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Students' Perception about Teachers' Role in

Lowering students' anxiety in An EFL Class

The Case of third year students of English at MUC

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

I dedicate this work

To my late father may god have mercy on his gentle and kind soul, he left our world, yet the echo of his advice still guides me, he was my role model, and my whole world; He taught me how to live with dignity.

To the sun that brightens my existence, my precious mother, May God prolongs her life and grants her health and wellness. I cannot find the right words that can describe her, as she is the epic of love and the joy of my life, and an example of dedication and generosity.

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Abstract

Language Anxiety can be a prevalent issue that greatly influences learners' progress in mastering the target language in EFL classes. Many students face anxiety when they think they cannot achieve their academic purposes. Anxiety can have a negative effect on students' learning development and performance especially if it is severe and high. This research paper raises the following concerns: The impact of anxiety on student's academic achievements and performance, the principal causes of EFL anxiety, the resolutions that can be done to help learners avoid anxiety, teachers' important role in easing and managing students' classroom anxiety, the most effective methods and strategies that the teacher employs to manage and reduce or at least minimize the students' anxiety. Furthermore the study explores various dimensions; it examines the various effects of this issue, and emphasizes the students' perceptions of the teachers' role in lowering their anxiety. Moreover, it investigates the relationship between the students' language anxiety Levels in class and the teacher's pivotal role in alleviating and overcoming it, as well as promoting a positive learning and improving their academic performance. This study underscores the importance of finding effective solutions to reduce students' anxiety and improve their academic achievement. Therefore, it highlights strategies and approaches that educators can adapt to effectively lower students' anxiety levels in class among 3rd year English students at MUC (Mila university center). The Data was collected from 50 EFL students and 08 teachers of English who participated in this study. This study used two questionnaires as an instrument to conduct a quantitative research; one for students and another for teachers. The findings showed that the students hold negative perceptions toward the impact of language anxiety on their academic performance, and that the teacher plays an essential role in minimizing their foreign language anxiety and improving their academic proficiency.

Key Words

Academic performance/achievements, Foreign language anxiety, Students' perception,

Teachers' role, University students.

List of Abbreviations

FLA: Foreign language anxiety.

EFL: English as a foreign language anxiety.

CBT: Cognitive behavioral therapy.

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General Introduction

Learning a new language can be a challenging task for students. It requires a lot of personal effort and determination to succeed in mastering this foreign language. During the process of learning a new language, students face a set of difficulties. Among these difficulties, there is anxiety, which is called in the academic jargon "Foreign language anxiety". It is crucial and essential to look into the connection and the relationship between anxiety and students' academic achievement and performance. Some researchers like (Horwitz, 1986; Ryan, 1991; Spielberger, 1983) have tackled this issue in order to find solutions and to minimize students' anxiety while learning a new language. It has repeatedly been noted that learners' success in learning the target language is significantly impacted by language anxiety, which is mainly because it may significantly affect students' reasoning and concentration and therefore their academic performance.

1. Background of The Study

The field of education and learning is a very important field. Recently, interest in the psychological aspect of the learner has being receiving more attention, due to the extent of its impact on the learning process and its progress. Some researchers such as Horwitz and spielberger, believe that the low level of achievement and the failure behind acquiring knowledge is due to the psychological factors that hinder fruitful and healthy learning since they go hand in hand with the learning process.

Anxiety is an important variable which is directly related to success in language learning. Language anxiety "encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue" (Macintyre & Gergesene, 2012, p.103). Horwitz et al (1986) also explain language anxiety as "a distinctive complex of self-perception, believes, feelings and behaviors related to classroom language learning process" (cited in Zdena, 2016, p.4). Anxiety is a very

common and normal issue; most individuals are likely to experience it from time to time, and it is inevitable when it comes to learning a new language but when it exceeds the ordinary levels it becomes negative. Even though teachers try to play an effective role inside class, it still exists.

Previous researchers like (Horwitz, Young, Macintyre, and cope) have discovered that students' academic achievements have become very low which maybe attributable to the impact of anxiety issue on EFL classes. This caused them to lose interest and pass up on chances and opportunities to learn and interact with their classmates in a healthy way. However, there are many strategies to overcome it and teachers' role is one of them. It is considered to be a significant and important one in reducing students' language learning anxiety level. The teachers' way of management, personality and encouragement for the students with language learning anxiety can make all the difference inside an EFL class and that is all for the purpose of bettering the learners' academic outcomes because effective teachers are observers and they can make a radical change in the whole class.

Social, mental and behavioral support from teachers and educators is an important component that may influence students' academic achievement. When students believe that their teachers are emotionally supporting them, they are more likely to participate actively and put up greater effort in their academic work (Goodenow, 1993; Wentzel, 1994). They are more prone to use self-regulated learning practices that are expanded (Ryan & Patrick, 2001). Hallinan (2008) discovered that students enjoyed studying more when they felt respected and praised by their teachers. The more the students liked learning, the higher their academic results were. Huang acknowledged that it is practically hard to completely eradicate anxiety (2010), but as Horwitz (2008) suggests, teachers can make students feel more at ease. Teachers' awareness and assistance are especially valuable. Horwitz (2008) recommends that language teachers help language learners lessen their anxiety level by assisting them in

recognizing their own discomfort and establishing realistic, as well as achievable, language learning objectives. Meanwhile, teachers should gently correct students' faults, employing humor and games to create a relaxed and low-anxiety environment, and involve students in small groups and in pair activities to make them more comfortable. These findings are supported by several theories such as in Krashen's affective filter hypothesis (1970), the cognitive theory (1967), uncertainty (1975), The Psychoanalytic Theory (in the late 19th and early 20th) and of Horwitz, and Cope's theory of foreign language anxiety (1986).

2. Statement of The Problem

Enhancing the learning quality, improving students' academic outcomes and promoting success in the classroom are goals that several language teachers try to establish. Some researchers such as Horwitz (1986), Ryan (1991), and Spielberger (1983) have conducted studies on the importance of devising various learning approaches, methods, strategies, techniques, and teaching styles to help improve students' learning and achieve a better academic performance. However, along the way to achieving that goal, learners are faced with various challenges. They face countless obstacles and barriers that can restrain and prevent the process of language learning such as language anxiety, which is regarded as a barrier that can hinder the performance and achievement of the students.

After implementing a pilot study, it has been noticed that students at this university are generally suffering from anxiety and increased stress, which can impact their academic aspects negatively and will eventually lead to failing behind studies.

The current research gives significant weight to the description of students' foreign language anxiety. Moreover, it focuses on the significant effect of foreign language learning anxiety on students' performance and its primary causes. The study explores a single critical factor and that is the important role of the teacher in reducing the students' anxiety from the

students' perspective in order to raise the teachers' awareness about the key role that they can play in achieving higher academic success inside class in addition to assisting EFL learners in overcoming this issue by using different motivational strategies and methods, such as creating an unthreatening environment, providing constructive feedback and promoting a growth mindset. As a result, learning English becomes a fun and enjoyable experience.

3. Research Questions

This study intends to answer the following questions:

1/ Does Anxiety have an impact on student's academic achievements and performance?

2/ What are the principal causes of EFL anxiety?

3/ What can be done to help learners avoid anxiety?

4/ Do teachers have an important role in easing and managing students' classroom anxiety?

5/ What are the most effective methods and strategies that the teacher should employ to manage and reduce or at least minimize the students' anxiety?

4. Aim of The Study

The Aim of this research is:

-To examine and investigate the influence and the effects of anxiety levels on students' learning process in their educational journey.

-To define the anxiety levels of students.

-To discover the possible sources of anxiety.

-To discuss the key role of teachers in reducing the language Anxiety of the students and enhancing their performance in an EFL classroom followed by the strategies that they use.

-To seek solutions and improvements in an EFL classroom where learners can be productive and successful.

5. Research Tools and Sample

To collect data in this research, two main questionnaires have been administered. The first is the students' questionnaire and it is directed to third year EFL students at ABDELHAFID BOUSSOUF University center of Mila. A total of 50 students participated in this study for the objective of learning about their perspectives and perceptions toward teachers' role in reducing their anxiety and its impact and effect on their academic achievement followed by its principle causes. The other questionnaire is the teachers' questionnaire; it is directed to EFL teachers in the department of foreign languages (8 teachers) during the academic year 2022-2023. The purpose is to collect different kinds of answers and responses as they are the result of years of observing students' attitudes and needs and of constantly interacting with different types of learners for the purpose of investigating the educators' key role that they can play in managing their students' anxiety in class and hopefully lowering it. The reason behind choosing this particular population is because they are in their final year of BA cycle and have already experienced the foreign language anxiety. As a result, they are expected to have sufficient knowledge which can be considered as a good source of information to support this study.

This research uses a quantitative method. After gathering the data, the findings and the results will be analyzed in the practical chapter in a descriptive manner.

6 .Significance of The Study

This research is an attempt to raise awareness among both teachers and students about the students' mental health since it is a crucial aspect of the learning process and it directly affects the individuals' ability to concentrate and focus besides their motivation and engagement in the learning process, and to point out that anxiety is a significant factor that exists inside every EFL class. It is greatly linked with learning the foreign language and can determine the success or failure of it, as it is a strong indicator of academic performance. In

addition to that, this research goes into a deeper understanding of the teachers' significant role of taking care of their students psychologically and reducing their tension and stress which can negatively affect their performance as well as detecting, comprehending it and implementing anxiety-reduction measures and techniques in order to teach their students how they can cope with it for the purpose of establishing a healthy atmosphere in which students can succeed.

7. Structure of The Dissertation

The present research is divided into two major parts: A theoretical part and a practical one. The theoretical part is divided into two sections; the first one is dedicated to presenting the general idea about the concept of anxiety in language learning and its causes and effects on students' academic achievement. The second section discusses the perceptions of students about teachers' effective role in lowering their anxiety and to explain how they perceive them as they have an important influence and carry a big responsibility in the classroom. Moreover, the techniques and strategies that teachers can employ to decrease anxiety's negative impact and upgrade their students' quality of performance in class are equally investigated. The second chapter which is the practical part or the field work, deals with the data collection, using both the teachers' and students' questionnaires, in addition to the analysis and discussion of the major study findings.

Chapter One: Theoretical Part

Section one: Effects of Anxiety on Students' Academic Achievement

Introduction

Anxiety is considered to be a health condition which can develop to a mental illness that can affect different aspects of our life and among these aspects, the aspect of learning and acquisition. Often, we do not realize that emotional and mental health can affect our ability to learn and acquire knowledge, so we underestimate our feelings when we worry, thinking that they have no effect on us, but in fact it is considered to be an affective factor that influences the acquisition in learning and precisely, the acquisition of a second or foreign language.

There is no doubt that anxiety is considered to be one of the most important psychological problems facing students in general and university students in particular. Academic performance is a critical issue at university, given that university students, actually, face significant pressures which lead to cases of anxiety that may affect them, and as a result of these pressures they end up with poor language achievements.

1. Definition of Anxiety

The term Anxiety in language learning can be defined in various ways but basically Anxiety is this state when you are mentally and physically feeling stressed, nervous, worried, uncertain and scared; it is a sense of uneasiness, helplessness, and discomfort. It refers to "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (Spielberger, 1983). Each one experience symptoms of anxiety from time to time in their life and it can be mild or severe. This basic human emotion affects our thoughts, our actions, and our behavior; it usually occurs as a response to an impending threat or danger of the unknown, and it has been identified as a major reason for academic underdevelopment. According to Hashemi (2011, p.1812) "anxiety has been found

to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as, 'second/foreign language anxiety"

2. Foreign Language Anxiety

Foreign language anxiety (FLA) is a specific type of anxiety associated with learning and using the second language. It probably will always be present in the way of those who strive to learn a new language. However, anxiety disorders can make it hard for students to get schoolwork done or study; it may also affect their relationships with peers and teachers. Moreover, it can damage the cognitive performance and disturbs the peace of the progress of learning a foreign language process. MacIntyre and Gardner (1994b) described FLA as a feeling of tension or apprehension which is particularly linked to the contexts associated with second and third languages, e.g. speech, hearing, learning, fear and derogatory reactions are aroused when they learn or use an unfamiliar language (MacIntyre, 1999). Furthermore Horwitz, Horwitz and Cope (1986) defined FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (p. 128). It can come in many forms, as the fear of participating, fear of failing a test, fear of speaking up in front of class, fear of corrective feedback which is linked with teachers' classroom behavior but mostly the fear of not acquiring/using the target language successfully.

3. Theories of Anxiety

Kihlstrom, & Park stated that the seventies of the twentieth century witnessed a general "cognitive revolution" in psychology (2016). There are many theories explaining anxiety, due to the multiplicity of different psychological trends and schools, which were founded by a group of prominent scientists and researchers of psychology. They have tried to put forward numerous theories explaining anxiety, and differed in interpretation and

explanation of a clear difference between them. However the following ones are the most important theories which explain anxiety.

3.1. Affective Filter Hypothesis

According to Krashen, it was first put out by Dulay and Burt in 1977 before being included as one of the five input hypotheses in his theory of second language acquisition in 1982. Stephen Krashen proposed the idea of the "affective filter" to explain the connection between language learners' emotional or psychological states and the processes of language acquisition. A learner's attitudes that influence the relative success of second language acquisition are referred to as the affective filter in a metaphor. Negative emotions like lack of motivation, low self-esteem, and learning anxiety serve as filters that impede and obstruct language acquisition. The affective filter is frequently compared to an imaginary wall that appears in the mind to block input and obstruct cognition.

The affective filter hypothesis aims to show how emotional factors and the process of learning a second language are related. In other words, affective factors, which differ from person to person and play a role in filtering input, it can either slow down or speed up language learning.

3.2. Psychoanalytic Theory

The psychoanalytic theory is one of the most prominent theories explaining anxiety, which left its mark on the subject of anxiety through its influential scholar Sigmund Freud (1917) who was primarily responsible for the development of the psychoanalytic theory. He was one of the first psychologists to analyze anxiety; some believe that this concept was not widely used until it was popularized in the writings of "Freud", as it is credited to him in guiding psychologists to the important role that anxiety plays in human life.

Strongman (1995) stated that Freud believed in his early theory that anxiety is either inherited or learned at birth or in early childhood. For him, anxiety was the first fright or

hysteria that has arisen unconsciously through childbirth trauma, birth events such as possible loss of a parent, and the child's experiences. However, many other psychologists like Alder and Erikson held the opposite view because they thought that personality development happened at different stages throughout life rather than just infancy.

Freud developed several theories on anxiety. In his first theory, he saw that anxiety is generated from repressed fear, those who suffer from sexual repression complain of anxiety. He also emphasized that sexual motives when exposed to deprivation, transform the sexual energy underlying them into anxiety, and this latter results from the individual's exposure to a state of anxiety, danger and the main component of this danger is increased alertness and excitement, without the individual having the ability to control his instinctive impulses and it varies according to the stages of development.

Strongman (1995) presents that Freud's first formulation suggested that the suppression of human natural activities, such as sexual desires, in other words inhibiting human urges will cause anxiety .So if a person is prevented from doing some instinctual conduct (sexually motivated) anxiety is the result. According to strongman (1995), Freud inverted the link between anxiety and repression in his second formulation. He claimed that repression occurs when one is anxious; therefore he saw repression as a result of the anxiety experience. However the other psychologists such as Alder and Erikson disagreed with the notion that sexual desire is the primary driver in a person's mental life.

Freud considered anxiety to be a feeling that arises automatically whenever the soul is overwhelmed by a barrage of intense stimuli that can be controlled and eliminated, just as when a person tries to reduce the feeling of similar motives such as hunger, thirst and pain. Freud attributed anxiety to unconscious internal conflicts, which are internal forces that struggle with each other, and their struggle leads to the emergence of pathological symptoms. In general, he focused a lot on sexual instincts and gave them most of his attention, as he

considered them to be the main motive or engine of human behaviour. Therefore, he attributed the individual's problems and psychological and emotional disorders to not satisfying that instinct.

Through Freud's theory, it was concluded that anxiety is born and appears because of the motives of the sexual instinct, its frustration or its insatiability. When the sexual desire is suppressed and prevented from being satisfied, the sexual energy turns into anxiety and vice versa. Freud broke the link between anxiety and suppression. According to him, suppression occurs when a person perceives anxiety and anxiety happens when one experience suppression. Likewise; the cause of anxiety is considered to be the existence of a struggle between two forces: the ego, the superego and the id, and the ego remains in danger between them. In addition, the environment in which the individual lives, it plays an important role and contributes to a clear degree in the emergence of anxiety and attributing the cause of that to internal conflicts and frustrations.

3.3. Cognitive Theory:

Beck's cognitive theory was first proposed in 1967. He explains anxiety as distorted patterns of thinking, and the error in evaluating situations. Its seriousness and the consequent formation of active cognitive compounds that transform environmental influences sources of anxiety and hence lead to the feeling of anxiety and the emergence of its symptoms. Beck considers that anxiety is nothing but a process of expectation and fear of the future; it can be said that cognitive expectation is the source of real anxiety.

Anxiety may be considered from a cognitive point of view, and there is what is called the cognitive model of anxiety, which assumes that the experiences of individuals explain anxiety, because of their ideas about it and about the world around them that make them inclined to interpret many situations as a source of threat.

The individual has acquired irrational overthinking since childhood from the family, culture and environment. The more thinking is irrational, the more emotional disorder arises and thus leads to anxiety. Also, Religious intolerance, feelings of routine and superstitious thinking influence the development of emotional disorder and anxiety.

By addressing the interpretation of some psychoanalytic theories of anxiety disorder, it can be said that analytics link the emergence of psychological disorders, including anxiety, to the individual's painful experiences that impede normal growth as a result of the control of some repressed desires and the weak ego growth.

4. Causes of Anxiety

There is no doubt that foreign language anxiety is one of the affective factors that is thought to be extremely powerful and has been extensively studied. In an effort to comprehend the phenomenon of anxiety better, researchers have concentrated on the main logical reasons of it. Anxiety has many different causes which were divided by Horwitz et al (1986) into three primary categories: communication apprehension, test anxiety and fear of negative evaluation.

4.1. Communication Apprehension

Communication Apprehension is also known as "stage fright", "performance anxiety "or "fear of public speaking". (Latif & Binti 2015 p.224 as cited in Horwitz et al. 1986) defined communication apprehension as "a type of shyness characterized by fear or anxiety about communicating with people".

Shyness and the weak personality of the learner are thought to contribute to communication anxiety far too frequently, as well as the negative and inferior view of the learner to himself/herself, low self-esteem and poor confidence. After several researches, it was discovered that anxious students avoided speaking in class because they felt self-conscious about their public speaking skills and worried that their teachers or peers would

judge them harshly. According to Vitasari et al (2010) presentation anxiety targets students who give presentations in class. Brenda and Tillson (2007) claimed that most common worry among most people, particularly students, is the fear of giving a speech or presentation as it is ranked as their top fear. Moreover, in their study, Elliot and Joyce (2005) revealed that 35% of the students surveyed acknowledged having nervousness about public speaking. The performance of students is impacted by the high level of presentation anxiety. According to a survey, class presentations were required as a graded component of students' academic coursework. Therefore, Murugesan (2005) recommended preventing presentation anxiety by taking practical measures like careful planning and practice, as a solution. Vitasari et al (2010) claimed that a prior study had found that in foreign language classes, students with low anxiety do better than those with high anxiety. In difficult presentations or in interpersonal interactions in a foreign language, high anxiety students made different types of grammatical mistakes than low anxiety students.

When students think that their weaknesses will suddenly be exposed in front of others, they tend to avoid being the focus of everyone's attention. Learners who fear communicating in the classroom and skip oral presentations deny themselves opportunities to speak the foreign language and tend to be convinced that they have little influence on the communicative situations. Unfortunately, both the teacher and other peers have a role in exacerbating the situation through constant monitoring with their destructive criticism, the learners fear of interaction with other peers triggering self-awareness, the feelings of being negatively judged, mocked and evaluated, the inferiority, the embarrassment, the humiliation, and depression which leads to avoidance from gathered activities where different types of students are present. As a result, they become frightened and cannot develop their oral communication skills. It is claimed that oral communication is the most anxiety-provoking situation, that students' speech skills decline as their anxiety levels rise. However, Murugesan

(2005) reported that students who are nervous may neglect their studies and even skip courses completely.

4.2. Test Anxiety

When taking exams, most students, whether they are well prepared or not, feel anxious and they have this fear of failure in them and the worry of not getting good grades and marks; as a result, they lose their mental clarity and their ability to concentrate and focus (going blank) which often makes the matter even worse, negatively affecting their outcomes in the test, causing their achievement to decline and deteriorate.

Despite the fact that many students invest a lot of time in their studies, they frequently perform poorly on tests or in oral exams. Worde (2003) claims that test anxiety results from the dread of performing poorly, this can be explained by the high standards that students set for themselves to achieve in order to be complete masters of the foreign language.

Horwitz referred to *test anxiety* as a type of performance anxiety stemming from a fear of failure. Sometimes exam anxiety is due to the unrealistic and high expectations set whether by students themselves or others that at the end they end up disappointed. Perfectionism is another crucial reason, students who strive for perfection and put too much pressure on themselves are more prone to test anxiety; sometimes even the most competent students show signs of test anxiety, because they tend to compare themselves to others. Kralova & Petrova (2017) as cited in Bailey (1983) was the first to examine FLA from the viewpoint of students and he asserted that their competitive nature might generate anxiety because the students prefer to compare or idealize their own selves. Besides, low self-esteem also leads to worry and fear of receiving negative feedback or evaluation from peers.

On top of that and another reason of test anxiety is making tests that are challenging and inconsistent with the course material which only serves to increase students' anxiety levels and affect the learning process in general. Young (1991) says that:

Students feel more anxious when the testing situation is ambiguous or highly evaluative. Students experience anxiety if they have no experience with a particular test format and if the test involves content that was not covered in class. Students also report feeling anxious when they have spent hours studying for a test only to find that the test uses unknown or obscure material or question types with which they have had no experience. (p. 429)

4.3. Fear of Negative Evaluation

It is the anxiety that is due to negative evaluations and criticism of teachers or peers, the constant anticipation of negative evaluation by others, and even avoidance of evaluation as a whole. Horwitz et al (1986, p.127) defined the fear of negative evaluation as the feeling of "apprehension about others' evaluations, avoidance of evaluative situations, and expectation that others would evaluate one-self negatively". These students fail to recognize that making mistakes is a common, natural situation and that correcting them will aid in their efforts and encourage them to improve their oral performance. However it is claimed that rather than the actual correction of the error, classroom anxiety sometimes results from the teacher's method of doing so. Aydin (2008) mentioned that another cause of anxiety is how teacher correct students' errors. Interrupting to correct pronunciation and speaking errors; as a result, the learner would surely become distracted by these interruptions and eventually lose focus.

Ohata (2005) stated that teachers' correction techniques, such as correcting students before they had time to fully articulate an answer or interrupting students to fix speaking faults cause students to lose focus. Similar results were also found, demonstrating that evaluating situations in the classroom contributed to students' anxiety about receiving a poor grade and seeming foolish in front of their peers. Similarly, Young (1991) asserted that it had been discovered that FL anxiety was caused by instructor-learner relations and classroom

procedures. FL is impacted by the teacher's classroom behavior. For example; Hassan (2013) demonstrates how severe methods of addressing students' mistakes are commonly blamed for making them anxious.

When the learner feels that he is unable to make a good impression and only receiving criticism on his language ability ,grammar , pronunciation, intonation, etc., he finds himself discouraged from learning, performing, or even engaging in any activity; most of the time he is passively silent in the classroom and have no willingness to participate in any language activity in the class, which means that this fear is more comprehensive than the test anxiety associated with evaluation in the language test. It can happen in other social evaluation contexts, such as job interviews or speaking in a foreign language class, and it is not just limited to testing contexts. The learner's condition may worsen and his anxiety may increase, and he will mostly be absent from the foreign language class.

In addition to what has already been mentioned earlier, there are many other primary factors that can emerge from anxiety and affect foreign language learning process, however these factors can be divided into internal factors and external factors of learners.

4.4. Internal Factors

4.4.1. Learner's Personality / Character

The student's personality traits play a major and effective role in exposing him to language anxiety and his academic achievement. In addition, the student's weak personality, shyness, introversion and his tendency to perfectionism combined with negative and subordinate image of the learner toward himself, low self-esteem, and lack of confidence make him more prone to FLA. Kralova (2009) indicated that among other elements that attracted attention are obviously individual traits like extraversion; linguistic intelligence, also

emotional intelligence and perfectionism were added by Gregersen and Horwitz, (2002). Moreover, tolerance for ambiguity was noticed by Dewaele and Shan Ip, (2013).

4.4.2. Lack of Opportunities

Learning can be hampered by insufficient opportunities to engage and practice English or by students' tendency to avoid daily classroom interaction and participation. The situation could pose a serious problem since there are no chances in communicative practice activities conducted in the classroom; therefore, learners may not learn the language well in this situation, and this will eventually make learning unsuccessful.

4.4.3. Previous Negative Experiences

When the learner is exposed to ridicule and destructive criticism, been laughed at or getting reprimanded for making errors or mispronouncing a word by his teachers or colleagues, it remains stuck in his brain as a bad and negative experience or a past failure and he becomes anxious whenever he finds himself in similar situations in the future so he tries to avoid doing it again. FLA is hypothesized to emerge as a result of repeated negative classroom experiences that create a vicious cycle in which learners begin to associate language learning situations with negative feeling (MacIntyre et al., 2002; MacIntyre & Gardner, 1991b)

4.4.4. Lack of Preparation

The secret to feeling confident while giving a speech or presentation is preparation and practice, so students who do not prepare for exams or presentations usually have no idea what to say or offer. For that reason, they have lack of information about the topic, and consequently they will not be able to convey messages well. Less preparation would typically seem to cause anxiety to be higher. According to research, students who are less prepared for

an exam may have higher levels of task-interfering anxiety than those who are more prepared (vitasari et al, 2010, as cited in Pecarora, 2006).

4.4.5. Low Self-Esteem

Students with low self-esteem are eager to compare themselves to others and feel inferior to their peers, and are constantly concerned with others' opinion related to their performance and ability because they already have negative perceptions of their academic competence and their self-worth and most importantly they do not believe in their own capacities, which highly increases their level of anxiety. Young (1992) stated that Low self-esteem which is defined as a set of individual attitudes, beliefs, and perceptions that EFL learners attach to themselves, is a significant source of learner anxiety. Language anxiety is significantly correlated with a learner's level of self-esteem; as a result, poor self-esteemed students always worry about what other people may think. From the other side, Young, (1991, p. 427) indicated that "the more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety".

4.4.6. Lack of drive/motivation

There is a dynamic relationship between foreign language anxiety, motivation and perception of teachers' behaviors among learners. Students' perception of teachers as unsupportive, controlling and only offering critical feedback, may lower their intrinsic motivation, which has a negative impact on language learning outcomes, and raise their anxiety levels. Students with no drive often become lazy to learn, they mostly do nothing in the classroom, and even do not care of the activities prepared for them. They generally have no desire to improve their learning skills. Therefore, their English abilities cannot be

developed. Students who lack motivation may find it difficult to preserve in achieving their goals over the lengthy and frequently challenging language learning process.

Liu & Chen (2015)

4.4.7. Fear of Failure

There are times when students avoid making any efforts just because they believe they are prone to fail or make mistakes. This describes a negative outcome of language anxiety which impedes the learners' performance. These students who suffer from this phobia cannot focus on their study because there is a fear of making mistakes and failing that they carry this idea deep down inside their minds; and this fear is like an obstacle that blocks them from learning. Fear of failure is conceptualized as the motive to avoid failure in evaluative achievement situations, associated with anticipatory shame (Atkinson, 1957)

4.5. External Factors

4.5.1. Teacher's Personality and his Methods of Teaching

Sometimes the teacher is the reason to blame for his student's anxiety and failure in studying. Some teachers often intimidate the students in the classroom by their bad attitude or harshness; they do not motivate nor inspire them to do better which make the students feel intimidated and uncomfortable. As a result, the students become anxious whenever they are asked to speak or read because they cannot enjoy the learning process. Argaman and Abu-Rabia (2002) reveal that teachers' personalities and attitudes may be signs of anxiety related to learning a foreign language. Furthermore, the teaching methods should also be considered as the cause of students' anxiety when it does not meet the students' demands and needs; it can be a serious issue.

4.5.2. Family Issues

The learners' social status and personal background is very important. Students with family issues such as anxious parents, conflicts, separation, or loss are more prone to language

anxiety compared to their peers who have come from families with well-educated and supportive parents together with a calm life environment. Susan and Margareth (2006) claimed that family factors, such as children of parents with anxiety disorders having an elevated risk of anxiety disorders, contribute to the development of anxiety disorders among students. Moreover, Vitassari et al (2010) asserted that individuals who struggle with separation anxiety disorders typically emerge from International Education Studies when abruptly faced with the idea of going away from home. These circumstances include parents' divorce, family issues, traumatic experiences as a child, and inadequate recognition of learners' accomplishments.

4.5.3. Classroom Environment

The learning environment has a significant impact on the acquisition of a foreign language; therefore, studying in an unpleasant atmosphere that prevents students from freely expressing their thoughts or ideas where there is criticism and rejection is a threatening, hostile environment in which the learner can never learn, grow or develop his abilities. The classroom environment has a strong impact on how anxious the students are, which affects their language learning development.

4.5.4. Sudden Exams/Tests

The factor of surprise is something that does not serve the students at all, especially the students who are most vulnerable to language anxiety. This adds more stress and pressure which have a negative effect on their test performance. Hall (2019) argues that an unexpected activity or test can make students more anxious. Therefore, it is preferable for the teacher to inform the class whenever he or she plans to administer both written and oral exams.

The causes involved in language anxiety are countless; the list of potential sources of it is endless and can be rather long, but the previous reasons are considered among the most common and influential factors. By exploring and looking into the resources that lead to FLA,

language teachers can reduce anxiety in the classroom and foster a learning environment that supports students' capacity to pick up the target language.

5. Symptoms of Anxiety

Many students with FL anxiety exhibit a variety of negative behaviors and symptoms; it can manifest in a variety of ways, including psychologically, physically, and behaviorally. Symptoms of anxiety usually vary from one student to another. According to Spielberger (1983), anxiety is a psychological and physiological reaction to manage a self-concept characterized by subjective, consciously experienced tension emotions.

5.1. Psychological Symptoms

These are symptoms that are within the person. High levels of anxiety interfere with concentration and memory, which are critical for academic success. Anxious students have experience of cognitive deficits like misapprehension of information or blocking of memory and recall, being unable to or having difficulty in focusing, remembering, and understanding. Additionally, Krashen (1982) explains that fear of learning a foreign language can act as a barrier, preventing information from getting to the part of a learner's brain responsible for language acquisition. These symptoms, according to Young (1991), include sound distortion, freezing up when asked to perform, forgetting recently learned words and phrases, being unable to talk and remaining silent, complaining of difficulty discriminating the sounds and mechanisms of a foreign language message, avoiding eye contact, providing only brief answers, avoiding tasks in class, showing up unprepared for class, acting uncomfortable, skipping classes, crouching in the last row, and so forth.

Feeling discomfort and anxiety in the classroom does not enhance learning of any kind. The anxiety's psychological symptoms among students include: feeling nervous before a study class, panicking, going blank during a test, feeling helpless while doing assignments,

or lack of interest in difficult subjects, always expecting and thinking of the worst possible scenarios, feeling tongue-tied, and freezing up when being called.

5.2. Physiological Symptoms

These are the most obvious symptoms, through which the teacher can tell that the learner is really suffering from anxiety. The physiological symptoms include sweaty palms, racing heartbeat, an upset stomach, chest pain or discomfort, nausea or dizziness, trembling or shaking, shortness of breath, sweating, dry mouth, muscle tension, blushing, shaking and avoiding eye contact. It is noted that while this can appear unimportant to some, to people who are experiencing it, this anxiety or worry can appear as dread, tension, or being too careful. It may exhibit signs including a stomach ache, diarrhea, shortness of breath, exhaustion, and insomnia (Seipp, 1991; Brook & Willoughby, 2015).

5.3. Behavioral Symptoms

These are factors that are portrayed outside of the body toward one's environment. They appear when the student starts avoiding public speaking and oral communication for example students who often get mocked of and ridiculed, they stop participating or engaging in any classroom activities and even the necessary tasks, hesitate to volunteer or answer in class, coming late, and generally showing lack of interest in learning, and lastly displaying no signs of improvements in grades. Ehrman (1996) asserted that FLA can show itself as physical illnesses, noticeable behavioral changes, or even poor learning. A student who is unhappy with their performance may feel nervous about it and start to fear failing. Ortega (2009) insisted that in order to protect themselves from being emotionally exposed and vulnerable, some students who are worried may engage in disruptive conduct (such as excessive joking). Compared to less nervous students, anxious students are also more likely to take longer to pick up the target language. Oxford (2005) discussed additional FLA symptoms

such as general avoidance behaviors (such as skipping class or being late), physical action or movements (such as fidgeting, being unable to accurately reproduce the sounds of the target language despite extensive practice), physical ailments (such as headaches or tension), and various culturally nested signs and behaviors. Students who are anxious are also more prone to underestimate their language proficiency and to refrain from actions that can be perceived as dangerous, such as speaking in front of the class or attempting to explain hard concepts. (MacIntyre & Gardner, 1994; MacIntyre, Noels, & Clement, 1997; Steinberg & Horwitz, 1986). A student may not participate in class or may at least be disinterested in doing so if they display a number of these characteristics. They may also learn less effectively. Anxiety-related symptoms could be misdiagnosed as a lack of interest or enthusiasm in the subject being studied (Al-Saraj, 2014)

6. Effects of Anxiety

The indicators of FLA may vary in terms of expression or intensity. Anxiety affects the students in many ways. The students become passive in the classroom and the worst is that they might hate English very much. Alpert and Haber (1960) Stated that there are two distinct categories for language anxiety: debilitating (harmful) anxiety and facilitating (helpful) anxiety.

Numerous studies highlight the damaging effects of debilitating anxiety on students' ability to learn and their negative effects on performance (Brown, 2007; MacIntyre, 1999; Kim, 2000, Horwitz et al, 1986; Jones, 2004; Oxford, 1999). Helpful anxiety aids language learners in a special way that allows them to actually do well in the language. To assist students in overcoming their fear, several researchers have modified the concept of facilitating anxiety (Bailey, 1983; Ellis, 1994; Kleinmann, 1977).

6.1. Helpful Anxiety with Positive Effects

It is commonly known as facilitative anxiety. It is a positive constructive anxiety with healthy levels of stress, as it stimulates and motivates learners to study harder and make stronger efforts to perform better on classroom activities. Some students may benefit from feeling a little bit of anxiety. We cannot always claim that anxiety is harmful to our learning because we often find ourselves feeling extremely nervous and vulnerable yet quite eager to learn at the same time. However, Kleinmann (1977) discussed that in the literature, helpful anxiety is hardly ever discussed. According to Phillips (1992), few descriptions exist of its effects. It was believed to happen in the later phases of the learning process (Beeman, Martin, & Meyers, 1972). Scovel (1991) considers facilitating and debilitating anxiety as interdependent i.e. when one increases, the other subsides. Moreover, Scovel (1978) suggests that a small amount of anxiety may enhance performance.

6.2. Debilitating (Harmful) Anxiety with Negative Effects

It has many devastating effects on the performance of learners. The effects are that students are unable to concentrate or pay attention to the lesson, discouraged from learning, and reduced class participation which then affects their performance in the class. High degree of anxiety can block thoughts, create negative frame in mind, and the potential of an overall poor performance. Khodaday and Khajavy (2013) asserted that studies consistently showed that language learners were negatively impacted by language anxiety. The impact of language anxiety may hinder students' development in gaining critical language abilities, which may lower their motivation to participate in class. Furthermore, Awan, et al., (2010) added that students' achievement tended to drop off when they had high levels of language anxiety. In a severe situation, this decline finally coincides with reduced desire to continue studying. Na (2007) emphasized that dealing with challenges, inconveniences, and anxiety while learning a foreign language could have serious consequences, including students withdrawing from the

class and quitting for good in addition to making them less motivated to study and less confident to engage in learning activities.

To sum up, anxiety can motivate students to overcome challenges and this is a positive type of anxiety. However, anxiety can also cause symptoms that prevent them from achieving their goals; this is a negative type of anxiety.

Conclusion

Language anxiety is thought to be a key emotion that greatly affects how one learns a foreign language, a major factor that significantly impedes students' academic progress and outcomes. Sometimes, it can be a terrifying experience for some students. High levels of anxiety are generally an undesirable challenge. Therefore, teachers must consider the bad aspects of anxiety on students' academic achievements as this issue requires immediate and effective strategies and methods to overcome it which can protect students from its negative impact on learning the target language because when it is improperly handled, anxiety can be harmful. For these reasons, it is important to note that the teacher's role can be a remedy and his methods of coping with it are extremely significant. This is done in order to improve the students' overall performance.

Section Two: Students' Perceptions About Teachers' Role in Lowering Their Anxiety

Introduction

The teacher has an immense influence on students' thoughts, relationships, and daily lives because of their almost daily association with him. Therefore, the teacher must be a major reason for students' love for learning. In this regard, it is crucial for the language teachers to pay attention to their students and the challenges and difficulties that they encounter when using the language.

The teacher's recognition of this psychological condition i.e. anxiety enables him to comprehend the internal conflict that the students may experience in class, which may have an impact on their cognitive development. Therefore, they can have an enormous role in helping students in overcoming this barrier that cause them fear of using the target language. Teachers can pave the way for them to turn their negative emotions towards the language into positive ones, and that will be marked in their learning outcomes. Moreover, it will enhance students' psychological state too.

Studies like (Horwitz, 1986; Ryan, 1991; Spielberger, 1983) and more showed that there is a high correlation between teachers' classroom management and students' anxiety. Teachers can play a vital role in identifying students who are struggling with such a mental disorder and help them ease their anxiety and overcome it, that would eventually lead to the improvement and progress of their language proficiency

1. Teachers' Role in Lowering Students' Anxiety

The role of the teacher is not limited to raising generations and shaping minds from an educational point of view only, but rather by raising them to love participation, teaching them

how to learn and access the various sources of knowledge, guiding them and instilling moral values. Teachers have a pivotal role in building students' personalities and attitudes.

When we talk about the impact of the teacher's role on reducing the anxiety of his students, we are talking about all the characteristics that the teacher holds, because they are the same factors that increase or decrease their anxiety and tension; they are the key to their success or failure, his professional, behavioral, cognitive and social specifications are all involved.

1.1. Using Different Methods

Since teachers are the ones in the classroom who can control the environment, look for signs of anxiety, and assist students in overcoming it, Ohata (2005) indicated that teachers' perceptions play a significant role in learners' FLA. According to studies, the main cause of anxiety in the classroom is the rigid and formal environment that comes with traditional learning methods.

The ideal teacher is the one who realizes the need to follow different educational methods in communicating information to students, as facilitating and simplifying information in different ways makes it stick in the mind of the students without effort as well as taking into account the individual differences that exist among students and deal with them on this basis. The teacher is initially responsible for adopting the suitable methods and strategies that are best for his students, in order to lower their anxiety. According to Horwitz (2000) teachers must take into account each student's unique learning preferences while selecting classroom activities, teaching strategies, or approaches.

There are numerous motivational and effective methods and approaches that the teacher should think about using with the students. These techniques are critical for lowering their anxiety. If teachers apply the same traditional methods every time they teach English, this would eventually make the students feel bored and lose their interest to learn the material.

Being a creative teacher is very needed to reduce the students' anxiety, so he should not hesitate to break the ice and introduce some new modern learning methods as well as different teaching styles which interest students to learn and reduce their anxiety level. For example, the teacher can select some interesting topics and enjoyable tasks for students that will make them less anxious and perform better.

The issue of students receiving information, memorizing quickly and using it correctly and in the right place relies primarily on the teacher's efforts to help them do so. Consequently, either he communicates it in a simplified correct way, or in a complex way that does not suit the nature of the students' thinking and understanding of matters.

1.2. Applying Cooperative Learning (Pair or Group Work)

Encouraging teamwork can help students complete their assignments more efficiently and in a timely manner, as it will make the learners feel more at ease, since they will not feel that they are under the spotlight. They accept to practice the language more freely and will not be much afraid of making mistakes because they tend to rely more on each other for help, support or reassurance regarding a solution to a problem. Moreover, exchanging ideas and knowledge can be beneficial as students can learn from one another. So the more they work with others, the more comfortable they will become with completing projects and other collaborative work. Researchers found that group work had a number of components that reduced stress. They included understanding concepts better, clarifying understanding, realizing other students struggle with concepts, and feeling at ease with work partners. (Cooper, Downing, &Brownell, 2018). In addition, Freeman et al., (2014) stated that "effective group work creates the conditions for students to learn more" (P. 37).

1.3. Encouraging Students

The teacher should be a source of inspiration and play a motivating role by encouraging students to continue learning and reach the highest ranks. Praising students,

when they deserve it and acknowledge their efforts but within the limits of what they have accomplished, always makes them feel that they need development and that they can provide a better level. He boosts his students' confidence, believes and trusts in the abilities of his learners to succeed in achieving progress and success, and this is what motivates the students more and pushes them to persevere to achieve the highest marks in exams and tests. If the learners are driven, they will possess an inner force that encourages them to learn. Students succeed when they are inspired and supported by their teachers, and this inspiration is one aspect of thriving and moving forward, which is crucial to students' success.

Ewald, (2007) mentioned that the students' nervousness was reduced as a results of the teacher's encouragement.

1.4. Developing a Strong Bond

A vital component of effective teaching and student learning is building strong ties between a teacher and student. The teacher should build a solid bridge consisting of very high communication skills and listening skills to enhance students' self-confidence. He adapts to the needs of the students by being approachable, communicating with them and getting close to them; this will give him an idea of the ways and means that will help in teaching them and assisting them to overcome the difficulties that they may face.

1.5. Using Humor

The use of humor between the teacher and the students is highly important. Telling jokes, being friendly and having a smiling face works like magic in dispelling the fear of the students and implanting positivity within them letting go of the excessive seriousness. All of this creates a fun atmosphere which can help students to be more relaxed so they will be more willing to be active and participate in the class, as this leaves a good impression on the psyche of the learners, increasing their motivation to learn, resulting in higher academic achievement.

However, his sense of humor must not diminish the teachers' prestige in order to make receiving knowledge likable and sought after by the students.

The study by Schacht & Stewart (1990) found that students believed humor assisted with attention maintenance, eased boredom, and lowered anxiety. It has been argued that using humor in the classroom can help promote a more laid-back learning environment.

1.6. Tolerating Mistakes

In order for the relationship between the teacher and the students to become solid, the teacher must overlook some of the previous simple mistakes that the student may make. It is important for the instructor to explain to his students that learning language involves making mistakes, and that it is a normal, natural and important step to learn and one of the ways that people acquire the language. Teachers who embrace their students' errors as part of the learning process are more likely to decrease students 'anxiety.

Teachers must demonstrate positive error correction as well as empathy, acceptance, patience, understanding and tolerance with students when making errors. Added to that, they should use a positive approach to provide corrective and constructive feedback on faults rather than interrupting and correcting students while they are conversing. It was suggested to first make private notes of the errors that learners make and then address the entire class without mentioning the name of a specific learner because this can have serious implications on their cognition and willingness to communicate in class. According to Gregersen and Horwitz (2002), teaching students who struggle with anxiety that making errors is acceptable and a necessary part of learning a language.

1.7. Creating a Healthy Learning Environment

A positive learning environment is important for students who need to gain knowledge. Fun and comfortable space help students feel safe to express their opinions and

share their ideas freely without judgments or fear of making mistakes. So, the teacher must provide them with a comfortable and encouraging environment to speak the language and participate in the section; therefore, the teacher should always remind his students not to make fun or laugh at the mistakes of their colleagues, because from these mistakes they learn. Philips (1992) believed that learning in a low-stress environment helps students focus more on their studies rather than being sidetracked by worries about receiving negative feedback from peers or teachers. Before expressing their opinions, students want to feel welcomed and at ease. Furthermore, students would suffer if their levels of anxiety are high (Horwitz, Horwitz, & Cope, 1986; Macintyre & Gardner, 1994). Therefore,Inada1, 2, (2021, p. 32) stated that "teachers may need to consider the students' feelings of anxiety in order to create a classroom atmosphere in which students will communicate actively in English with their classmates, and thus improve their communicative abilities".

1.8. Treating All Students Equally

Discrimination and segregation among students by some teachers is an unjustified behavior on their part for whatever reasons, because of its psychological negative impact on the students and their performance and level, as it leads to their aversion from the class and the subject together, just because the teacher is biased towards one of their colleagues, intentionally or unintentionally and take care of them more than everyone else.

He should be fair and treat all his students equally and never discriminate between them or compare them to each other or prefer someone over another according to their academic achievements, social and mental level, shape, physical appearance and color, or parents' position. All students are equal; and it is the duty of the teacher to be conscientious in this aspect, since discrimination will create an imbalance among the students themselves. A student who is subjected to discrimination feels abandoned and oppressed, and this reflects on his academic achievement and future, turning him into a frustrated person and losing a large

part of his resolve. Discrimination between students develops a sense of indifference, lack of interest in academic achievement, and ease of study, because the teacher distinguishes them from others, so they feel that they do not need to make an effort to achieve excellence.

1.9. Teaching Coping Mechanisms For Anxiety

When learners are exposed to one of the factors of anxiety, the teacher should always remind them that there is nothing to fear and that they are doing a tremendous job, which is learning a completely new language: helping them to learn coping mechanisms such as trying to relax by practicing breathing techniques: In the hours leading up to an exam, students should try to focus on breathing and relaxation techniques. The teacher should also advise them to manage their feelings to reduce stress and allow the brain to think properly and make logical decisions, encouraging them to practice more self-positive talk and have positive thoughts.

According to studies, students who are anxious tend to have an irregular pattern of breathing, switching from hyperventilation to holding their breath. This breathing pattern contributes to further symptoms (eg: lightheadedness, dizziness and possibly fainting) which increases the feelings of anxiety. As a result breathing exercises can help them cope with or manage their anxiety symptoms better. Kitano (2001) suggests that:

Teachers should find ways to support students with fear of negative evaluation which may involve providing these students with positive reinforcement, such as positive comments. In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices and create a "sense of community in the classroom", so that students do not perceive it a competitive, while pair and group work can be incorporated. (p. 40).

2. Definition of Perception

Perception is the process of becoming aware of something via the senses; it is how you perceive something and conceive it; it is the representation of what is perceived, and it is a basic component in the formation of a concept. It is the process of which the individual selects, organizes his stimuli events happening around him into a meaningful and coherent picture of the world and interprets his sensory impressions in order to give meaning to his environment. In common terminology, perception is defined by Longman Dictionary of Contemporary English as "a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly"[1] QIONG (2017, p.18).

3. Students' Perceptions About Teachers' Role

The teacher and the student have a pedagogical relationship; the teacher is the educator, and the student is the one who receives learning and education. Learners usually consider the teacher to be the guide, who has a facilitating role in the learning process, as he guides their way and help them climb to the top. In general, the learners' view of the teacher's role in lowering anxiety and their judgment on his competence in performing this role differ. Some believe that the teacher possesses the required specifications to perform his duty to the fullest. The teacher's ways of communicating information, taking into account individual differences, love for his profession and the desire to perform it to the fullest extent eventually enable him to create an atmosphere of reassurance and comfort that helps them reduce their academic anxiety. He helps them in their journey of self-realization and success.

Students, generally, hold a positive view towards this kind of teacher who works to satisfy some of their psychological needs, such as the sense of belonging, love, security, respect and appreciation, and this matter encourages them to love to study, be creative and develop their skills. They also enjoy having a humorous teacher in a comfortable atmosphere;

he would indirectly motivate them to attend his classes and engage better, so they build a close connection with him which will enable them to reduce their anxiety. Overall, students tend to appreciate teachers who prioritize their well-being and create a positive classroom environment.

Other students, however, might believe that the teacher has no role at all in managing their anxiety, and that he is exactly the reason and the source of their anxiety and their aversion from studying as a whole. The teacher's job is to manage his class and respect his students and their opinions. However, if the teacher is neglectful of his students, and abuses them emotionally and physically, this will create troubled, fearful and frustrated students out of them in the long run. As a result, their anxiety multiplies and leads to poor and weak performance, so they will naturally hold a bad and negative opinion of him.

4. Students' Anxiety Solutions

One of the most significant solutions of FLA is *cognitive behavioral therapy (CBT)*. It was developed by Aaron Beck in the 1960s. He was known as the father of cognitive therapy, and the owner of the most common cognitive counseling theories. He believed that the thoughts of depressed and anxious patients are characterized by a cognitive distortion of reality; they tend to overthink and make the problem seem bigger than it is; they have this dark pessimistic outlook on life perhaps because of their old failures, psychological defeats and emotional traumas. For example, if one of them makes mistakes in his work, the idea that sticks in his mind is that he is a failure and his future is miserable and hopeless. It remains inside him and suddenly he is convinced of this idea and begins to believe in it. Therefore, Aaron Beck's theory in psychotherapy was based on an attempt to modify the ideas, beliefs and assumptions that are against reality.

CBT is based on the combination of the basic principles from behavioral and cognitive psychology. It is one of the most important theories in the field of behavioral psychology,

which focuses on strategies for treating mental illnesses, especially the treatment of anxiety and depression. It is a talking therapy that can assist you in managing your problems by altering your thinking and behavior. The theory aims to reduce the presence of negative emotions, so it investigates the relationship between feelings, thoughts and behaviors; it shows that when there is a better understanding of our personal cognition and its relationship to our behaviors, as well as the elimination of negative thoughts , this can lead to a more positive outlook and an overall improvement in a person's quality of life by assisting him in taking control of his own perception of those circumstances rather than changing the circumstances in which he lives. Our internal thoughts are regarded as change mechanisms and it has proven its effectiveness over the years and its ability to solve many psychological problems in a short period of time, which is one of the factors that helped its spread. The idea behind this theory is that by practicing exposure to their fears, and facing their phobias, people will learn that their fears are illogical, overestimated and exaggerated, and their anxiety will gradually subside and go away.

According to Bhattacharya (2013) "Theoretical principle which is inherited from behavioral theory assumes that person's behavior is crucial in maintaining – or in changing – psychological states of his mind. It states that the person having cognitive distortions behave in such a way that the subsequent behavior has negative impact on the emotional states and further cognition, changing the behavior of a person is a powerful way of changing thoughts and emotions. Behavioral methods include various strategies of coping and social skill training. Behavioral techniques have proven to be an essential part for successful therapy in various research studies". (p.133)

Conclusion

The teacher plays an important role in the advancement of society and in spreading knowledge and enlightening minds and transferring them from the darkness of ignorance to the light of knowledge, and particularly lowering the students' learning anxiety. Teachers need to be aware that certain students find learning a language to be difficult and distressing, so this stress and discomfort related to language acquisition require the profession of language teachers to pay more attention to this aspect. The teacher unquestionably has a major impact on whether students experience anxiety or not, and more broadly the smoothness of the whole process of language learning; therefore, language teachers must help their students deal with feelings of unease and discomfort in order for them to achieve the intended performance goals in the target language and to reduce this feeling among students and achieve a stress-free environment that facilitates learning by strengthening their confidence, applying different affective methods to assist students to improve their skills and to ensure that they have a successful and fun experience in learning. These strategies that can be implemented for them to increase their self-confidence and reduce their anxiety levels will improve English learning for the future generations. Therefore, the teacher must take into account the task entrusted to him and play his role to the fullest extent.

Chapter Two: Practical Part

Introduction

The practical part is dedicated to the analysis of the collected data after administering two questionnaires to students and teachers who constitute the population of this study. The current study seeks students' perception on the impact of classroom anxiety on their academic performance. Furthermore, it investigates the role that the teacher plays, and uncovers the influence he has in reducing his students' FLA. The purpose of the students' questionnaire is to determine the students' perception about the negative effects of anxiety on students and how they perceive the teacher's role in lowering it. On the other hand, the teachers' questionnaire is designed to elicit their perspectives on their crucial role in lowering the students' anxiety and improving their academic performance.

1/ Students Questionnaire

1.1 Description Of The Students' Questionnaire

Students' questionnaire is made up of 17 questions that are structured sequentially, from general to more specific. It is divided into four sections; they contain two types of closed questions: yes/no questions and multiple choice questions. They were both used to investigate students' anxiety levels and their perception about teachers' role in reducing it.

The first section is devoted to general information about the student which consists of three closed questions: learning English duration, level and reason of studying it. The second section consists of ten questions to assess students' perceptions of anxiety, and the levels, causes, and symptoms of anxiety that they are experiencing when learning a foreign language. The third section is made up of four questions concerned with the students' perception about the teacher's role and the suitable strategies he supposed to consider using in order to lower

their anxiety. The questionnaire ends with a fourth section that seeks additional suggestions or comments for students and it was done to enable them to express their ideas about the topic freely.

1.2 Analysis of the Students' Questionnaire:

Section One: General Information

Q01.How long have you been learning English?

Duration of learning English
- 10 to 15 years
- more than 15 years

24%

76%
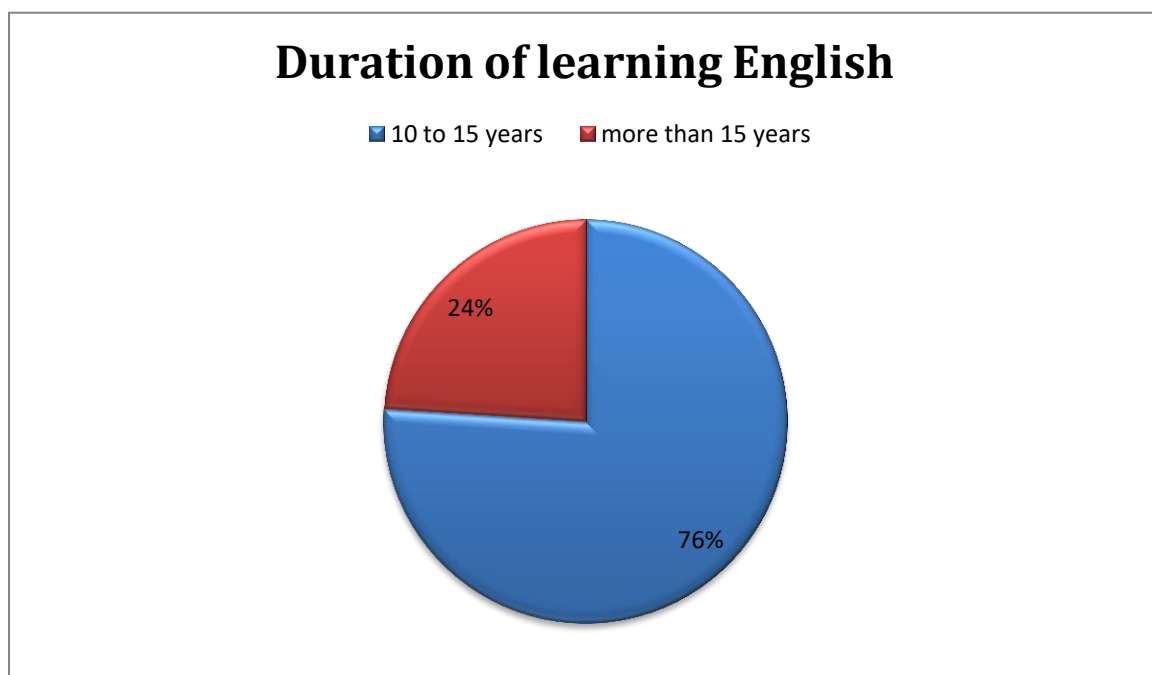
Graph 01: Number of years in studying English.

Graph one shows that (76%) of the participants have studied English for 10 to 15 years and (24%) have studied English for more than 15 years which is a significant period of studies and that is a good factor of studying experience.

Q02.How do you evaluate your level in English?
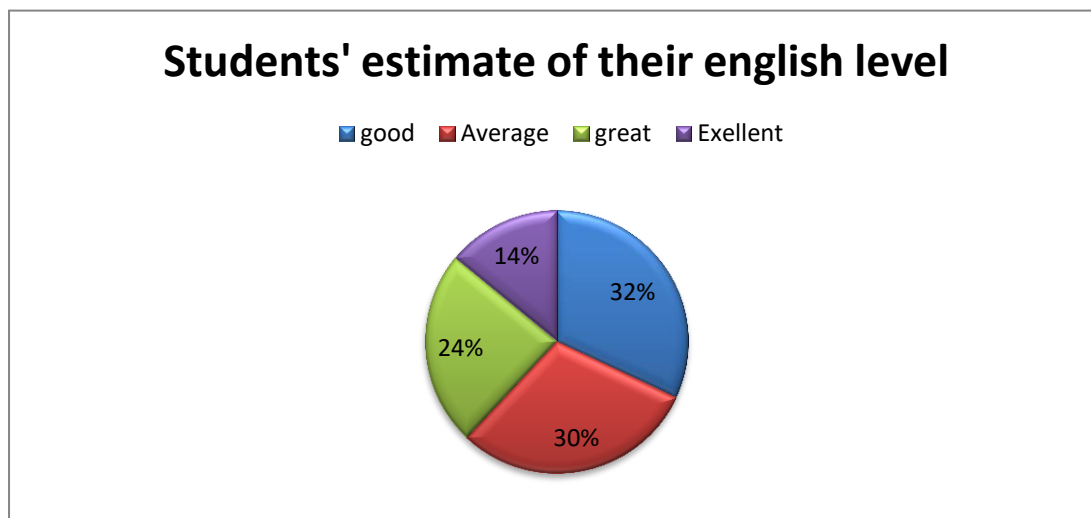

Graph 02: Students' Estimate of their English level

Graph two shows that (32%) of students have a good level of English and (30%) of the participants have average levels in English. This can be due to many reasons such as low self-esteem, lack of interest, efforts, poor exposure to the language or maybe because they are having an undergoing difficulties in improving their level in English which could have prevented them from performing well. On the other hand, (24%) have 'great level' and (14%) of them considered their level to be excellent. This group of students is thought to be extremely driven and highly motivated and enthusiastic towards learning the language.

Q03.You chose to study English because it is:

Reasons for studying English

■Personal choice   ■parents' suggestion   ■Obligation

10%

10%

80%
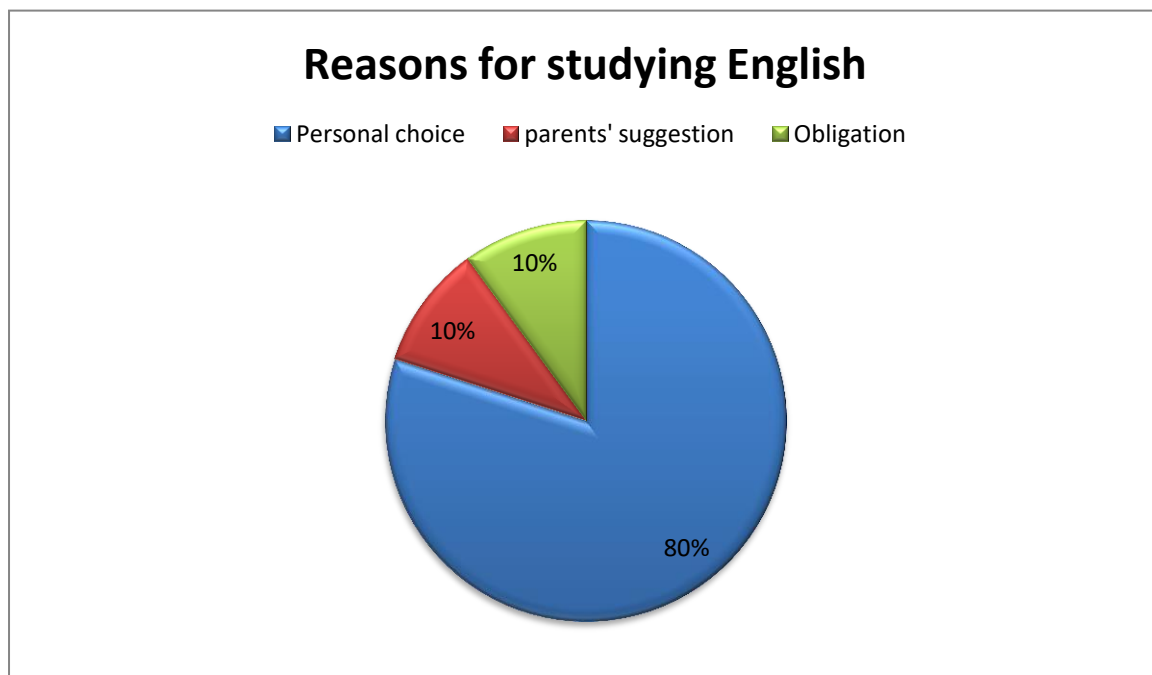
Graph 03: Reasons for Studying English

This question seeks students' opinions regarding English and whether the reason they are learning this subject causes them anxiety. It is critical to understand the students' motivation for deciding to study the language. The results show that the majority of the sample (80%) chose "English as a personal choice"; this demonstrates their interest in the language, as well as their determination to succeed in studying it. While (10%) of them selected "Parents' suggestion" as a reason which means that their choice was against their will; this may have an impact on their learning process, and they may be less driven than those who chose it themselves and enjoy learning it. (10%) picked the "obligation" option, which can only be attributed to their low baccalaureate average; therefore, it is most likely it is not their desired subject wish or number one choice that they meant or intended to study.
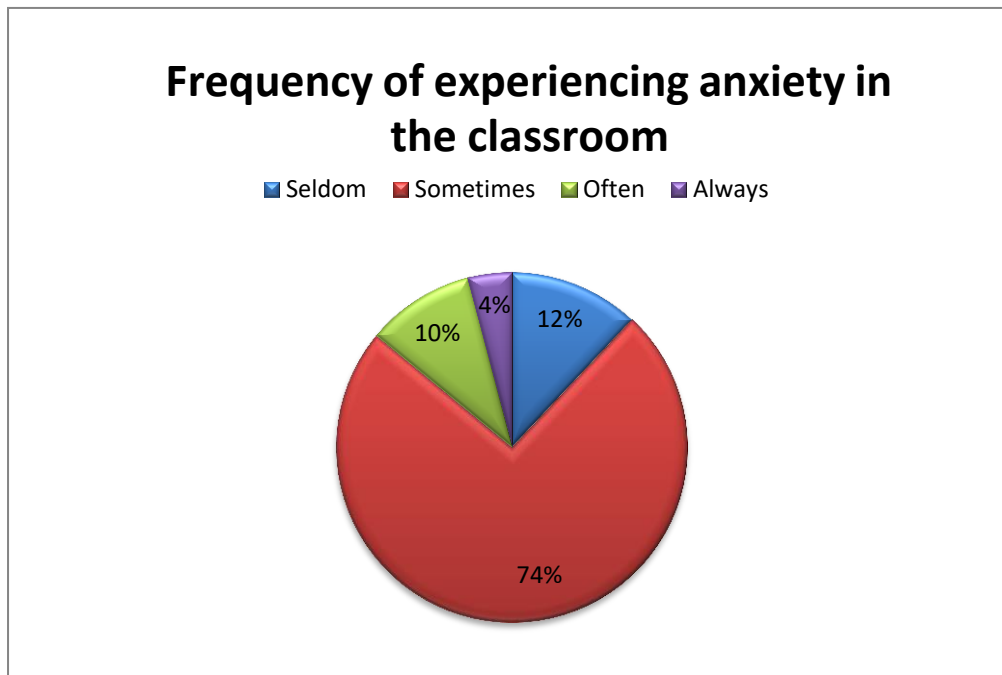
Section Two: The existing of classroom anxiety.

Q04. Do you think that learning the English language could be stressful?
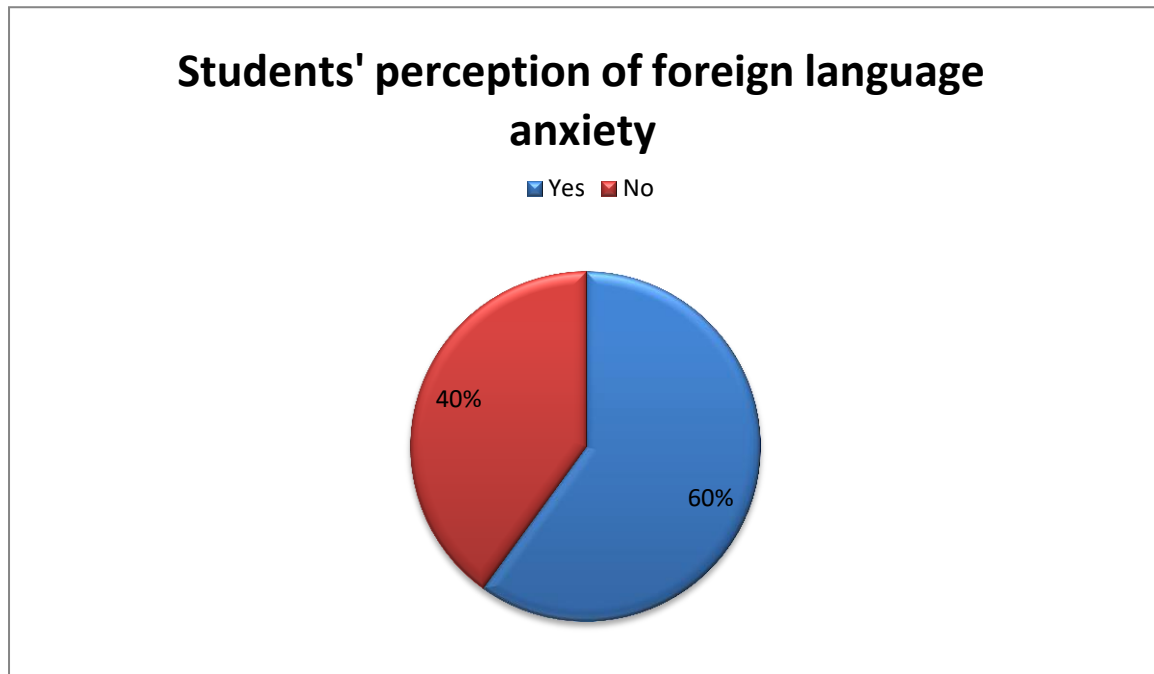
Graph 04: Students' perception of foreign language anxiety.

Graph Four shows that the majority of the participants (60%) regard learning a foreign language as a stressful provoking situation, implying that these students are completely aware of the worry and stress that they experience when learning the language. However, the remaining participants (40%) are either unaware of the existence of such emotional state in foreign language classes or they have only low amounts of it and more control over it that they no longer consider this situation to be an anxiety provoking one.

Q05. How frequently do you feel anxious in class?

Frequency of experiencing anxiety in the classroom

■ Seldom   ■ Sometimes   ■ Often   ■ Always

4%   12%

10%

74%

Graph 05: Frequency of experiencing anxiety in the classroom

According to the graph, (74%) of the informants experience anxiety in class at times. (12%) believe they are seldom anxious; (10%) stated that they are often anxious, and (4%) declared that they always experience anxiety. This demonstrates that students do experience anxiety at varying levels of frequency depending on individual differences, indicating that anxiety is a real issue in foreign language classrooms.

**Q06. What do you think the principal causes of anxiety are?**
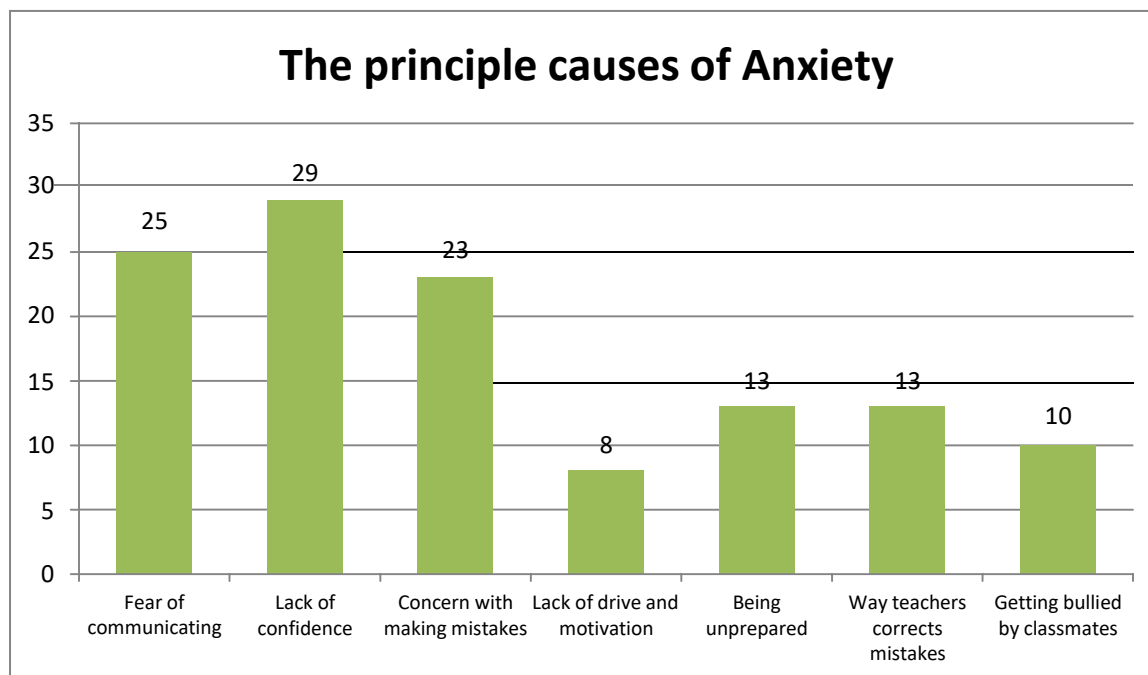
Graph 06: The principle causes of anxiety

In this question, the participants could select more than one option because some believe that FLA has more than one source. The results reveal that (59.2%) of the answers were "lack of confidence", and (51%) of the replies were for "fear of communicating", and another (46.9%) were for "concern with making mistakes". Based on this, it is assumed that these three options are the primary sources of FLA for students; sometimes even if the students are skilled and competent they may still lack confidence or feel ashamed in front of their teachers and peers, especially when communicating and using the language, leading to anxiety. The graph also shows that (26.5%) were for each, the "lack of preparation" and the "way teacher corrects mistakes"; students will be stressed if they are not prepared in advance for tests or oral presentations. Moreover, students will feel embarrassed and anxious if they participate or complete an assignment and receive harsh and embarrassing feedback from the teacher in front of their classmates. Furthermore, (20.4%) of the answers were for the fear of "getting bullied by classmates", these students are more worried and anxious about what their

peers think of them or their performance. On the other hand, (16.3%) of the participants chose the "lack of drive and motivation", supposed that this may be an indication of students' lack of interest on the subject matter maybe due to the classroom environment, the instructional methods, or other factors, making it a common source of anxiety.

Q07.When speaking, do you experience any anxiety?
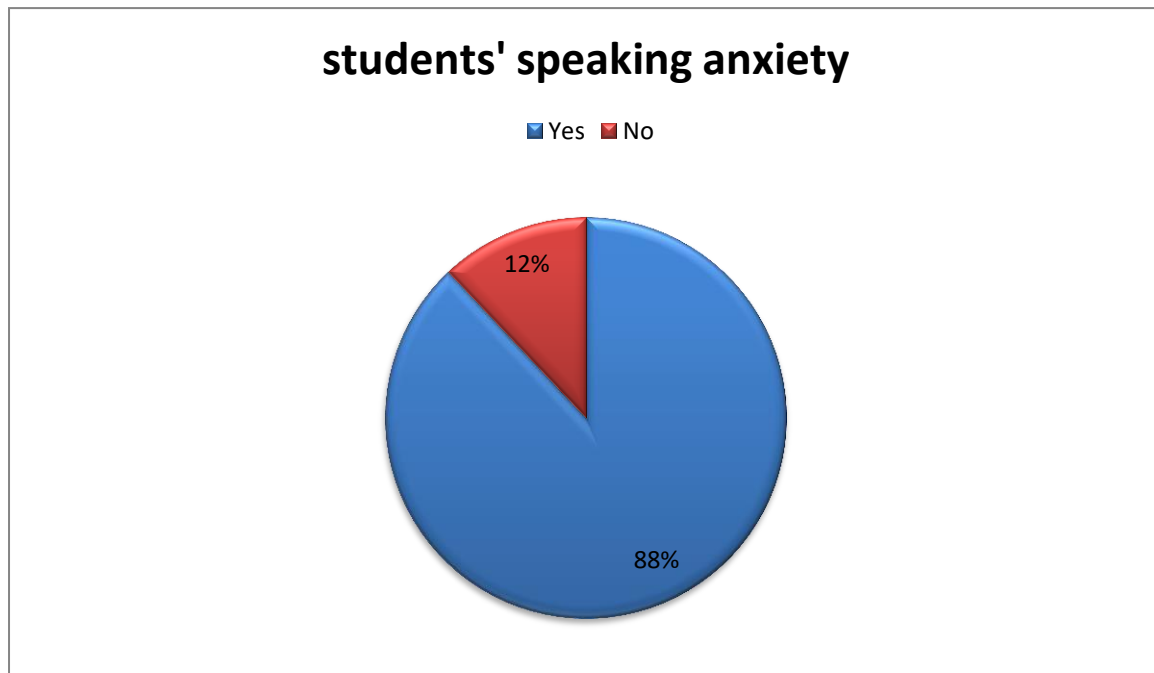
Graph 07: Students' speaking anxiety.

Graph seven demonstrates that the biggest percentage of students (88%) are apprehensive during public speaking sessions. On the other hand, (12%) stated that speaking English in the classroom does not make them anxious. It is believed that those who are apprehensive when speaking may have low self-esteem or are terrified of being evaluated, criticized and making grammatical errors, being harshly corrected in front of peers or being laughed at. However, those who perform well orally and feel at ease are either self-assured or they know how to manage and control their feelings and emotions in such situations.

Q08.How do you rate your speaking anxiety level?

Students' FLA speaking levels

■ High   ■ Moderate   ■ Low

12%

28%

60%
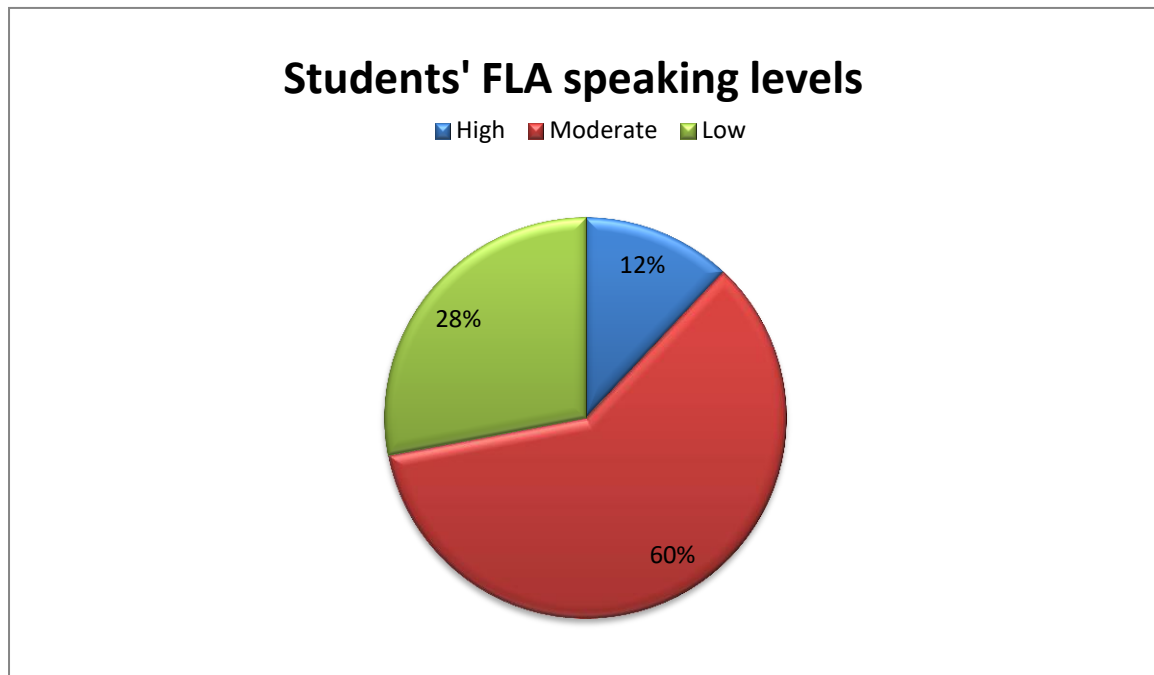
Graph 08: Students' FLA speaking levels.

The collected results show that the highest proportion (60%) have a moderate level of anxiety, (28%) of them asserted that they are highly anxious, while only (12%) believe that they have low amount of anxiety. These findings indicate that students experience anxiety on three different levels, which could be attributed to a variety of factors such as classroom environment, student's personality, or teacher's teaching style.

Q09.Does anxiety affect your performance?
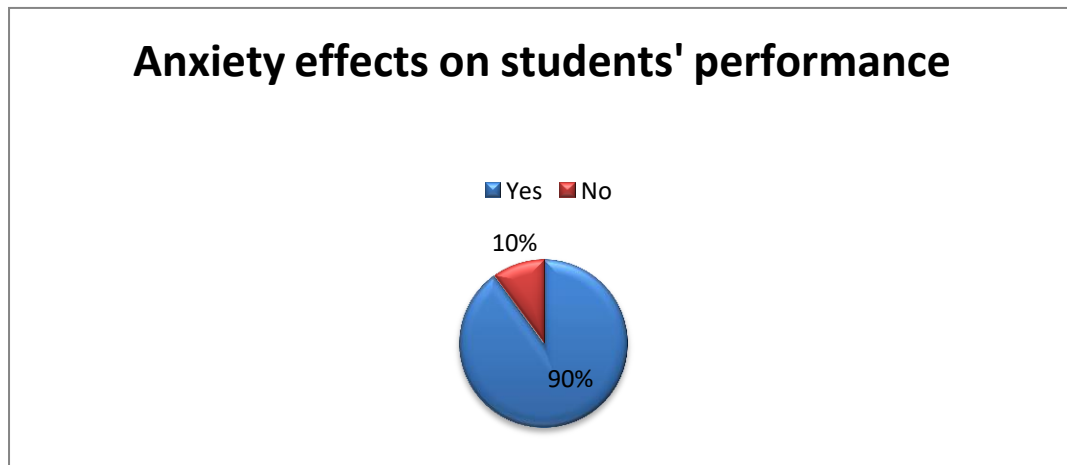
Graph 09: Anxiety effects on students' performance

The results above show that the highest percentage (90%) of the participants declared that anxiety is a serious phenomenon which affects their performance and it is remarkably spread among students as it is the predictor of their academic performance which puts us in the urge to investigate the main reasons behind it and how we can provide effective solutions to help students overcome it. Supposedly, students with elevated anxiety disorder display a passive attitude in their studies such as lack of interest and poor achievements in exams which is due to the strong relation of anxiety and students' academic performance as they are connected, so high anxiety hampers EFL learners' performance which means there is a significant correlation between the high level of anxiety and low academic performance among these students. However (10%) asserted that anxiety does not affect their performance; this reveals that these students probably have a strong self-confidence and a better control over their anxiety or just experience a little quantity of it that it does not affect them that much.

Q10. If yes, explain how.
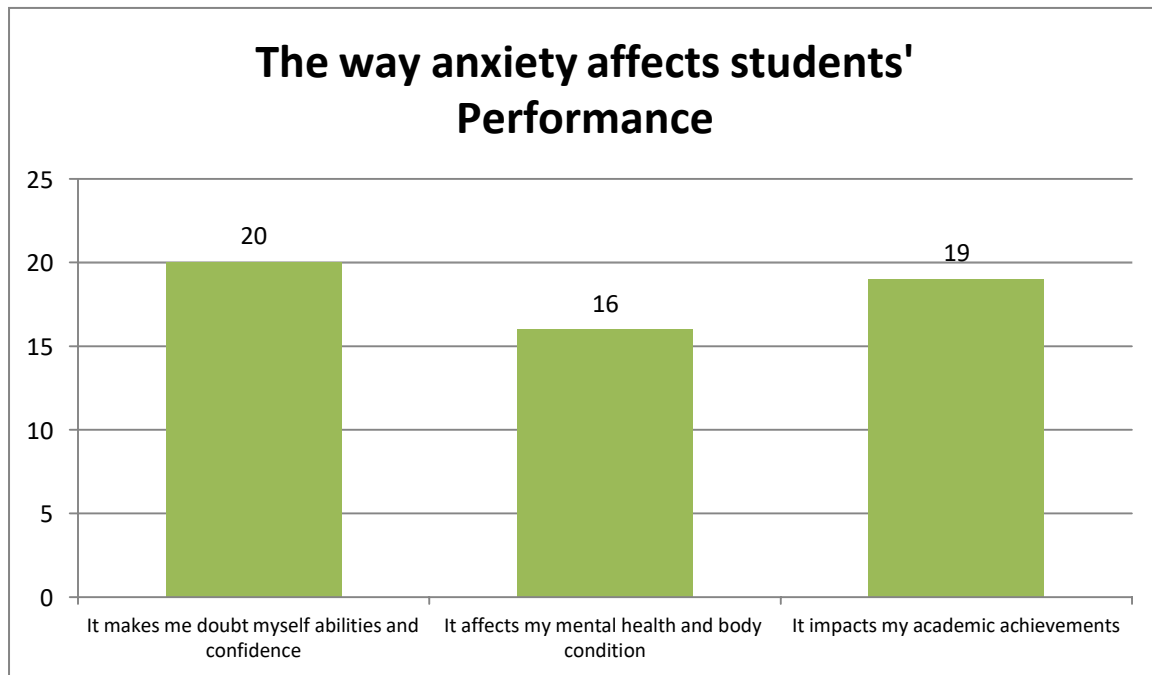
Graph 10: The way anxiety affects students' performance.

This question seeks to find out the effect of anxiety on students' performance, so the graph above illustrates that the vast majority (40%) of the informants went for "it makes me doubt myself abilities and confidence" because it causes them to question and suspect their capacities and self-confidence. Whereas (38%) picked "it impacts my academic achievements"; it seems that these students' anxiety correlates with their achievement whilst the remaining minority (32%) of the participants chose "it affects my mental health and body condition"; these learners' suffer from negative overthinking, body sensations such as trembling, fidgeting, etc. as it is widely known that these are signs that reveal anxious students.

Q11.What are the symptoms of anxiety that you generally experience?

Anxiety symptoms students' experience

Graph shows values: Heart beating fast: 28, Hands shaking: 10, Palms sweating: 4, Difficulty remembering words /ideas: 34, Troubles breathing: 10, All of the above: 5.
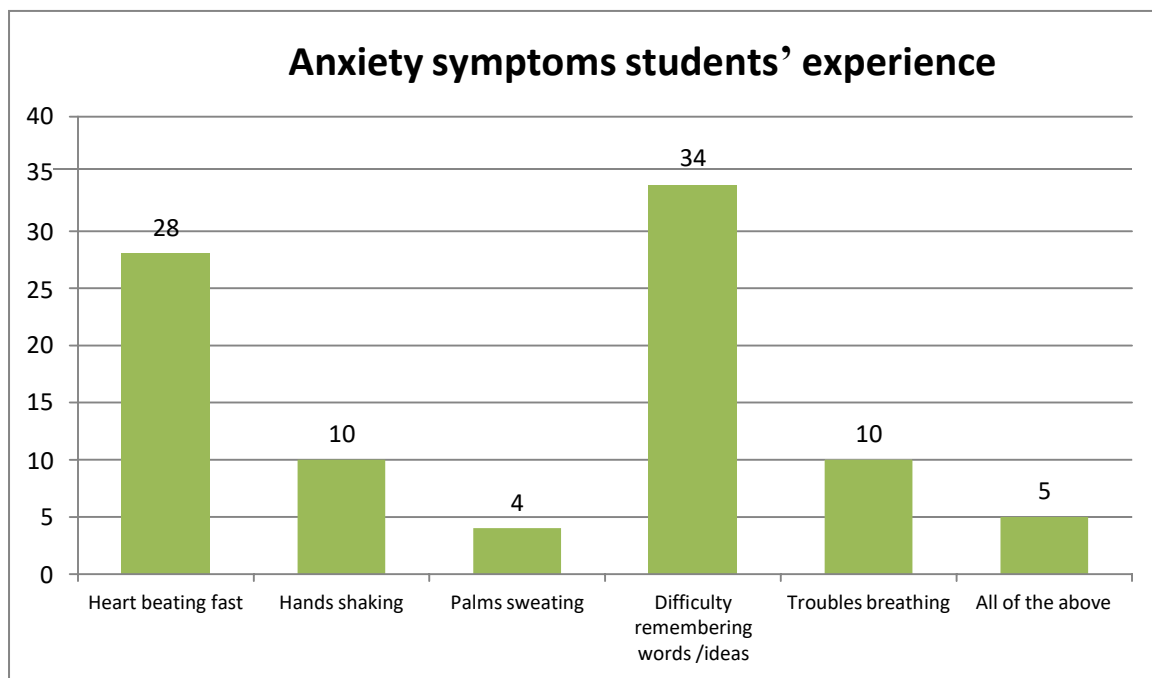
Graph 11: Anxiety symptoms students' experience.

The data collected above show that (63%) have had difficulties remembering words and ideas they thought they had acquired before; this might be the effect of lack of revision after class and lack of esteem or interest in the subject matter, as it also can indicate the students' feelings of inferiority or worry of making a good impression. In addition, many students (56%) had fast heart beating which is probably caused by worrying about the judgments and negative opinions of the teacher or peers. However, it is less likely that students have troubles in breathing and hands shaking (20%), which is usually due to the social innate quality as it is not always related to the class itself. Concerning the symptoms of palms sweating (8%), it is very rare that student experience it during EFL class.

Q12.Usually, do you feel at ease during tests?
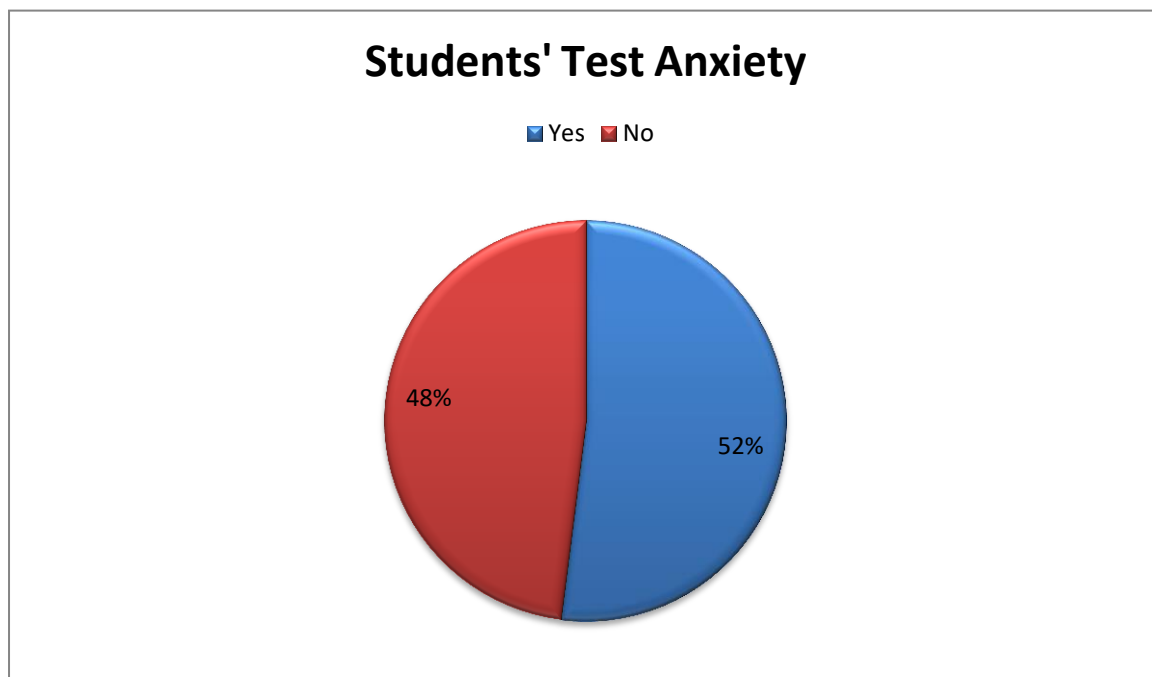
Graph 12: Students' test anxiety

According to the findings, (52%) of the learners stated that they feel comfortable and at ease during exams; this category is regarded to contain both types of students, the ones who are self-confident and have established the ability to regulate their anxiety in stressful situations and those who may be unconcerned about tests' stress or success. On the other hand, almost half of the participants (48%) informed that they do not feel at ease during tests and are anxious and frightened of evaluation. This is expected from the students because exams are by nature a matter of concern and anxiety, and it rises due to their pressure of the fear of failing without forgetting the fact that these students may have numerous modules to prepare for in a certain period of time under different circumstances with specific intended results and expectations established whether by them or others, all of these can contribute to students' anxiety.

Q13.Do you believe that anxiety is:

A significant barrier that prevents effective learning!

A driving force that inspires academic success!
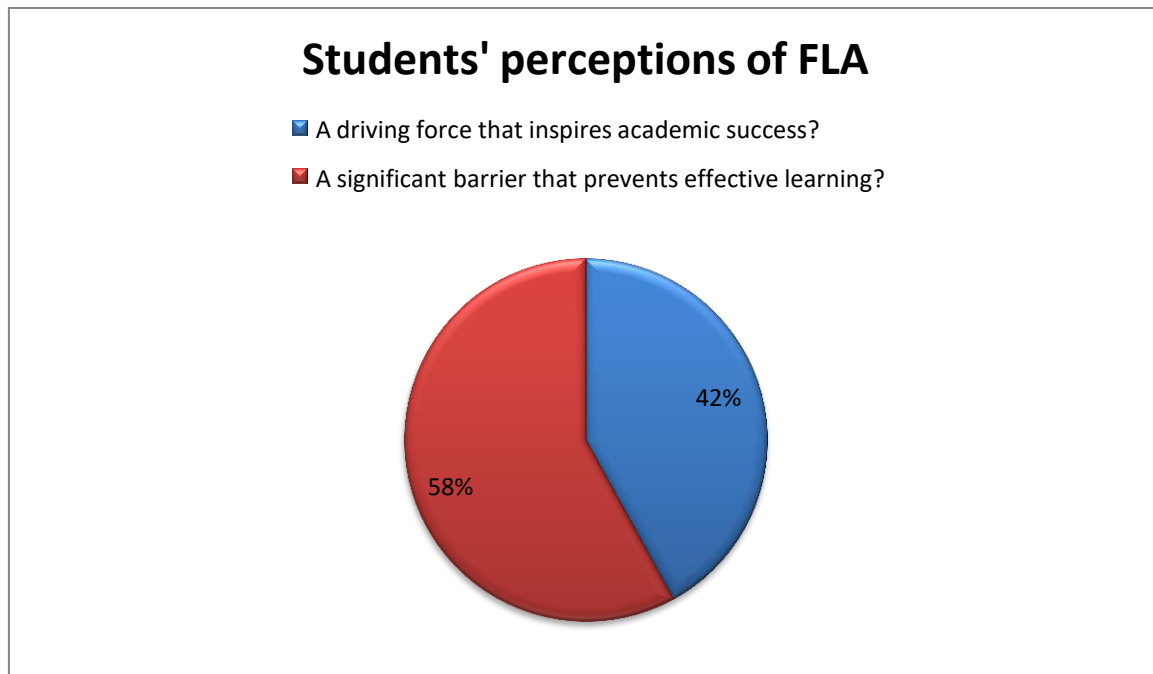
Graph 13: students' perception of FLA

The purpose behind this question is to learn how students perceive the impact of FLA on their academic performance. According to the data from this graph, (58%) of the students view anxiety as an obstacle and this indicates that the majority consider anxiety to be an unmotivating element that prevents them from performing effectively and achieving the intended learning outcomes, while (42%) of them believe that anxiety works as an engine that motivates them to work harder, perform better and has a positive impact on their academic achievements.

Section Three: Students' Perceptions about teachers' role in lowing anxiety

Q14. Do you think that the teacher has a significant role in lowering your anxiety?
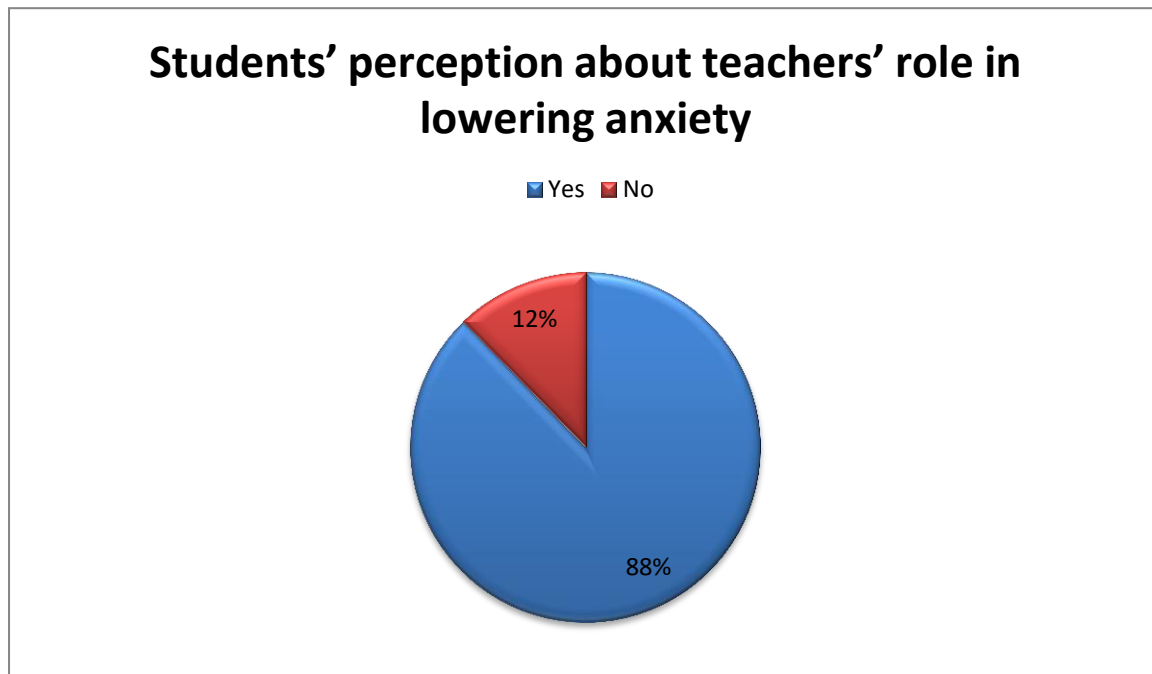
Graph 14: students' perception About Teachers' Role in lowering Anxiety.

According to the graph above, (88%) of the students do agree that the teacher has a major role in lowering their anxiety in class. This is because teaching is not just about giving lessons only; it is also about considering students psychological state and needs. Also this highly correlates with the teacher's teaching approaches and methods which play a major role that in students' perception it is very effective. However, (12%) do not consider that the teacher has an effective role in lowering their anxiety. This small portion of students might be independent learners who they count on themselves more in dealing with their feelings of stress and anxiety.

Q15.What are the techniques or strategies used by teachers to lower the students' anxiety?
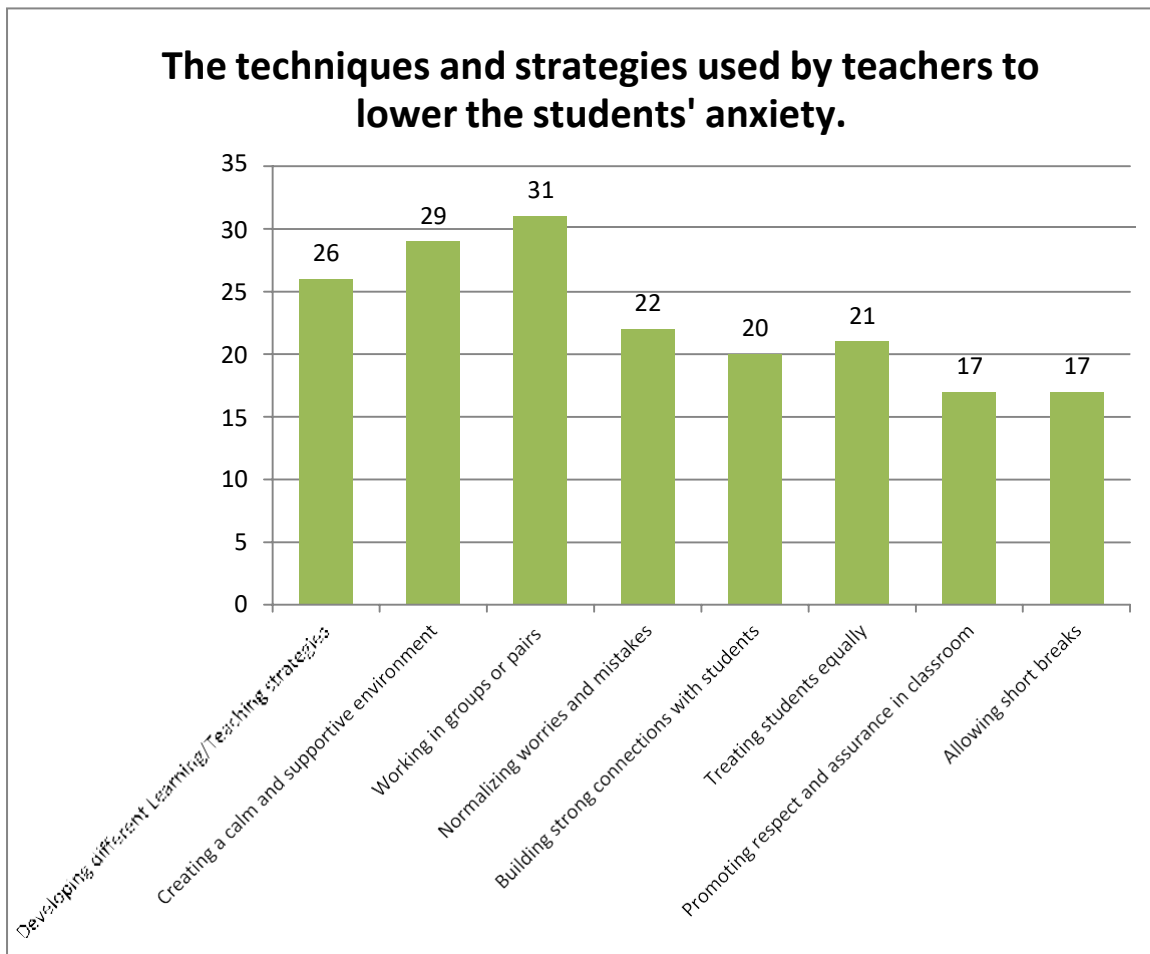
Graph 15: students' perception about teachers' role in lowering anxiety.

The graph above depicts a set of techniques and strategies employed in class that might lower students' anxiety. It is noticed that (62%) of the participants picked "working in groups or pairs" option since interactive activities can increase their engagement and reduce their anxiety. (58%) selected "Creating a calm and supportive environment", which means that these students prefer a safe and non-judgmental space where they can feel encouraged to communicate openly. However, another (52%) chose "Developing different Learning/Teaching strategies" choice. This category of students supposedly finds variation of learning styles as an important factor that keeps them motivated and interested in lessons.

After this, come the options that were chosen at an average rate by the students. (44%) of them selected "Normalizing worries and mistakes"; it is suggested that these students prefer a mindful and tolerant teacher who overlooks their errors and does not blame them when they make mistakes because he is fully aware that these mistakes are an inevitable matter when learning, rather they are a part of the learning process, so the more the teacher is tolerant with his students' mistakes, the less anxious they become. In addition (42%) picked the "treating students equally" choice; they claimed that fair treatment and providing the same opportunities for everyone in class without discrimination is too important in lowering their anxiety. Also, (40%) affirmed "building strong connection with students" as their choice; it is assumed that when these students are close to an approachable teacher who helps them feel at ease, they are less likely to be anxious. Lastly, for the least picked choices, there is a balanced result (34%) for both "allowing short breaks" and "promoting respect and assurance in class". These students favored taking a rest that would release their tension and stress and boosts their energy and focus. On the other hand, the others went for selecting respect and assurance. From this, it is suggested that these students tend to be less anxious around the teacher who appreciates them more and does not insult them; on the contrary, he is genuinely caring and makes them feel self-assured.

Q16.Do you think that these strategies are effective?
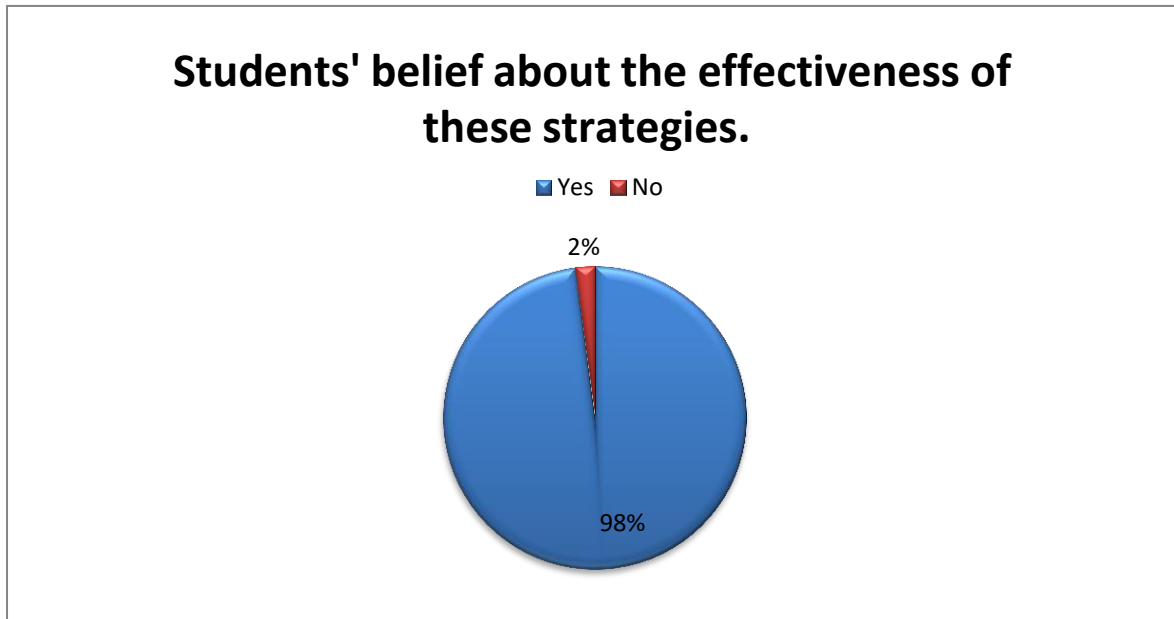
Graph 16: students' belief about the effectiveness of these strategies.

Graph sixteen demonstrates that the majority of the respondents (98%) reported that these strategies are in fact effective and helpful for them and assist them in overcoming their class anxiety. Nevertheless, there is almost no percentage (2%) for the respondents who believe that these methods are ineffective, maybe it is because they think there are other ways that they find more effective or as mentioned before they believe that the teacher's role or the strategies he follows holds no significance in the first place.

Q17. According to you, what are the preferable techniques you think they will help you lower your anxiety level? (Many options are possible)
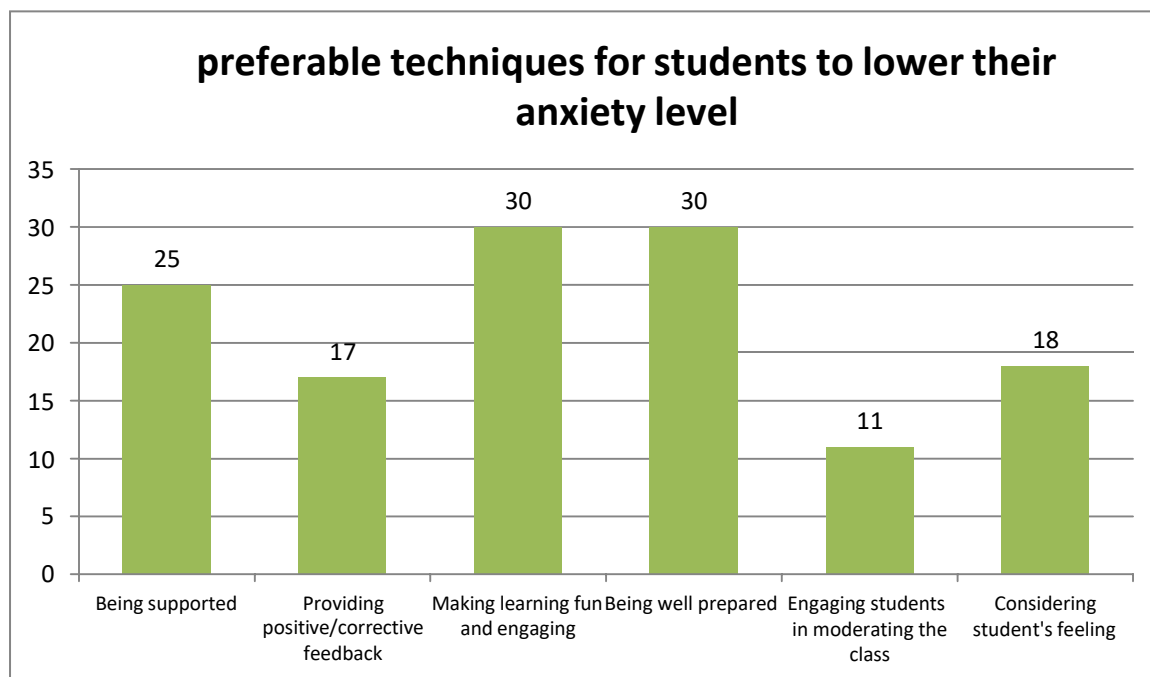
Graph 17: Students' preferable techniques that help in lowering their anxiety level.

Graph 17 shows that "being well prepared" and "making learning fun and engaging" were both chosen by (30 %) of the respondents. The students of the first category are thought to prefer getting ready and planning ahead; they asserted that using the language without fear is possible when they are well-prepared. Concerning the second category, students are drown to learn in a positive and fun environment filled with feelings of being wanted and welcomed, the sense of being included by teachers and peers. Yet (25%) considered "being supported" their choice for getting rid of their language anxiety. Probably, these students tend to need support and encouragement from their teacher maybe because they think it will help them in overcoming anxiety. On the other side, (36%) of them chose "considering student's feelings". It is suggested that considering students' needs and providing a safe psychological space where they feel heard, seen and understood help to alleviate their anxiety and create a sense of

safety and trust in the classroom. (34%) said that it is the teacher's way of correcting mistakes and giving feedback that can help them better reduce their anxiety level. The rest of the participants (22%) picked "engaging students in moderating the class". For them, taking into account the students' opinions and involving them in class management is their best strategy for reducing anxiety in the classroom.

Section Four: Further suggestions

In this section, many students talked about the importance of tackling this problem "Anxiety" in class and finding more solutions for it such as: having more confidence and practicing more. Some suggested intensifying the oral sessions in order to practice more .They added that teachers should encourage and motivate students more often, apply different teaching strategies, and show students the techniques and strategies of how to reduce their anxiety level in the classroom.

1.3 Discussion of the Students' Questionnaire:

Based on the results of the questionnaire, it can be said that the findings support the fact that anxiety does have a significant impact on students' academic performance. Also, it reveals that the majority of students' believe in the role that the teacher plays in reducing their anxiety and influences their level of achievements in an EFL class.

The students' answers demonstrated that there is a strong link between foreign language learning and anxiety. It is also noticed that most of the students maintained that the main causes of their FLA are mostly originated from "lack of confidence", "concern with making mistakes" and the "way teacher corrects mistakes". However, they vary in how they deal with it to overcome its major symptoms which are: difficulty remembering words and ideas and heart beating fast.

The students' responses also identify the most preferred strategies employed by the teacher to assist them in overcoming their anxiety in FL class such as: "creating a calm and supportive environment", "developing different teaching strategies", "being supported", etc.

According to the questionnaire results, there are three different types of students and their way of dealing with anxiety. The first type is the student whose anxiety does affect his/her performance in a negative way and leads to having low academic performance. The second type is the one who also has anxiety, but it affects him/her in a positive way, so it works as motivation and drive to succeed. And the last type is the student who does not suffer from anxiety at all or has very little amounts of it that it does not has that much effect on him/her. On the other hand, there are also two types of teachers: the ones who help decrease students' anxiety level and teachers who cause the increase of the students' anxiety level. Hence it is revealed that the lower the amount of classroom anxiety, the better the students' performance will be.

2/ Teachers' Questionnaire:

2.1 Description of the Teachers' Questionnaire:

The teachers' questionnaire was designed to collect information about teachers' role in reducing students' anxiety and boosting learning results as well as their perspectives on their role in managing classroom anxiety and the appropriate measures they need to employ for reducing its levels.

This questionnaire is divided into three sections and consists of 14 questions ranging from multiple questions to closed/ended questions. The first section seeks to gather background information on teachers' duration, degree and experience in the field of EFL teaching. The second section is intended to provide insight into teachers' attitude toward FLA experienced by their student, as well as their perceptions of their role in lowering the students' anxiety and providing appropriate solutions, furthermore the relationship they have with their

learners, the implementation of particular methods and strategies, and discussion of the students' learning difficulties, all together to produce a supportive classroom environment which in turn will reduce their anxiety level. The third section asks for further suggestions from teachers' in order to allow them to openly express their thoughts on the topic, in case they have alternative perspectives on the subject or alternate solutions, recommendations or advices that are not presented.

2.2 Analysis of the Teachers' Questionnaire:

Section One: General Information

Q18.How long have you been teaching English?
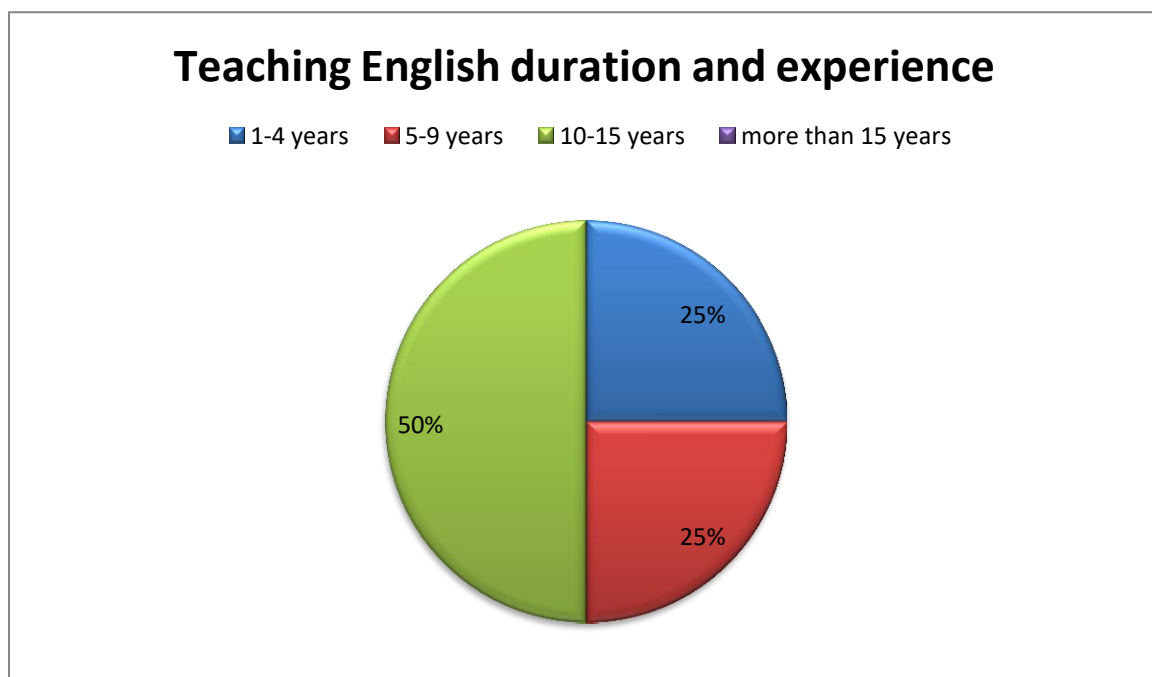
Graph 18: Teaching English duration and experience.

The findings in graph eighteen demonstrates that the majority of the informants (50%) have an experience in teaching English that ranges between 10-15 years length and this is considered to be a long duration which indicates that the longer their teaching period, the better their interaction with their students will be, especially those with a high level of anxiety

because of the experience they have gained over the years. (25%) of them have a teaching period that ranges from 1 to 5 years and it is considered to be somewhat a short period, and the rest (25%) have a teaching experience that ranges from 5 to 10 years which is considered a good period compared to the other; they might be more experienced than the first category.

And lastly there is (0%) for teachers who have more than 15 years teaching experience.

Q19.Teachers' qualifications:
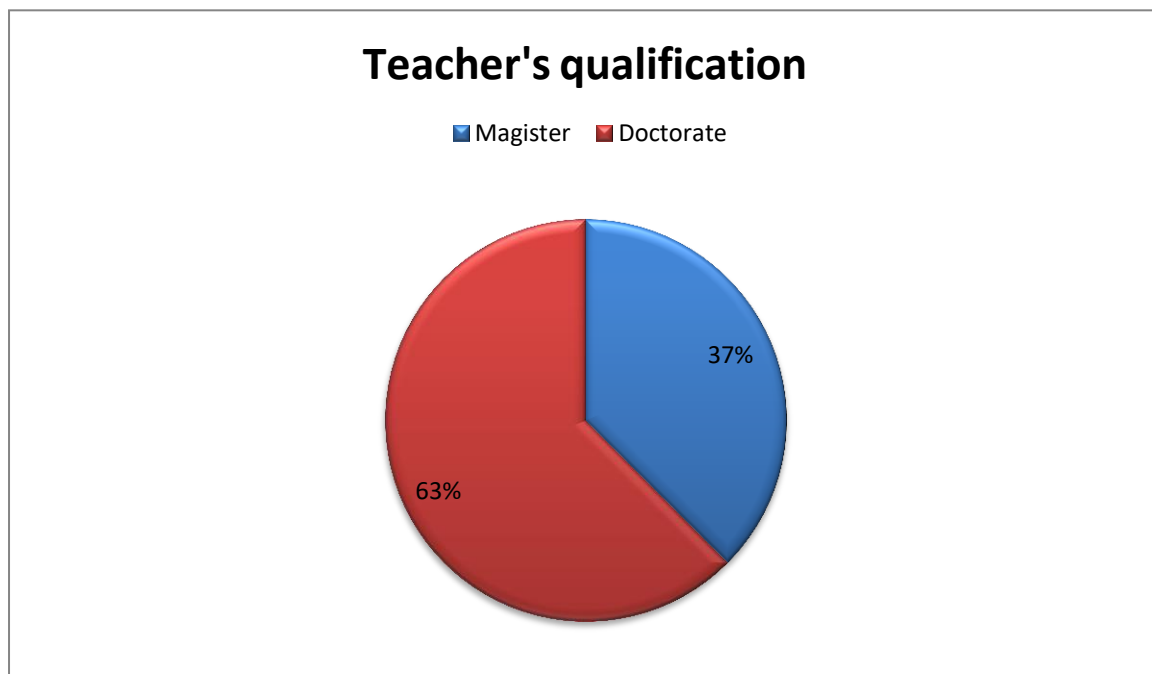
Graph 19: Teachers' qualification

The following graph demonstrates the teachers' degree. It is noticed that most of them (63%) have a PHD, whereas (37%) have a magister degree. which means that they are both highly experienced educators. The degrees they hold allow us to trust their competency especially given the critical role they play and evaluations of learners' needs and requirements.

Section Two: Teachers' Role in Lowering Students' Anxiety

Q20.Do you have a good relationship with your students?
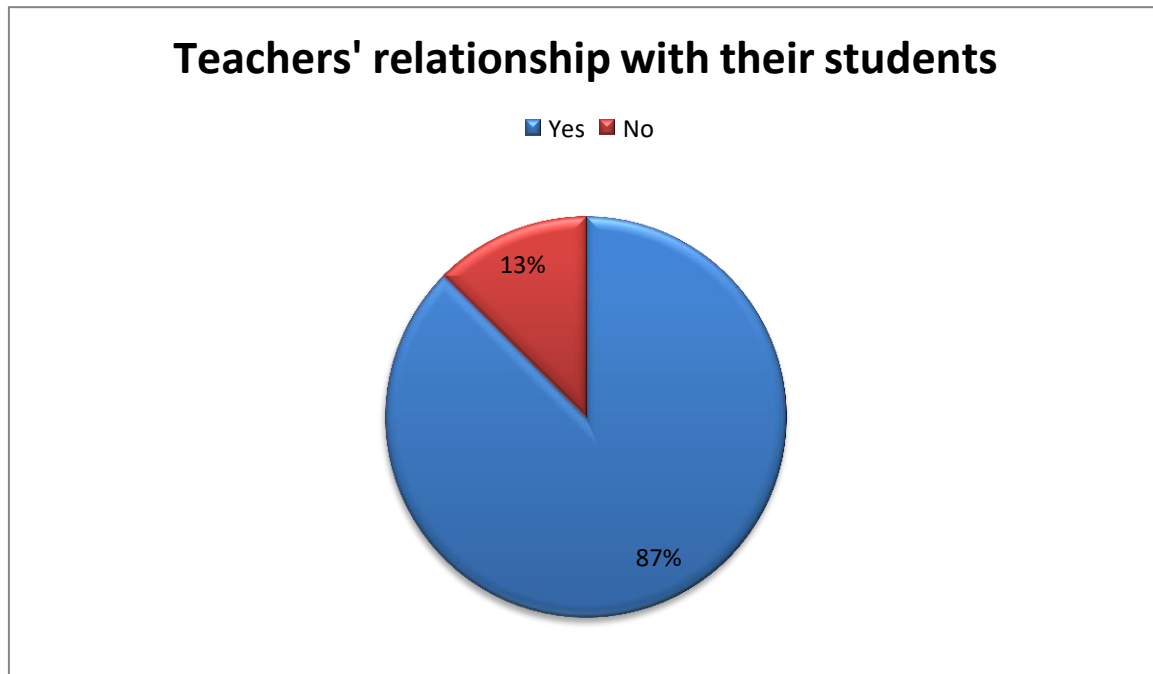
Graph 20: Teachers' relationship with their students

The reason behind asking this question is because the relationship between a student and teacher is an important and significant factor in determining students' level of anxiety and its effects on their learning process which can be either positive or negative. According to the results obtained and represented in the graph, the vast majority of teachers (87%) have declared that they have a good relationship with their students, supposedly these teachers are friendly and empathetic which can foster a sense of belonging and support for students and can help them feel more confident in their abilities which can reduce their anxiety and improve their academic performance. Besides, only (13%) of the teachers participants stated that they do not have a good relationship with their students, and this negative relationship can lead to increased anxiety and hinder students' progress which will eventually lead to academic failure.

Q21.Do you try to establish a relaxed atmosphere in class?
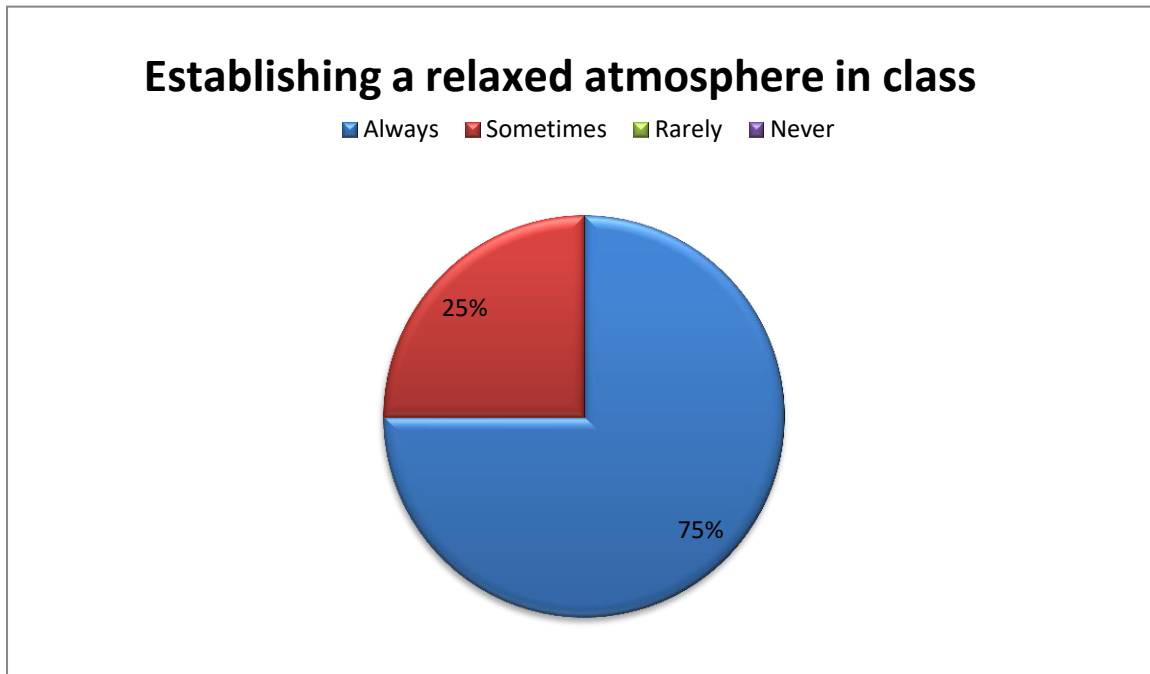
Graph 21: Establishing a relaxed atmosphere in class.

Concerning the establishment of a relaxing atmosphere, the majority (75%) of the informants affirmed that they try to create a relaxing and comfortable atmosphere in their classes, apparently these teachers care about the learning environment in which the students can feel encouraged and motivated to learn which will contribute to eliminating their anxiety. However, only (25%) responded negatively, indicating that they do not even attempt to build the required atmosphere. This can be due to that they can meet some discipline issues due to the enormous number of students in class or that they like to keep their classroom more professional and under absolute control because they assume that setting a comfortable atmosphere can go unexpectedly wrong and create a noisy classroom.

Q22.Can you detect cases when your students are anxious in the classroom?
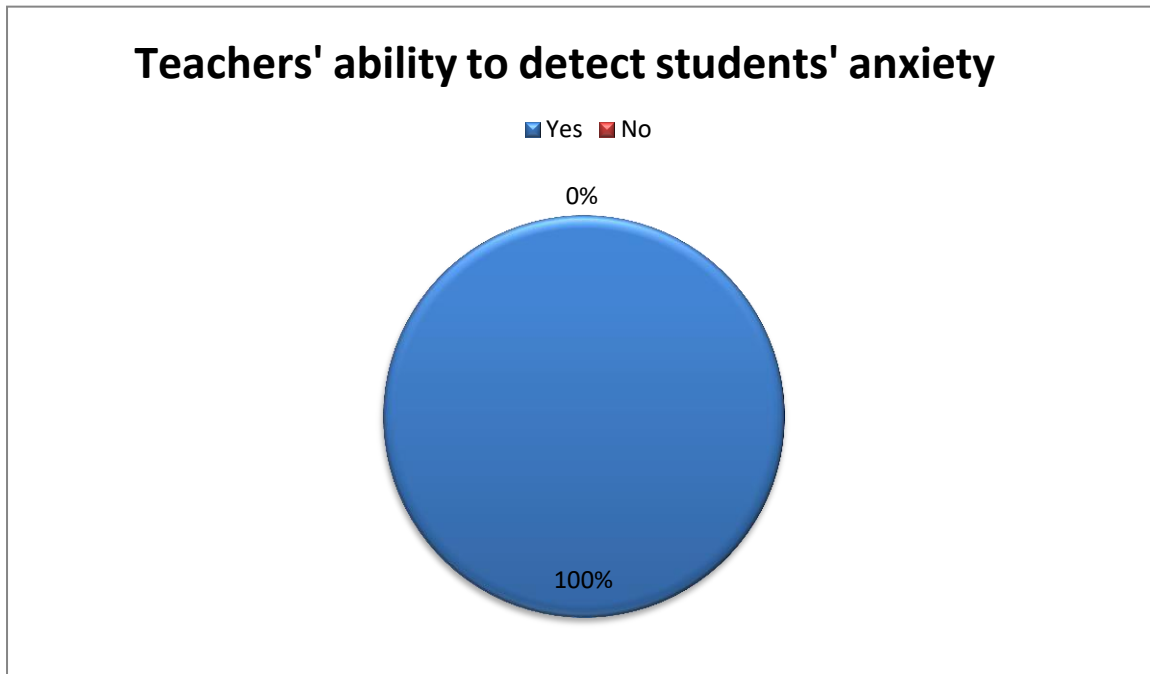
Graph 22: Teachers' ability to detect students' anxiety.

From this question, it is aimed to understand if teachers can notice their students' difficulties and problems as it is a vital step for teachers' to take in order to create a beneficial learning environment. All of the teachers (100%) have the ability to detect their students' issues; this could be owing to their ongoing concern about the key sources of students' performance shortcomings, or simply because they understand that the first step in assisting students with anxiety problems is recognizing and diagnosing them since high anxiety is one of the most challenges that students face. The teachers' responses reflect their capacity and potential in helping anxious students throughout their learning journey.

Q23. If yes, please say how do you recognize these problems?
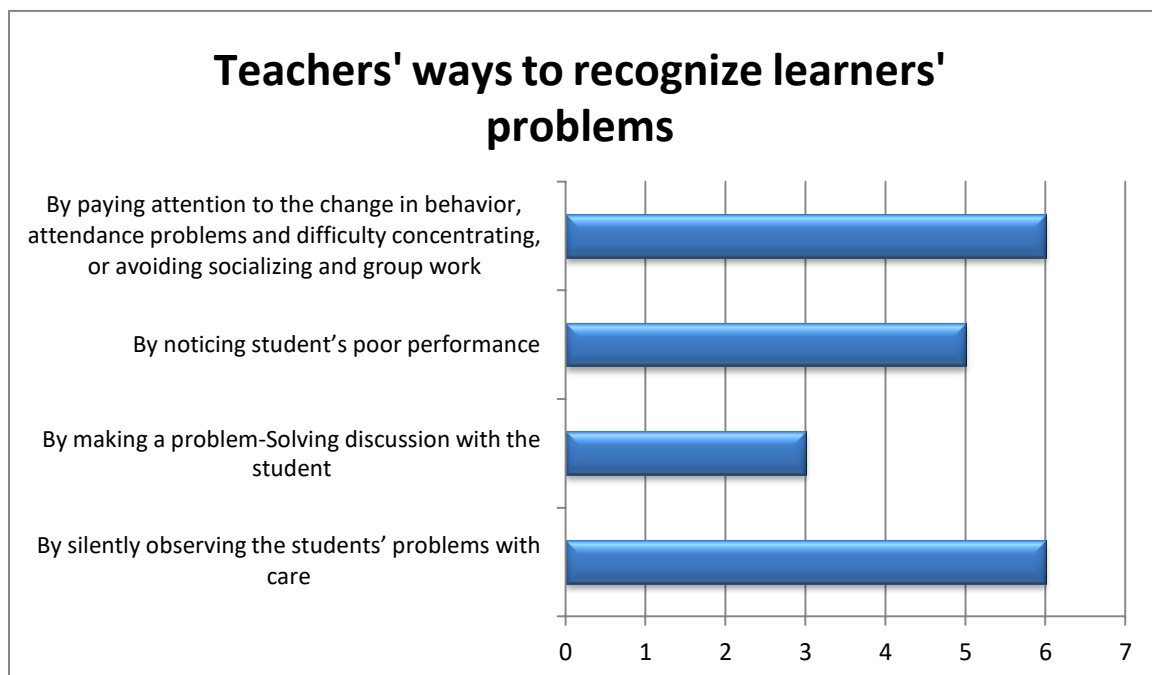
Graph 23: Teachers' Ways to recognize Learners' Problems.

The purpose of asking the sample teachers' this question is to learn how teachers identify their students' difficulties in the classroom. According to the graph above (75%) attempt to closely observe students' problems with care and they obtain any concern they may encounter without having to discuss the issue with them. The same percentage is obtained for "paying attention to the change in student's behaviour, attendance problems and difficulty concentrating, or avoiding socializing and group work" because students who are suffering from anxiety exhibit changes in behaviour such as becoming more withdrawn, and less engaged in class activities, from these signs the teacher can tell that something is off. Additionally (62.5%) try to identify their students' problems by "noticing the students' poor performance". Through the student's low rate and poor performance, students who are anxious may struggle academically or avoid certain tasks because of their fear of failure. The findings also show that just (37.5%) of teachers prefer to make a problem solving discussion with their students; they would rather discuss their learners' difficulties with them directly.

According to what has been stated, each teacher has his/her own style and manner of detecting and dealing with issues such as anxiety; some choose to bring it up in class to promote awareness about anxiety; however, others prefer to keep it low-key, possibly to regard students' feelings.

Q24.As an English language instructor, do you believe that foreign language learners have varying levels of anxiety in their language performance?
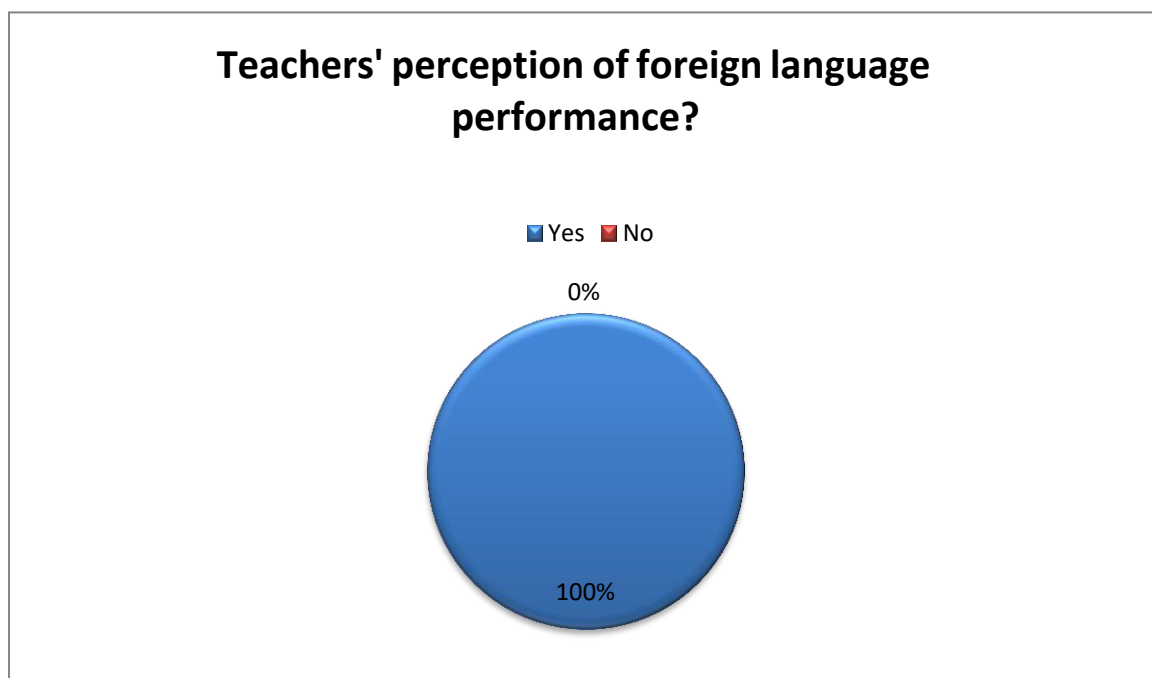
Graph 24: Teachers' perception of foreign language anxiety levels.

The purpose of asking this question is to determine teachers' perceptions of the existence of various anxiety levels that students feel. According to the data gathered, all of the teachers (100%) feel that language learners experience varying amounts of anxiety in their language performance. Teachers are thought to be able to tell the varying levels ranging from (low, moderate to high) of anxiety that their learners experience whether when performing in oral presentations, taking tests or written tasks.

Q25.If yes, how would you rate the level of anxiety they are experiencing?

The level of anxiety experiencienced by students

■ Low   ■ Moderate   ■ High

12%

25%

63%
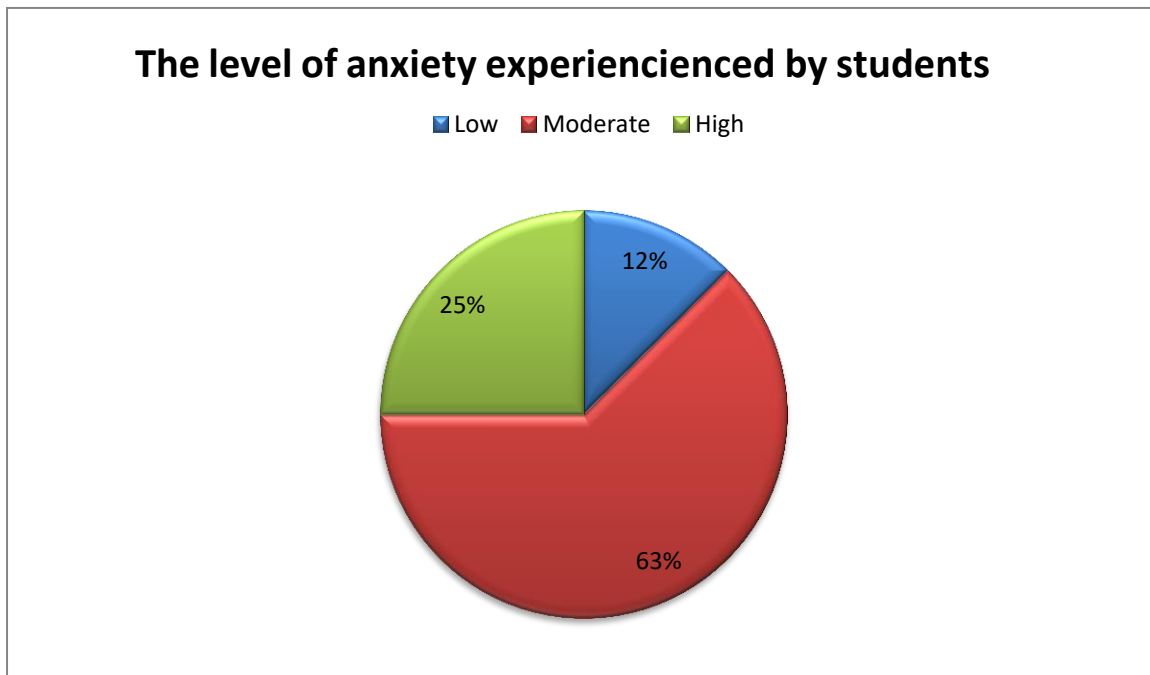
Graph 25: The Level of Anxiety Experienced by Students.

This question is posed in order to elicit the teachers' perspectives on the true levels of students' anxiety during their experience in teaching English. According to the graph above, the majority of teachers (63%) believed that their students have moderate levels of anxiety, which is beneficial to learners' outcomes as it raises students' alertness. In addition to this, (25%) indicated that their students are having high levels of anxiety which can be due to their previous bad experiences or personality traits, however when it is severe it can have a negative effect on the students' overall academic performance; while the remaining teachers (12%) specified that their students have a low level of anxiety, supposedly these students may have the ability to effectively cope with stress and manage their emotions, or it can also be that they are more resilient or have a positive mindset and perspective

Q26.Have you ever attempted to assist your students in resolving and overcoming their anxiety issues?
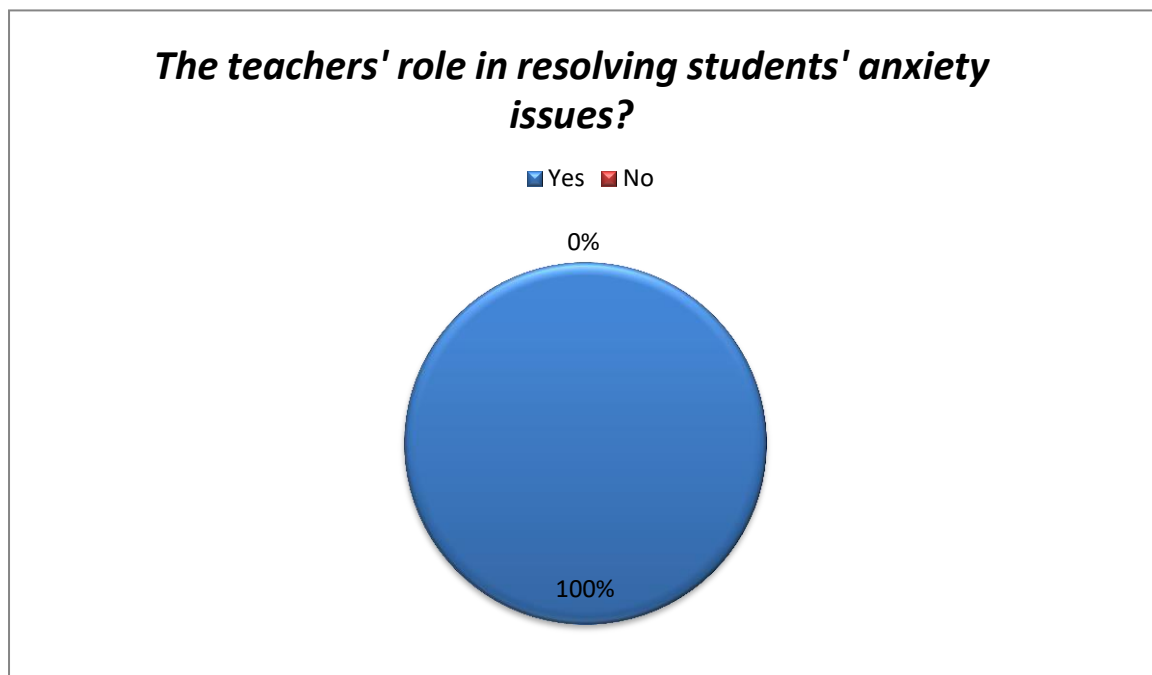
Graph 26: The teachers' role in resolving students' anxiety issues.

The collected data shown above reveals that all of the informants (100%) gave positive responses, indicating that they attempted to assist their students in resolving their anxiety issues, which means that these teachers are fully aware of their multiple roles in the classroom since a teacher's role is not only limited to providing knowledge; a teacher is more than just an authority figure, he is a facilitator, a motivator and an adviser. He is similar to a caring parent who needs to check on his kids, in this sense students will feel at ease while learning hence, minimize their classroom anxiety.

Q27.How frequently do your students experience anxiety in class?

The frequency of anxiety among students in class

■ Always ■ Often ■ Sometimes ■ Rarely ■ Never

13% 12%

12%

63%
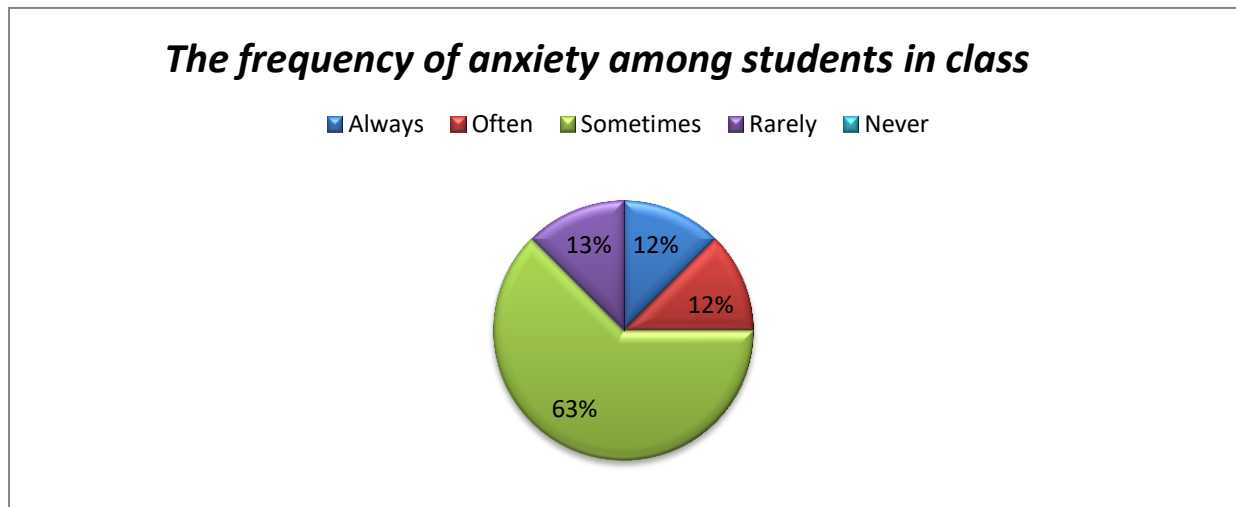
Graph 27: The frequency of anxiety among students in class.

The results point out that most of the respondents (63%) stated that "sometimes" their students experience anxiety which is a good sign that indicated that they have moderate levels of anxiety, while (13%) affirmed that "rarely" their students get anxious which is a clear interpretation that they hardly ever experience anxiety maybe due to the students' character and self-confidence. Additionally, the rates "often" and "always" have an equal percentage (12%). It is assumed that this category of students have a severe anxiety that could be due to many reasons such as teachers' behaviour , low self-esteem…, which calls for urgent preventive measures and interventions to promote their mental health because it can be very harmful if it stays untreated. Lastly there is zero percentage (0%) for the option "never" because it is nearly impossible for students to never feel anxious in the classroom.

Q28.What are the major factors that trigger the level of anxiety among students in your opinion?

The major factors that trigger the level of anxiety among students
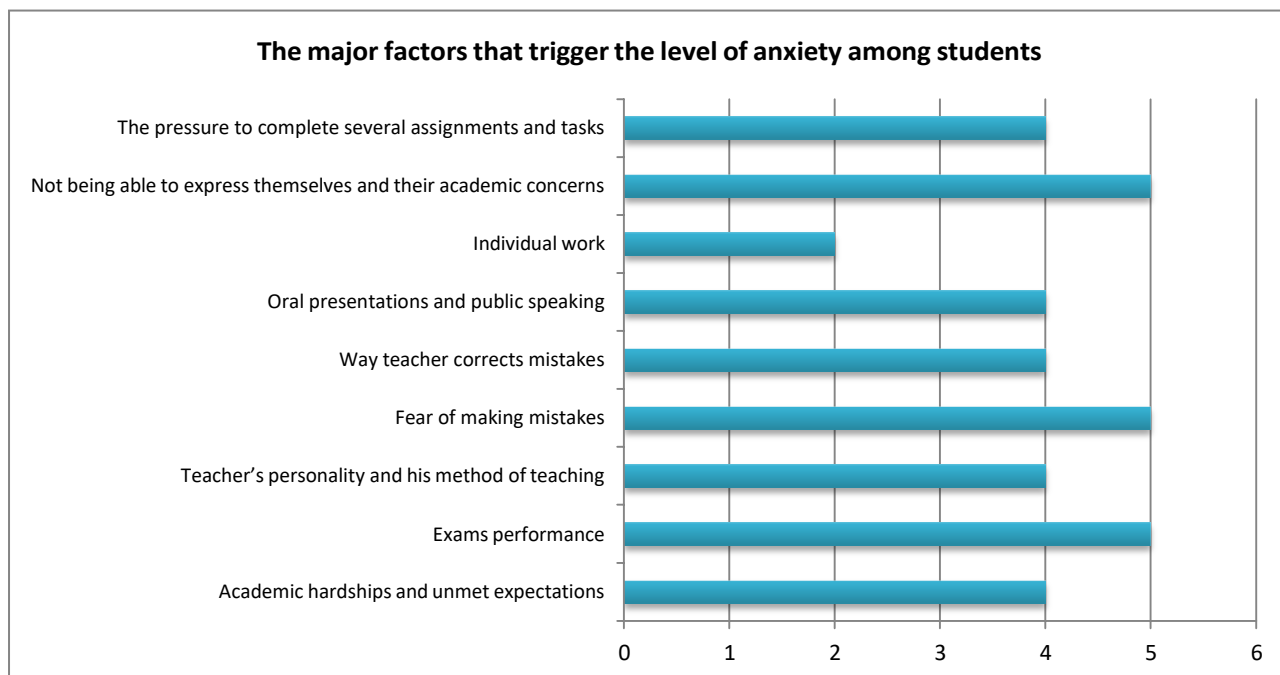
Graph 28: The major factors that trigger the level of anxiety among students.

The graph shows that (62%) is for these three options "not being able to express themselves and their academic concern", "fear of making mistakes" and "exams performance". Teachers can sense that the majority of students' anxious feelings can be rooted in their inability to express their feelings and emotions, and this is especially true when having a harsh and strict teacher who is not a good listener or does not allow them to express their feelings at all which can make them feel neglected, discouraged and unmotivated. Moreover, because of the fear of making mistakes, students tend to avoid situations because they feel that they will not succeed such as in oral expressions or class tasks which will lead to more problems. Also, exams performance can be related to the lack of preparation and knowledge or negative thinking. In addition (50%) of the responses were given to five options: "the pressure to complete several assignments and tasks", "oral presentations and public speaking", "way teacher corrects mistakes", "teacher's personality and his methods of

teaching" and "academic hardships and unmet expectations". Firstly, concerning the pressure to complete assignments in time is considered to be a major factor for students' anxiety as they try to manage time, balance coursework, activities and other responsibilities which can be overwhelming and cause stress, so here the teacher should extend the deadline for submitting assignments. Secondly, oral presentations are also regarded as a source of fear for students since it involves being the center of everyone's' attention where the students gets criticized by their teachers and peers on their performance. Moreover, the way teachers correct mistakes is a factor that discourages them from learning and causes their anxiety to escalate. Furthermore, the teacher's personality and his methods of teaching can cause students' anxiety and failure mostly when a teacher has an authoritarian, harsh personality; he creates a culture of fear and high stress environment for students leaving no room for error that his students will avoid participating or asking questions. Teachers believe that some students have high expectations whether set by them or by their parents. As a result, they end up feeling pressured which can lead them to high anxiety when these expectations are not reached. Lastly, (25%) of teachers declared that "individual work" is another source of students' anxiety as it takes extra work and time compared to pair or group work.

Q29.what are the most regular symptoms of anxiety that you notice in your students?

The regular symptoms of anxiety noticed in students

Missing classes / loss of interest in study — 6
Emotional symptoms such as: Fear, worry, nervousness and lack of confidence — 5
Physical symptoms such as: sweating, shaking and shortness of breath — 2
Avoiding participating in class discussions and socializing in group works — 5
Poor concentration and school performance — 6
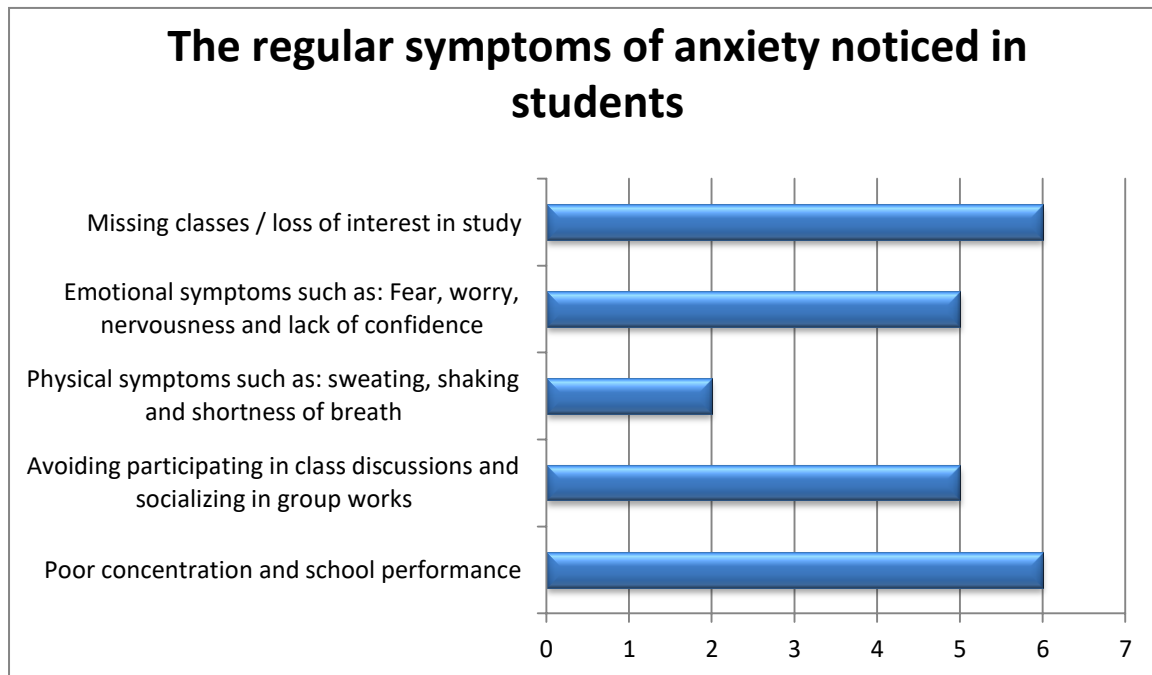
Graph 29: The regular symptoms of anxiety noticed in students.

The represented data show that teachers have equal answers, as (75%) of responses were for "missing classes/ loss of interest in study" and "poor concentration and school performance" which constitute regular symptoms that they noticed more frequently in their students. The statistics also suggests that (62.5%) of them stated that the symptoms that their students experiencing are more of "emotional symptoms such as: fear, worry, nervousness and lack of confidence" and "avoiding participating in class discussions and socializing in group works". The last remaining participants (25%) expressed that their students experience "physical symptoms such as sweating, shaking and shortness of breath". It is crucial for teachers to be aware of these symptoms and recognize those with anxiety, and provide the necessary support to help reduce their anxiety levels and improve their academic performance.

Q30.What are the main effects of anxiety on students' academic progress?
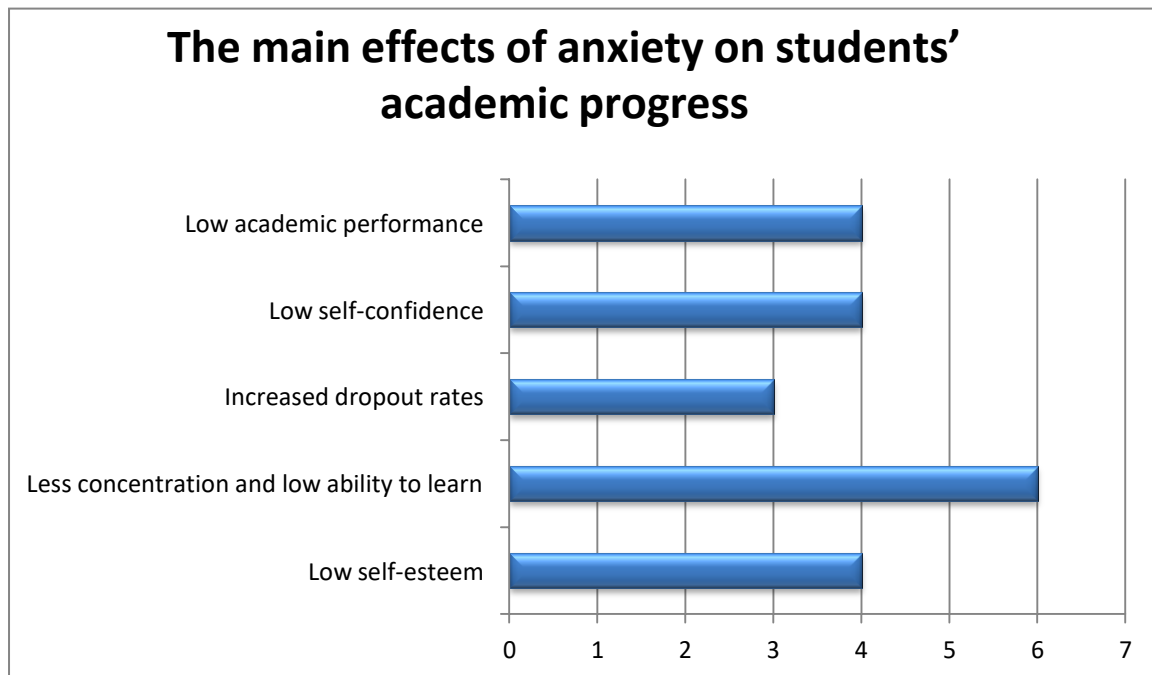
Graph 30: The main effects of anxiety on students' academic performance.

Based on the data supplied above, (75%) of teachers noted that the main effects of anxiety on students' academic progress that they have witnessed is "less concentration and low ability to learn". Students who suffer from anxiety tend to be distracted and zoned out during the teachers' explanation of the lesson; they also find it difficult to understand concepts as they are more often considered to be slow learners. Then there is an equal percentage (50%) for all the three options: "low academic performance", "low self-confidence", and "low self-esteem". Firstly, the students' academic performance: anxiety can lead to difficulties in memory recall and cognitive processing, making it difficult to learn and retain information. Secondly, confidence: anxiety can make students' underestimate and belittle their potential to perform academically. Next, low self-esteem: anxiety can lead to negative self-talk, feelings of inadequacy and self-doubt; this can affect their abilities to perform well in class. However, the last proportion (37.5%) of teachers observed an increase

dropout rates among students, which could be due to the overwhelming and unsupported feeling in the academic environment.

Q31.what are the possible solutions that you take in order to lower your students' anxiety?
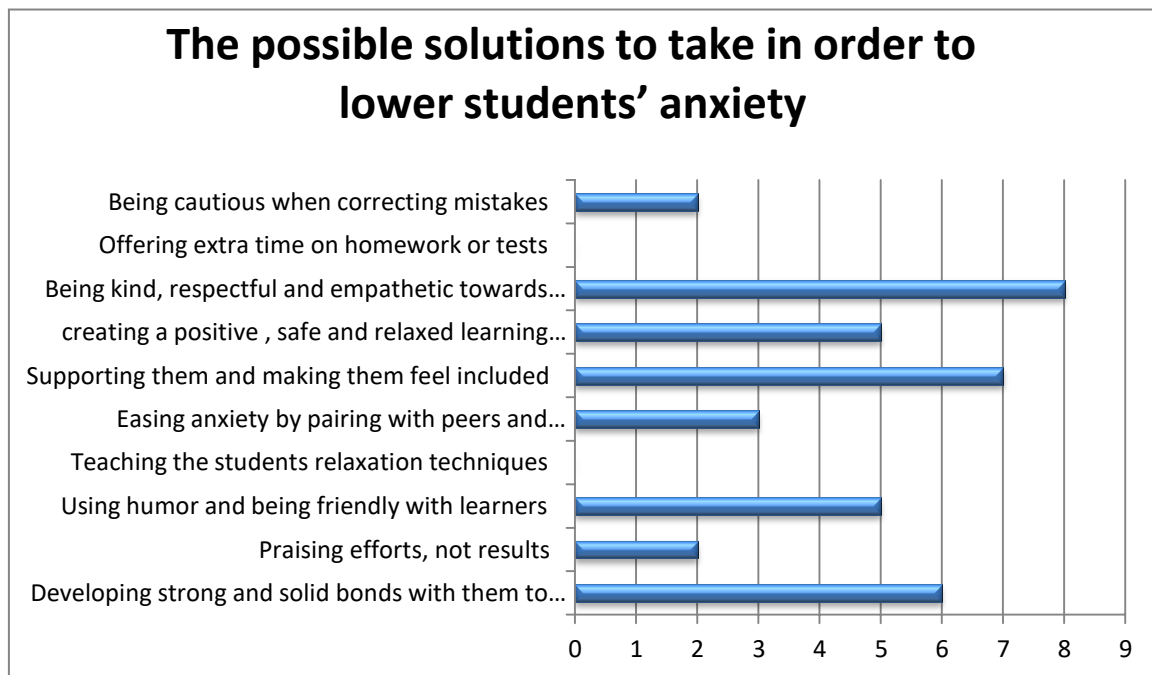
Graph 31: Possible solutions to take in order to lower students' anxiety

This question seeks possible solutions and strategies that teachers can utilize to assist reduce students' anxiety. Based on the graph's results, (100%) consider "being kind, respectful and empathetic towards students' feelings" to be their first choice; this suggests that considering students' feelings and making them feel safe, valued and respected can have a positive impact on students' emotional well-being and potentially lower their anxiety, while (87.5%) assumed that "supporting them and making them feel included" works best. When students' can sense the encouraging, inclusive and welcoming learning atmosphere, it may help them in reducing their nervousness. Furthermore, (75%) of the participants regarded that "developing strong and solid bonds with them to the point that they feel comfortable and open to express the causes of their anxiety" is the helpful strategy to follow to reduce their tension

and fear because when there is a positive interaction, they will be more motivated to participate in learning and achieve higher academic performance. As a result, they will have less anxiety in the long run. Moreover, (62.5%) of the responses is for the options "creating a positive, safe and relaxed learning environment where students can thrive" and "using humor and being friendly with learners". First, a positive classroom environment helps students enhance their focus and attention, reduces their anxiety which leads to excellent learning results. Secondly, using humor and being friendly creates a positive and comfortable relationship which fosters trust and open communication, also laughter is an effective way that releases endorphins that have a relaxing effect on the body, makes learning more enjoyable and fun and this will gradually lead to less anxiety and improve learning outcomes. Additionally, (37.5%) of the informants supposed "easing anxiety by pairing with peers and applying group work", probably these teachers believe that working in pairs or groups allows students to communicate more effectively, assist each other and minimize classroom tension. On the other hand, there is a small and identical percentage (25%) for these two options: "praising efforts not results" and "being cautious when correcting mistakes". It is believed that these instructors like to focus more on their students' efforts instead of only praising for correct answers which can make a big difference in students' attitude towards learning. Besides, they attempt to be careful when offering feedback, ensuring that it is positive and constructive to avoid feelings of anxiety. However, (0%) is found for "teaching the students relaxation techniques" and "offering extra time on homework or tests". It is assumed that it may be due to lack of time or teachers' lack of awareness about such strategies like relaxation techniques because such methods are rarely used by teachers despite of their effectiveness.

Section Three: Further Suggestions

Some teachers expressed themselves in this section by making some useful suggestions to assist minimize students' anxiety. Some stated that correcting students'

mistakes should be in a respectful way and fostering them to be autonomous learners and go over their weaknesses and be self-confident. Yet, others claimed that the instructor must establish a supportive classroom culture, communicate clear expectations, provide opportunities for student choice and autonomy, use positive reinforcement, and provide support and resources.

2.3 Discussion of the Teachers' Questionnaire:

From the analysis of the results of the teachers' questionnaire, several points have been uncovered. To begin, it is indicated in the first section and from the 1st and 2nd question, that there is a difference in the period and number of years of teaching, most of the teachers' answers are reliable and valid that is due to their considerable amount of experience so they are expected to be aware of anxiety and its effects on students' mental health and academic achievements. In the second section, which is concerned with the teachers' role in lowering students' anxiety, it is noted that most of the teachers seek to create a relaxed atmosphere by establishing a good relationship with their students, and are able to detect their students' anxiety which is either by paying attention to the change in students' behavior or by silently observing the students' problems with care. When teachers were asked if they believe that students feel unequal levels of anxiety, all instructors agreed, stating that anxiety does not have a single level but goes from high to low degrees. All of the instructors stated that they have tried to help their students in overcoming feelings of anxiety which indicates their support and care. Furthermore, based on the instructors' responses, it can be said that the majority of them are truly aware of the existence of such issue in class among students and how it can hinder their learning progress and creates a sense of tension in the learners' mind. They are also conscious of their role in helping students to overcome anxiety by following a set of strategies and techniques such as being kind and respectful towards students feelings, supporting them and making them feel included, creating a positive, safe and relaxed learning

environment in which students enjoy being in because everything revolves around the psychological state of the learner and the healthy atmosphere in which he learns. They also stated that using humor and being friendly with learners is another effective solution that makes students feel at ease. Concerning the question about their role, the majority of them selected more than one option indicating that educators would explore any strategy to help their students overcome their anxiety during stressful times. These various methods in fact could push learners to be more active, motivated and productive during the learning process.

The findings could lead to the conclusion that the teachers' role is indispensable in lowering FLA, and the way they can positively affect their students' performance is real and valid which can be reached through appropriate methods and strategies by teachers, as well as by creating the suitable environment.

3. Comparison between students' and teachers' results.

From the two questionnaires, it is deduced that both sides understand that anxiety is a common human experience and acknowledged that it can have negative effects on students' academic achievements. But at the same time they have somehow a different view on anxiety that is primarily due to their distinctive roles, responsibilities and experiences within the educational environment, as well as their opinion regarding teachers' role in lowering students' anxiety. Lets' explore both students and teachers' perspective on this matter.

Teachers and students alike perceived anxiety as a barrier to language learning, as it might impair students' focus, concentration, and engagement in class. Teachers noted that they have observed students who are anxious, constantly seeking reassurance, or displaying avoidance behaviors. Teachers also recognize that anxiety can affect students overall well-being and mental health, which can impact their academic performance and engagement in the classroom.

According to learners' questionnaire and from students' perspective, anxiety causes can rise from variety of sources such as "lack of confidence", "concern with making mistakes" and the "way teacher corrects mistakes", leading to symptoms such as "difficulty remembering words or ideas" and "heart beating fast" . Teachers, on the other hand, had another opinion regarding the key causes and symptoms that they have observed on their students which included "not being able to express themselves and their academic concerns" "exams performance" and "fear of making mistakes". The latter was a point of agreement between teachers and students. Among the symptoms they have noticed were: "poor concentration and school performance", "missing classes and loss of interest in study", teachers may have a different perspective on anxiety, however they claimed that they try to reflect a positive impact and contribute in lowering students' anxiety, as they often witness the harmful effects of anxiety in their students and play a crucial role in providing support and offering assistance.

Despite some significant variations, there are also areas of overlap between them and particularly when it comes to the strategies and methods that could be used in order to lower students' anxiety. Both teachers and students can benefit from open communication and empathy, fostering an understanding and supportive environment. They both decided to undertake and implement strategies to alleviate students' anxiety, such as providing a safe and inclusive classroom atmosphere, and offering resources for managing stress, and students in turn can communicate their concerns to their teachers, seek guidance and help.

In summary, students and teachers have a distinct and perspective on anxiety due to their respective roles and experiences, students may experience anxiety related to academic and social pressures, while teachers witness the impact of anxiety on students' learning and well-being. However they both can collaborate to create a supportive environment and address anxiety through communication, empathy and targeted interventions.

Conclusion

This chapter recognizes the main causes, symptoms of anxiety and the several coping methods that emerged from the two surveys utilized for both teachers and students, which are judged to be the most helpful for reducing anxiety levels.

The data collected from both teachers' and students' questionnaires validated the research hypothesis that the teacher plays an important role in reducing students' anxiety. Hence, the students' attitudes, feelings and behaviors regarding language anxiety as well as its detrimental impact on students' performance has become so great that it became critical to highlight the existence of such an impedimental barrier to learners' intended academic level in EFL classes; the concern lying behind this issue of anxiety is very deep and requires interventions. It is time for teachers to take the initiative to improve their students' well-being and academic accomplishments; since it is a significant factor in determining students' success or failure.

Recommendations

Here are some helpful recommendations suggested for language teachers to lessen their students' anxiety.

-The teacher must take into consideration that he should treat each student as a human being before anything else.

-Creating a sense of belonging and involvement as the student must feel accepted and appreciated in the classroom.

-Focusing on students' character building rather than destructive criticism.

-The instructor should initiate discussions and have an open talk with his students, educate them about anxiety and how it can negatively affect them both academically and socially, and

letting them know that he is available to help and assist them in the process. Discussing the topic with the learners in general and then following up on each case alone will be very beneficial as studies have shown that confronting anxiety is the most important means of addressing it and overcoming it.

- Provide opportunities for students to use language. Students need to practice speaking more to get rid of stage fright and improve their language skills, since many students are not used to speaking in front of others, practice can make them get rid of their shyness.

-The teacher must take into account the conditions of the students and meet their psychological needs by being an active listener.

-It is important for the teacher to be calm and balanced even in the most critical situations in front of his students, so he must control the feelings of Anger, and to treat learners objectively and not favoritism between them, and to guard the building of a pedagogical relationship between them based on honesty.

-There are personal competencies that the teacher should not overlook in order to be able to control his class, such as fluency in the tongue and eloquence of speech, good listening, body and clothing cleanliness, patience and open-heartedness will bring the disciples to him.

General Conclusion

Students at higher education institutions face many kinds of challenges that can negatively affect their psychological feelings which in turn affect their academic achievements. Some believe that the low level of students' achievement is due to many factors that determine the outcome of the learning process and sometimes it is not always a matter of language ability, proficiency, lack of motivation or interest of students, who often find it difficult to speak fluently and generally be successful when using the language. Rather

it might be that they are suffering from anxiety, especially when dealing with high and severe anxiety. It is an undesirable difficulty which not only impairs students' performance but also inhibits students' efforts to improve their ability to acquire the new language, and right here comes the teacher's role as he plays a very important one because he has experienced this and has already overcame these feelings that lead to anxiety, and he can help learners remove their stress and manage it in a way that turns it into positive energy which will help them learn successfully.

It is critical for EFL teachers to identify and understand some of the reasons why students feel anxious when learning English, as students may experience anxiety for a variety of reasons. By identifying the causes of EFL students' anxiety, and trying to solve them, it is hoped that teachers will become more aware of their students' language difficulties and will implement appropriate and different strategies such as positive thinking, relaxation, good preparation, group work, motivation, providing valuable and positive feedback, and perform their roles as a teacher more effectively, thereby minimize and alleviate EFL students' anxiety and allow them to perform better inside class, develop and promote their academic performance and ensure a successful learning atmosphere.

All in all, mental health plays a vital role in our well-being, yet it is often overlooked by students and educators alike. The Prior study showed that there was a significant correlation of high-level anxiety and low academic performance among 3rd year English students, anxiety disorders can manifest in the students' behavior in the classroom such as those with high anxiety disorders, as they become more passive in their study. It can be concluded that the hypothesis is confirmed because the results showed that anxiety does influence students' performance as they had reduced levels of flourishing and greater levels of anxious symptoms, moreover teachers' do have a huge and critical role in lowering students'

anxiety negative effects and ensure their involvement and participation in the learning process.

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Appendices

Students' Questionnaire:

Dear students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. This questionnaire is directed to **investigate** *the negative impact of anxiety on students' achievements and the teachers' role in lowering it in an EFL class.* I will be extremely thankful if you could assist me in doing my research. Please, carefully read each statement and tick the appropriate answer.

Thank you in advance.

Section One: General Information

1. How long have you been learning English?

A) 10-15 years ☐   B) more than 15 years   ☐

2. How do you evaluate your level in English?

A) Good ☐   B) Average ☐   C) Great ☐   D) Excellent ☐

3. You chose to study English because it is:

A) Personal choice ☐

B) Parents' suggestion ☐

C) Obligation ☐

Section Two:_The Presence of Anxiety in The Classroom

4. Do you think that learning the English language could be stressful?

       a) Yes ☐   B) No ☐

5. How frequently do you feel anxious in class?

a) Seldom ☐   B) Sometimes ☐ c) Often ☐   d) Always ☐

6. In your opinion, what do you think are the principal causes of anxiety?

(Many options are possible).

  A) Fear of communicating ☐

  B) Lack of confidence ☐

  C) Concern with making mistakes ☐

D) Lack of Drive/motivation ☐

E) Way teacher corrects mistakes ☐

F) Being unprepared ☐

G) Getting bullied by classmates ☐

7. When speaking, do you experience any anxiety?

  a) Yes ☐   b) No ☐

8. How do you rate your speaking anxiety level?

  a) Low ☐   b) Moderate ☐   c) High ☐

9. Does anxiety affect your performance?

      A) yes ☐   B) No ☐

10. If yes, explain how.

    A) It makes me doubt myself abilities and confidence ☐

    B) It affects my mental health and body condition. ☐

    C) It impacts my academic achievements ☐

11. What are the symptoms of anxiety that you generally experience?

    a) Heart beating fast ☐

    b) Hands shaking ☐

    c) Palms sweating ☐

    d) Difficulty remembering words /ideas ☐

    e) Troubles breathing ☐

    f) All of the above ☐

12. Usually, do you feel at ease during tests?

    a. Yes ☐   b. No ☐

13. Do you believe that anxiety is:

    a) A significant barrier that prevents effective learning? ☐

    b) A driving force that inspires academic success? ☐

Section Three: Students' Perceptions about teachers' role in lowing anxiety

14. Do you think that the teacher has a significant role in lowering your anxiety?

        a) Yes ☐   b) No ☐

15.   What are the techniques or strategies used by teachers to lower the students' anxiety?

A)   Developing different Learning/Teaching strategies ☐

B)   Creating a calm and supportive environment ☐

C)   Working in groups or pairs ☐

D)   Normalizing worries and mistakes because they are a part of the learning process ☐

E)   Building strong connections and bonds with students ☐

F)   Treating students equally ☐

G)   Promoting tolerance, respect, and assurance in classroom ☐

H)   Allowing short breaks ☐

16.   Do you think that these strategies are effective?

a)   Yes   ☐   b) No   ☐

17.   According to you, what are the preferable techniques you think they'll help you lower your anxiety level? (Many options are possible)

A) Being supported ☐

B) Providing positive/ corrective feedback ☐

C) Making learning fun and engaging ☐

D) Being well prepared ☐

E) Engaging students in moderating the class ☐

F) Considering student's feelings ☐

Section Four: Further Suggestions

In this Section you are invited to express your personal thoughts or any additional

suggestions, Solutions that may help solve this issue.

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Your assistance is greatly appreciated.

Teachers' Questionnaire

Dear teachers

This questionnaire is meant to collect the data required to complete a master's thesis, I seek to shed light on teachers' role in lowering students' anxiety in the classroom.

I would be very grateful if you could help me accomplishing this work by filling in this questionnaire.

Section One: General Information

1/ How long have you been teaching English?

A) 1- 4 years □   B) 5- 9 years □   C) 10- 15 years   □ D) More than 15 years □

2/ Teacher's qualification:

 A) Magister □

B) Doctorate □

Section Two: Teachers' Role in Lowering Students' Anxiety

3/ Do you have a good relationship with your students?

A) Yes   □ B) No □

4/ Do you try to establish a relaxed atmosphere in class

A) Always □ B) Sometimes □ c) rarely □ D) Never □

5/ Can you detect cases when your students are anxious in the classroom?

A) Yes □   B) No □

6/ If yes, please say how do you recognize these problems?

A) By silently observing the students' problems with care □

B) By making a problem-Solving discussion with the student □

C) By noticing student's poor performance □

D) By paying attention to the change in behavior, attendance problems and difficulty

concentrating, or avoiding socializing and group work□

7/ As an English language instructor, do you believe that foreign language learners have varying levels of anxiety in their language performance?

A) Yes □   B) No □

8/ If yes, how would you rate the level of anxiety they are experiencing?

A) Low ☐ B) Moderate   ☐ C) High ☐

9/ Have you ever attempted to assist your students in resolving and overcoming their anxiety issues?

A) Yes ☐ B) No ☐

10/ How frequently do your students experience anxiety in class?

A) Always ☐ B) Often ☐ C) Sometimes ☐ D) rarely ☐E) Never ☐

11/ what are the major factors that trigger the level of anxiety among students in your opinion?

A) Academic hardships and unmet expectations ☐

B) Exams performance ☐

C) Teacher's personality and his method of teaching ☐

D) Fear of making mistakes ☐

E) Way teacher corrects mistakes ☐

F) Oral presentations and public speaking ☐

G) Individual work ☐

H) Not being able to express themselves and their academic concerns ☐

I) The pressure to complete several assignments and tasks ☐

12/ what are the most regular symptoms of anxiety that you notice in your students?

A) Poor concentration and school performance ☐

B) Avoiding participating in class discussions and socializing in group works ☐

C) Physical symptoms such as: sweating, shaking and shortness of breath☐

D) Emotional symptoms such as: Fear, worry, nervousness and lack of confidence ☐

E) Missing classes / loss of interest in study ☐

13/ what are the main effects of anxiety on students' academic progress?

A) Low self-esteem ☐

B) Less concentration and low ability to learn ☐

C) Low self-confidence ☐

D) Low academic performance ☐

E) Increased dropout rates ☐

14/ what are the possible solutions that you take in order to lower your students' anxiety?

A) Developing strong and solid bonds with them to the point that they feel comfortable and open to express the causes of their anxiety ☐

B) Praising efforts, not results ☐

C) Teaching the students relaxation techniques ☐

D) Easing anxiety by pairing with peers and applying group work ☐

E) Supporting them and making them feel included ☐

F) creating a positive , safe and relaxed learning environment where students can thrive ☐

G) Being kind, respectful and empathetic towards students' feelings ☐

H) Offering extra time on homework or tests ☐

I) Being cautious when correcting mistakes ☐

J) Using humor and being friendly with learners ☐

Section Three: Further suggestions

If there are any suggestions you would like to add to teachers to reduce their learners' anxiety, please feel free to.

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Thank you for your collaboration

I wish you all the best in your career.

الملخص

يمكن أن يكون القلق اللغوي مشكلة سائدة تؤثر بشكل كبير على تقدم المتعلمين في إتقان اللغة الهدف في فصول اللغة الإنجليزية كلغة أجنبية. يواجه العديد من الطلاب القلق عندما يعتقدون أنهم لا يستطيعون تحقيق أهدافهم الأكاديمية. يمكن أن يكون للقلق تأثير سلبي على تطور تعلم الطلاب وأدائهم خاصةً إذا كان شديدًا وعاليًا. تثير هذه الورقة البحثية الاهتمامات التالية: تأثير القلق على الإنجازات والأداء الأكاديمي للطالب ، والأسباب الرئيسية للقلق عند استعمال اللغة الإنجليزية كلغة أجنبية ، والقرارات التي يمكن اتخاذها لمساعدة المتعلمين على تجنب القلق ، ودور المعلمين المهم في تخفيف وإدارة قلق الطلاب في الفصل الدراسي هي أكثر الأساليب والاستراتيجيات فعالية التي يستخدمها المعلم لإدارة وتخفيض أو على الأقل تقليل قلق الطلاب. علاوة على ذلك ، تستكشف الدراسة أبعادًا مختلفة ؛ يفحص التأثيرات المختلفة لهذه المشكلة ، ويؤكد تصورات الطلاب لدور المعلمين في تقليل قلقهم. علاوة على ذلك ، فإنه يبحث في العلاقة بين مستويات القلق اللغوي لدى الطلاب في الفصل والدور المحوري للمعلم في تخفيفه والتغلب عليه ، فضلاً عن تعزيز التعلم الإيجابي وتحسين أدائهم الأكاديمي. تؤكد هذه الدراسة على أهمية إيجاد حلول فعالة لتقليل قلق الطلاب وتحسين تحصيلهم الأكاديمي. لذلك ، فهو يسلط الضوء على الاستراتيجيات والأساليب التي يمكن للمعلمين التكيف معها لتقليل مستويات قلق الطلاب بشكل فعال في الفصل بين طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية و 08 مدرسًا للغة الإنجليزية شاركوا في هذه الدراسة. استخدمت هذه الدراسة استبيانين كأداة لإجراء بحث كمي. واحد للطلاب والآخر للمعلمين. أظهرت النتائج أن الطلاب لديهم تصورات سلبية تجاه تأثير القلق اللغوي على أدائهم الأكاديمي ، وأن المعلم يلعب دورًا أساسيًا في تقليل قلقهم من اللغة الأجنبية وتحسين كفاءتهم الأكاديمية

الكلمات الدالة

الأداء / الإنجازات الأكاديمية، القلق من اللغة الأجنبية، تصور الطلاب، دور المعلمين، طلاب الجامعات.

Résumé

L'anxiété linguistique peut être un problème répandu qui influence grandement les progrès des apprenants dans la maîtrise de la langue cible dans les cours d'EFL. De nombreux étudiants sont anxieux lorsqu'ils pensent qu'ils ne peuvent pas atteindre leurs objectifs académiques. L'anxiété peut avoir un effet négatif sur le développement de l'apprentissage et la performance des élèves, surtout si elle est grave et élevée. Ce document de recherche soulève les préoccupations suivantes : l'impact de l'anxiété sur les résultats scolaires et les performances des élèves, les principales causes de l'anxiété EFL, les résolutions qui peuvent être prises pour aider les apprenants à éviter l'anxiété, le rôle important des enseignants dans l'atténuation et la gestion de l'anxiété des élèves en classe , les méthodes et stratégies les plus efficaces que l'enseignant emploie pour gérer et réduire ou du moins minimiser l'anxiété des élèves. En outre, l'étude explore diverses dimensions ; il examine les divers effets de ce problème et met l'accent sur les perceptions des élèves du rôle des enseignants dans la réduction de leur anxiété. De plus, il étudie la relation entre les niveaux d'anxiété linguistique des élèves en classe et le rôle central de l'enseignant pour l'atténuer et la surmonter, ainsi que pour promouvoir un apprentissage positif et améliorer leurs performances scolaires. Cette étude souligne l'importance de trouver des solutions efficaces pour réduire l'anxiété des élèves et améliorer leur réussite scolaire. Par conséquent, il met en évidence des stratégies et des approches que les éducateurs peuvent adapter pour réduire efficacement le niveau d'anxiété

des étudiants en classe chez les étudiants en anglais de 3e année au MUC (centre universitaire de Mila). Les données ont été recueillies auprès de 50 étudiants EFL et 08 professeurs d'anglais qui ont participé à cette étude. Cette étude a utilisé deux questionnaires comme instrument pour mener une recherche quantitative ; une pour les élèves et une autre pour les enseignants. Les résultats ont montré que les étudiants ont des perceptions négatives de l'impact de l'anxiété linguistique sur leurs performances scolaires et que l'enseignant joue un rôle essentiel dans la minimisation de leur anxiété vis-à-vis des langues étrangères et dans l'amélioration de leurs compétences académiques.

Mots clés