	3.45
			2.70	0.68
General Anxiety of English Classes	11	Female	34.64	3.87
			3.15	0.31
		Male	31.14	5.66
			2.83	0.49
Overall English Classroom Anxiety	33	Female	111.68	12.75
			3.38	0.41
		Male	96.22	17.01
			2.92	0.53

In terms of either overall classroom anxiety or each type of anxiety variable, females had higher anxiety level than their counterpart males. For example, the mean anxiety level scores for the language learning variables: fear of negative evaluation, communication comprehension, general anxiety of English classes, and test anxiety were 3.67, 3.55, 3.15, and, 3.12 for females, but 3.06, 3.01, 2.83, and 2.70 for males respectively. In general, females' mean anxiety scores were higher than males. Similarly, the data obtained from the interview also showed that females were more anxious in English classrooms compared to males.

The result of the t-test, in table 4, also proves that there were statistically significant differences between females' and males' levels of English classroom anxiety.

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Table 4: Comparing FLCAS mean scores in both females and males using t-test

Anxiety Variables	t-value	Significance of t-v (p<0.05)
Communication Apprehension	-4.06	.000
Fear of Negative Evaluation	-3.78	.000
Test Anxiety	-2.82	.006
General Anxiety of English Classes	-2.91	.005
Overall English Classroom Anxiety	-4.19	.000

Table 4 shows the t-test values for the specific variables of anxiety: communication apprehension, fear of negative evaluation, test anxiety, and general anxiety of English classes were (-4.06, p=.000); (-3.78, p=.000); (-2.82, p=.006) and (-2.91, p=.005) respectively. With regard to the overall English classroom anxiety, the t-value was -4.19, p=.000. This result, therefore, indicates that the two groups (females and males) had significant difference in their levels of English classroom anxiety; in which females experienced higher levels of anxiety than males did. Moreover, of the total (33) items in the FLCAS, females and males have statistically significant differences in fourteen items in which of them females' scores were higher than their male counterparts (See Appendix H).

This study has been supported by other findings; for example, in his investigation on English writing anxiety on Taiwanese learners, Cheng (2002) discovered that females were significantly more anxious than males (i.e., X=85.67 for females, while X=77.41 for males). Similarly, in a secondary school setting, Pappamihiel (2000; 2002) found that Mexican females had significantly higher anxiety than males in their academic settings. In the same vein, Elkhafaifi (2005) found that female students had significantly higher level of general Arabic anxiety levels than males (X=90.5 for female, whereas X=81.68 for males)

However, it should be noted that other researchers have come up with conflicting findings to the aforementioned finding. Example, Aida (1994) and Onwuegbuzie et al., (1999) found that foreign language anxiety did not have any significant association with gender. In the Ethiopian context, Berhanu (2005) and Melkamu (2008) also concluded that there was no significant gender difference in levels of anxiety even though females' anxiety means were a little bit higher than males. However the current study, in the university level, found that there was a significant gender difference in the levels of anxiety which is similar to Cheng (2002), Pappamihiel (2000; 2002), Elkhafaifi (2005) and Razazaadeh (2009).

Compared to males, the study found that females had significantly suffered from higher anxiety level. According the researcher's experience, this disparity might be resulted from the Ethiopian culture. For example, silence is perceived as a good personal quality for females in many communities of Ethiopia. Especially in the rural areas of the country,

the strong silent female is an admired stereotype. Even, several elderly people say *'silence is golden.' Bringing* these styles into classroom settings, female students might tend to keep silent and exhibit higher anxiety when they are asked to use English in their classrooms. That's why, table 4 displays, female students having higher mean scores of anxiety for fear of negative evaluation (X=3.67) and followed by communication apprehension (X=3.55), where males had 3.06 and 3.01 respectively. Data from the interviewees also similarly showed that participants, especially females were very apprehensive about speaking English in front of others.

To sum up, unlike Berhanu's (2005) and Melkamu's (2008) findings, the current study found that there was a significant gender difference in the levels of anxiety. Using the data obtained from the FLCAS questionnaire, the most potential causes of English classroom anxiety for females and males were identified. Therefore, towards the end of this chapter, the already identified causes will be expanded and elaborated using the interviewees' data. Hence, the researcher did not need to go beyond the above discussion in this sub section.

3.4 The Association between Anxiety and Achievement in Females and Males

Table 5: Pearson Correlation for FLCAS scores and English achievement tests in both females and males

Variables of Anxiety	Gender	r	p
Communication Apprehension	Female	-0.21	0.258
	Male	-0.20	0.155
Fear of Negative Evaluation	Female	**-0.40***	0.037
	Male	-0.24	0. 100
Test Anxiety	Female	-0.29	0.134
	Male	**-0.39****	0.005
General Anxiety of English Classes	Female	**-0.49****	0.009
	Male	-0.15	0.288
Overall English Classroom Anxiety	Female	**-0.43***	0.024
	Male	**-0.29***	0.046

The result of the Pearson bivariate correlation analysis, in table 5, shows that students' anxiety and their classroom achievement had negative association in both groups (i.e., females & males). In order to examine whether specific variables of anxiety were related to language achievement or not, the researcher also broke down English anxiety in to four specific variables (communication apprehension, fear of negative evaluation, test anxiety and general anxiety of English classes) and computed correlation coefficients and p-

African Journal of Education and Practice
ISSN xxxx-xxxx (Paper) ISSN 2519-0296 (Online)
Vol.1, Issue 1 No.1, pp 1 - 16, 2016

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values of the two groups for each variable. The results of the Pearson's correlation analysis indicated that the specific variables of anxiety and English achievements had significant negative correlation only in terms of test anxiety (0.39, p = 0.005 < 0.05) for males, whereas general anxiety of English classes (-0.49, p0.009 < 0.01) and fear of negative evaluation were significantly and negatively correlated (-0.40, p = 0.037 <0.05) for females.
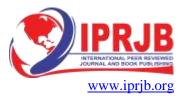
In terms of the overall English classroom anxiety, table 5 shows, males had weak but significant negative correlation(r = -0.29, p = 0.046) in their overall FLCAS score and achievement, while females exhibited moderately significant negative relationship (r = -0.43, p = -0.024). This indicates that, in the present study, the degree of relationship between English language anxiety and course achievements was greater for females than for males. Hence, anxiety had higher negative impact on females' achievement than males did. When a correlation is significantly negative, anxiety has a debilitative effect on learners' achievement. Hence, the current study found that anxiety had a debilitative effect in both groups, though it was more serious in females. In relation to this, several studies have found corresponding results with the current aforementioned finding. For example, on her study using the FLCAS, the correlation between the FLCAS score and actual final grades in undergraduate college students, Horwitz (1986) found a significant negative correlation, i.e., r= -0.49, p=.003 for beginning Spanish classes and r=-0.54, p=.001 for two beginning French classes. Similarly, on Japanese college students, Aida (1994) found that anxiety had a debilitative effect (r= - 0.38, p< 0.01). Similar results were also investigated, in the Ethiopia context, by Abate (1996) and Melkamu (2008). In all the aforementioned findings, including the current study, students' foreign language classroom anxiety has consistently shown a negative correlation with their achievement and performance.

4.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

It was found that most of the third year English major students at Mizan-Tepi University were found to be more anxious in their English language classrooms. The students' English classroom anxiety level was calculated to be 3.08; that is they had moderately high anxiety level. By computing the English classroom anxiety levels of the students, females (X=3.38) had high anxiety levels whereas, males (X=2.92) had moderate anxiety level in their English classrooms. Hence, females had higher anxiety level than their male counterparts.

The overall English classroom anxiety of females(X=3.38) was significantly higher than males(X=2.92). Similarly, in each specific variable of anxiety (communication apprehension, fear of negative evaluation, test anxiety and general anxiety of English classes), females and males had statistically significant differences: in all the aforementioned specific variables of anxiety females experienced significantly higher levels of anxiety than males did. Therefore, it can be safely concluded that Mizan-Tepi

University's English major students' foreign language anxiety level can be significantly varied by their gender.

Both females' and males' overall anxiety scores were negatively and significantly correlated with their English language achievements. It was, however, examined that males(r = -0.29*) had weak negative correlation in their language anxiety and achievement, while females (r = -0.43*) experienced moderate negative relationship. This indicates that the degree of association between overall English classroom anxiety and course achievements was greater for females than for males. Therefore, we can conclude that students' overall language anxiety had a debilitative effect on their achievement, yet it was more serious in females.

The specific variables of anxiety and English achievements were negatively and significantly correlated only in terms of test anxiety(r = -0.39*) for males, whereas general anxiety of English classes(r = -0.49*) and fear of negative evaluation (r = -0.40*) were for males.

4.1 Recommendations

Based on the findings and theoretical assumptions, recommendations and implications are presented hereunder.

Even though special attention should be afforded to overly anxious females, teachers should also identify males who exhibit signs of anxiety (e.g., blanking when asked and feel uneasy while speaking in front of others) and systematically work with each other during office hours. Moreover, the teachers should administer a FLCAS for diagnostic purpose if they cannot identify their highly anxious students by simply looking at them.

Teachers should help students adopt an attitude that mistakes are a part of language learning and will be made by everyone. In the classroom, thus, teachers can reduce students' stress to-a-degree simply by continually reminding them that mistakes are natural part of language learning process. Therefore, by doing so, teachers are recommended to use an encouraging rather threatening style of qualities, avoiding sarcasm and intimidation, and give students more positive feedback (e.g., verbal praise).

Teachers should also avoid overcorrection; that is, teachers should not correct every single error committed by students; they would rather develop techniques and strategies for error correction that decrease negative affect and build students' low self-esteem. Therefore, teachers should provide correct linguistic feedback for students through modeling (e.g., by repeating what the student said, but with the correct grammar) rather than harsh overt correction.
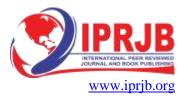
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