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**An Analytical Study of the Interrelatedness between Anxiety
Patterns and EFL Students' Achievement**

**(A case study of secondary school students at Jazan, Kingdom of
Saudi Arabia)**

A thesis submitted in fulfilment of the requirements for PhD degree in
English applied linguistics

By

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DEDICATION

It is my privilege to dedicate this thesis to my family without whose love

and support , I could not have become who I am.

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ABSTRACT

An Analytical Study of the Interrelatedness between Anxiety Patterns and EFL Students' Achievement

(A case study of secondary school students at Jazan, Kingdom of Saudi Arabia)

This study analysed the relationship between Foreign Language Classroom Anxiety and the achievement of male secondary school students in English language. The purpose of this study was multi-faceted. Firstly, it aimed at determining the most anxiety-provoking aspect of the foreign language classroom anxiety scale for secondary school students. Secondly, it aimed at determining if there were significant differences between the achievement of moderate and low-anxious students in reading and writing. Thirdly, it aimed at detecting the relationship between students' scores on the Foreign Language Classroom Anxiety Scale and their achievement in reading and writing. Qualitative and quantitative data collection and analysis methods were used.

The sample of the study consisted of 774 male secondary school students in Jazan. The data were collected through the use of a ready-made questionnaire (i.e., The Foreign Language Classroom Anxiety Scale) and six achievement tests prepared by the researcher (i.e., The Reading Achievement Test/ First-Grade Level, The Reading Achievement Test/Second-Grade Level, The Reading Achievement Test/ Third-Grade Level, The writing Achievement Test/ First-Grade Level, The Writing Achievement Test/ Second-Grade Level, the Writing Achievement Test/ Third-Grade Level).

Results of the study indicated that moderate foreign language classroom anxiety is a significant factor to success and improved performance. It also indicated that there were statistically significant differences between male secondary school students' score with regard to the three aspects of the foreign language classroom anxiety questionnaire i.e., Communication Apprehension, Test Anxiety and Fear of Negative Evaluation. The results also indicated a positive relationship between foreign language anxiety and the degree of learning of

students. They also indicated that there were statistically significant differences between moderate and low-anxious students with regard to their achievement on the reading and the writing tests. Finally, it was suggested that there was a positive relationship between students' scores in the three aspects of the foreign language classroom anxiety questionnaire and their achievement on the reading and writing tests, which indicated that English language classroom anxiety played a facilitative role in students' achievement of English language skills i.e., reading and writing.

Finally, it was recommended that teachers have to ease the apprehensive atmosphere of the English language classroom by accepting students' errors. Teachers were also recommended to emphasize EFL students' positive attitude and motivation by offering a wide variety of activities such as providing opportunities for free discussions among peers.

دراسة تحليلية: قلق تعلم اللغة الانجليزية كلغة أجنبية و علاقته بمستوى تحصيل

مهاراتها لدى طلاب المرحلة الثانوية بمدينة جازان- المملكة العربية السعودية

ملخص الدراسة :

تهدف الدراسة الحالية الى تحديد العلاقة بين قلق طلاب اللغة الانجليزية داخل الفصل و مستوى تحصيلهم فى مهارتى القراءة و الكتابة. كما تهدف الى تحديد اثر الانواع الثلاثة لقلق تعلم اللغة الانجليزية داخل الفصل (قلق الاتصال- قلق الاختبار- الخوف من التقويم السلبى) على تحصيل الطلاب ، الى جانب معرفة ما اذا كان هناك فروق ذات دلالة احصائية فى التحصيل بين الطلاب ذوى القلق المتوسط و الطلاب ذوى القلق المنخفض من المستويات الدراسية المختلفة (الاول – الثانى – الثالث) الثانوى.

وكان المنهج المتبع فى الدراسة هو المنهج الوصفى التحليلى الذى يعتمد على وصف الظاهرة موضوع الدراسة و جمع البيانات عنها ثم تفسير النتائج بناء على ذلك.

و قد تكونت عينة الدراسة من (٧٧٤) طالب من المرحلة الثانوية بمدينة جازان يتوزعون على (٣٠) فصلا من خمس مدارس مختلفة يمثلن المناطق الخمس المختلفة لمدينة جازان . و قد تم اختيار ستة فصول من كل مدرسة (فصلين من الفرقة الاولى، فصلين من الفرقة الثانية (علمى/ ادبى)، فصلين من الفرقة الثالثة (علمى/ ادبى). و قد تم جمع البيانات باستخدام (مقياس قلق تعلم اللغة الانجليزية داخل الفصل) المعد مسبقا بواسطة (هورويتز و هورويتز و كوب ١٩٨٦) و ستة اختبارات تحصيلية تم اعدادها بواسطة الباحث.

و قد توصلت الدراسة الى النتائج التالية :

١-يلعب قلق التعلم ذو المستوى المتوسط دورا تسهليا فى تحسين اداء الطلاب فى اللغة الانجليزية و زيادة الدافعية و الحرص لديهم على تعلم اللغة الانجليزية.

٢-توجد فروق ذات دلالة احصائية بين طلاب المرحلة الثانوية من المستويات الدراسية المختلفة (الاولى- الثانية- الثالثة) من حيث مستوى القلق لطلاب كل مرحلة و كانت الفروق لصالح طلاب الفرقة الثالثة ، اى انه كلما زاد المستوى التعليمى زاد القلق و الحرص على التحصيل الجيد.

٣-توجد فروق ذات دلالة احصائية بين الطلاب ذوى القلق المتوسط و القلق المنخفض من حيث التحصيل فى اختبارى القراءة و الكتابة و قد كانت الفروق لصالح الطلاب ذوى القلق المتوسط . مما يؤكد ان القلق المتوسط (التسهيلى) له دور فعال فى تحسين اداء الطلاب فى اللغة الانجليزية وتحصيل مهارتى القراءة و الكتابة.

أما التوصيات فقد اشتملت على تأكيد دور المعلمين فى تهيئة الجو المناسب للتعلم داخل الفصل وذلك بتقبل أخطاء الطلاب وتشجيع اتجاهاتهم الايجابية ودافعياتهم لتعلم اللغة الانجليزية من خلال توفير فرصا للمناقشة الحرة بين زملاء.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Foreign language learning is an increasingly prominent part of education all over the world. It is indeed an enriching and rewarding experience. Communication media are developing every moment, which requires more concern for an international language that can be understood by everyone around the world. Consequently, students all over the world feel that they should master at least one international language besides their natives in order to be able to communicate successfully in a continuously developing society.

Language learners are considered successful if they can communicate effectively in their second or foreign language. They are expected to “develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in normal life” (Brumfit, 1984: 69). In other words, communication in the classroom should mirror the authentic communication that occurs in the real world (Riggerbach and Lazarion, 1991).

Many studies in the field of foreign language learning have maintained that anxiety could have a major effect on students’ performance and their abilities to communicate successfully in the classroom. They suggest that anxiety especially in achievement situations has become an important issue. There is a general concern about the adverse effects of anxiety on academic achievement and other aspects of human behaviors.(Bailey, Daley, and Onwuegbuzie, 2000).

Studying the relationship between anxiety and language learning is not relatively a new field of study. However, rapid advances in measurement and testing

have resulted in much more productive studies in this domain. Many researchers have devoted themselves exclusively to discover the effect of anxiety on language learning and students' achievement. Foreign language anxiety has been considered by many studies as the ultimate cause of failure of foreign language learners. "The role of affect in general and anxiety specifically has been overlooked for too long in the field of second, foreign – language learning." Williams , 1991:26).

It has been proved that foreign language anxiety has a significant impact on students' achievement and overall performance in foreign language classes. Phillips (1992) indicated that there exist persistent, modest, and negative correlations between foreign language anxiety and performance, but for various reasons, the strength of the relationship is not easily determined. In their study on the predictive ability of students' anxiety upon measures of English achievement, Sanchez and Sanchez (1992) stated that it was apparent in each analysis carried out that the anxiety variable was important in explaining performance in English by Spanish learners who are required to study this language in school. Aida (1994) was successful to find partial support for the previous studies that language anxiety is negatively related to students' performance in Japanese. MacIntyre (1995) suggested that foreign language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students focused on both the tasks at hand and their reactions to it. Ganschow and Sparks (1996) concluded that low- students would perform better than high – anxious students on end –of- year foreign language tests. They suggested that this does not mean that high – anxious students had particular difficulties with language but, rather, that low - anxious students had specific language strengths

that made foreign language learning perhaps easier, and judging from performance on the anxiety scale, less-anxiety producing for them. Saito and Samimy (1996) proved that language classroom anxiety can be used as a predictable variable for both intermediate and advanced level students, but not for beginning students. At intermediate and advanced levels, those students who felt comfortable and not embarrassed about verbal participation in Japanese classes were predicted to receive high grades, while those students who felt anxious and embarrassed about using Japanese in class were predicted to receive low grades.

In Saudi Arabia English language is taught in schools at intermediate and secondary levels of education as a foreign language. It is taught as a basic, four periods a week. English as a foreign language is a course of study where students are learning English in order to communicate with non-native and inter-lingual users of that language.

Saudi students, as prescribed in the objectives of the English subject at the intermediate and Secondary schools, are expected to lead discussions, explain ideas, present opinions, or sustain coherent discourse with other speakers of that language. However, it has been observed that whenever they are exposed to a situation where they have to communicate in English with native speakers, they usually tend to withdraw from the situation in avoidance of such long discussions, Abu- Ghararah (1996).

This low level of English proficiency is becoming a serious problem among English language learners in the Kingdom. Many research studies proved that Saudi students are not competent enough to use the language in discourse situations or write suitable passages to convey the meaning in their minds to the readers or the listener (Al-Benayan, 1997; Al-Jefri, 1413; Farea, 1409). The

researcher himself interviewed some supervisors and employees in the Educational Supervision Office and they concluded that low language ability might be due to many factors such as; the curriculum, students' motivation, teachers' effectiveness or foreign language anxiety. Thus, this low level of English proficiency can be attributed to what is known as foreign language classroom anxiety.

Foreign language classroom anxiety is a complex and multidimensional phenomenon that manifests itself in students' overall performance. It has been defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to the classroom language learning process."(Horwitz, Horwitz, and Cope, 1986).

Horwitz, Horwitz, and Cope,(1986) can be considered the pioneers in this field. Their studies and analysis of foreign language anxiety resulted in the development of the Foreign Language Classroom Anxiety Scale FLCAS, which measures students' anxiety level in the foreign language classroom. In order to make this specific anxiety reaction of students to foreign language learning clear, Horwitz, Horwitz, and Cope divided the scale into three aspects related o foreign language classroom anxiety, i.e. , communication apprehension, test anxiety, and fear of negative evaluation.

First, communication apprehension is defined according to McCroskey (1978) as a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons. He points out in (1984) that typical behavior patterns of communicatively apprehensive people are communication avoidance and communication withdrawal. They are reluctant to get involved in conversations with others and to seek social interactions. It seems to function as a block for students' mastery of English.

Second, test anxiety, is defined by Sarason (1978) as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situations.” Some researchers had suggested that test anxiety might be caused by deficits in students’ learning or study skills. Some students experience anxiety during a test situation because they do not know how to organize the course material and information.

Lastly, fear of negative evaluation which is defined as “apprehension about others’ evaluation, distress over their negative evaluation, and expectation that others would evaluate oneself negatively” (Watson and Friend, 1969). Research proved that people who are highly concerned about the impressions others are forming of them tend to behave in ways that minimize possibility of unfavorable evaluations. They are more likely to avoid or prematurely leave social situations in which they believe others might perceive them unfavorably (Leary, 1983; Twentyman and McFall, 1975). In the case of foreign language learners, we can easily find that students with fear of negative evaluation sit passively in the classroom, withdraw from classroom activities that could otherwise enhance their improvement of language skills.

Horwitz, Horwitz, and Cope (1986) believe that these three anxieties, i.e., communication apprehension, test anxiety, and fear of negative evaluation are important parts of foreign language anxiety and have an adverse effect on students’ language learning.

Thus, studying foreign language anxiety as a cause of student’s weakness, detecting the effect of the three aspects of anxiety on students’ achievement, deciding which one of the three anxieties has the most impact, and suggesting certain teaching strategies to help in the reduction of anxiety in the foreign language

classroom is an urgent need in the field of foreign language learning to help in solving the problem of Saudi students' low level of English proficiency.

1.1 Statement of the Problem:

Teaching and learning English in Saudi Arabia serves a limited purpose because the language is still considered a foreign language in the Kingdom (Al-Jafri, 1413) and is not actively used in everyday activities. Despite the recent reforms undertaken by the Saudi government in the teaching and learning of English as a foreign language, the researcher has observed on various occasions the apprehension and discomfort experienced by many students who are attempting to acquire and produce a foreign language. This nervousness or anxiety frequently seems to become particularly aggravated when students are required to speak in class, during exams and tests. These personal observations have been supported in studies of many authors who have examined anxiety in language students. For example, MacIntyre and Gardner (1991) asserted that “anxiety poses several potential problems for the students of foreign language because it can interfere with the acquisition, retention, and production of the new language” (p.86). In point of this the researcher initiated to proceed this study on students' English language learning anxiety from other learning factors because many teachers, including myself, neglect this learning factor. Thus, students become low achievers in their study of English language.

Alike with any other context of foreign language anxiety, Saudi secondary school students may expected to experience anxiety in English language class due to the classroom conditions, the school situation, and the personalities of teachers and learners themselves. It is obvious that a lot of causes may put in to language classroom anxiety. However, this study focuses

on specific foreign language classroom anxiety, it is essential to analyse whether students' level of anxiety by any means contribute to their English language achievement or not while they learn and use English language. It is hoped that this study will attempt to detect and analyse the effect of the three aspects of the foreign language classroom anxiety on students' achievement and to describe in detail the relationship between students' responses in the FLCAS questionnaire and their achievement of different language skills, i.e., reading and writing.

1.2 Objectives of the Study

The main purpose of this study is to analyse the relationship between EFL students' anxiety and their achievement in writing and reading skills with respect to the three secondary school grade levels of Saudi EFL learners at Jazan, Saudi Arabia. Therefore, the study focused to:

- 1) investigate EFL students' anxiety level.
- 2) detect the effect of the three (aspects) patterns of foreign language classroom anxiety on achievement.
- 3) examine the differences between subjects of the study according to their responses in the FLCAS.
- 4) analyse the differences between moderate-anxious and low-anxious students in the achievement tests of reading and writing.
- 5) discuss the relation between foreign language classroom anxiety and students' achievement in reading and writing.
- 6) suggest certain teaching strategies that can be followed by the teacher in order to reduce anxiety in the classroom.

1.3 Questions of the Study

To achieve the above mentioned objectives of the study, the following research questions were formulated:

- 1) To what extent do Saudi male secondary EFL students feel anxious about
- 2) Learning English in classrooms?
- 3) What are the anxiety patterns for English language learning of EFL students?
- 4) What is the relationship between learners' English language achievement and their anxiety?

1.4 Significance of the Study

As declared above, the purpose of this study was to examine the relationship between foreign language classroom anxiety and achievement of Saudi male EFL learners. The probable findings which have been obtained from this study may have the following significance:

- 1) Detect the reasons behind students' low level of English achievement and their inability to use language in communication with other speakers of English, despite the fact that they study English for at least six years.
- 2) Propose a number of achievement tests that can be used in measuring English language skills (reading and writing in the secondary stage).
- 3) Suggest certain teaching strategies that may help to make the classroom more comfortable and less anxiety producing.
- 4) Fulfill the recommendations of many research studies like (Ganschow and Sparks, 1996; and Saito and Samimy, 1996; Phillips, 1992; Williams, 1989). These studies recommended that more research is needed in the field of foreign language learning and acquisition to examine and verify the relation or effect of anxiety on foreign language learning.

5) Help teachers of English as a foreign language, supervisors and program designers in many ways. Teachers will benefit from the results of the present study when preparing their teaching strategies and techniques, when correcting their students' mistakes, when constructing the tests, either written or oral, and when deciding about the distribution of marks and how they should be spread judiciously over various tests items. Supervisors will benefit from the results of this study when evaluating teachers' effectiveness and students' performance in classes with regard to the negative or positive effects of foreign language classroom anxiety. Program designers will benefit from the results of this study in deciding the quality and quantity of input students should get when learning English as a foreign language and in planning evaluation techniques to be applied by language teachers.

1.5 Hypotheses of the Study

The following hypotheses are to be tested:

- 1) There will be a significant difference in the level of anxiety among male students in the three grade levels of secondary school with respect to the three aspects of the Foreign Language Classroom Anxiety Scale.
 - a. There is a significant difference in communication apprehension between male students in the tenth and eleventh grade levels of secondary school.
 - b. There is a significant difference in communication apprehension between male students in the tenth and twelfth grade levels of secondary school.
 - c. There is a significant difference in communication apprehension between male students in the eleventh and twelfth grade levels of secondary school.

- d. There is a significant difference in test anxiety between male students in the tenth and eleventh grade levels of secondary school.
 - e. There is a significant difference in test anxiety between male students in the tenth and twelfth grade levels of secondary school.
 - f. There is a significant difference in test anxiety between male students in the eleventh and twelfth grade levels of secondary school.
 - g. There is a significant difference in fear of negative evaluation between male students and in the tenth and eleventh grade levels of secondary school.
 - h. There is a significant difference in fear of negative evaluation between students in the tenth and twelfth grade levels of secondary school.
 - i. There is a significant difference in fear of negative evaluation between students in the eleventh and twelfth grade levels of secondary school.
- 2) There will be a significant difference between moderate and low anxious students in their achievement in reading.
 - 3) There will be a significant difference between moderate and low anxious students in their achievement in writing.
 - 4) There will be a systematic correlation between male students' scores on the three aspects of the Foreign Language Classroom Anxiety Scale and their scores on the two achievement tests.
 - a. There is a significant correlation between the male students' scores in communication apprehension on the EFL classroom anxiety scale and their scores on the reading achievement test.
 - b. There is a significant correlation between the male students' scores in test anxiety on EFL classroom anxiety scale and their scores on the reading achievement test.

- c. There is a significant correlation between the male students' scores in fear of negative evaluation on the EFL classroom anxiety scale and their scores on the reading achievement test.
- d. There is a significant correlation between the male students' scores in communication apprehension on the EFL classroom anxiety scale and their scores on the writing achievement test .
- e. There is a significant correlation between the male students' scores in test anxiety on the EFL classroom anxiety scale and their scores on the writing achievement test.
- f. There is a significant correlation between the male students' scores in fear of negative evaluation on the EFL classroom anxiety scale and their scores on the writing achievement test.

1.6 Limits of the Study

The scope of the study will be limited to the following:

- 1) Students in the three grade levels of the Saudi male secondary schools (i.e., 10th _ 11th _ and 12th).
- 2) The three aspects of the Foreign Language Classroom Anxiety Scale as suggested by Horwitz, Horwitz, and Cope (1986). These are communication apprehension, test anxiety, and fear of negative evaluation.
- 3) The achievement test will include both the reading and the writing skills in the three grade levels of secondary schools.
- 4) The research instruments will be applied in the first term of the year 2015.

1.7 Samples of the Study

The sample of the study will include Saudi male students studying English as a foreign language at the Saudi secondary schools in Jazan. There are sixty-six

schools distributed in the region of Jazan, according to the Educational Supervision Office. The researcher will choose a representative sample of these schools according to the school size, location, and number of students.

1.1 Methods of the Study

The study will follow the descriptive analytical method. This method depends on describing the phenomenon under discussion and collecting data about it. The method will be followed to detect the relationship between every aspect of the Foreign Language Classroom Anxiety Scale and English language skills (reading and writing) as prescribed in the English Language Syllabus of the Secondary School

1.2 Instruments of the Study

In order to achieve the objectives of the study the researcher will use the following research instruments:

- 1) a questionnaire survey known as the Foreign Language Classroom Anxiety Scale. The questionnaire was developed by Horwitz, Horwitz, and Cope (1986) and adapted to suit the Saudi environment by Abu-Ghararah (1999).
- 2) Two language achievement tests for first year secondary school students in the reading and the writing skills.
- 3) two language achievement tests for second year secondary school students in the reading and the writing skills.
- 4) two language achievement tests for third year secondary school students in the reading and the writing skills.

1.10 Operational Steps of the Study

In order to answer the study questions and test the hypotheses the researcher will follow the steps below:

- 1) Distributing the Foreign Language Classroom Anxiety Scale among the subjects of the study.
- 2) Dividing students into two levels of anxiety (moderate and low) according to students' responses to the Foreign Language Classroom Anxiety Scale.
- 3) Constructing the six achievement tests and sending them to at least five specialists in Foreign Language Teaching to test their content validity. These six tests are three tests in reading for the three grade levels and three tests in writing for the three grade levels of the secondary school.
- 4) Trying out the language achievement tests on a representative sample of students to check their validity and reliability.
- 5) Administering the language achievement tests on the sample of students in order to examine their achievement with reference to their anxiety level.
- 6) Using the Statistical Package for the Social Sciences (SPSS) to analyze the data for this study. Descriptive statistics will be obtained for all the study variables.
- 7) Using the Pearson Correlation Coefficient r to test the association between the three aspects of the Foreign Language Classroom Anxiety Scale and students' achievement on the reading and the writing achievement tests.
- 8) Utilizing the one-way ANOVA to identify the sources of students' differences and whether these differences in EFL classroom anxiety will have any statistical significance at the .05 level.
- 9) Using the Scheffe Test to test the significance of the analysis of variance among the groups.

- 10) Tabulating and discussing the results of the analysis.
- 11) Drawing conclusions based on the results of this research.
- 12) Suggesting certain teaching strategies, which may help in the reduction of anxiety in the classroom learning environment.

1.11 Definition of Terms

Anxiety

An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs and by doubt concerning the reality and nature of the threat as well as by self-doubt about one's capacity to cope with it.

Foreign language anxiety

Foreign language classroom anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors induced by the need to perform classroom tasks in another language. This concept frequently refers to phenomena connected to speaking and is a situational specific form of foreign language anxiety. (Horwitz, Horwitz, and Cope, 1986; Baily, 1983).

Operational definition

In this study foreign language anxiety will be limited to the three aspects of the Foreign Language Classroom Anxiety Scale that are communication apprehension, test anxiety, and fear of negative evaluation. These anxieties are usually induced within the students when they are asked to perform a certain skill in English.

Achievement

Achievement is defined as an act of achieving something: something that has been done or achieved through effort.

Operational definition

Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994: 19).

Communication apprehension

Communication apprehension is a person's level of fear or anxiety associated with either real or anticipated communication with another person or persons. (McCroskey, 1978)

Operational definition

In the present study communication apprehension refers to the students' feeling of fear or anxiety during English language classes especially if the student is asked to involve in conversations with other students or with the teacher.

Test anxiety

Test anxiety is the tendency to view with alarm the consequences of inadequate performance in an evaluative situation, (Sarason, 1978).

Operational definition

Test anxiety in this study refers to students' tendency to feel anxious about the consequences of poor performance and low achievement in English language tests.

Fear of negative evaluation

Fear of negative evaluation is defined as "apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," (Watson and Friend, 1969).

Operational definition

Fear of negative evaluation will be limited to students' feelings of fear towards teacher's or peers' negative evaluation and avoidance of evaluative situations during English language classes.

(10th – 11th – 12th) Stand for the students who are enrolled in the three grades of the male public secondary school - 1st , 2nd and 3rd – beyond the intermediate level and their ages range from 16 to 20 years.

English language skills

This term refers to the four language skills; listening, speaking, reading, and writing. These skills are usually divided into receptive which are listening and reading, and productive, which are speaking and writing.

In the present study, the researcher will tackle one of each group depending on the importance of the skill and the easiness of its measurement. Thus, the language skills to be tested in this study are reading and writing.

Secondary school

It is a public male school consisting of three Grades (10, 11, 12) beyond intermediate school. The age of the students enrolled in the secondary schools ranges from 16 to 20 years.

English as a Foreign Language (EFL)

The role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business, or industry) within the country.

Second Language (L2)

It is a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and government) and

which is used alongside another language or languages. English is described as a second language in countries such as Fiji, Singapore, and Nigeria.

Interrelatedness (n)

A connection made between two things that makes them affect each other.

1.12 Organization of the Study

This study will be organized into five chapters. Chapter one includes statement of the problem, question to be answered, purpose of the study, significance of the study, research hypotheses, limitation of the study, sample of the study, research instruments, research method, operational steps of the study, and definition of terms. Chapter two is hoped to present a review of the literature on theories behind Foreign Language Anxiety (FLA), definitions of Foreign Language Anxiety, sources of foreign language anxiety in English language classrooms, manifestation of foreign language anxiety in students' physical, behavioral and psychological responses in foreign language classes, the relationship between foreign language anxiety and language learning processes, the correlation between foreign language anxiety and the four language skills, and between foreign language anxiety and the learning of vocabulary and grammar, various types of measures used in assessing anxiety in general and in assessing foreign language anxiety in particular, and a brief overview of the suggestions presented by some research studies to reduce anxiety in foreign language classrooms. Chapter three aims at covering the research design and methodology of the current study. Chapter four contains the presentation and analysis of results. Chapter five contains a summary of the study findings, results and a series of recommendations essentially addressed to the teachers of English as a foreign language at secondary schools in Jazan, and suggestions for further research studies.

CHAPTER TWO

REVIEW OF LITERATURE

2. Introduction

This Chapter concerns primarily with describing in detail the suggested theories behind Foreign Language Anxiety FLA. It is divided into six sections. The first section presents different definitions of Foreign Language Anxiety, and types and classification of foreign language anxiety. The second section describes possible sources of foreign language anxiety in the English language classrooms. The third section deals with how foreign language anxiety is manifested in students' physical, behavioral and psychological responses in foreign language classes. The fourth section discusses the relationship between foreign language anxiety and language learning processes. It also points out correlation between foreign language anxiety and the four language skills, and between foreign language anxiety and the learning of vocabulary and grammar. The fifth section describes various types evaluation measures used in assessing students' achievement in general and foreign language anxiety in particular. Among these measures are achievement tests and the Foreign Language Classroom Anxiety Scale which constitute the research instruments used in the current study. The last section of this chapter gives a brief review of the suggestions presented by some research studies to reduce anxiety in foreign language classrooms.

2.1 Foreign Language Anxiety: A Theoretical Framework

The construct of anxiety in foreign language learning has long been controversial. However, it has gained increased exposure in recent years. The identification of foreign language anxiety as a distinct construct was first established

in (1986) by Horwitz, Horwitz and Cope. They claim that what distinguishes foreign language anxiety from other academic anxiety types, such as math or science anxiety, is the threat to adult language learners' self-perceptions of genuineness in presenting themselves to others and the disparity between the true self as known to the language learner and the more limited self as could be presented at any moment in the foreign language. In (1992) Phillips published an article in which she divided 50 years of anxiety research related to language learning into three areas: trait anxiety, state anxiety, and language anxiety.

Research suggests that the construct of foreign language anxiety is multidimensional. This conception was first stimulated in part by behavior therapy research in (1960s) and (1970s) which indicated that anxiety involves at least three different components: cognitive, physiological, and behavioral responses (Smith and Smoll, 1990; and Lang, 1971).

The cognitive responses include all aspects of the individual's perception and evaluation of the stimuli concerned; it may even include past memories or specific thoughts and images. The cognitive responses are characterized by negative appraisals of situation and self, worry, and aversive mental imagery. The physiological responses to anxiety are generally associated with increased sympathetic nervous system activity, as typified by rapid heart rate, shortness of breath, and increased muscle tension. Finally, the behavioral responses to anxiety-provoking stimuli involve avoidance behavior.

Mowrer (as quoted in Cheng, 1998:26) explains that fear reactions which might be caused by fear of the foreign language learning situation will become a source of tension or drive that may motivate frightened students to find ways to reduce their fear and anxiety. They may either try to avoid anxiety by

avoiding exposure to conditioned fear stimuli or, when exposed to such stimuli attempt to escape. Dollar and Miller (1950 as quoted in Cheng, 1998:26-7) point out that anxiety may arise through conflict, which occurs when a person is motivated simultaneously by two strong, competing drives. These anxiety-producing situations involve avoidance behaviors by the student.

Another description of this construct (anxiety) is presented by Ando (1999). He investigates and explains the characteristics and effects of anxiety from two major fields: psychology (including general, educational, counseling and cognitive) and communication (communication apprehension). These two fields have slightly varying goals in research, and offer different but overlapping categorization of anxiety. Psychology, including general, educational, and counseling psychology has classified anxiety into two major perspectives: personality/situational distinctions and direction of effects. The former differentiates trait, state and situational specific anxiety, and the latter, facilitating and debilitating anxiety (This will be described in detail in the following sections). Communication apprehension has classified anxiety according to the situations where communication takes place. The uniqueness of the foreign language situation and students' awareness that they should be able to understand and use the language to communicate successfully with others make students feel frustrated and anxious about communicating in the target language. They worry about being to convey the messages successfully to the listener and about being able to understand what is being said to them by others.

Many research studies tried to define anxiety and to elaborate its relationship with language learning. However, they presented contradictory results concerning the role of anxiety in foreign language learning classes (Kim, 2001; Donley, 1999; Palacios, 1998; Sellers, 1998; Aida, 1994; Young, 1991). One of the prominent

reasons behind this contradiction might be the lack of a consistent definition of foreign language anxiety or the lack of a valid consistent measure.

Kim (2001) suggests that current research on the effect of foreign language anxiety on student performance has yielded inconsistent research findings and that these contradictory findings are in part attribute to the unsound conceptual framework of the construct.

Sellers (1998: 14) claim that “Many of the early studies had different goals, objectives, and conceptual schemata and did not adequately define anxiety, nor did they sufficiently explain how it is related to language learning”. Young, (1991: 427) also asserts that “In essence, most of this research did not adequately define anxiety nor did it describe its specific effects on language learning. Worde (1998: 41) cites: “... language anxiety is a complex psychological construct, and researchers are still in the beginning in defining it and identifying its effects on foreign language learners”.

Scovel (1978 as quoted in Worde, 1998: 27) notes that the early research studies on anxiety as an affective variable in language learning, development, and performance often had mixed results, perhaps due to the intricate and complex nature of the language learning process, or the inconsistency of the measuring instruments.

2. 1. 1 Definition of Foreign Language Anxiety

Research literature presents numerous definitions of foreign language anxiety. Horwitz and Young (1991: 1) note that there are two general approaches to identify language anxiety: 1) language anxiety is simply a transfer of anxiety from another domain (for example, test anxiety) or 2) something about language learning makes language anxiety a unique experience. These two approaches are not

opposing, but represent different perspectives from which we can define language anxiety. The advantage of the first approach is that knowledge gained from research into those other types of anxiety can be assumed to apply to language anxiety as well. However, according to the second approach, language anxiety is defined as the worry and negative emotional reaction aroused when learning or using a second language.

Oxford (1999: 217) defines language anxiety as “ a specialized anxiety related to language use situations or language learning circumstances, rather than just a reflection of generalized anxiety”. He adds that language anxiety is the fear or apprehension students sometimes feel when they are expected to perform in a target language in which they are not proficient.

MacIntyre and Gardner (1994a: 284) find that language anxiety is distinct from more general types of anxiety. They define it as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning.” Williams (1991:25-26) defines anxiety in the foreign language classroom as:

... a response to a condition in which the external element is perceived as presenting a demand that threatens to exceed the student's capabilities and resources for meeting it. The acceptance of the situation as threatening then manifests itself as a psychological emotion and/ or physiological response which acts as a distracter that divides and diverts the student's focus and therefore lowers the amount of attention and effort that otherwise could be used to master the task presented.

Horwitz, Horwitz, and Cope (1986: 128) define it as “ a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

Looking inclusively into the above-mentioned definitions of anxiety, one can deduce two major facts. First, foreign language anxiety is a feeling of tension caused by the unique and peculiar situation of foreign language learning, and by certain beliefs of students about their abilities and skills in using the foreign language in authentic situations. Second, this feeling manifests itself in students' responses in different forms: psychological, physical, or verbal.

2. 2 Types of Anxiety

2. 2. 1 State and Trait Anxiety

In their attempt to give a clear view of foreign language, researchers (MacIntyre, 1999a; MacIntyre and Gardner, 1991a; and Spielberger, 1983) classify anxiety into three types: trait, state and situation- specific anxiety. Trait anxiety refers to an individual characteristic that is part of one's personality all the time. State anxiety is a special feeling of tension that is shown in certain specific situations like the foreign language classes.

The two interpretations are so different that they seem to deserve a theoretical differentiation. The impetus for considering a distinction between anxiety as a trait or state anxiety comes from Cattell and Scheier (1960), who coined the terms “ state (temporary) anxiety” and “ trait (proneness) anxiety.” These terms received further attention from Lazarus (1966) and Spielberger (1983).

Spielberger (1983: 32) claims that state anxiety is “a transitory condition of unpleasant, consciously perceived feelings of tension, apprehension, and nervousness that vary in intensity and fluctuate in time as a reaction to circumstances that are perceived as threatening.” On the other hand, trait anxiety refers to “relatively stable individual differences that are impervious to situational stress.” Spielberger (1983) adds that anxiety may be attributed to an unpleasant

condition or emotional state, i.e., “state anxiety”, or to a stable personality trait of an individual, i. e., “trait anxiety” but in either case anxiety may inhibit learning and performance.

However, Spielberger (1983) finds a moderately high correlation between state and trait anxiety. This correlation comes from the difficulty to ascertain whether the source of anxiety is the expectation of some intimidating situations in the near future (e. g., giving speech, an examination) which is similar to state anxiety or is it just a permanent personality feature which is a form of trait anxiety. This shortcoming in our ability to define the source of anxiety whether trait or state led to the realization of a need for a further refined alternative concept, situation-specific anxiety.

2. 2. 2 Situation Specific Anxiety

In attempting “to capture the essence of foreign language anxiety” many research studies have adopted the situation- specific approach as an alternative to the state anxiety concept (Ellis, 1994; MacIntyre and Gardner, 1991a; and Gardner, 1985). Xiu (1998: 12) argues that “situation specific anxiety refers to anxiety experienced in a well-defined situation. It is also considered as trait anxiety limited to a given context.” Language students is tested for their reactions in a well-defined situation, which offers the advantage of both describing the anxiety provoking circumstances clearly and students’ reactions to it. Situation- specific anxiety also offers the profit of allowing the researcher to question students about various aspects of the anxiety-provoking situation in that in that they are given the chance to give explanations to different anxiety- related sources.

MacIntyre (1999) suggests that situation- specific anxiety is similar to trait anxiety, except that it is applied to a single context or situation only. This proves

that it is there all the time but is raised by certain situations. MacIntyre adds that stage fright, test anxiety, math anxiety and language anxiety are examples of such a type of anxiety.

Kim (1998) believes that foreign language anxiety seems to be best presented with situation-specific anxiety. Foreign language anxiety as situation-specific anxiety could be interpreted from perspectives. The first perspective treats foreign language anxiety as a combined form of other general situation-specific anxieties, such as test anxiety or communication anxiety. Students feel anxious because of the testing situation or because they feel uncomfortable when having to communicate publicly. The second perspective considers foreign language anxiety as a unique form of anxiety, specifically related to language learning as suggested by Horwitz, Horwitz, and Cope (1986). The present study will follow the line of work of Horwitz et al. (1986) which views foreign language anxiety as specific reaction to language learning.

MacIntyre and Gardner (1991 b) employed factor analysis to investigate the relations among various anxiety scales. They assembled 23 scales representing different types of anxiety. Results of factor analysis showed that there three clusters of anxieties. The first was labelled general anxiety, the second state anxiety, and the third was labelled language anxiety. The results also showed that there was no relation among the anxiety factors that made it possible to separate language anxiety from other forms of anxiety.

In general, MacIntyre (1999: 30) concludes, "... language anxiety is a situation-specific form of anxiety that does not appear to bear a strong relation to other forms of anxiety."

El-Banna (1989) concludes that when anxiety is restricted to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists (Mallow, 1981; Richardson and Woolfolk, 1980; and Tobbias, 1978) use the term “specific anxiety reactions” to differentiate between students who are generally anxious in a number of situations and those who are anxious only in specific situations. This differentiation is similar to the one mentioned above that there are two types of anxious students. Students who are anxious by nature all the time and this is called trait anxiety. Students who are only anxious in specific situations like during tests or communication and this is called state anxiety. Moreover, there is a third type of students who experience anxiety when they are learning a foreign language due to uniqueness of the language learning situation and this is called situation-specific anxiety. This type of anxiety is our concern in the current study.

2.2.3 Facilitating and Debilitating Anxiety

Regarding its effect on performance, or direction of effect, foreign language anxiety is divided into two types: facilitating anxiety, i.e., the anxiety that enhances performance, and debilitating anxiety, i.e., the anxiety that inhibits performance. This construct was first established by Alpert and Haber (1960) who view facilitating anxiety as a source of motivation. Facilitating anxiety increases students’ attention and concentration when using the foreign language so they try to avoid committing errors and consequently increase their care and attention to produce correct utterances whether in oral or written forms. In contrast, Alpert and Haber (1960) view debilitating anxiety as a distracter of performance. The extended effort by students to avoid making mistakes and having negative evaluation by others influence them and minimize their oral participation in the classroom. It also makes them withdraw from public communication. Young, (1992) concludes that

Alpert and Haber could be considered the first to propose a positive aspect about anxiety. Wachtel (1967) proposes that anxiety results in attentional deficits, hence it is susceptible to distraction.

Ando (1999) maintains that the opposite effects of anxiety on language performance could be looked at with reference to the traditional model in general psychology, the inverted U-curve relation between anxiety and performance. This model suggests that when there is too much, too little, or no anxiety, the quality of performance is lowered. The best performance is assumed to be produced around the peak of the curve, when a moderate level of anxiety is felt.

Aida (1994) reinforces Alpert and Haber's suggestion about the positive aspect of anxiety by stating that language anxiety could be viewed as a positive energy (or facilitating) that motivates students. However, she mentions that some language teachers and /or researchers (Krashen: 1982) have been concerned about the fact that when anxiety level is high, anxiety may function as an affective filter preventing students from achieving a high level of proficiency in a foreign language (debilitating anxiety as named by Alpert and Haber).

This positive aspect of anxiety or "facilitating anxiety" is also mentioned by in a study by Young (1992). Young (1992) interviewed some language specialists on foreign language learning about their opinions on the positive aspects of anxiety. These language specialists were Krashen, Omaggio Hadley, Terrell, and Rardin. Their responses as follows: Krashen (as quoted in Young, 1992) believes that there exists a positive aspect of anxiety, which is facilitative anxiety. He hypothesizes that facilitative anxiety has a positive effect on language learning, not on language acquisition, and that language that language acquisition appears to work best only when anxiety is zero. Omaggio Hadley (as quoted in Young, 1992) adds that

students need to have a little bit of tension to motivate them and to create within them the desire to learn. He borrows the term “incentive” instead of “anxiety” and set that it is not a painful or negative incentive but the one that helps students to improve. Terrel (as quoted in Young, 1992) agrees on Krashen’s and Ommagio Hadley’s ideas of “facilitating anxiety” but points out that he prefers to call it “attention” or the verb “to attend to” the input. He agrees that this type of anxiety facilitates and helps students to manage their foreign language learning. Finally, Rardin (as quoted in Young, 1992) asserts that there exists a positive aspect of anxiety that is operative all the time. However, when the student is not prepared for the tension and is not given ways to constructively respond to it, the tension shifts from being a positive and constructive force to a negative one, which can block learning.

Eysenck (1979) proposes that the extent to which anxiety either facilitates or debilitates performance is determined by the extent to which the enhanced effort is able to compensate for ineffective learning processes. When students are anxious they increase their effort and concentration in order to improve their performance in the target language. If this effort is successful and students are able to manage their language learning processes, anxiety is facilitative. If the effort is unsuccessful and students are unable to manage their language learning, then anxiety debilitates and hinders the language learning processes.

Kleinmann’s study (1977) is one of the studies that followed Alpert and Haber’s anxiety theory. It studies the role of facilitating anxiety on Spanish and Arabic. It finds that not all anxiety is necessarily bad in itself. While there is the debilitating anxiety (apprehension that impedes learning), there is the facilitating anxiety which influences the students’ behavior in a positive and motivating way.

However, in both cases whether facilitating or debilitating anxiety, the level of anxiety must be within a range of moderate degrees, especially when performance is assessed. Scovel (1978: 139) notes: “Facilitating anxiety motivates the learner to “fight” the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior.”

2.3 Sources of Foreign Language Anxiety

There has been much research concerning the possible sources of foreign language anxiety. However, most of the research studies have based their results on personal experience, theoretical sophistication, and discussions with anxious language students (Phillips, 1992; Price, 1991; Williams, 1991; Cohen and Norst, 1989; Lehtonen, Sajavaara and Manninen, 1985). Through the analysis of students’ diaries, Cohen and Norst (1989) discovered many factors that may be considered possible sources of anxiety in foreign language learning.

The “ego” respect is one of the vital anxiety sources in language learning. Cohen and Norst (1989) claim that this happen because learning a language is a unique experience that differs from learning another skill or gaining other knowledge. It is a type of self-presentation. Cohen and Norst (1989: 61) suggest that “... language and self are so closely bound, if not identical that an attack on one is an attack on the other.” This means that the students’ feeling of “empathy” towards themselves prevents them from attending to the language learning experience. A student respects himself / herself so s/he avoids negative evaluation from others and consequently avoids using the new language, which s/he is not sure of.

MacIntyre and Noels (1994) prove that students’ perception of their proficiency embodies a potential source of language anxiety. Students who

underestimate their ability of using the foreign language experience high levels of anxiety, which make students, avoid those learning and communication activities that would help to validate their language learning abilities. Phillips (1992) adds that several studies suggest that heavy “ego” involvement in language learning tends to induce negative attitudes and high anxiety. Other research studies like (Foss and Reitzel, 1988; Price, 1991; Young, 1990; Bailey, 1983) also confirm this suggestion.

Daly (1991: 8) cites that highly apprehensive students have lower self-esteem than do less apprehensive individuals. Horwitz, Horwitz and Cope (1986: 128) suggest that “probably no other field of study implicates self-concept and self-expression to the degree that language study does.” Lehtonen, Sajavaara and Manninen (1985) stress this theory by suggesting that communication satisfaction is related to self-satisfaction, which means when learners perceive the situation as an instance of self-presentation, they start to worry about the opinions that others might build about them. Thus, they start to avoid communication and they have to they might become anxious.

Guiora (1983) argues that language learning itself is “a profoundly unsettling psychological proposition” because it directly threatens a student’s self-concept and worldview. MacIntyre (1999:33) concludes, “It appears likely that one of the reasons language anxiety persists is its negative effects on students’ self-perceptions of proficiency.”

A second source of foreign language anxiety which is proposed by (Cohen and Norst, 1989:62) is “a high affective filter.” They suggest that a high affective filter which prevents acquisition from taking place. This idea was first presented by Krashen (1982) who claims that the high affective filter plays a prominent role in preventing foreign language learning from taking place. Young (1999: 20) explains

this phenomenon by suggesting that if anxiety is high, the filter is up and information does not enter the brain's processing system. However, if the filter is down the brain's operating system can focus on processing the foreign language input.

Being an introvert or extrovert is another possible source of anxiety that may influence second language learning positively or negatively. Richards (1985) finds that the extrovert student might develop proficiency in the pragmatic mode at the expense of the syntactic mode, while the introvert does the reverse. MacIntyre and Gardner (1989, 1991b) support this claim by suggesting that students who are shy and introverted are likely to develop language anxiety. Oxford (1999:218) suggests that introverted students are energized by their own ideas, feelings, and thoughts. They prefer to work alone or with others whom they know well and they can become extremely anxious if put into a situation in which they have to perform or communicate, particularly with strangers. In contrast, extroverted students receive more of their energy from people and events outside themselves. They are usually eager to engage in conversation and work in groups. Other researchers like (Reid, 1995; Oxford, Ehrman and Lavine, 1991; McCroskey, 1984 and Leary, 1983) also supported this idea.

The analogous situation is also a source of anxiety within the foreign language student. Cohen and Norst (1989: 64) state:

The language learner in class is in an analogous situation. If he speaks he risks being publicly wrong and thus humiliated before teacher and peers. If he remains silent, when asked a question, he also risks embarrassment, gets no practice and possibly earns the disapproval of the teacher.

Ethnocentrism is one of the suggested reasons behind foreign language anxiety. It is a reaction to the threat posed by another language to one's own linguistic identity. Cohen and Norst (1989:64) indicate that: "...becoming bilingual or trying to learn another language can be a subtractive process." This means when a student is learning another language s/he may feel that s/he will lose his/her own language or will not be as fluent as s/he used to be since this new language will destroy his/her linguistic identity. The students usually fear that the two structures will be affected by each other and that s/he will not be able to use either language properly. Clement (1980, 1986) stresses this claim and suggests that the level of anxiety is affected to a large extent by the tension created within students between the desire to learn a new language / culture and the opposing fear of losing one's own language and ethnic identity.

Instrumental motivation is another reason which plays a vital role in creating language anxiety. Cohen and Norst (1989:62) assert that when students are learning a language for vocationally related purposes or to integrate into an admired society/culture/language group, they will be strongly motivated to learn that language. However, if they do not feel that this language will be of great use to them, they will not be motivated and this may hinder the learning of that language. Consequently, students will not be confident enough to use it and will feel anxious when they are obliged to use it.

Social distance felt by students toward the foreign language can be a source of anxiety. Foss and Reitzel (1988) suggested that students may rebel against the second culture/language because of culture shock. For instance, students may choose not to associate with native speakers or use the second language as a way of fighting against the second culture. They are not motivated to use the language because they do not view the second culture in a positive way. Young (1999: 19)

cites "... the greater the degree of social distance, the less successful the learner would be in learning the foreign language,"

Certain beliefs about language learning also contribute to the student's tension and frustration in the classroom. There are a number of students who believe that nothing should be said in the foreign language until it can be said correctly and it is not okay to guess an unknown foreign language word (Horwitz, 1984). Beliefs such as these must produce anxiety since students are expected to communicate in the foreign language before fluency is attained and even excellent language students make mistakes or forget words and need to guess more than occasionally (Horwitz, Horwitz, and Cope, 19856).

Williams (1991) suggests three components that create ESL/EFL classroom anxiety:

- a- an external element: a situation that anxiety provoking.
- b- a receptive element: an acceptance or perception that a situation is anxiety provoking.
- c- an expressive element: a psychological and/or somatic response to number one and two that is measurable or observable.

An additional anxiety-provoking factor for the foreign language students is uncertainty in various rituals of small talk in the foreign culture. Lehtonen, Sajavaara and Manninen (1985) indicate that language anxiety might be caused by the following:

- 1- Fear of failure which is caused by low self-esteem, which rises if the foreign language student is obliged to behave using the foreign language before s/he has identified an appropriate behavior in the past memory, similar to the

present, which has led to a successful outcome. This is similar to the “ego respect” mentioned by Cohen and Norst (1989).

- 2- Fear of the unknown caused by insufficient experience with situations that the speaker is faced with in the foreign language.

Young (1993) and Oh (1992) suggest that the novelty of test tasks could arouse a higher level of anxiety, compared with more familiar types of tests. Hwang (1993) and Tomizawa (1990) find that different classroom expectations are one of the major factors contributing to East-Asian reticence.

Daly (1991) enumerates five major characteristics of anxiety-provoking situations: evaluation, novelty, ambiguity, conspicuousness, and prior history. That is anxiety is likely to be aroused if one perceives oneself to be evaluated by others; to have encountered an unfamiliar situation; to be unsure of what is being expected from him or her; to be standing out; or to have had negative experiences with past situations similar to the present one.

Finally, Price (1991) reports two major sources of anxiety: perfectionism and fear of public speaking. That is similar to “ego respect”. When the student wants to be perfect and not making mistakes in front of others when using the foreign language, s/he might become anxious and withdraw from the situation. On the other hand, if the student is not sure of his ability or has never experienced a similar positive situation to the present one, s/he might fear public speaking and try to avoid such a situation.

۲. 4 Manifestation of Foreign Language Anxiety

Foreign language anxiety is a situation-specific type of anxiety (Ando, 1999; Sellers, 1998; and MacIntyre and Gardner, 1991a) that is manifested in students’ responses in different forms. However, research suggested different types of student

responses that could be considered as a manifestation of foreign language anxiety. They include a variety of psychological, verbal or physical responses.

Krashen (as quoted in Young, 1992) claims that when foreign language students are anxious, they refuse to sit in the front of the class and insist to be in the back rows so they might not be noticed. They always fear that if they are called on to answer, they will make mistakes and make a fool of themselves in front of others. Omaggio Hadley (as quoted in Young, 1992: 164) maintains that anxious students may "... hesitate, stumble, or simply look uncomfortable and become silent." Moreover, Terrell (as quoted in Young, 1992) points out that anxiety might be manifested in the form of nervous laughs, uncomfortable eyes looking everywhere except to the teacher. Some other students try to waste the time by making jokes or turn into clowns. Some students who seem to be cleverer may try to get by with the shortest answer possible. Rardin (as quoted in Young, 1992) adds that the most obvious forms of anxiety are usually manifested in students' production of the target language. Students may falsify the sounds of the language, or be unable to reproduce the intonation or rhythm of the language correctly. Other students may freeze up when called on to perform or just forget words or phrases "just learned". Some other students may simply refuse to speak and remain silent in foreign language classes. Other students may make a deal with each other not to participate with the teacher forcing him /her not to go beyond a certain level of the language. At other times students prefer to analyze the language and talk about it rather than use it or speak it.

Horwitz, Horwitz and Cope (1986) stress that anxiety manifests itself in different forms. These manifestations alternate between physical, verbal, and psychological forms. They maintain that anxious students usually show their anxiety verbally by avoiding the use of the foreign language in front of their peers or remaining silent during role-play activities. Sometimes they claim that they know a

certain grammatical point but forget it during a test or an oral exam because they have to remember many grammatical points. At other times they confess that they know the correct answer but they put the wrong one due to nervousness. Secondly, anxious students may show their anxiety physically through wrong production of language sounds, intonation, or rhythm. Otherwise, they either remain silent or refuse to speak the language during the class exercises. Thirdly, students manifest their anxiety psychologically by resisting to learn the language, avoiding activities in class, coming un-prepared to class, acting indifferently, dropping language class, putting off taking the foreign language until the last years, or crouching in the last row.

Baily(1983) points out other signs of foreign language anxiety. These are comparing oneself to other classmates, acting unfriendly toward other classmates who are better than them, trying to be better than other classmates, trying to achieve high grades on tests with reference to other students' performance, a desire to gain the teacher's approval, and a mental or physical (temporary or permanent) withdrawal from the language experience. Leary (1982: 110) asserts:

...individuals manifest anxiety when they squirm in their seats, fidget, play with their hair, clothes, or other manipulate objects, stutter and stammer as they talk, and generally appear jittery, and unable to engage in situational learning.

2. 5 Foreign language Anxiety and Language Learning

Research into the relationship of anxiety to foreign language learning has provided mixed and confusing results; immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct nor that it is perhaps premature to attempt to relate it to the global and comprehensive task of language

learning. (Scovel, 1991:17) Scovel adds that regardless of what specific measures of affect are used; he thinks that anxiety is more directly implicated in the formal activity of language learning than in the formal activity of language learning than in the formal enterprise of language acquisition.

Bailey, Daley, and Onwuegbuzie (1999 a) identify a number of learning modalities that might be correlated with foreign language anxiety. The results revealed that of 20 learning- modality variables, only responsibility and peer orientation appeared to be related to foreign language anxiety.

Some research studies (Ganschow and Sparks, 1991; MacIntyre and Gardner, 1989; and Krashen, 1982 and 1985) investigate the effect of foreign language anxiety on the learning processes and whether language anxiety is a consequence or a cause of problems in language learning. Ganschow and Spark (1991) note that some highly anxious students find the study of foreign language easy but still they are highly anxious, as measured by the FLCAS. Another group of students expressed low anxiety but found foreign language learning quite difficult.

MacIntyre and Gardner (1989) posit that foreign language anxiety causes poor learning / performance results in state anxiety. Krashen (1982) hypothesize that anxiety contributes negatively to an “affective filter,” which makes an individual less responsive to language input.

Tobias (1986) finds that there exists an effect of anxiety on three distinctive stages of language learning. These stages include the input, the processes, and the output. The input stage is the learner’s initial exposure to a new learning task. The process stage concerns with the completion of initial representation and register of instructional input in memory, and cognitive operations executed for the new information to be stored and organized in the pre-existing information network in

the mind. Finally, the output stage is where previously acquired material is to be produced. However, Tobias (1986) notes that the margins between these stages are somewhat fuzzy and difficult to draw, that is, where the input stage ends and the processes stages begin and so on. For example, one usually starts processing while input is still being received. Campbell and Ortiz (1988) concluded that that anxiety associated with foreign language learning is a very real issue with important consequences for instruction, testing, and curriculum development.

Many research studies point out that anxiety has a negative significant relationship with all the three learning stages; input, processes, and output (Kim, (1998); Worde,(1998); Aida,(1994); MacIntyre and Gardner, (1989). Kim (1998: 22) reports that "... anxiety seems to influence learning in all three stages: input, processing, and output". Worde (1998) concludes that anxiety negatively affects the language learning experience in numerous ways and reducing anxiety seems to increase language acquisition and learner motivation. Aida (1994) finds a negative correlation between language anxiety and students' achievement (output) in Japanese. MacIntyre and Gardner (1989) maintain that foreign language anxiety causes poor learning / performance (output) and this poor learning / performance results in state anxiety.

In spite of all the studies conducted in this area, no clear elaboration was found in early empirical studies on how anxiety affects language learning, and precisely how anxiety hinders language learning still has not been determined (Horwitz and Young, 1991).

2.5.1 Foreign Language Anxiety and Input

According to Ellis (1986: 276) input comprises (1) the inherent properties of the target language system, and (2) the formally and interactional adjusted features

found in foreigner and teacher talk. In general, input constitutes the data upon which the student strategies work.

MacIntyre (1999) cites that at the input stage, anxiety acts like a filter preventing some information from getting into the cognitive processing system. This is similar to Krashen's well-known theory of "affective filter".

Worde (1998) maintains that anxiety might cause an attention deficit during input and consequently interfere with the processing of information, causing insufficient information to be registered.

In his study, Terrell (1991: 52) uses Krashen's contribution on the relationship between anxiety and input to describe the effect of foreign language anxiety on the input stage. He concludes that: "Krashen does not attempt to specify how the acquisition process unfolds, but rather describes the conditions necessary for it to take place. He posits that the student must be relaxed, have a low-affective filter and be focused on meaning rather than form. The input must be comprehensible and in addition be at a level that is slightly more complex than the student's current level of knowledge."

Tobias(1986) claims that the interference of anxiety at the input stage is most critical because subsequent stages heavily depend on the amount of information made available in this stage. Tobias adds that at this stage anxiety could impact learning by interfering in the process of getting and registering the newly coming information.

Krashen (1982: 24) explains the effect of anxiety on input as follows: "Low anxiety situations are more conducive to language acquisition than anxiety situations." Somewhat phrased differently, when students are anxious they are

unable to learn or to acquire successfully the input of the target language but when they are relaxed the acquisition takes place naturally.

2.5.2 Foreign Language Anxiety and Processes

Processing refers to the completion of the initial representation of data and registration of instructional input in memory, and the understanding of the incoming messages to be stored and organized in the pre-existing information network in the mind. Tobias (1986) suggests that there are three factors controlling the relationship between anxiety and the processing stage. These factors are difficulty, reliance on memory, and organization. This assumes that anxiety would impair the learning process if the input is difficult, places heavy demands on the students' memory, or is badly organized, which requires additional effort from the students to process the newly introduced material.

MacIntyre and Gardner (1999) suggest that during the processing stage, anxiety can influence both the speed and accuracy of learning. Anxiety acts as a distraction which prevents students from learning new words, phrases, grammar, and so on.

McIntyre and Gardner (1994 a) and Sanchez and Sanchez (1992) confirm Tobias' suggestion by maintaining that anxious students do not learn as quickly as relaxed students, but with increased effort, anxious students could reach the same level of performance as relaxed students. Sanchez and Sanchez (1992) claim that early detection, before classes begin, of the degree of anxiety held by the subjects toward learning English in the classroom will facilitate the development of suitable intervention and educational strategies for students who experience different anxiety levels.

However, Crookes and Schmidt (1991) and Gardner (1988) assert that the effect of anxiety primarily inhibits the students from taking active attitudes in seeking output and attending to it (processes). This suggests that no effort would be beneficial in the processing stage to learn or understand the target language if the student is anxious.

Other researchers like MacIntyre (1995), Gardner and MacIntyre (1992, 1989) and Lehtonen, Sajavaara and Manninen (1985) stress this opinion about the blocking effect of anxiety on language processing. Lehtonen, Sajavaara and Manninen (1985: 61) find that, "... Anxiety has a disturbing influence on a person's cognitive processes." Gardner and MacIntyre (1992:198) maintain that "... there is a tendency for subjects who are anxious about French to be less motivated to learn it than those who are not anxious." MacIntyre and Gardner (1989) also find that high communicative anxiety negatively influences both learning and production of French vocabulary words. MacIntyre (1995) adds, "... anxiety arousal can act as a causal agent in creating individual differences in second language learning." He also argues that this contradicts the studies, which consider language anxiety as a consequence, not a cause of language learning problems. The effects of anxiety are not limited to problems encountered during speaking, but pervade the entire language learning process.

On the contrary, Grander, Day and McIntyre (1992) claim that the anxiety manipulation did not appear to influence behavior during the learning trials.

2.5.3 Foreign Language Anxiety and Output

Output refers to the actual use of the language either in class or real life situations. It is where the previously acquired material is to be produced. It is the use of the language learned whether in a suitable and proficient manner or not.

However, the actual effect of anxiety on output (performance) is still under consideration. Tobias (1986) claims that there has been no empirical research supporting interference at the output stage of cognitive processing. Furthermore, the function of anxiety in the development and performance of a foreign language or second language remains unclear (Campbell and Ortiz, 1991; Horwitz and Young, 1991, and Horwitz, Horwitz and Cope, 1986).

Educational psychology has a large number of researches attempting to assess the impact of anxiety on academic performance. However, the more the researchers have investigated the topic, the more complex the relationship between anxiety and classroom performance has grown because of the huge number of intervening variables appearing in these investigations. It has been discovered, for example, that higher states of anxiety facilitate learning at upper levels of intelligence, whereas they are associated with poorer performance at lower intelligence levels. (Verma & Nijhawan, 1976). Furthermore, increased anxiety is likely to improve performance at later stages in a learning activity, but conversely hinders academic performance at earlier stages of the same activity (Beeman, Martrin & Meyers, 1972).

Speilberger (1996) has presented an elaborate model, which effectively integrates intelligence, stage of learning, and difficulty of task into an examination of the impact of anxiety on learning performance. In brief, the model claims that high anxiety facilitates learning when the task is relatively easy, but leads to decrements in performance when the task becomes more difficult. Speilberger adds that regardless of what specific measures of affect are used, he thinks that anxiety is more directly implicated in the formal activity of language learning than in the informal enterprise of language acquisition.

Bailey, Daley, and Onwuegbuzie (1999) and 2000) examined factors that predict foreign language anxiety and found that academic achievement is one of the most important factors contributing to the prediction of foreign language anxiety and vice versa.

MacIntyre (1999) in a review of the research for language teachers cites that the matter of the effect of anxiety on students' performance is still under consideration. He declares that some people believe that anxiety is a minor inconvenience excuse for a language student for not participating. But others feel that anxiety may be the linchpin of the entire affective reaction to language learning and that, as soon as students are made to feel relaxed, immediate positive results will be forthcoming.

Chastain (1975) reports different relationships between anxiety and foreign language learning in three languages: French, German, and Spanish. For one language the relationship is positive, for the other it is negative, and for the third there was no relationship between anxiety and language learning. Even if the literature has provided a number research studies that show a consistent, negative relation between anxiety and language performance (Clement, Gardner and Smythe, 1977, 1980; Gardner, Smythe, Clement and Glikzman (1976; Gardner, Smythe and Lalonde 1984), still it is believed as MacIntyre,(1999: 27) says:

the results of these studies as well as their findings are not trustworthy since they were conducted in the broader context of research on a attitudes and motivation for foreign language, and not exclusively on foreign language classroom anxiety.

Furthermore, research has pointed out that this might be due to the lack of appropriate research instruments (MacIntyre and Gardner, 1991b, 1989; Price, 1991;

Young, 1990; Horwitz, Horwitz, and Cope, 1986) or to “differences in the conceptualization of language anxiety” (MacIntyre and Gardner, 1991b:87).

Consequently, one dares to suggest that research on this case can be classified into three main groups.

The first group assumes that there is a significant negative relation between foreign language anxiety and achievement (MacIntyre, 1999; Ganschow, Sparks, Anderson and Javorshy, 1994; MacIntyre and Gardner, 1994a, 1999b, 1989; Eliot and Dweck, 1988; Gardner, Lalone, Moorcraft, and Evers 1987; Trylong, 1987; Horwitz, Horwitz and Cope, 1986; Keitges, 1986; Gardner, Smythe, Clement and Glikzman, 1976; and Tucker, Hamayan, and Genesee 1976). For example, Campbell (1999) investigates the effect of anxiety on foreign language performance and check if there was a difference in performance according to gender differences. The study examines male and female post- secondary students’ anxiety about using the target language in a classroom setting. The results suggest that approximately the same percentage of male and female students felt anxious about using the target language in class before the course began. However, after 60 hours of instruction, the male were more anxiety-ridden in class than their female counterparts. Overall, both male and female students were more anxious about speaking the foreign language than they were about the other skills.

MacIntyre and Gardner(1991a) examine the effects of anxiety on the input and output stages in both the native and the foreign languages. The results show that high levels of language anxiety were associated with low scores at both the input and output stages, but only for the foreign language tasks. In another study, MacIntyre and Gardner (1991b) use nine anxiety scales to investigate the relationship between anxiety and students’ performance in French. They suggest that

high communicative anxiety “caused” performance deficits and that language anxiety is distinct from general anxiety.

Naimon et al (1978) claim that classroom anxiety and fear are related to failure for a group of French students in grades 8-12. All these studies indicate that the activities in the foreign language class that create an atmosphere of panic, fear, anger, and other unpleasant feelings, which are psychologically and physiologically associated with anxiety, can impede language learning.

On the other side, some researchers maintain that there is no significant relationship between foreign language anxiety and output (Abu-Ghararah, 1998; Gardner, Day and MacIntyre, 1992; and Backman, 1976). Gardner, Day and MacIntyre (1992: 211) conclude, “It is interesting to note that anxiety aroused prior to each trial ...was unrelated to achievement.” Backman (1976) posits an interesting finding between anxiety and students’ achievement that is the least proficient students scored at both the highest and the lowest point of the anxiety scale.

In between, there is a third group of research studies which finds a moderate or low relationship between foreign language anxiety and output. Some of these studies are Xiu-Yan (1998) and Phillips (1992).

Literature also fails to answer the question of what causes the other. Is the negative foreign language experience responsible for the occurrence of anxiety or vice versa? Is anxiety the cause of poor performance in the foreign language classes? (Baily, Daley and Onwuegbuzie, 1997; MacIntyre, 1995; and Ames and Archer, 1988).

Bailey, Daley, and Onwuegbuzie (1997) found that many students underachieve in foreign language courses. They discovered five variables affecting the low level of such students. Among these variables was foreign language anxiety.

Foreign language anxiety was the second best predictor of foreign language achievement.

MacIntyre (1995) points out that there is a cyclical relationship between anxiety and task performance. He concludes that when students experience more failure, their anxiety level increases more. However, Chastain (1976) finds contradicting relation between anxiety and final course grades in foreign language classes. For example, anxiety correlated negatively with final grades in an audio-lingual French class, but positively with “traditional” German and Spanish classes.

Other studies (Palacio, 1998; Xiu-Yan, 1998; Saito and Samimy, 1996) suggest that the effect of anxiety differs according to the level of foreign language experience. However, even the results of these studies are contradicting. While Xiu-Yan (1998) points out that anxiety tends to decline as experience and proficiency increase, Saito and Samimy (1996) indicate that the effect of anxiety increases with the level of foreign language experience. They explain that with the intermediate and advanced levels the degree of anxiety is high, while with the beginning stage students’ anxiety has no role. Saito and Samimy claim that this might be due to the fact that they have not had sufficient experiences (positive or negative) in foreign languages for anxiety to play a significant role in their performance. Contrary to Yan and Saito and Samimy, Palacios (1998) concludes that the foreign language anxiety level did not differ significantly among classes or across class levels.

Thus, the relationship between foreign language anxiety and students’ overall performance is still under consideration. Worde (1998: 89) claims, “ Until rather recently the literature on foreign language anxiety was scattered and difficult to interpret, often presenting more questions than answers.”

2.6 Foreign Language Anxiety and the Four Language Skills

Researchers placed great concern on describing how the four language skills are affected by anxiety. Young (1990) proposes that it is important to examine the separate language skills (listening, speaking, reading, and writing) in order to understand the relationship between anxiety and performance in each skill. Young (1990: 426) indicates that "... anxiety may have been negatively related to one language skill and not to another, conversely, it may have been positively related to one and not to another." The same result was also confirmed by many other researchers like Tucker, Hamayan and Genesee (1976); Chastain (1975); and Wittenborn, Larsen and Mogil (1945).

Because of these findings, one cannot be sure which skill is the most anxiety provoking skill. Young (1992) asserts that speaking is the most anxiety provoking skill. Krashen (as quoted in Young, 1992) suggests that when listening is incomprehensible, it is also anxiety provoking and that pleasure reading is the least anxiety provoking skill. Omaggio (as quoted in Young, 1992) on the other hand, reports that writing is the least anxiety provoking skill since in writing, "... You get to do some thinking and reflecting." On the contrary, Rardin (as quoted in Young, (1992: 163) argues that no particular skill is the most provoking and adds, "Any particular learner can have anxiety around one or more of the four skills."

Looking inclusively into research results one may conclude that the oral skill is usually more problematic for foreign language students (Gregersen and Horwitz, 2002; Price, 1991; Phillips, 1989; Horwitz, Horwitz, and Cope, 1986; and Scott, 1986).

Gregersen and Horwitz (2002) in a videotaped interview suggest that anxious and non-anxious students differ in their personal performance standards, procrastination, fear of evaluation, and concern over errors.

Kim (1998) maintains that students in the communicative classroom context experienced higher levels of anxiety than in the traditional classroom context. The students in the conversation classes most often experienced anxiety when they were not able to express ideas in English or when they were not able to understand spoken English. Kim (1998) adds that oral performance or speaking in public has been considered as the most anxiety-provoking experience in many studies.

Worde (1998: 24) and Koch and Terrell (1991) point out that anxiety in a language learning situation appears to be most often associated with oral activities.

Phillips (1992) suggests that the skill that is most considered by language researchers was speaking ability or oral proficiency and this concern helps in raising the level of foreign language anxiety experienced by some language learners during conversations.

Steinberg and Horwitz (1986) find that subjects in whom anxiety had been induced made fewer interpretive comments than those experiencing a relaxed condition.

Reading is also one of the foreign language skills that received great concern by researchers (Lee, 1999; Sellers, 1998; Davis and Bistodeau, 1993; Tabuse, 1992; Oxford, Crookall, Lavine, Nyikos, and Sutter, 1990; Oh, 1990; Kern, 1988; Madsen, 1982; Swain and Burnaby, 1976; Tucker, Hamayan, and Genesee, 1976).

Lee (1999) examines four potential sources of anxiety for foreign language readers. These were four misconceptions about reading both as a process and the

pedagogical practices surrounding it, which can lead to students' anxiety. These misconceptions are as follows: answering comprehension questions, reading is a private act, reading is a linear process, and comprehension is an absolute process. In the first misconception the student reads the passage not for the sake of understanding it but for answering the questions. This process is problematic for foreign language students because it isolates them from the communicative aim of the passage. In the second, Lee suggests that many teachers feel that reading can and ought to take place outside the class because of its "individualized" nature. However, when reading is treated in such a way, it becomes a private and not a social act which deprives the reading process from its communicative rules for the students. In the third case, students misconceive reading as a linear process. They read just to reach the end of the passage without trying to understand or reread the misunderstood ideas. This way of approaching the passage linearly without comprehending usually leads to anxiety. In the last case students believe that they should comprehend each and every word of the reading passage and if they do not, they become frustrated. Here students define successful reading as comprehending everything and with such repeated frustration students become anxious about reading in the foreign language as a whole.

Sellers (1998 and 2000) indicate that more highly anxious students tend to recall less passage content than those participants who claimed to experience minimal anxiety. Highly anxious readers tended to use more local strategies than global strategies, while the less anxious participants tended to use a greater variety of meta-cognitive strategies than did their more highly anxious participants. In addition, highly anxious students seemed to experience more cognitive interference than their less anxious counterparts, Davis and Bistodeau (1993) find that anxiety

influences the type of processing strategies that the reader employs in order to understand the passage. Tabuse (1992: 69) asserts:

....the person who takes risks, who feels comfortable speaking Japanese in class, and who socializes with the classmates was predicted to score high in the reading comprehension score assessed by the immediate recall protocol.

Oxford, Crookall, Lavine, Nyikos, and Sutter (1990) claim that affective reading models suggest that anxiety is a factor that can account for students' comprehension of the reading passage.

In this investigation of the relationship between anxiety and reading in English as a Foreign Language, Oh (1990) finds that anxiety has the potential to hamper reading processes and outcomes. Likewise, Kern (1988) maintains that anxiety might disrupt the abnormal functioning of the meta- cognitive component by impeding both the establishment and the implementation of goals, effectively paralyzing the students' control center. Madsen (1982) also points out that oral interviews are the least anxiety producing and that the reading test is the most anxiety producing.

Swain and Burnaby (1976) find that anxiety is significantly related to French reading test scores but it doesn't have a significant correlation, either positive or negative, to French listening comprehension, production, or achievement. They assert that the more anxious the students, the less likely they were to perform well on a test of reading in the foreign language. Tucker, Hamayan, and Genesee (1976) also indicate a significant negative correlation between reading and anxiety.

As for writing, literature presents only a few studies concerning writing anxiety. These studies have reported mixed and confusing results regarding the

effects of foreign language anxiety on foreign language writing performance (Horwitz, Cheng, and Schallert, 1999; Masney and Foxall, 1992; Wu, 1992; Gungle and Taylor, 1989; Hadaway, 1987; Taylor, Johnson, and Gungle, 1987; and Fayer, 1986). These students can be divided into two groups.

The first group suggests that there is relationship between foreign language anxiety and the writing skill. Masney and Foxal (1992) find no significant mean differences between high apprehensive and low apprehensive students for their concern about form / grammar or about content/ ideas when writing in the foreign language. This suggests that there is no effect on foreign language anxiety on the writing skill. Omaggio Hadley (as quoted in Young, 1992) argues that writing is the least anxiety provoking skill. He adds, “At least in writing you get to do some thinking and reflecting.”

Horwitz, Cheng, and Schallert (1990) investigate the link between second-language classroom anxiety and second-language writing anxiety, as well as their associations with second-language speaking and writing achievement. They conclude that second-language classroom anxiety is a more general type of anxiety about learning a second language with strong speaking- anxiety element, whereas second-language writing anxiety is a language –skill-specific anxiety.

Hadaway (1987) claims that there is no statistically significant relationship between foreign language writing and three of the four composing measures that is profile score, total words per essay, and mean T-units per essay. The only statistically significant correlation was found between writing anxiety and total number of T-units per essay. Taylor, Johnson, and Gungle (1987) maintain that there is no significant correlation between writing anxiety and concern about form / grammar or about content/ ideas.

On the contrary, the second group proves that there exists a significant negative relationship between foreign language anxiety and the writing skill (Wu 1992, Pajares and Johnson, 1994' Gungle and Taylor, 1989; El-khatib 1984; Smith, 1984; Dickson, 1978; and Daly and Miller 1975).

Wu (1992) shows a statistically significant relationship between Chinese ESL students' apprehension about English writing and all of the four composing measures similar to those used in Hadaway (1987) (such as profile score, total words per essay, total number of T-units per essay, and mean T-units per essay).

El-khatib (1984) asserts that when students are instructed to write, they tend to write very little and exhibit a high degree of anxiety. He adds, "Many students also avoid writing because they want to avoid being evaluated." Dickson (1978) finds a positive and significant relationship between writing apprehension and test anxiety, but the magnitude was small. Similarly, positive and significant correlations have been found between writing and apprehension and social anxiety or receiver anxiety. Daly and Miller (1975) find that students with high anxiety write less in the foreign language than those with a low anxiety level. Moreover, they take care of their writing in both content / ideas and form/grammar.

Gungle and Taylor (1989) point out that there is a significant negative correlation between writing anxiety and concern for content/ideas. However, it is found that there is no significant correlation between writing anxiety and concern for form/grammar. Smith (1984) cites that students anxious about their writing often avoid writing and writing instruction, thus neglecting opportunities to develop their writing skills. They also approach writing differently from low-anxiety writers. They take fewer risks in their writing, write shorter compositions, are less straightforward

and clear when they write, compose longer sentences, use more jargon and nominalizations, and are more prone to procrastinate.

Depending on the results of some research studies (Leki, (1991); (Cohen), 1987; Zamel, (1985) and Raisman, (1982) Leki (1999) collects the many different sources that might be responsible for foreign language writing anxiety. These were learners' fear of being evaluated and judged on the basis of their writing ability, the mixed messages they may receive from their teachers, shortage of the necessary vocabulary, being forced to write superficially, or having to ignore “ deeper meanings” that cannot be expressed in the foreign language.

2.7 Foreign Language Anxiety and Vocabulary Learning

Until rather recently it was difficult to describe specifically the effect of anxiety on different aspects of the foreign language. Vocabulary and grammar learning were of this research concern. However, this concern could not maintain a clear relationship between anxiety and the learning of grammar and vocabulary. The results of many research studies have found a negative significant relationship with vocabulary and grammar learning. This can be made clear as follows:

In the field of vocabulary learning, MacIntyre and Gardner (1994 a) find a significant negative correlation between language anxiety and vocabulary learning. They describe a significant negative correlation between language anxiety and the ability to repeat short strings of numbers and to recall vocabulary items. This demonstrates that anxiety can limit the use of both short-term and long-term memory. In an experimental study, McIntyre and Gardner (1994 a) use a video camera to induce state anxiety during a computerized vocabulary learning task. Results show that anxiety arousal is associated with performance deficits in the learning, recall, and functional use of the vocabulary items. When the effects of the

video camera had dissipated and no longer led to state anxiety arousal, performance improved relative to those who were experiencing more anxiety arousal. MacIntyre (1995) claims that students who experience language anxiety are slower in vocabulary learning than others who are normal and relaxed during learning. This is similar to the results of MacIntyre and Gardner (1994a).

2.8 Foreign Language Anxiety and Grammar Learning

As for grammar, Phillips (1992) finds that students with higher language anxiety tended to say less, to produce shorter communication units, and to use fewer dependent clauses and target structures than low anxiety students. He points out that the low-anxiety students used significantly longer communication units on the average than did students in the moderate and high-anxiety groups.

Kleinmann (1977) was interested in examining the relationship between the syntactic structures in English that are avoided by foreign students and syntactic structures of the student's native languages. He maintains that the production of certain structures depends on the student's affective state. Kleinmann (1977) also finds that foreign language students with high levels of debilitating anxiety attempt different kinds of grammatical constructions than do less anxious foreign language students.

2.9 Measurement Techniques in Foreign Language Teaching

Measurement and teaching are two interrelated processes in foreign language teaching. After giving a certain course or applying a specific program teachers are usually eager to know the answers for a number of questions. For example, they want to know if they are following the right method of teaching, if students are able to understand and use the new language, and if they are teaching the language skills

effectively. In one word, they want to be sure that their instructional objectives are accomplished successfully. However, this can be achieved through different evaluation techniques.

Evaluation techniques are varied and each has certain purposes and advantages so as to use this specific technique and not the other. Among these techniques are tests and rating scales which will be described in much detail as follows because they are used in the current study.

2.9.1 Tests

Tests are considered to be the most obvious ways of examining the teachers' success and the accomplishment of objectives. Heaton (1994) suggests that tests are usually used as a means of assessing the students' performance in the language. He adds that good classroom tests can have many advantages for the foreign language teaching course. It enables teachers to increase their own effectiveness by making adjustments in their teaching to enable students to benefit more. It helps to locate the precise areas of difficulty encountered by the class. It indicates certain areas of the language syllabus which have been "glossed over". It provides the students with an opportunity to show their ability to perform certain tasks in the foreign language.

Gronlund (1985:3) notes, "Tests and other evaluation procedures simply are a means of obtaining more comprehensive, systematic, and objective evidence on which to base instructional decisions." Madsen(1983) claims that classroom tests help both students and teachers of English as a foreign language. It helps students to create positive attitudes toward their English classes and to master the language. On the other hand, it helps teachers to diagnose their efforts as well as those of students.

However, Hughs (1989) states that if the test content and testing techniques are not in harmony with the objectives of the course, the test can be harmful for

students and teaching progress. It is also suggested that the longer the test, the more reliable as a measuring instrument it will be. However, care should be taken to avoid trapping students by including these grammatical and vocabulary items, which have never been taught. The test must cover an adequate and representative section of those areas and skills. It is desirable to test the present study uses the achievement tests as one of the tools to collect data about students' progress; thus the definition of tests and classification should be described in much detail in this section.

2.9.1.1 Tests: Classification and Terminology

The literature presents different names and classifications of tests, however, they are the same. The researcher intends to present these classifications along with their definitions precisely, except for the achievement tests, as they are used in the present study.

Tests are categorized according to the information being sought into four main categories. These are as follows: proficiency tests, achievement tests, diagnostic tests, and placement tests. Proficiency tests are used to measure students' ability in the foreign language regardless of any training they may have and the content of the test is not based on the content or objectives of the course, which the students have studied. Diagnostic tests are used to identify students' strengths and weaknesses. Placement tests are used to provide information that can help to place students at a level appropriate to their abilities. Achievement tests are used to examine whether students have achieved the course objective or not. They are directly related to language courses.

Tests are also classified according to the way of scoring into objective and subjective tests. In an objective test (e.g., multiple-choice tests) the results or the scoring is not influenced by the opinion of the scorer or his psychological situation.

The results are always the same. However, in subjective testing (e.g., essay tests) the scoring and the test results are influenced by the opinion of the scorer and it may vary from one scorer to another.

Another classification is to categorize tests according to the method of interpreting the results. Here tests are classified into criterion-referenced and norm-referenced tests. Criterion-referenced tests describe a student's achievement in comparison to the achievement of a group of students. While norm-referenced tests describe a student's achievement according to specific limited learning tasks. Gronlund (1985) suggests that when the focus of the measurement is on a limited domain of learning tasks, one usually uses criterion-referenced tests because of its descriptive nature. However, when one is measuring students' achievement over a broad range of learning outcomes where a few items measure a specific learning outcome and the outcome is simply the indicator of achievement, the norm-referenced tests are preferred.

Tests are also classified according to their specificity and the number of skills or sub-skills they measure. Here they are classified into discrete point and integrative tests. In discrete point as their name suggests, each item tests something very specific such as preposition or vocabulary item. In integrative tests various language sub-skills are combined as what really happen in real situations.

Another classification is to divide tests in regard to students' responses. Tests can be either productive or receptive. Productive tests require "active or creative answers, while receptive measures, like multiple-choice reading tests, tend to rely on recognition, with students simply choosing the letter of the best answer." (Madsen, 1983:8-9).

A final classification is to divide tests according to the testing approach. Language tests can be classified into four main approaches: the essay- translation approach, the structural approach, the integrative approach, and the communicative approach. However, this chronological order of approaches does not show a historical development of testing approaches or that each approach is exclusively by its own. A good test may incorporate features from several of these approaches .The essay-translation does not require any special skill in testing and the judgment in such a test is subjective (e.g., essay writing, and translation). The structural approach concentrates on examining the students' mastery of the separate elements of the target language (e.g., phonology, vocabulary and grammar). In this approach language skills are tested separately. The integrative approach concentrates on the testing of language within context because it is concerned with meaning and the total communicative effect of discourse. In such an approach two or more skills are tested together. The communicative approach is similar to the integrative approach in looking at language proficiency in a global view. However, it is primarily concerned with how language is used in communication in which language 'use' is emphasized over language 'usage'. (Heaton, 1988).

There are many other different classifications of tests that are mentioned by different writers. However, those mentioned above are the most widely used and the most popular ones that can be considered when constructing foreign language tests.

Achievement tests are previously mentioned are part of the tools of the current study so more details are needed about the use and construction of these tests. Achievement tests are mentioned by Hughes (1995) are of two kinds: final and progress or as Gronlund (1985) calls them: formative and summative. On one hand, final achievement tests are those administered at the end of a course of a study. They

are directly related to the course syllabus or the books and other material used. Sometimes they are referred to as the “syllabus- content approach”. The disadvantages in such tests are that if the syllabus is badly designed or the book is a poor one, then the results of a test will be very misleading. The alternative approach to overcome such a problem is to base the test content directly on the objectives of the course. Hughes (1995: 11) suggests that it will provide more accurate information about students’ achievement and “promote a more beneficial backwash effect on teaching”. On the other hand, progress achievement tests are used to measure the progress the students are making during a course. These tests too should be related to objectives. Hutchinson and Walters (1989:147) indicate, “This kind of progress test achievement test is the least problematic, since it is usually internal to the course.” Moore (1983:200) notes that the areas assessed by such tests include reading, vocabulary, spelling, capitalization, punctuation, word usage, and word study.

2.9.1.2 Characteristic of a Good Achievement Test

All good tests have three important characteristics. These are validity, reliability, and practicality (usability) (Hughes, 1995; Heaton, 1988; Harris, 1969; Lado, 1961). In other words, the good test must be appropriate to the objectives being measured, dependable in the evidence it provides, and applicable to our particular situation (Harris, 1969). Gronlund (1985: 55-57) provides a clear and concise definition of these three terms as follows:

- 1) Validity: validity refers to the appropriateness of the interpretations made from test scores and other evaluation results, with regard to a particular use.
- 2) Reliability: reliability refers to the consistency of evaluation results.

- 3) Usability: usability refers only to the practicality of the procedure. The test should be economical, easily administered, and scored, and should produce results that can be accurately interpreted and applied by the school personnel available.

2.9.1.3 Constructing an Achievement Test

There are many steps and procedures a teacher or a test constructor must follow when constructing a test. These steps are collected from a number of books and they are summarized as follows:

- 1) Establishing clearly the instructional objectives of the course.
- 2) Converting the general objectives into specific learning outcomes.
- 3) Constructing an Item Bank.
- 4) Relating test items to instructional objectives.
- 5) Matching the sample test items against certain taxonomy.
- 6) Building the table of specification.
- 7) Writing the test in its final form.
- 8) Making clear the test instructions.
- 9) Defining specifically the test scoring techniques.

2.9.1.4 Testing the Reading Skill

Madsen (1983) indicates that reading comprehension is the heart of reading evaluation in many schools. The United Formula for Goals of Subjects in General Education Stages in the Arab Gulf States reports that “reading competency is one of the main purposes behind the teaching of foreign language in the intermediate and secondary schools.”

Valette (1977) suggests that there are two general types of test items necessary to evaluate student reading comprehension potential. These types are word recognition, and the understanding of syntax. Consequently, it can be supposed that the ultimate purpose of any reading activity is to get the meaning of the passage.

There are many forms of items that can be used to measure reading comprehension of students. These are summarized by (Hughes, 1995; Heaton, 1988; Madsen, 1983; and Valette, 1977) as follows:

- 1) Matching items
- 2) True / False items
- 3) Multiple Choice items
- 4) Comprehension items
- 5) Rearrangement items
- 6) Close Tests
- 7) Short answer questions
- 8) Synonyms and Antonyms items

2.9.1.5 Testing the Writing Skill

Hughes (1995:75) assumes that the best way to test people's writing ability is to get them to write. However, he adds there are three important considerations that should be set clearly while writing a "writing test":

1-Setting writing tasks that are truly representative of the tasks we expect the students to be able to perform.

2-Setting writing tasks that elicit samples of writing which truly represent the student's ability.

3-Setting samples of writing that can be scored reliably.

Harris (1969) suggests that there are many language elements that can be measured through writing. These are formal grammar and style, ability to organize materials, and mechanics of writing. Moreover, these elements are usually measured through error recognition items, sentence completion items, sentence correction items, matching items, joining sentences to form a paragraph, and the reordering of sentences to form a paragraph.

Madsen (1983) cites three stages of instruction in writing, these are pre-writing, guided writing, and free writing. Looking inclusively into the content of the secondary school books and the definition of guided writing, the researcher concluded that the writing type mostly emphasized in the secondary stage is guided writing. The main concern in guided writing is to measure students' ability to handle controlled or directed writing tasks. This can be managed through either making certain kinds of changes in a story or to expand the outline of an article. Madsen (1983) suggests that the areas to be evaluated through writing tests are mechanics and large elements such as unity and organization.

2.9.2. Rating Scales

In spite of the fact that many foreign language learning outcomes are measured by tests, still there are a considerable number of these outcomes that cannot be measured by tests. The tests are used to measure those outcomes related to the cognitive domain. However, if they are related to other domains like affective or psychomotor (e.g., attitudes, interests, or adjustment) they are usually measured by other methods of evaluation. These methods are summarized by Gronlund (1985: 383-4) as follows:

- 1- Observing students as they perform and describing or judging their behavior.

- 2- Observing and judging the quality of the product resulting from their performance.
- 3- Asking their peers about them.
- 4- Questioning them directly. This usually comes in the form of either face-to-face interviews or questionnaires.

The questionnaires come in many forms and among them is Likert scale. It is one of the most frequently used scales to measure attitudes or perceptions. It is formed easily by listing favorable or unfavorable attitude statements and to ask pupils to respond to each statement on the following five- point scale: strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD). There are a number of published scales that are available for research use. An example is the Foreign Language Classroom Anxiety Scale, which is used in the current study.

These questionnaires that ask students about their internal feelings are known as self-reports. Self-reports are especially important in foreign language learning research and specifically anxiety assessment – as described in the following section-. However, it is worth noting that self-reports can give unreliable data when students are dishonest or inaccurate, and it depends mostly on the subjects' own awareness of their emotional state (Ando, 1999; Kim, 1998; Worde, 1998).

Ganschow and Sparks (1993) criticize self-reports when they are used in examining affective variables because they hold no explanatory power, and simply provide anecdotal information about the possible contributions of anxiety to foreign language performance. Results of self-reports depend greatly on the way the questions are presented, on what the respondent assumes is desired by the investigator, or by what is socially acceptable. It seems that self-reports are the most

suitable measures, among others, that can be used to measure foreign language anxiety.

2.9.2.1 Foreign Language Anxiety Measures

Anxiety is usually measured by three methods: (1) behavioral observation, (2) physiological assessment, and (3) self-reports (Scovel, 1991; MacIntyre and Gardner, 1988; Sieber, O'Neil and Tobias 1977). Behavioral observation focuses on the behavioral aspects of a person who is experiencing anxiety, such as fidgeting or stuttering. It is where the actions of a subject are observed.

Physiological assessments deal with the physical responses of the body, such as blood pressure, heart rate, or palm sweating. These responses are assumed to be correlated to the subject's emotional state. However, physiological assessment has been criticized for being subject to individual differences, which might make foreign language anxiety measurement inaccurate. Ando (1999:37) cites, "... there has hardly been any research in second language acquisition that has employed this type of measure because it inevitably places subjects in a situation that is not normal."

Finally, self-reports involve questionnaires or interviews by which participants report on their anxiety. It is where the subjects express their internal feelings and reactions. Scovel (1991:20) adds:

... behavioral observation and self-reports are not as easily quantifiable as the physiological tests, but they do have an advantage in that they are much more precise in focusing in on a specific affective construct, say anxiety, than the physical measures which can only assume to be related to affective involvement; in addition, these behavioral measures are easy to administer to large groups of subjects.

Oller and Perkins (1979) discuss three sources of inconsistency in measures of affective variables which may inflate estimates of their reliability and validity and as a result, produce spurious relationships with other variables: the approval motive, self-flattery, and response set. Physiological assessment and behavioral observation have been argued to be more reliable, but self-reports were proved to be more valid.

2.9.2.2 Popular Foreign Language Anxiety Measures

Several scales that have been used to measure various types of anxiety. MacIntyre and Gardner (1991: 91) maintain that "... Foreign language anxiety is better measured using situation-specific instruments because they can offer more to the understanding of anxiety since the respondents are queried about various aspects of the situations." Among the most popular scales is the State –Trait Anxiety Inventory (STAI, Spielberger, 1983) which was designed to measure students' tendencies to experience anxiety in a variety of situations. It has been used extensively in a variety of contexts with consistent results. It is composed of 40 items, one set of 20 items to measure state anxiety and another set of 20 items to measure trait anxiety. The French Use Anxiety Scale (Gliksman, 1981) contains eight items and was designed to measure the amount of anxiety experienced when using French in interpersonal situations. The Personal Report of Communication Apprehension (McCroskey, 1970, 1993) is composed of four sub-components with six items in each (i.e., a total of 24). It is used to measure communication apprehension in: group discussions, meetings, ordinary conversations and giving speeches. The Test Anxiety Scale is used to assess the degree to which the students feel anxious in formal testing situations. The Audience Sensitivity Scale (Paivio, 1965) is used to measure the degree of apprehension experienced in situations where the student encounters a group of people.

Worde (1998) asserts that “It has been argued that scales specific to the language anxiety area are clearly more appropriate than are general anxiety measures.” The scales that are specifically used to measure foreign language anxiety are varied. One of these includes the Foreign Language Classroom Scales “FLCAS” (Horwitz, Horwitz & Cope, 1986). Another similar one includes the French classroom anxiety scale (Gardner, 1988), which consists of eight items starting from (I didn’t feel anxious when I had to respond to a question in French class) to (I would get nervous and confused in French class). The high score indicates that subjects would feel anxious if they were called upon to speak French. The French Class Anxiety Scale (Gardner, 1985) has five items and a five-point answer scale. It ranges from (It embarrasses me to volunteer answers in our French class) to (I am afraid the other students will laugh at me when I speak French). The high score reflects a high level of anxiety in the French classroom setting.

2.9.2.3 The Foreign Language Classroom Anxiety Scale

One of the most widely used anxiety measures is the Foreign Language Classroom Anxiety Scale “FLCAS”, developed by Horwitz, Horwtiz and Cope (1986). Since “FLCAS”, will be used in achieving some goals of the current study, this scale will be described in much detail. This self-report measure assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psychological symptoms, and avoidance behavior (Horwitz, 1991:37).

The FLCAS is a self-report measure containing thirty-three items developed as a result of a work of a Support Group for Foreign Language Learning at the University of Texas at Austin. The items in this scale were developed with reference to five sources; a) Qualitative data from a total of thirty (two groups of fifteen) students who met twice a week to discuss their difficulties and concerns

about their foreign language classes. b) Interview data from counselors at the Language Skills Centre at the University of Texas at Austin. c) The authors' experiences with anxious students of a foreign language. d) A review of three pre-existing anxiety measures (the Test Anxiety Scale by Sarason, 1978; the PRCA by McCroskey, 1970; and the Fear of Negative Evaluation Scale by Watson and Friend, 1969). e) The adoption of all of the five items in the French Class Anxiety Scale by Gardner, Clement, Smythe and Smythe (1979). In this scale students are instructed to respond on a Likert scale (numbered 1-5) which ranges from strongly agree to strongly disagree. It was developed to capture the specific essence of foreign language anxiety in a classroom setting and to provide investigators with a standard measure. The FLCAS is the first large-scale anxiety instrument that asks questions reflective of anxiety specifically in response to second language learning. The FLCAS and its variations have been used in studies involving different second languages, such as French (Phillips, 1992), Spanish (Ganschow and Sparks, 1996), English (Abu-Ghararah, 1998), and Japanese (Aida, 1994).

Horwitz (1986) identifies three kinds of anxiety related to learning a foreign language; a) apprehension to communicate, b) anxiety in situations of evaluation, c) embarrassment related to negative evaluation by teachers and classmates. Based on these three aspects, the FLCAS was designed. The FLCAS is divided into three main cores related to foreign language anxiety: communication apprehension is a type of shyness characterized by fear or anxiety about communicating with other people. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Fear of negative evaluation is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively. Test anxiety and fear of negative evaluation are two similar constructs, but the latter is conceptualized to be

broader in scope than the former. Fear of negative evaluation can occur in any social evaluative situation, whereas test anxiety is largely limited to academic evaluative situations.

MacIntyre and Gardner (1991a) also suggest that test anxiety is irrelevant to the foreign language classroom anxiety. They conclude that test anxiety is a general problem and not one specific to the language classroom.

Horwitz, Horwitz, and Cope (1986) report that the FLCAS has all the characteristics needed to make it a suitable instrument for measuring the psychological features. It is concerned with feelings of anxiety and experiences that accompany the foreign language learning situations. Abu-Ghararah (1998) and MacIntyre and Gardner (1991b) assert that this measure is considered as one of the most suitable measures to investigate language anxiety in the classroom. It is one of the most generally used and easily applied measures. MacIntyre and Gardner (1991b) prove that the Foreign Language Classroom Anxiety Scale is directly concerned with measuring anxiety in foreign language learning classes.

It was also proved that the Foreign Language Classroom Anxiety Scale has concurrent validity in many tests and instruments to measure a number of sides that has a relation with foreign language anxiety (Kim, 1998; Aida, 1994; Horwitz, Horwitz, and Cope, 1986). MacIntyre and Gardner (1989) designed a study in an attempt to evaluate the theoretical framework of the FLCAS of Horwitz, Horwitz, and Cope (1986). The results supported two of Horwitz, Howitz, and Cope's hypotheses that communication apprehension and social evaluation are part of the elements of foreign language classroom anxiety.

However, Ganschow and Sparks (1991) offer criticism of the Foreign Language Classroom Anxiety Scale items. They claim that the items of the Foreign

Language Classroom Anxiety Scale are confounding to the unskillful students because they address difficulties that are also common to individuals with language learning problems, such as auditory memory for language, or the processing of aural stimuli. MacIntyre (1995) disagrees with Ganschow and Sparks (1991) and reports that the items on the Foreign Language Classroom Anxiety Scale address different sources of anxiety like cognitive and social sources. What follows is a detailed description of the three main aspects of the scale.

2.9.2.4 Communication Apprehension

According to McCrosky (1978), communication apprehension is defined as “a person’s level of fear or anxiety associated with either real or anticipated communication with another person or persons.” McCrosky (1994) proposes four types Communication Apprehension: trait-like, generalized- context or person-group and situational communication apprehension. An individual with high trait- like communication apprehension would generally fear communicating in most situations (the same way as trait anxiety is interpreted), while generalized-context apprehension refers to anxiety regularly experienced in certain types of contexts, such as giving speeches and meeting with an unfamiliar person, and situational apprehension is what a student may feel in certain situations, like in talking with the teacher alone in the teacher’s room after school. He points out that the typical behavior patterns of communicatively apprehensive students is communication avoidance and communication withdrawal. Compared to non-apprehensive students, communicatively apprehensive students are more reluctant to get involved in conversations with others and to seek social interactions. It has been reported that students with communication apprehension are typically less participative, choose low-interactive zones and tend to take less communicatively-oriented courses (Daly, 1991; Richmond, 1984).

Horwitz, Horwitz, and Cope (1991, 1986) suggest that the difficulty to speak in groups (oral communication anxiety) or in public (“stage fright”), or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. They add that the special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty in understanding others and making oneself understood.

Daly (1991) summarizes five explanations for the development of communication apprehension among foreign language learners. The first is related to the genetic predisposition, He indicates that studies suggest that one’s genetic legacy may be a substantial contributor to one’s apprehension. The second is one’s history of reinforcements and punishments related to the act of communicating, which may play a central role in the development of communication apprehension. A student who, from early childhood, find that their attempts to communicate are agreed with negative reactions by others will quickly learn that staying quiet is more highly rewarded than talking. The third is random and inconsistent patterns of rewards, punishments, and non-responses for engaging in class activities which were hypothesized to lead to communication withdrawal. The fourth focuses on the adequacy of students’ early acquisition of communication skills. This suggests that students who are not provided with the opportunity to garner good communication skills early in life are more likely to be apprehensive than those who receive a wealth of early experience in communication. The final perspective emphasizes the role of appropriate models of communicating.

Mejias et al. (1991) analyzed the communication apprehension of Mexican Americans at both the high school and college levels. They find that the level of communication apprehension is a function either of the individual’s native language

or of his /her dominant language. Bilinguals experience less communication apprehension in their native or dominant language than in their foreign language, and this occurs across communication contexts. Additionally, the communication apprehension scores increase as we move from the more informal, personal contexts to the more formal, less personal contexts.

Kim (1998) argues that students in the communicative setting experienced higher levels of anxiety than when they were in the traditional setting. The sources of anxiety in the communicative classroom, as they supposed, are related to speaking spontaneously, speaking in front of peers, or fear of negative evaluation.

MacIntyre (1995) suggests that the arousal of social anxiety hampers coding of authentic communication in either the native or foreign language and that it plays a strong effect on student's ability to speak with others using the target language.

Gutfreund (1990) finds that regardless of the first language spoken, English/Spanish bilinguals were more likely to report higher levels of anxiety when communicating in Spanish. Moreover, Foss, and Reitzel (1988) report that communication anxiety exists among students in the foreign language classroom; it seems to function as a block to students' mastery of English. It is very common to find people experiencing apprehension and reluctance in communication with others in a foreign language.

Ely (1986) finds that language Class Discomfort (e.g., anxiety) was a negative predictor of risk-taking and sociability, which significantly predicted class participation, and that class participation was related to accuracy in oral production.

Steinberger and Horwitz (1986) prove that students who experience high anxiety tend to avoid communication with others, but those with moderate and low levels of anxiety communicate fluently in spite of their low English ability.

Lehtonen, Sajavaara, and Manninen (1985:54) suggest that the concept of communication apprehension which precedes the students' unwillingness to communicate is due to the amount of fear or anxiety which they associate with real or anticipated communication with others. They add:

...the FL speaker may not be anxious at all when speaking about professional matters with colleagues but he may become anxious in a situation of social small talk because he perceives the situation as an instance of self-presentation and is therefore more concerned with how to succeed in being fluent, persuasive, and co-operative.

Daly and Stafford (1984) assert that communication apprehension is characterized by fear of communicative situations and manifests itself through avoidance of and minimization of involvement in communication.

Fayer, McCrosky and Richmond (1984) maintain that low proficiency enhances communication apprehension in a foreign language, while increased proficiency reduces apprehension in the foreign language. Fayer, McCrosky, and Richmond (1984) study the relationships between communication apprehension and self-perceived competence. They find that students with low self-ratings of competency in English were more likely to report higher levels of English communication apprehension.

McKinney (as quoted in Lehtonen, Sajavaara and Manninen, 1985) points out the characteristic features of an apprehensive person. He cites that a reticent person:

- 1) is largely unable to assess his present or potential communication skills

realistically, 2) is unable to consider himself a successful communicator in situations which are important to him, 3) possesses an attitude toward communication which prevents a purposeful pursuit of skills.

Thus, communication apprehension is a phenomenon experienced by foreign language students during foreign language classes if they are requested to communicate in the foreign language. Communication apprehension arises because students believe that communicating with others is a kind of self-presentation. If a student was not competent enough and his utterances were full of mistakes this may result in communication apprehension and consequently communication withdrawal. Many research studies (Aida, 1994; Ely, 1986; Lehtonen, Sajavaara and Manninen, (1985) suggest that foreign language students usually suffer from this communication apprehension because they are afraid of being evaluated negatively or laughed at by the teacher or classmates. Lehtonen, Sajavaara and Manninen (1985; 61) point out, “....too much critical attention paid on errors and formal correctness may also result in avoidance of further communication.”

2.9.2.° Test Anxiety

Students worry about their success in school and their performance on tests so they turn their attention from concentrating on studying to self- criticism and looking at oneself as being incompetent. Consequently, worry and self -criticism produce poor performance, confirm students’ fear and intensify their anxiety. Horwitz, Howitz, and Cope (1986) suggest that since performance evaluation is an ongoing feature of most foreign language classes, test anxiety is also relevant to a discussion of foreign language anxiety. Sarason (1984) describes test anxiety as a type of performance anxiety stemming from a fear of failure which is relevant to

foreign language learning because evaluations of language skills are frequent and performance failures are inevitable in a language classroom.

Sarasin (1984: 929) defines test anxiety as "... the tendency to view with alarm the consequences of inadequate performance in an evaluative situation." Since Sarason and Mandler (1952) first developed their Test Anxiety Questionnaire at Yale University, test anxiety has captured the attention of language researchers. However, Aida, 1994 and Williams 1991 claim that the findings of Horwitz, Horwitz, and Cope 1986 suggest that test anxiety is a general problem but not specifically and solely related to the language classroom. Aida, 1994 recommends that the items regarding test anxiety should be eliminated from the FLCAS designed by Horwitz, Horwitz, and Cope 1986. Aida, (1994: 163) stresses that "Test anxiety was not a factor contributing to students' foreign language anxiety."

However, most of the research results indicate that test anxiety is a source of anxiety in the foreign language classroom (Young, 1990; El-Banna (1989:3) also claims that the particular situation of a test is usually a source of students' fear and anxiety.

In sum, the relationship between test anxiety and students' performance is not clear. Test anxiety correlates positively with certain languages and negatively with others. Chastain 1975 finds a significantly positive correlation between test anxiety and grades in Spanish, marginally positive correlation for German and negative correlation for French.

2.9.2.6 Fear of Negative Evaluation

Waston and Friend (1969:448) define fear of negative evaluation as "apprehension about others' evaluations, distress over their negative evaluations,

and the expectations that others would evaluate oneself negatively.” Since daily evaluation of skills in foreign language classrooms is quite common, and making mistakes is a normal phenomenon, students may suffer stress and anxiety frequently, which may pose a problem for their performance and future improvement. This negative evaluation might arise not only during learning in the classroom, but even in real- life situations when foreign language students have to use the target language to communicate with others but cannot present themselves in the new language as fully as they can in their native language.

Studies conducted by (Leary, 1983; Zimbardo, 1977; Twentyman and McFall, 1975; and Watson and Friend, 1969) show that students who are highly concerned about the impressions others are forming of them tend to behave in ways that minimize the possibility of unfavorable evaluations. They are more likely to avoid social situations in which they believe others might perceive them unfavorably.

When this notion of fear of negative evaluation is applied to foreign language students, they might sit passively in the classroom, withdraw from classroom activities that could otherwise enhance their improvement of the language skills, in extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind.

Abbot and Wingard (1981:176) point out that “assessment which is felt by the pupils as threatening often leads to lowered achievement.” This posits that when students feel that they might be evaluated negatively by the teacher or other speakers of the target language, their anxiety increases and their achievement decreases or they might try to run away from using the foreign language.

2.10 Reducing Foreign Language Anxiety in Foreign Language Classes

Foreign language anxiety has captured increasing importance in recent years. Many research studies have been developed to explore its meaning, role, and effect, whether negative or positive, on the foreign language learning. The results of many research studies on foreign language learning indicate that language anxiety might hinder language mastery and use (Fukai, 2000; Palacios, 1998; Worde, 1998; Donley, 1997; Phillips, 1992; Mejias et al, 1991; and Young, 1990). Thus, helping and guiding language students and teachers on how to overcome the negative effects of anxiety becomes an urgent need in our classrooms. Research studies provide some implications and/or pedagogical procedures that can be followed by teachers and students as well in order to reduce foreign language anxiety in the classroom.

Fukai , 2000, Palacios 1998, Donley, 1997, Phillips 1992, and Young 1990 point out a number of teaching and learning strategies that can be followed to reduce anxiety. These methods are related to error correction, classroom procedures, and the role of the instructor. They conclude that a relaxed classroom environment is one of the vital causes of low anxiety. They recommend that errors not be corrected overtly or harshly but in a simple indirect manner like repeating the proper word or uttering it again after the student.

Fukai 2000 found that regardless of students' previous experiences, there are three common factors that were found as anxiety-reducing: teachers' helpful attitudes, good relationships with classmates, and a well-structured program.

Palacios 1998 claims that to reduce classroom anxiety a teacher might have non-threatening and smaller class sizes, deal with the disparity in students' ability

levels, create friendly and competitive interaction in the classroom, allow more group work, offer a slower pace during teaching, avoid 'sing people out', and stop recording oral exams.

Worde 1998 cites that a relaxed atmosphere is significant in reducing anxiety. He adds that this might be accomplished through making the class interesting and funny, and using topics and themes relevant to students' lives. There should be a sense of communality in the classroom through giving students a chance to work in groups, know each other, participate together in activities outside the classroom, have break together, form study groups, and join language clubs. Teachers also should not "put students on the spot" (148) and should not correct errors overtly or harshly. They should use modeling for error correction. Worde mentions that many students recommend that less material be covered during the semester so as to more thoroughly process and digest it. Furthermore, teachers should write homework assignments on the board and repeat them in the students' native language. Students point out that giving homework orally and in the target language is one of the vital causes of classroom anxiety. Finally, Worde suggests that teachers be aware of the learning styles or learning preferences of their students and attempt to use a variety of activities and practices during a class period that may honor all learning preferences.

Xiu (1998:230-4) provides a number of suggestions that could be followed to reduce anxiety raised in foreign language classes. First, to reduce peer pressure he suggests that students of different levels be divided into groups, language activities in class should encourage peer cooperation instead of peer competition, and every individual student should be given special concern and attention from the teacher. Second, to reduce anxiety raised by learning strategies, he recommends that language teachers help students through advice and discussions to cope with

learning difficulties and to choose the best learning strategies. Finally, to reduce anxiety caused by lack of interest and motivation, he suggests that students be given less and shorter tasks in class, the text book should provide culturally- related content, and that the teaching materials should be authentic and relevant students' lives.

Donley (1997) proposed a number of strategies to reduce foreign language anxiety in the classroom. These strategies are:

- 1) discuss feelings with instructor and other students,
- 2) relax exercise, and eat well,
- 3) prepare for and attend every class,
- 4) keep the foreign language class in perspective,
- 5) seek opportunities to practice the language and accept errors as a part of the learning process,
- 6) develop individual standards and rewards for success,

Phillips (1992) also proposes different steps that should be followed by the teacher in order to reduce oral testing anxiety. These steps include:

First, discussing directly the issue of language anxiety with students to reassure them that they are not alone in their affective reactions and that these feelings are normal and anticipated by the teacher; second, explaining the nature of language learning which can relieve students of some of their anxiety-inducing misconceptions; finally, using those language tests, which encourage students' participation without placing undue stress on the individual student. Young (1990) adds that students feel less anxious when the teacher's style of correction is gentle and when the teacher does not "overreact to mistakes."

In his study, Young (1992:164-6) claims that language specialists suggest certain anxiety management strategies. These suggestions included: 1) having students work in small groups or pairs, 2) using self-talk and participating in supplemental instruction and support groups, 3) dispelling students' beliefs about language learning, 4) playing language games in class, 5) sensitizing students to their fears and anxieties associated with language learning, 6) using relaxation techniques, deep breathing, and music, 7) having students discuss their feelings with someone else, and keeping a journal.

Campbell and Ortiz (1988) present a workshop called the foreign language anxiety workshop. The workshop attempts to prepare students psychologically for the experience of learning a foreign language in an intensive program by dispelling common myths about foreign language learning and by developing foreign language study skills. The workshop also helps students develop a positive attitude toward foreign language study in any competitive environment in which language study is required. The workshop included the following activities:

- 1) An attitudinal survey constructed by the authors.
- 2) A discussion of a questionnaire named "the Myths and Realities of Foreign Language Learning".
- 3) Information on learning strategies specific to foreign language study.
- 4) Exercises designed to sensitize participants to the importance of developing self-confidence, trust in the teacher, and a sense of camaraderie with the other students.
- 5) An exercise in code deciphering aimed at teaching students how to cope with frustration in their learning.
- 6) A discussion of the characteristics of the ideal foreign language learner.

Crookall and Oxford 1991 describe a number of strategies that could be followed to manage anxiety in foreign language classes. They cite that anxious students might be asked to create a list of fears or beliefs about speaking in another language. Furthermore, students might write a letter to an “agony” column “(Crookall & Oxford, 1991:145) explaining more problems or difficulty in language learning and requesting advice. Another activity is the “mistake panel” (Crookall & Oxford, 1991: 147), which encourages students to collect mistakes and errors, treating them in a funny manner by awarding points for the most entertaining or original mistakes. The activity helps create a positive cooperative interaction among the students and the teacher.

Horwitz, Horwitz, and Cope (1991:34-5) indicate that teachers have two options when dealing with anxious students: 1) help them learn to cope with the existing anxiety provoking situation; or 2) make the learning context less stressful. They add certain techniques to be followed by teachers in order to reduce anxiety in their classes. These include relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping. Also the selection of error correction techniques should be based on instructional philosophy and on reducing the defensive reactions of students.

Mejias et al. (1991) recommend three general treatment methods in order to minimize the negative impact of communication apprehension on students' educational performance. These methods are (1) systematic desensitization, (2) cognitive modification, and (3) skills training. In systematic desensitization the student is taught how to relax in the presence of the anxiety stimuli in order to reduce the anxiety s/he may feel in public communication contexts. In cognitive modification students are taught to manage their self-evaluation and to develop more

facilitating self-talk. Finally, in skills training the student is taught the behavioral skills required for success in the particular oral communication oral context.

Koch and Terrell (1991) cite that activities and instructional techniques should not be sought of as intrinsically “ good “ or “bad” but rather “useful” or “not recommended” for certain students at particular levels of language acquisition.

In summary, all implications suggested by research studies are personal opinions depending on students’ suggestions or teachers’ experiences. Except for the workshop by Campbell and Ortiz (1988), there is no empirical evidence in any of the studies that guarantee the success of these implications. This suggests that experimental studies are required to either approve or reject these suggestions in order to have a non-threatening learning environment.

In sum, studies on anxiety are divided into two types: empirical and theoretical. Empirical studies use measuring instruments that are developed by language specialists, apply them on different subjects and deduce their findings from analysis of the data collected. Theoretical studies, on the other hand, use the psychological and educational theories to explain the real concept of language anxiety, differentiate it from other types of anxiety and predict how it affects students’ performance.

Studies have been focusing on the effect of anxiety on the speaking skill and little attention is paid to other skills like reading and writing, Most of the research suggests that further research is needed on the relationship between anxiety and other language skills, like reading and writing and this is what the current study intends to construct.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.0 Introduction

The present study attempted to detect the effect of the three aspects of the foreign language classroom anxiety scale (i.e., Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation) on students, achievement in reading and writing. This was achieved through the use of the Foreign Language Classroom Anxiety Scale and six achievement tests (The Reading Achievement Tests and The Writing Achievement Tests).

This chapter is concerned primarily with describing the hypotheses of the study, the population, the sample, method of the study, instruments of the study, steps of their construction, the pilot study, the data collection procedures, and the data analysis.

3.1 Hypotheses of the Study

- 1) There is a significant difference in the level of anxiety among male students in the three levels of secondary school with respect to the three patterns of the Foreign Language Classroom Anxiety Scale.
- 2) There is a significant difference between moderate-anxious and low-anxious students in their achievement in writing.
- 3) There is a significant difference between moderate-anxious and low-anxious students in their achievement in reading.
- 4) There is a significant correlation between the male students' scores on the three patterns of the Foreign Language Classroom Anxiety Scale and their scores on the two achievement tests.

3.2 Population of the Study

The population of this study consisted of all the male secondary school students in Jazan, Saudi Arabia. Their ages ranged between 16 and 18. They all belong to Saudi society. These students study in 64 secondary schools, which are distributed in 37 districts in Jazan. The districts are distributed in the five regions of Jazan.

3.2.1 Samples of the Study

The study was applied on a representative sample of the schools, which were randomly selected. The schools were distributed in the five regions of Jazan (i.e., North, South, Middle, East, and West). Five schools were randomly selected. Each school represents a certain region of Jazan. See table (1).

Table 1

Names of Schools and their Locations

Names of Schools	Locations
The 3 rd Secondary School	The Middle Region
The 9 th Secondary School	The Southern Region
The 10 th Secondary School	The Western Region
The 36 th Secondary School	The Northern Region
The 49 th Secondary School	The Eastern Region

The sample of the study consisted of (1022) students in the selected secondary schools. These students were distributed in (30) classes: Six classes were selected randomly from each school. These classes are classified as follows: Two classes from the first grade, two from the second grade (one literary and one science), and two classes from the third grade (one literary and one science). However, the number of subjects was reduced because some respondents either did not complete their responses to the questionnaire or they did not attend one of the achievement tests or both. Hence, the actual number of the sample was 774 which constitutes (75.73%) of the total number of subjects. See Table (2).

Table 2

The Distribution of Returned Questionnaires in the Selected Schools

School	10 th Level		11 th Level		12 th Level		Total		Percentage	
	A	R	A	R	A	R	A	R	A	R
3 rd	82	80	75	61	68	61	225	202	22.02	19.78
9 th	77	50	87	67	70	42	234	159	22.90	15.56
10 th	71	50	48	35	54	41	173	126	16.93	12.33
36 th	74	61	63	37	66	48	203	146	19.86	14.29
49 th	70	54	59	42	58	45	187	141	18.30	13.80
Total	374	295	332	242	316	237	1022	774	100	75.73

A= Administered

R= Returned

3.3 Methods of the Study

The researcher followed the descriptive analytical method, which depended on describing the phenomenon under discussion and collecting data about it.

This method was followed to compare between the means of students' responses in the three aspects of the Foreign Language Classroom Anxiety Scale in the three grade levels of the secondary school.

Moreover, this method was followed to describe the relationship between every aspect of the Foreign Language Classroom Anxiety Scale and students' achievement in the English language skills (reading and writing), as prescribed in the English Language Syllabus of the Secondary School.

The researcher described the phenomenon as it was actually found in the schools of Jazan, Saudi Arabia and depicted it qualitatively and quantitatively.

3.4 Instruments of the Study

The data for this study were collected during the first semester of academic year (1436H). Two research instruments were used to collect the data. These instruments consisted of a questionnaire i.e., The Foreign Language Classroom Anxiety Scale and six language achievement tests i.e., The Reading Achievement Test-First Year, The Reading Achievement test-Second Year, The Reading Achievement Test-Third Year, The Writing Achievement Test-First Year, The Writing Achievement Test- Second Year, and The Writing Achievement Test-Third Year.

3.4.1 Foreign Language Classroom Anxiety Questionnaire

The Foreign Language Classroom Anxiety Scale is a ready-made questionnaire that was originally constructed by Horwitz, Horwitz, and Cope (1986). It is a self-report measure containing thirty-three items.

In this scale respondents were instructed to respond on a five-point Likert scale (numbered from one to five) which ranges from strongly agree to strongly disagree. The items are distributed among three main aspects of anxiety in foreign language learning. These aspects are communication apprehension, fear of negative evaluation, and test anxiety. The scale is corrected by giving a certain mark to each of the students' responses that range from (1 - 5) if the statement is positive and from (5-1) if the statement is negative (See Appendix A).

This Foreign Language Classroom Anxiety Questionnaire was first translated and adjusted to cope with the Saudi students by Abu Ghararah (1997). The researcher used the scale version of Abu Ghararah (1997). The validity and reliability of the scale on the male secondary students of Jazan, Saudi Arabia were checked.(See Appendix B).

3.4.2 The Achievement Tests

3.4.2.1 Tests Construction

The achievement tests were designed by the researcher to determine the subjects' achievement level in the reading and writing skills in all the three grade levels of secondary school. There were two achievement tests for each grade level. This suggests that the total number of tests is six. The construction of these tests passed through the following steps:

- 1) Reviewing literature to collect data about the steps of building an achievement test. (Gronlund, 1985; Abu Alaam, 1986; Al-Qarni, 1421; Qiladah, 1982)
- 2) Identifying the instructional objectives that the tests are designed to measure based on the content of the English syllabus for the three grade levels of the secondary school.
- 3) Changing the instructional objectives into specific intended learning outcomes describing observable behaviors.

- 4) Constructing the table of specification for each test based on the specified learning outcomes.
- 5) Constructing test items that call forth the specific performance described in the learning outcomes.
- 6) Assembling the items into a test and preparing its directions.
- 7) Designing the test in its final form.
- 8) Administering the pilot study to test validity and reliability of the six tests. It was also administered to determine the time allocated for completing the test and to check clarity and readability of the test items and instructions.
- 9) Establishing validity and reliability of the achievement tests and deciding the time needed for completing each test.
- 10) Writing the reading achievement tests and the writing achievement tests in their final forms (a separate form for each grade level) with six test formats each addressing one of the six cognitive domains of Bloom's Taxonomy i.e. knowledge, comprehension, application, analysis, synthesis, and evaluation.

3. 4. 2.2 The Reading Achievement Tests

The rationale for using these three reading achievement tests was to assess the reading skills in each of the three grade levels of the secondary schools. Each test consisted of six test formats under which a number of test items were included. The total number of test items on each test was 20. The number of test items differed according to the reading skills and objectives addressed in each school level.

The reading achievement test for the first grade consisted of six different test formats based on the cognitive domains of Bloom's taxonomy.(See Appendix E).

The knowledge domain was measured by four test items requiring respondents to recall the meaning of new English words in the passage by selecting their correct equivalents in meaning. The comprehension domain was measured by four test items designed to elicit short answers of some questions on the reading passage. The application domain was measured by two test items requiring examinees to find out the reference of the English pronouns typed in bold. The analysis domain was measured by three test items requiring students to choose words from boxes join them together and write down complete sentences. The syntheses domain was measured by a rearrangement of a test format, which encompassed of three items. Finally, the evaluation domain was measured by a true-false test format, which included four items.

The reading achievement test for the second grade also encompassed six test formats addressing the cognitive domains of Bloom's taxonomy (See Appendix F).

The knowledge domain was measured by four test items requiring students to recall the meaning of new English words in the passage by selecting their correct equivalents in meaning. The comprehension domain was measured by three test items designed to elicit short answers about some questions on the reading passage, The application domain was measured by four test items requiring examinees to complete each sentence with the correct preposition among a number of given choices. The analysis domain was measured by two test items requiring the students to choose the best pair of words from given choices to supply meaningful analogy. The synthesis domain was measured by four test items requiring students to rearrange the given phrases to form a meaningful paragraph. The evaluation domain was measured by a true-false test format consisting of three items.

The reading achievement for the third grade consisted of six test items addressing the cognitive domains of Bloom's taxonomy (See Appendix G).

The knowledge domain was measured by four test items requiring students to recall the meaning of new English words in the reading passage by selecting their correct equivalents in meaning. The comprehension domain was measured by four test items designed to elicit short answers about some questions on the reading passage. The application domain was measured by four test items requiring examinees to join words in one column with the suitable phrase in the other column. The analysis domain was measured by one test item asking the students to choose the best statement that described the reading passage by circling the number of that statement. The synthesis domain was measured by four test items requiring students to rearrange groups of words to form meaningful sentences. The evaluation domain was measured by a true-false test format that contained three items.(Brown, 1994: 290-1; Heaton, 1994:107-133).

3.4.2.3 The Writing Achievement Tests

The rationale for using these three writing achievement tests was to assess the writing skills required in each of the three grade levels of the secondary schools. Each test consisted of six questions under which a number of test items were included. The total number of test items in each test was 20. The number of test questions differed according to the writing skills and objectives addressed in each school level.

The writing achievement test for the first grade encompassed six questions based on the cognitive domains of Bloom's taxonomy. (See Appendix H).

The knowledge domain was measured by two test items asking students to choose the correct word from given choices to complete the sentence. The

comprehension domain consisted of three test items requiring students to cite the three school levels that students should attend in the Kingdom of Saudi Arabia. The application domain was measured by six test items requiring the students to supply the missing capitalization and punctuation marks in a given paragraph. The analysis domain was measured by one test item requiring students to decide which one of the given three options was the best description of the information written on the right, upper corner of a letter. The synthesis domain was measured by five test items asking students to rearrange the given sentences and form a coherent paragraph. The evaluation domain was measured by a true-false test format with three items.

The writing achievement test for the second grade consisted of six questions on the basis of the cognitive domains of Bloom's taxonomy. (See Appendix I).

The knowledge domain was measured by two test items asking respondents to complete the statements with the best answer from the given choices. The comprehension domain was measured by six test items asking respondents to reorder the address of a letter as it should correctly appear. The application domain was measured by four test items requiring students to supply the suitable capital letters and punctuation marks to the given passage. The analysis domain was measured by one test item asking students to select the correct information that should be written on the right, upper corner of the letter. The synthesis domain was measured by five test items designed to ask students to write down the address as directed between brackets and to put in all the necessary punctuation marks. The evaluation domain was measured by a true-false test format consisting of two items.

The writing achievement test for the third grade consisted of six questions addressing the cognitive domains of Bloom's taxonomy. (See Appendix J).

The knowledge domain was measured by four test items requiring examinees to complete sentences by choosing the correct choice from the words between brackets. The comprehension domain was measured by a question consisting of three items asking students to complete the given sentences using information in a table. The application domain was tested by six test items requiring examinees to supply the missing punctuation marks and capital letters in the given sentences. Each item was given a half mark so that the total marks of this question were three. The analysis domain was measured by one test item requiring respondents to choose the best description of the given passage from the three given options. The synthesis domain was measured by six items asking students to use the information given in a table to write a coherent paragraph. The evaluation domain was measured by a true-false test format with three items. (Brown, 1994:327; Heaton, 1994: 150)

3.5 The Pilot Study

3.5.1 The Pilot Study of the Questionnaire

As for the first instrument of the study i.e., the Foreign Language Classroom Anxiety Scale, the researcher adapted the version translated by Abu-Ghararah (1997). However, the researcher measured its validity and reliability again as a result of differences in the samples, the level of students, and the place of application. Thus, the pilot study was conducted to achieve the following objectives:

1 Objectives of the Pilot Study

- a) To test the validity of the questionnaire.
- b) To estimate the reliability of the questionnaire.
- c) To divide subjects according to their responses into moderate- anxious or low-anxious students.
- d) To determine time allocation for answering the questionnaire.
- e) To check clarity and readability of the questionnaire.

2 Administering the Pilot Study

The questionnaire was pilot tested on the sample to test its validity and reliability, time allocation, and students' opinions about the clarity of questions and possible difficulty in understanding them. This test was piloted on the 28th of Duhu-Alqaida 1435 H. The sample of this study consisted of 40 students at secondary schools in Jazan, Saudi Arabia. They were randomly selected from the (49th) secondary school in Jazan. Table (3) reveals the number of students in each grade level of the (49th) secondary school.

Table 3

Number of Students in Each Level of the Secondary School of the Pilot Test

Grade Levels	Number of students
10	15
11	15
12	10
Total	40

3 Validity of the Questionnaire

Abu Ghararah (1997) counted the internal consistency of the scale and found a significant level of construct validity at the level of .01. He counted the content validity by showing the original and its translation to five members of a jury and it was approved. He also counted the factorial validity of the scale by using the factor analysis method.

The present study measured the validity of the scale using four ways:

a) Content Validity

- 1- The scale items were shown to a jury consisting of three professors specialized in applied linguistics, educational psychology, and teaching methodology to give their suggestions about the items and if they suit the secondary school students.
- 2- Following the jury members' suggestions, some modifications were made to the items of the scale in order to cope with the secondary school conditions since Abu-Ghararah (1977) had used the scale with university level students. For example, some words were changed i.e., (language class) changed into (classroom), (lecture) changed into (class), (lecturer) changed into (teacher). The nouns that were pointing to the female gender were changed into male nouns (See Appendix B).

b) Internal Consistency

The internal consistency of the scale was measured by calculating the value of correlation between each item of the scale and the total. The value of the correlation factor is reported at the significant level of .01 (See Table 4).

Table 4

The Correlation Value between Item's Mark and the Total

Item No	Correlation Value	Item No	Correlation Value	Item No	Correlation Value
1	.60	12	.38	23	.71
2	.59	13	.70	24	.56
3	.69	14	.40	25	.44
4	.51	15	.45	26	.55
5	.27	16	-.07	27	.68
6	.68	17	.66	28	.62
7	.52	18	.46	29	.56
8	.42	19	.69	30	.58
9	.55	20	.69	31	.63
10	.61	21	.67	32	.47
11	.12	22	.39	33	.65

Table (4) shows that the value of the correlation factor is significant at (.01) which proves that the internal consistency of items is acceptable on the selected sample except for item number 16, which proves to be insignificant at .01level. Thus, this item was deleted and the questionnaire ended up with only 32items.

c) Discriminant Validity

The researcher examined the discriminant validity of the scale by comparing the upper fourth and the lower fourth of the sample of the pilot study by using the t-test method between the results of the two groups. The results of

the t-test suggested that the scale was valid enough to show the difference between the low and moderate students in their anxiety level. The t-test value significance at the .05 level among moderate-anxious and low-anxious students is reported in Table (5).

Table 5

t-test Value among Moderate and Low-Anxious Students

Groups	No	Mean	Std. Deviation	T Value
Moderate	26	79.08	11.62	12.52
Low	26	123.12	13.66	

d) Factorial Validity

To establish the factorial validity of the scale the researcher used the factorial analysis method by using the SPSS. The process resulted in three main factors and each factor was saturated with a certain number of the scale items. Table (6-8) show the numbers of these items saturated with each of the three factors and the level of saturation of each item with that factor.

Factor No (1)

Table 6
The Items Saturated with the First Factor and their Levels of Saturation

No	Items	Saturation Level
23	I always feel that the other students speak the foreign language better than I do.	.74
27	I get nervous when I am speaking in my language class.	.72
20	I can feel my heart bounding when I'm going to be called on in language class.	.71
13	It embarrasses me to volunteer answers in my language class.	.67
1	I never feel quite sure of myself when I am speaking in my foreign language class.	.65
24	I feel very self-conscious about speaking the foreign language in front of other students.	.63
33	I get nervous when the language teacher asks oral questions that I haven't prepared in advance.	.62
14	I would not be nervous speaking the foreign language with native speakers.	.61
18	I feel confident when I speak in the foreign language class.	.55
30	I feel confused by the number of rules you have to learn to speak a foreign language.	.55
9	I start to panic when I have to speak without preparation in language class.	.53

Table (6) shows clearly that item 23 is too much saturated with this factor, as one can find that its saturation level is (.74), followed by items 27, 20, 13, 1, 24, 33, 14, 18, 30, 9 and their saturation levels with this factor are as follows: (.72), (.71), (.67), (.65), (.63), (.62), (.61), (.55), (.53). All these items refer to feelings related to communication apprehension and the ability to communicate with what is being said by a teacher or by others classmates or native speakers. Thus, this factor can be named as **Communication Apprehension**.

Factor No (2)

Table 7
The Items Saturated with the Second Factor and their Levels of Saturation

No	Items	Saturation Level
28	When I' m on my way to take a language test, I feel very relaxed.	.71
32	I would probably feel comfortable during an oral language test.	.71
21	The more I go over the questions of a language test, the more confused I get.	.70
22	I don't feel pressure during English language tests.	.62
26	I feel nervous while taking my language test.	.57
11	I don't understand why some people get so nervous during foreign language tests.	.53
25	I worry about making mistakes during English tests.	.49
8	I am usually at ease during tests in my language class.	.42

According to Table (7), items number 28 and 32 are the most saturated with this factor as their saturation is (.71) for both items. They are followed by items 21, 22, 26, 11, 25, 8 and their saturation levels with this factor are as follows: (.70), (.62), (.57), (.53), (.49) and (.42). All these items refer to the student's fear of the foreign language itself and of being tested to use the language, whether written or orally. Thus, this factor can be named as **Test Anxiety**.

Factor No (3)

Table 8
The Items Saturated with the Third Factor and their
Levels of Saturation

No	Items	Saturation Level
3	I tremble when I know that I 'm going to be called on in language class.	.74
19	I am afraid that my language teacher is ready to correct every mistake I made.	.74
6	During language class, I find myself thinking about things that have nothing to do with the course.	.71
15	I get upset when I don't understand what the teacher is correcting.	.71
2	I don't worry about making mistakes in language class.	.69
29	I get nervous when I don't understand every word the language teacher says.	.69
12	In language class, I can get so nervous I forget things I know.	.66
31	I am afraid that the other students will laugh at me when I speak the foreign language.	.65
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	.64
10	I worry about the consequences of failing my foreign language class.	.62
17	I often like not going to my language class.	.62
7	I keep thinking that the other students are better at language than I am.	.53
5	It wouldn't bother me at all to take more foreign language classes.	.38

The data in Table (8) indicate that items number 3 and 19 are the most saturated with this factor as its saturation level reaches to (.74). Then it is followed by the items 6, 15, 2, 29, 12, 31, 4, 10, 17, 7, 5 and their saturation levels are (.71), (.69), (.66), (.65), (.64), (.62), (.53) and (.38). Looking inclusively at these items, it

can be concluded that they all refer to students' fear of negative responses of others, like the teacher or classmates. Thus, this factor can be named as **Fear of Negative Evaluation**.

The names of these three factors are borrowed from the original version of the scale by Horwitz, Horwitz, and Cope (1986), however, there are some differences between the two i. e., classification of the original Scale and this one made by the researcher according to what has been approved through the factorial analysis process. The results of such differences might be due to the difference in the levels of the two samples since the sample of the original Scale represents a university level while the present sample is at the secondary level. Moreover, such differences might be due to difference in motivation of the two samples for the original Scale has been used for students learning English as a second language, but the present Scale is being used for students learning English as a foreign language. Furthermore, the differences might be due to differences in the types of teachers teaching the English language because the subjects of the original Scale are taught by native speakers of English, while the present sample is taught by non-native speakers of English. Attitudes and reasons behind learning the language also differ for the participants in the original Scale learn the foreign language for vocationally related purposes and to integrate into an admired society, culture, and language group, but the subjects of the present Scale are learning English just because it is a school subject.

4 Reliability of the Questionnaire

Abu-Ghararah (1997) checked the reliability of the scale by both the Test-Retest method and the Cronbach Alpha Coefficient, He found that the Pearson correlation factor between the achievement of students in the two tests is (.82) which

is significant at the (.01) level. He also found that the value of the Alpha factor is (.87) which is significant at the (.01) level and concluded that the scale is highly reliable and can be used to measure students' anxiety.

Additionally, the present study checked the reliability of the scale by using the following three methods:

a) Test-Retest

In order to establish the reliability of the scale the researcher used the Test-Retest method. The scale was administered on the sample of the pilot study twice, once on 17-7-1435 H and then after a lapse of four weeks. The Pearson correlation factor was measured and its value was (.79).

Table 9

Value of Reliability according to the Pearson Correlation Method

Variables	Mean	Std. Deviation	Pearson Correlation
Test	99.39	20.43	.79
Retest	99.88	21.26	

In this technique, the correlation for each item between the tests as an index of reliability, using the Pearson Product-Movement correlation coefficients, were also computed between the test –retest for each item as measured for each item's reliability. Table (10) reveals the correlation r between each item of the two tests.

Table 10

Value of Reliability according to the Pearson Correlation Method for each Item of the Questionnaire

Numbers of Items	Mean		Correlation Coefficient r
	Test (1)	Test (2)	
1	3.3250	3.0750	.240
2	3.5750	3.2000	.334
3	2.7250	2.9750	.412
4	2.2500	2.4250	.499
5	4.1750	3.7000	.393
6	2.7750	2.6750	.420
7	3.1000	3.2500	.508
8	2.6750	2.7000	.031
9	2.3750	2.4250	.341
10	2.5750	2.7750	.703
11	2.6250	3.1250	.242
12	1.9750	2.4250	.523
13	2.8250	2.9000	.392
14	3.1000	3.3500	.409
15	2.0500	2.3750	.217
17	3.4250	3.2500	.467
18	3.4250	3.5000	.202
19	2.8750	3.1000	.411
20	2.8750	3.0500	.631
21	2.4000	2.3000	.491
22	3.7500	3.5000	.044
23	2.9500	3.2250	.444
24	3.6250	3.2750	.404
25	3.3750	3.0500	.527
26	3.6250	3.1750	.266
27	3.1500	2.9500	.653
28	2.7500	2.8750	.386
29	1.8250	2.4000	.434
30	2.1250	2.3000	.497
31	3.1000	3.2000	.227
32	3.2000	3.1500	.396
33	2.2500	2.4000	.752

b) Split-half (Spearman)

The researcher checked the reliability of the scale by using the split-half method (Spearman equation) because the two halves of the scale are equal. Table (11) shows the reliability level in the split-half method.

Table 11

Value of Reliability Level in Split-half method

Variable	No. of Cases	No. of Items	Correlation Between Forms	Spearman Value
Foreign Language Classroom Anxiety Scale	104	32	.79	.88

The data in Table (11) indicates that the value of reliability is very moderate, reaching up to (.88).

c) Cronbach Alpha Coefficient

According to the results from Cronbach's Alpha formula, the reliability r of the 32 items was measured as (.90). Table (12) shows the value of Alpha Cronbach according to the sample of this study.

Table 12

Value of Reliability Level in Alpha-Cronbach Method

Variable	No. of cases	No. of items	Alpha Value
Foreign Language Classroom Anxiety Scale	141	32	.90

5 Subjects' Division

Depending on Krashen's theory of The Affective Filter and Eysenck's traditional model in general psychology, The Inverted "U" curve relation between anxiety and performance, the subjects were divided into moderate-anxious and low-anxious students by using the highest and the lowest quartiles. The subjects who scored 115 and above were considered as moderate-anxious students and the subjects who scored 82 and below were considered as low-anxious students.

6 Time Allocation

During the administration of the pilot study, the researcher counted the time required for completing the questionnaire. It was found that the average time for completing the questionnaire was 15 minutes. It was also suggested that the maximum allocation time did not exceed 30minutes.

7 Respondents' Opinions about the Questionnaire

In order to get the respondents' opinions about clarity and readability of the statements of the items, the questionnaire was distributed to the same subjects used in checking validity and reliability of the study. The same statements were written, but the column of the rating were substituted with three columns; first column to check if the statement is clear, second if the statement is readable, and the third for their comments about the statements (See Appendix C). It was concluded that the statements of the scale were clear for the subjects and they were able to read and answer them, as they were directed by the researcher.

3. 5. 2 The Pilot Study of the Achievement Tests

The pilot study was conducted to achieve the following objectives:

1 Objectives of the Pilot Study

- a) To check the validity of the achievement tests.
- b) To check the reliability of the achievement tests.
- c) To determine the time allocation for completing the test.
- d) To check the clarity and readability of test items and their instructions.

2 Conducting the Pilot Study

The final drafts of the reading and writing achievement tests were pilot tested to check their validity and reliability. This pilot test was conducted on 40 students of the 49th secondary school. They were selected randomly for the pilot study of the tests. Subjects were requested to answer the tests and to indicate whether the constructed questions were difficult or unclear to them. The reading and the writing tests were administered in separate classes to determine the time allocation for each test and to investigate their clarity and possible difficulty in their administration.

3 Results of the Pilot Study

The following findings were drawn on the basis of data analysis:

a) Validity of the Achievement tests

With regards to the content validity of the test, the test was given to a group of experts at Jazan University, English Language Centre, and Faculty of Arts –English language Department at Abu-A'areesh to check the clarity of the language of the items and the extent to which each item was related to the learning outcome it intends to measure. The group of experts included four

professors in EFL methodology, 3 EFL Supervisors, 5 EFL teachers, and 4 professors in EFL testing. According to the groups' recommendations and suggestions, some items were modified (i.e., instructions of some items), others were deleted, and some new items were added.

The researcher also checked the intrinsic validity of the tests. However, the validity of each item was checked separately because each test was independent and different in content and objectives. The intrinsic validity was checked by counting the square root of reliability of each test. Table (13) shows the value of the validity factor for each test.

Table 13
The Value of the Validity Factor in Each Test

The Achievement Test	The Validity Value
Reading (first grade)	.80
Reading (second grade)	.85
Reading (third grade)	.85
Writing (first grade)	.87
Writing (second grade)	.81
Writing (third grade)	.72

Table (13) proves that the value of the validity factor for each test is acceptable and that all the tests have a high percentage of validity.

b) Reliability of the Achievement Tests

With regard to reliability, the researcher used the split-half method and the Cronbach Alpha formula. This method was used for each test separately. Table (14) describes the results of both methods in each test.

Table 14
The Value of the Reliability Factors in Each Test

The Achievement Test	No. of Cases	No. of items	The Alpha Value	The Split-half Value
Reading (first grade)	40	20	.64	.78
Reading(second grade)	40	20	.72	.91
Reading (third grade)	40	20	.72	.85
Writing (first grade)	40	20	.75	.79
Writing(second grade)	40	20	.65	.24
Writing (third grade)	40	20	.52	.70

After establishing both the validity and the reliability for each test, the final forms were applied for the three grade levels of the secondary schools to check time allocation.

4 Time Allocation

With respect to time allocation, it was noticed that the average time for answering the reading test was between 30-40 minutes. It was also found that the average time for answering the writing test ranged between 35-45 minutes.

5 Respondent's Opinion about the Achievement Tests

In order to check the clarity and readability of the tests' items and instructions, the researcher pilot tested the final draft of the achievement tests on the same students. Participating students were directed to read the items carefully, try to answer them, and write their comments about clarity and readability of the test items.

Based on the subjects' responses and commenting remarks, the researcher made a number of changes and modifications in the tests' items and instructions. These modifications included the following:

- a) The space left for the first question in each reading achievement test (Short Answer) was doubled to give subjects more room for writing the answer. It was made two lines instead of one.
- b) The instructions concerning the punctuation question in each writing achievement test were changed. Students were instructed not to rewrite the passage, but just to correct the words or insert the missing punctuation mark.
- c) Question number 5 in the writing achievement test for the second level students was changed from the writing the whole letter to just write the address correctly because of the time involved in answering such a question.
- d) The number of sentences of the fifth question in the writing test for the third grade students was reduced from eight to five because of time.

3.6 Scoring

3.6.1 Questionnaire Scoring

A continuum scale ranging from strongly agree to strongly disagree was used. The Likert Scale internal point (SA to SD) was given numerical values to facilitate computation as shown in Table (15).

Table 15

The Rating Scale of the Questionnaire

The Scale Form	Rating for Positive Statements	Rating for Negative Statements
Strongly agree	5 score points	1 score point
Agree	4 score points	2 score points
Neither agree nor disagree	3 score points	3 score points
Disagree	2 scores points	4 score points
Strongly disagree	1 score point	5 score points

In this way, for each item, the lowest anxiety is given one score and the most moderate-anxiety item is given five scores. Scores of all items of each factor were collected to form a total score. Potential composite scores for the first component Fear of Negative Evaluation also range from 18-90. Scores for the second component Test Anxiety range from 8-40. Scores for the third one Communication Apprehension range from 6-30.

3. 6. 2 Test Scoring

On the other hand, the scoring of both the reading and the writing achievement tests was accomplished by giving one mark for each correct item and zero for the wrong item. However, items of the application domain in the third grade writing test were given only half a mark for each correct answer, but zero for the incorrect ones. Both achievement tests consisted of 20 items each, so the total mark of each test is 20.

3. 7 Data Collection

In order to collect the required data for this study, the following procedures were carried out:

- 1) To administer the research instruments (i.e., the questionnaire and the reading and writing achievement tests) in the public secondary schools, the researcher obtained an official permission from the Educational Directorate of Jazan to the principals of the selected schools to help the researcher implement the research instruments (i.e., the questionnaire, and the Language Achievement Tests).
- 2) The number of public secondary schools for boys in Jazan and the number of students enrolled in these schools were also required.

- 3) Five secondary schools were randomly selected one from each region of the five regions of Jazan City, which represents 8% of the total number of these schools.
- 4) A sample of 1022 students was randomly selected from the five schools.
- 5) The Arabic version of the questionnaire was administered to the sample of the study. Each participant received a copy of the cover letter and the background information form attached to the questionnaire. A brief explanation of the purpose of the questionnaire was provided and instructions were given verbally in Arabic to ensure clarity and accuracy and to encourage participants to answer the questionnaire items honestly. (See Appendix D)
- 6) Respondents were asked to write their names on the three instruments of the research (the questionnaire, the reading achievement test, and the writing achievement test) so that the researcher will be able to join the three papers of each student together.
- 7) The questionnaires were collected from the participants. The participants were requested to return the questionnaires to the researcher directly after completion during the class period on the same day. Respondents were given appropriate time, 30 minutes; in order to answer the items of the scale.
- 8) On another day, the second instrument of the study was administered i.e., the reading and the writing achievement tests. Each test was administered in a separate class of 45 minutes in order to give examinees enough time to answer the questions on the tests.
- 9) The tests were collected from the participants. The participants were requested to return the tests directly after answering the items in the same class.
- 10) The data was collected from the responses of the sample of the study. The percentage of the collected papers was (75.73%).

- 11) The data was prepared for computer analysis by coding the responses of the questionnaire and the tests' marks for each student in the sample.

3. 8 Data Analysis

The Statistical Package for Social Sciences **SPSS** used to analyze the data of this study. The following statistical methods will be used:

- 1) Pearson Product-Movement Correlation Coefficient to test the significant correlations among the variables in the test-retest correlation in the study.
- 2) A t-test to determine the difference between the means of responses at the pre-selected .05 level of significance.
- 3) The Pearson Correlation Coefficient r to test the association between the three components of the Foreign Language Classroom Anxiety Scale and the language achievement tests.
- 4) Utilizing the one-way ANOVA to identify the sources of the students' differences and whether these differences in an EFL classroom anxiety will have any statistical significance at the .05 level.
- 5) Using the Scheffe Test to test the significance of the analysis of variance among groups.
- 6) Tabulating and discussing results of the analysis.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals primarily with the analysis and discussion of the results of the data collected from the study subjects comprising male secondary school students in Jazan. It includes the following five sections:

1-Results Concerning Background Information of Subjects, 2- Results Concerning the Ranks and Means of the questionnaire items, 3- Results Concerning the Ranks and Means of the Three Aspects of the questionnaire, 4- Results Concerning Subjects' Responses to the questionnaire items, Results Concerning the Research Hypotheses.

4.1 Results Concerning the Background Information of Subjects

This section describes in numbers and percentage the range of the subjects' age, their nationalities, their district-wise distribution in Jazan, their learning level, and their English achievement levels. The following tables reveal these characteristics of the study subjects.

Age

Table 16
Distribution of Students' Age Group

Age group	n.	%
15- less than 16	295	38.11
16- less than 17	242	31.27
17- less than 18	177	22.87
More than 18	60	7.75
Total	774	100

Table (16) illustrates that 295 of the 774 subjects of the study or (38.11%) were between the ages of 15-16, 242 of the study subjects or (31.27%) were between the age of 16-17, and 177 of the subjects or (22.87%) were in the age of 17-18. However, the rest of the subjects I i.e., 60 students were in the age of (18 and more), which constitutes (7.75%) of the total number of the students.

Nationality

Table 17

Percentage of Students' Nationality

Nationality	Grade Levels						Total	
	10 th		11 th		12 th			
	n.	%	n.	%	n.	%	n.	%
Saudi	245	31.65	222	28.68	210	27.13	677	87.47
Non-Saudi	50	6.47	20	2.58	27	3.49	97	12.53
Total	295	38.12	242	31.26	237	30.62	774	100

Table (17) reveals that 245 students who cover (31.65%) of the total number of subjects were Saudi students in the tenth grade level, 222 who constitute (28.68%) of the subjects were Saudi students in the eleventh grade level, and 210 who cover (27.13%) of the subjects were Saudi students in the twelfth grade level. On the other hand, 50 students who cover (6.47%) of the total number of subjects were non-Saudi students in the tenth grade level, 20 students who constitute (2.58%) of the subjects were non-Saudi students in the eleventh grade level, and 27 who cover (3.49%) were non-Saudi students in the twelfth grade level. These results indicate that most of the study subjects 677, who constitute (87.47%), were Saudi students and the rest 97, who constitute (12.53%) of the study subjects, were non-Saudis.

District-Wise Distribution

Table 18

Percentage of District-Distribution

District	Schools	n.	%
North	The 36 th School	143	18.48
South	The 9 th School	159	20.54
Middle	The 3 rd School	202	26.01
East	The 36 th School	141	18.22
West	The 10 th School	129	16.67
Total	---	774	100

Table (18) indicates that the number of students differs from one district to the other. These differences occurred because the concentration of people differs from one district to the other. The table shows that the biggest number of subjects is concentrated in the middle and the southern districts with (46.55%) of the total number of subjects. The number of students in the northern and the eastern districts is nearly equal. The number of subjects in the north is 143 with a percentage of (18.48%) and in the east 141 and their percentage is (18.22%). The western district constitutes the lowest number of students in the study subjects. The number of subjects in this district is 129 students and their percentage is (16.67%) of the total sample of the study.

Learning Levels

Table 19

Learning Level of Subjects

Grade Levels	n.	%
10 th	295	38.11
11 th	242	31.27
12 th	237	30.62
Total	774	100

Table (19) indicates that 295 students who constitutes (38.11%) of the total number of the subjects were in the tenth grade, 242 students who constitute (31.27%) of the subjects were in the eleventh grade, and 237 students who constitute (30.62%) of the subjects were in the twelfth grade. These numbers and percentages show that there was an acceptable balance between the numbers of subjects selected from each grade. However, the number of students in the 10th grade is the largest because the actual number of students in the 10th grade is more than the other two grade levels.

English Achievement Levels

Table 20

Subjects' Achievement Level in English

English Language Achievement	Grade Levels							
	10th		11th		12th		Total	
	n.	%	n.	%	n.	%	n.	%
Excellent	50	6.46	40	5.17	40	5.17	130	16.80
Very Good	50	6.46	40	5.17	20	2.58	110	14.21
Good	45	5.81	60	7.75	50	6.46	155	20.03
Average	90	11.63	42	5.43	57	7.36	189	24.42
Low	60	7.75	60	7.75	70	9.04	190	24.55
Total	295	38.11	242	31.27	237	30.61	774	100

Table (20) reveals that 130 students which cover (16.80%) of the total number of the study subjects were excellent in the English language as a whole. Specifically, (6.46%) of the 10th grade students, (5.17%) of the 11th grade students, and (5.17%) of the 12th grade students were excellent in English language. It also shows that 110 which constitute (14.21%) of the study subjects were very good at the English language. Particularly, (6.46%) of the 10th grade students, (5.17%) of the 11th grade students, and (2.58%) of the 12th grade students were very good in the English language. Moreover, 155 students which cover (20.03%) of the subjects were good in the English language. Specifically, (5.81%) of the 10th grade students, (7.75%) of the 11th grade students, and (6.46%) of the 12th grade students were good in English. The table also indicates that 189 students which covers (24.42%) of the total number of the subjects were at an average level in the English language. Specifically, (11.63%) of the 10th grade, (5.43%) of the 11th grade, and (7.36%) of the 12th grade students were average in English language achievement. Finally, it is shown that 190 students which constitute (24.55%) of the total number of the subjects were low in English language achievement. Particularly, (7.75%) of the 10th grade students, (7.75%) of the 11th grade students, and (9.04%) of the 12th grade students were low in English language achievement.

4.2 Results Concerning the Ranks and Means of the Questionnaire Items

In order to specify the items of the questionnaire that were most anxiety provoking for the students, the mean and rank of each item of the questionnaire were computed to identify the most dominant factors and critical problems that mostly provoked anxiety in the English language classroom. This was achieved by calculating the means for the responses of the students to each item of the questionnaire, and then the item was ranked according to its mean and the relationship of that mean to the cut point 3. The item's mean that equals 3 or more was considered anxiety provoking for the subjects and the mean which was less than 3 was not considered as an anxiety- provoking item. The cut point was calculated according to the following equation:

$$\text{Cut Point} = \frac{5+4+3+2+1}{5} = \frac{15}{5} = 3$$

The cut point was calculated by adding the marks of the scale in different degrees to each other and dividing the total by the total number of the choices on the scale. The present questionnaire included five choices starting with strongly agree = 5, agree = 4, undecided= 3, disagree = 2, and strongly disagree = 1. The total of these marks was 15 and it was divided by the number of choices 5 and the result was 3.

Table 21

Ranks and Means of Items on the Questionnaire

Item No	Statements	Rank	Mean
22	I don't feel pressure during English language test.	1	3.95
5	It wouldn't bother me at all to take more foreign language classes.	2	3.86
2	I don't worry about making mistakes in language class.	3	3.60
26	I feel more nervous while taking my English language tests.	4	3.52
18	I feel confident when I speak in the foreign language.	5	3.49

17	I often feel like not going to my language class.	6	3.48
25	I worry about making mistakes during English language tests.	7	3.43
24	I feel very self-conscious about speaking the foreign language in front of other students.	8	3.40
11	I don't understand why some people get so nervous during English language tests.	9	3.39
32	I would probably feel comfortable during an oral language test.	10	3.29
14	I would not be nervous speaking the foreign language with native speakers.	11	3.16
31	I am afraid that the other students will laugh at me when I speak the foreign language.	12	3.11
1	I never feel quite sure of myself when I am speaking in my foreign language class.	13	3.09
27	I get nervous when I am speaking in my language class.	14	3.05
6	During language class, I find myself thinking about things that have nothing to do with the course.	15	3.04
28	When I am on my way to take a language test, I feel very relaxed.	16	3.03
7	I keep thinking that the other students are better at language than I am.	17	3.02
23	I always feel that the other students speak the foreign language better than I do.	18	3.01
19	I am afraid that my language teacher is ready to correct every single mistake I made.	19	3.00
20	I can feel my heart pounding when I'm going to be called on in language class.	20	2.79
3	I tremble when I know that I'm going to be called on in language class.	21	2.77
10	I worry about the consequences of failing my foreign language class.	21	2.77
13	It embarrasses me to volunteer answers in my language classes.	21	2.77
8	I am usually at ease during tests in my language class.	22	2.62
30	I feel confused by the number of rules you have to learn to speak a foreign language.	23	2.59
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	24	2.49

21	The more I go over the questions of a language test, the more confused I get.	24	2.49
9	I start to panic when I have to speak without preparation in language class.	25	2.45
15	I get upset when I don't understand what the teacher is correcting.	26	2.29
29	I get nervous when I don't understand every word the language teacher says.	27	2.28
33	I get nervous when the language teacher asks oral questions that I haven't prepared for in advance.	28	2.23
12	In language class, I can get so nervous that I forget things I know.	29	2.05

According to Table (21) there were 19 items among the 32 items of the questionnaire that could be considered as moderate-anxiety provoking items for subjects since their means ranged between (3.95 – 3.00). The numbers of these items in the actual questionnaire were as follows: 22- 5-2-26-18- 17- 25- 24- 11- 32- 14- 31- 1- 27- 6- 28- 7- 23- 19. In contrast, there were 13 items among the 32 items of the questionnaire that were low level anxiety- provoking items, their means ranged between(2.79 – 2.05). The numbers of these items in the actual questionnaire were as follows: 20- 3- 10- 13- 8-30- 4- 21- 9- 15- 29- 33- 12.

The data in Table (21) reveals that not feeling pressure during the English language tests was ranked as the first and the most dominant item in the questionnaire with a mean of (3.95). This item is number 22 of the thirty-two items in the questionnaire. Not bothering to take more foreign language classes got the second rank in the questionnaire items with a mean of (3.86), which suggests that students felt that they need more English classes. This item is number 5 in the questionnaire.

The third item in rank was not worrying about making mistakes in the language class and its mean was (3.60). It is item number 2 in the questionnaire. In

spite of not worrying about making mistakes, still a large number of students felt more nervous while taking their English language tests. This time was ranked as number 4 with a mean of (3.52) and it is item number 26 in the questionnaire.

Speaking the English language seem to cause some difficulty for the students since item number 18 was ranked as number 5 in the questionnaire with a mean of (3.49). However, many students did not like to attend the English language class which was ranked as number 6 with a mean of (3.48). This item is number 17 in the questionnaire.

Worrying about making mistakes during English language tests was ranked as number 7 in the questionnaire and its mean was (3.43). Feeling self-conscious about speaking the English language in front of other students was ranked as number 8 with a mean of (3.40). This item is actually number 24 in the questionnaire. Why some people got so nervous during English language tests is number 7 in the questionnaire and was ranked as number 9 with a mean of (3.39).

Many students reported that they felt comfortable during oral language tests. The rank of this item was number 10 and its mean was (3.29). This item is number 32 in the questionnaire. In item number 14, which is not being nervous to speak the English language with native speakers, the students recorded a high mean value which was (3.16) and this item was ranked as number 11.

Being afraid that other students would laugh at oneself if one made a mistake was ranked as number 12 with a mean of (3.11). This item is number 31 in the questionnaire. Never being sure of oneself while speaking the English language in class was ranked as number 13 and its mean was (3.09). It is actually item number 1 in the questionnaire. Getting nervous when speaking English in class recorded a mean of (3.05) and was ranked as number 14. This item is number 27 in the

questionnaire. Thinking of unrelated matters during the English language class was ranked as number 15 and its mean was (3.04). This item is number 6 in the questionnaire. Feeling very relaxed before taking the English test recorded a mean of (3.03) and was ranked as number 16. It is item number 28 in the questionnaire.

Thinking that other students were better than oneself at English was ranked as number 17 with a mean of (3.02). Moreover, feeling that other students spoke English better than oneself was ranked as number 18 and its mean was (3.01). This item is number 23 in the questionnaire. Being afraid of instant correction by the language teacher of each mistake the student might commit, was ranked as number 19 and its mean was (3.00 and its order is the same in the questionnaire.

The items that did not cause a real problem, which were considered to be low anxiety-provoking items, started with item number 20 in the questionnaire. Feeling one's heart pounding because of the possibility of being called on in the English class was ranked as number 20 with a mean of (2.79) and again it has the same order in the questionnaire. Trembling when being called on in the English class, worrying about failing the English language course, and feeling embarrassed to volunteer answers in the English class shared the rank number 21 with the mean of (2.77). These items are numbered chronologically as 3 – 10 – 13 in the questionnaire.

Being at ease during English language tests was ranked as number 22 among other items with a mean of (2.62). This item is number 8 in the questionnaire. Feeling overwhelmed by the number of rules student should learn to speak English was ranked as number 23 in the questionnaire and its mean was (2,59). However, this item is number 30 in the questionnaire. Being afraid of not understanding the teacher's words and getting more confused while going over the questions of a

language test were both ranked as number 24 with a mean of (2.49). These items are numbered as 4 and 21 in the questionnaire. Starting to panic when obliged to speak without preparation in English was ranked as number 25 and its mean was (2.45). This item is number 9 in the questionnaire.

Feeling upset on not understanding what the teacher was correcting was ranked as number 26 and its mean was (2.29). The rank of this item was number 15 in the questionnaire.

Getting nervous about not understanding every word the English language teacher was saying was ranked as number 27 with a mean of (2.28). This item is placed as number 29 in the questionnaire. Getting nervous when the teacher asked oral questions the student had not prepared for in advance was ranked as number 28 and its mean was (2.23). The order of this item in the questionnaire is number 33. Finally, getting nervous on forgetting things the student used to know is ranked as number 29 and its mean was (2.05). This item is number 12 in the questionnaire.

4.3 Results Concerning the Ranks and Means of the Three Aspects of the Questionnaire

Ranks and means for items of each aspect i.e., communication apprehension, test anxiety and fear of negative evaluation are counted separately and demonstrated in Tables 22, 23, and 24.

4.3.1 Results Concerning Communication Apprehension:

Communication apprehension is the first component of language anxiety evaluated in this study. Items 18- 24- 14- 1- 27- 23- 20- 13- 30- 9- 33 in the questionnaire dealt with communication apprehension. Results concerning the ranks of items of communication apprehension are shown in Table (22).

Table 22

Ranks of Items of the First Aspect (Communication Apprehension)

Item No	Statements	Rank	Mean
18	I feel confident when I speak in the foreign language class.	1	3.49
24	I feel very self-conscious about speaking the foreign language in front of other students.	2	3.40
14	I would not be nervous speaking the foreign language with native speakers.	3	3.16
1	I never feel quite sure of myself when I am speaking in my foreign language class.	4	3.09
27	I get nervous when I am speaking in my language class.	5	3.05
23	I always feel that the other students speak the foreign language better than I do.	6	3.01
20	I can feel my heart pounding when I'm going to be called on in language class.	7	2.79
13	It embarrasses me to volunteer answers in my language class.	8	2.77
30	I feel confused by the number of rules you have to learn to speak a foreign language.	9	2.59
9	I start to panic when I have to speak without preparation in language class.	10	2.45
33	I get nervous when the language teacher asks oral questions that I haven't prepared in advance.	11	2.23

Items in Table (22) indicate that feeling confident when speaking in the foreign language class got the first rank with a mean of (3.49) among the items of communication apprehension. However, getting nervous when the language teacher asks unexpected oral questions got the last rank and its mean was (2.23). Feeling very self-conscious about speaking the foreign language in front of other students

was ranked as number 2 and its mean was (3.40). Not being nervous while speaking the English language with native speakers was ranked as number 3 with a mean of (3.16) among the communication apprehension items. Never feeling sure of one's self when speaking in the foreign language class was ranked as number 4 with a mean of (3.09). Getting nervous when speaking in the English language class got the rank number 5 and its mean was (3.05). Feeling that the other students speak English better than oneself was ranked number 6 with a mean of (3.01). Feeling ones heart pounding when being called on in a language class got the rank number 7 and its mean was (2.79). Feeling embarrassed to volunteer answers in the English language class was ranked as number 8 with a mean of (2.77). Feeling confused by the number of rules one has to learn to speak the English language was ranked as number 9 and its mean was (2.59). Starting to panic when having to speak without preparation in the English language class got the rank of number 10 with a mean of (2.45).

It can be concluded that six items of the communication apprehension items got moderate ranks that ranged between (3.49) – (3.01), while the means of other items were below 3 which was the cut point for the questionnaire items.

4.3.2 Results Concerning Test Anxiety

Test anxiety is the second component of language anxiety evaluated in this study. Items 8- 11- 21- 22- 25- 26- 28- 32 in the questionnaire dealt with test anxiety. Results concerning the ranks of items of test anxiety are known in Table (23).

Table 23

Ranks of Items of the Second Aspect (Test Anxiety)

Item No	Items	Rank	Mean
22	I don't feel pressure during foreign language tests.	1	3.95
26	I feel nervous while taking my language tests.	2	3.52
25	I worry about making mistakes during foreign language tests.	3	3.43
11	I don't understand why some people get so nervous during foreign language tests.	4	3.39
32	I would probably feel comfortable during an oral language test.	5	3.29
28	When I 'm on my way to take a language test, I feel very relaxed.	6	3.03
8	I am usually at ease during tests in my language class.	7	2.62
21	The more I go over the questions of a language test, the more confused I get.	8	2.49

Table (23) reveals that not feeling pressure during English language tests got the first rank with a mean of (3,95) over the items of test anxiety while being more confused while going over the questions of a language test was ranked as the last item which is item number 21 in the questionnaire and its mean was (2.49). Feeling nervous while taking English language tests was ranked as number 2 with a mean of (3.52).

Worrying about making mistakes during English tests got the rank of number 3 with a mean of (3.43). Not understanding why some people got so nervous during English language tests was ranked as number 4 with a mean of (3.39). Feeling comfortable during an oral language test was ranked as number 5 and its mean was (3.29). Feeling very relaxed before English language tests was ranked as

number 6 with a mean of (3.03). Feeling at ease during English language tests was ranked as number 7 and its mean was (2.62).

The above mentioned results suggested that most of the items related to test anxiety got a moderate mean that was over the decided cut point 3 while the rest of the items were below 3 and these items were numbers (21 and 8).

4.3.3 Results Concerning Fear of Negative Evaluation

Fear of negative evaluation is the third component of language anxiety evaluated in this study. Items 2- 3- 4- 5- 6- 7- 10 – 12- 15- 17- 19- 29- 31 in the questionnaire dealt with fear of negative evaluation. Results concerning the ranks of the items of fear of negative evaluation are shown below:

Table 24

Ranks of Items of the Third Aspect (Fear of Negative Evaluation)

Item No	Statements	Rank	Mean
5	It wouldn't bother me at all to take more foreign language classes.	1	3.86
2	I don't worry about making mistakes in language class.	2	3.60
17	I often feel like not going to my language class.	3	3.48
31	I am afraid that the other students will laugh at me when I speak the foreign language.	4	3.10
6	During language class, I find myself thinking about things that have nothing to do with the course.	5	3.04
7	I keep thinking that the other students are better at language than I am.	6	3.02
19	I am afraid that my language teacher is ready to correct every single mistake I made.	7	3.00
3	I tremble when I know that I'm going to be called on in language class.	8	2.77

10	I worry about the consequences of failing my foreign language class.	8	2.77
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	9	2.49
15	I get upset when I don't understand what the teacher is correcting.	10	2.29
29	I get nervous when I don't understand every word the language teacher says.	11	2.28
12	In language class, I can get so nervous I forget things I know.	12	2.05

Looking at Table (24), it appears clearly that not bothering to take more English language classes was ranked as number 1 and its mean was (3.86) among items of fear of negative evaluation, while getting nervous when forgetting things one used to know was ranked as the last item with a mean of (2.05). Not worrying about making mistakes in the English language class was ranked as number 2 with a mean of (3.60). Feeling like not going to the English language class got the rank of number 3 with a mean of (3.48). Feeling afraid that other students will laugh at oneself when speaking the English language was ranked as number 4 and its mean was (3.11). Thinking about things that have nothing to do with the course got the rank of number 5 and its mean was (3.04).

Thinking that other students are better than oneself at language was ranked as number 6 with a mean of (3.02). Being afraid that the language teacher is ready to correct every mistake one makes got the rank of number 7 and its mean was (3.00). Trembling when being called on in the English language class and worrying about the consequences of failing the English language class shared the rank number 8 with the same mean of (2.77). Being frightened when not understanding what the teacher is saying in English was ranked as number 9 with a mean of (2.49).

Getting upset when not understanding what the teacher is correcting got the rank of number 10 and its mean was (2.29). Getting nervous when not understanding every word the teacher says was ranked as number 11 with a mean of (2.28).

The data in Table (24) revealed that seven items of the thirteen items related to the fear of negative evaluation were of a moderate rank among other questionnaire items. Furthermore, six items of the items related to fear of negative evaluation were below the cut point 3 and they ranged between (2.77 – 2.05)

4.4 Results Concerning Subjects' Responses to the Questionnaire Items

To determine the most anxiety-provoking aspect of the questionnaire for the subjects, frequencies and percentages were calculated for each item under different aspects within the questionnaire. These aspects are communication apprehension, test anxiety and fear of negative evaluation.

Table 25

Being Sure of Oneself when Speaking in the Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	93	31.53	73	30.17	81	34.18	247	31.91
Undecided	87	29.49	81	33.47	62	26.16	230	29.72
Disagree	115	38.98	88	36.36	94	39.66	297	38.37
Total	295	100	242	100	237	100	774	100

As indicated in Table (25), (38.37%) of the study subjects claimed that they did not feel sure of themselves when speaking English in the classroom contrary to (31.91%) of the subjects who agreed and (29.72%) who were undecided. Specifically, (39.66%) of the 12th grade students disagreed with the statement that they didn't feel sure of themselves when speaking English in class as compared to (38.98%) of the 10th grade students, and (36.36%) of the 11th grade ones. This item is ranked as number 13 of the 32 items in the questionnaire.

Table 26

Not Feeling Worried about Making Mistakes in the Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	178	60.34	158	65.29	149	62.87	485	62.66
Undecided	52	17.63	43	17.77	31	13.08	126	16.28
Disagree	65	22.03	41	16.94	57	24.05	163	21.06
Total	295	100	242	100	237	100	774	100

The data in Table (26) reveals that the majority of the subjects (62. 66%) indicated that they did not worry about making mistakes in the English class versus (21.06%) of the subjects who worried about making mistakes in the English language class and (16.28%) who were undecided. In particular, (65.29%) of the 11th grade students agreed on not worrying about making mistakes in the English language classroom as compared to (62. 87%) of the 12th grade students, and (60. 34%) of the 10th grade ones. This item was ranked as number 3 of the 32 items in the questionnaire.

Table 27

Trembling When Being Called on in the Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	139	47.12	129	53.31	112	47.26	380	49.10
Undecided	56	18.99	40	16.53	26	10.97	122	15.76
Disagree	100	33.89	73	30.16	99	41.77	272	35.14
Total	295	100	242	100	237	100	774	100

According to table (27), (49.10%) of the subjects believed that they trembled when they knew that they were going to be called on in the English language classroom versus (35.14%) who thought they did not, and (15.76%) could not decide what they actually felt. Specifically, (53.31%) of the 11th grade students believed that they did tremble when they knew that they were going to be called on in the English language classroom as compared to (47.26%) of the 12th grade students and (47.12%) of the 10th grade ones. This item was ranked as number 21 of the 32 items in the questionnaire. This item was tied with items number 10 and number 13 for that rank.

Table 28

Feeling Afraid When not Understanding What the Teacher is Saying

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	184	62.37	137	56.61	107	45.15	428	55.30
Undecided	42	14.24	46	19.01	57	24.05	145	18.73
Disagree	69	23.39	59	24.38	73	30.80	201	25.97
Total	295	100	242	100	237	100	774	100

Table (28) above shows that (55.30%) of the subjects agreed that they felt afraid when they did not understand what the teacher was saying in English as against (25.97%) who did not and (18.73%) who were undecided. Specifically, (62.37%) of the 10th grade students agreed on feeling afraid if they did not understand what the teacher was saying as compared to (56.61%) of the 11th grade students , and (45.15%) of the 12th grade ones. This item was ranked as number 24 of the 32 items in the questionnaire. This item was tied with item number 21 for that rank.

Table 29

Being Willing to Take More English Language Classes

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	199	67.46	182	75.21	188	79.32	569	73.51
Undecided	37	12.54	23	9.50	17	7.17	77	9.95
Disagree	59	20.00	37	15.29	32	13.51	128	16.54
Total	295	100	242	100	237	100	774	100

Table (29) reveals that the majority of the subjects (73.51%) thought that they were willing to take more English classes versus (16.54%) who disagreed on taking more classes and (9.95%) who remained undecided. Specifically, (79.32%) of the 12th grade students agreed on taking more English classes as compared to (75.21%) of the 11th grade students, and (67.46%) of the 10th grade ones. This item was ranked as number 2 of the 32 items in the questionnaire.

Table 30

Thinking about Things that had nothing to do with the Course

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	125	42.37	90	37.19	64	27.00	279	36.05
Undecided	73	24.75	53	21.90	50	21.09	176	22.74
Disagree	97	32.88	99	40.91	123	51.91	319	41.22
Total	295	100	242	100	237	100	774	100

According to Table (30), (41.22%) of all the subjects disagreed on thinking about things that had nothing to do with the English language course, whereas (36.05%) agreed on thinking about such things and (22.74%) remained undecided. In particular, (51.91%) of the 12th grade students disagreed on thinking about these things compared to (40.91%) of the 11th grade students, and (32.88%) of the 10th grade ones. This item was ranked as number 15 of the 32 items in the questionnaire.

Table 31

Thinking that other Students are better than Oneself at the English Language

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	120	40.68	93	38.43	88	37.13	301	38.89
Undecided	60	20.34	56	23.14	61	25.74	177	22.87
Disagree	115	38.98	93	38.43	88	37.13	296	38.24
Total	295	100	242	100	237	100	774	100

Table (31) shows that (38.89%) of all the subjects believed that other students were better than them at the English language against (38.24%) who disagreed on this idea and (22.87%) who were undecided. In particular, (40.68%) of the 10th grade students used to think that other students were better than them as compared to (38.43%) of the 11th grade students, and (37.13%) of the 12th grade ones. This item was ranked as number 17 of the 32 items in the questionnaire.

Table 32

Feeling at Ease During Tests in the Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	81	27.46	68	28.09	79	33.33	228	29.46
Undecided	54	18.30	41	16.94	44	18.57	139	17.96
Disagree	160	54.24	133	54.97	114	48.10	407	52.58
Total	295	100	242	100	237	100	774	100

Table (32) indicates that (52.58%) of all the subjects believed that they felt at ease during tests in the English language classroom in contrast with (29.46%) who did not and (17.96%) who remained undecided. In particular, (54.97%) of the 11th grade students disagreed on this statement, as compared to (54.24%) of the 10th grade students, and (48.10%) of the 12th grade students. This item was ranked as number 22 of the 32 items in the questionnaire.

Table 33

Starting to Panic when Obligated to Speak without Preparation in
The Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	176	59.66	151	62.40	129	54.43	456	58.92
Undecided	42	14.24	31	12.81	45	18.99	118	15.25
Disagree	77	26.10	60	24.79	63	26.58	200	25.84
Total	295	100	242	100	237	100	774	100

Table (33) indicates that the majority of the subjects (58.92%) thought that they started to panic when obliged to speak without preparation in the English language classroom as opposed to (25, 84%) of the subjects who disagreed and (15.25%) who remained undecided. Specifically, (62.40%) of the 11th grade students agreed on starting to panic when having to speak English in the classroom as compared to (59.66%) of the 10th grade students and (54.43%) of the 12th grade ones. This item was ranked as number 25 of the 32 items in the questionnaire.

Table 34

Worried about the Consequences of Failing the English Language

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	153	51.86	127	52.48	108	45.57	388	50.13
Undecided	35	11.87	26	10.74	22	9.28	83	10.72
Disagree	107	36.27	89	36.78	107	45.15	303	39.15
Total	295	100	242	100	237	100	774	100

Table (34) shows that (50.13%) of all the subjects felt worried about the consequences of failing the English language test, contrary to (39.15%) of the subjects who did not and (10.72%) who could not decide. In particular, (52.48%) of the 11th grade students agreed on worrying about the consequences of failing the English language test as compared to (51.86%) of the 10th grade students and (45.57%) of the 12th grade ones, This item was ranked as number 21 of the 32 items in the questionnaire. This item was tied with items number 3 and 13 for that rank.

Table 35

Feeling Nervous during English Language Tests

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	143	48.48	100	41.32	100	42.19	343	44.32
Undecided	104	35.25	93	38.43	90	37.98	287	37.08
Disagree	48	16.27	49	20.25	47	19.83	144	18.60
Total	295	100	242	100	237	100	774	100

Table (35) illustrates that (44.32%) of all the subjects thought that people did not have to feel nervous during English language tests as opposed to (18.60%) who did not and (37.08%) who remained undecided.

Specifically, (48.48%) of the 10th grade students agreed on believing that people did not have to feel nervous during English language tests as compared to (42.19%) of the 12th grade students, and (41.32%) of the 11th grade ones. This item was ranked as number 9 of the 32 items in the questionnaire.

Table 36

Feeling Nervous during the Language Classes

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	215	72.88	185	76.45	181	76.37	581	75.06
Undecided	36	12.20	28	11.57	36	15.19	100	12.92
Disagree	44	14.92	29	11.98	20	8.44	93	12.02
Total	295	100	242	100	237	100	774	100

Table (36) indicates that (75.06%) of the subjects believed that they felt so nervous during the English language class that they forgot things they already knew, contrary to (12.02%) who disagreed and (12.92%) who remained undecided. Specifically, (76.45%) of the 11th grade students versus (76.37%) of the 12th grade level students and (72.88%) of the 10th grade students agreed on feeling so nervous that they forgot things they used to know. This item was ranked as number 29 of the 32 items in the questionnaire.

Table 37

Being Embarrassed to Volunteer Answers in the Language Class

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	140	47.45	124	51.24	110	46.41	374	48.32
Undecided	71	24.07	40	16.53	51	21.52	162	20.93
Disagree	84	28.48	78	32.23	76	32.07	238	30.75
Total	295	100	242	100	237	100	774	100

Table (37) illuminates the fact that (48.32%) of the subjects believed that it embarrassed them to volunteer answers in the English language class as opposed to (30.75%) of the subjects who did not and (20.93%) who were undecided. Specifically, (51.24%) of the 11th grade students agreed on feeling embarrassed to volunteer answers in the English language class versus (47.45%) of the 10th grade students, and (46.41%) of the 12th grade students. This item was ranked as number 21 of the 32 items in the questionnaire. This item was tied with item number 3 and item number 10 in the questionnaire.

Table 38

Being Nervous to Speak the English Language with Native Speakers

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	117	39.66	104	42.98	93	39.24	314	40.56
Undecided	95	32.20	66	27.27	69	29.11	230	29.72
Disagree	83	28.14	72	29.75	75	31.65	230	29.72
Total	295	100	242	100	237	100	774	100

Table (38) shows that (40.56%) of the study subjects thought that they did not feel nervous to speak the English language with native speakers, contrary to (29.72%) who thought they did and (29.72%) who remained undecided. In particular, (42.98%) of the 11th grade students thought they did not feel nervous to speak the English language with native speakers as compared to (39.66%) of the 10th grade students, and (39,24%) of the 12th grade ones. This item was ranked as number 11 of the 32 items in the questionnaire.

Table 39

Getting Upset When not Understanding What the Teacher is Correcting

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	196	66.44	167	69.01	144	60.76	507	65.51
Undecided	51	17.29	41	16.94	42	17.72	134	17.31
Disagree	48	16.27	34	14.05	51	21.52	133	17.18
Total	295	100	242	100	237	100	774	100

Table (39) reveals that (65.51%) of the subjects agreed on getting upset when not understanding what the English language teacher was correcting versus (17.18%) who disagreed and (17.31%) who were undecided. Specifically, (66.44%) of the 10th grade students believed that they felt upset if they could not understand what the teacher was correcting as compared to (69.01%) of the 11th grade students, and (60.76%) of the 12th grade ones. This item was ranked as number 29 of the 32 items in the questionnaire.

Table 40

Feeling Like not Going to the English Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	83	28.13	74	30.58	59	24.89	216	27.91
Undecided	50	16.95	37	15.29	22	9.28	109	14.08
Disagree	162	54.92	131	54.13	156	56.83	449	58.01
Total	295	100	242	100	237	100	774	100

According to Table (40), the majority of the subjects (58.01%) disagreed on feeling like not going to the English language classroom against (27.91%) who did and (14.08%) who were undecided. In particular, (65.83%) of the 12th grade students disagreed on feeling like not going to the English language classroom as opposed with (54.92%) of the 10th grade students and (54.13%) of the 11th grade ones. This item was ranked as number 6 of the 32 items in the questionnaire.

Table 41

Being Confident when Speaking in the English Language Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	142	48.14	112	46.28	141	59.49	395	51.03
Undecided	90	30.51	77	31.82	60	25.32	227	29.33
Disagree	63	21.36	53	21.90	36	15.19	152	19.64
Total	295	100	242	100	237	100	774	100

According to the data in Table (41), (51.03%) of all the subjects agreed with feeling confident when speaking the English language in the classroom as opposed to (19.64%) who did not and (29.33%) who remained undecided. Specifically, (59.49%) of the 12th grade students agreed with feeling confident when speaking the English language in the classroom as compared to (48.14%) of the 10th grade students and (46.28%) of the 11th grade ones. This item was ranked as number 5 of the 32 items in the questionnaire.

Table 42

Feeling Afraid of the English Language Teacher's Corrections

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	125	42.37	114	47.11	84	35.44	323	41.73
Undecided	59	20	46	19.01	57	24.05	162	20.93
Disagree	111	37.63	82	33.88	96	40.51	289	37.34
Total	295	100	242	100	237	100	774	100

Table (42) demonstrates that (41.73%) of the study subjects agreed with feeling afraid that the English language teacher was ready to correct every mistake they made as opposed to (37.34%) who did not and (20.93%) who were undecided. Specifically, (47.11%) of the 11th grade students agreed with feeling afraid that the English language teacher was ready to correct every mistake they made as compared to (42.37%) of the 10th grade students, and (35.44%) of the 12th grade ones. This item was ranked as number 19 of the 32 items in the questionnaire.

Table 43

Feeling One's Heart Pounding When Called on in the Language Class

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	149	50.51	127	52.48	100	42.19	376	48.58
Undecided	48	16.27	44	18.18	33	13.92	125	16.15
Disagree	98	33.22	71	29.34	104	43.89	273	35.27
Total	295	100	242	100	237	100	774	100

Table (43) indicates that (48.58%) of all the subjects felt that their hearts were pounding when they were called on in the English language classroom versus (35.27%) who did not and (16.15%) who were undecided. In particular, (52.48%) of the 11th grade students agreed that they usually felt their hearts pounding when they were called on in the English language classroom as compared to (50. 51%) of the 10th grade students and (42.19%) of the 12th grade ones. This item was ranked as number 20 of the 32 items in the questionnaire.

Table 44

Getting Confused During the English Language Tests

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	166	56.27	126	52.07	126	53.17	418	54.00
Undecided	39	13.22	37	15.28	28	11.81	104	13.44
Disagree	90	30.51	79	32.65	83	35.02	252	32.56
Total	295	100	242	100	237	100	774	100

As can be seen in Table (44), the majority of the study subjects (54.00%) believed that the more they go over the questions of the English language test, the more confused they got, contrary to (32.56%) who did not and (13.44%) who were

undecided. Specifically, (56.27%) of the 10th grade students agreed with getting more confused while going over the questions of the English language test as compared to (53.17%) of the 12th grade students, and (52.07%) of the 11th grade ones. This item is ranked as number 24 of the 32 items in the questionnaire. This item was tied with item number 4 for that rank.

Table 45

Feeling no Pressure during English Language Tests

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	200	67.79	179	73.97	175	73.84	554	71.58
Undecided	56	18.98	29	11.98	38	16.03	123	15.89
Disagree	39	13.23	34	14.05	24	10.13	97	12.53
Total	295	100	242	100	237	100	774	100

Table (45) reveals that (71.58%) of all the subjects thought that they did not feel any pressure during English language tests as opposed to (12.53%) who did not and (15.89%) who were undecided. Particularly, (73.97%) of the 11th grade students agreed with feeling no pressure during English language tests as compared to (73.84%) of the 12th grade students, and (67.79%) of the 10th grade ones. This item was ranked as number 1 of the 32 items in the questionnaire.

Table 46

Feeling that the Other Students are Better Speakers English

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	109	36.95	92	38.02	86	36.29	287	37.08
Undecided	75	25.42	66	27.27	72	30.38	213	27.52
Disagree	111	37.63	84	34.71	79	33.33	274	35.40
Total	295	100	242	100	237	100	774	100

Table (46) shows that (37.08%) of the subjects felt that other students in the classroom spoke the English language better than they did versus (35.40%) who did not and (27.52%) who were undecided. Mainly, (38.02%) of the 11th grade students agreed with feeling that the other students spoke the English language better than they did as compared to (36.95%) of the 10th grade students and (36.29%) of the 12th grade ones. This item was ranked as number 18 of the 32 items in the questionnaire.

Table 47

Feeling Self-Conscious about Speaking the English Language
in front of Other Speakers

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	85	28.81	76	31.41	55	23.21	216	27.91
Undecided	45	15.25	35	14.46	45	18.98	125	16.15
Disagree	165	55.93	131	54.13	137	57.81	433	55.94
Total	295	100	242	100	237	100	774	100

Table (47) indicates that (55.94%) of the secondary students disagreed on feeling self-conscious about speaking the English language in front of others and (16.15%) who remained undecided. In particular, (57.81%) of the 12th grade students did not feel self-conscious about speaking the English language in front of other speakers as compared to (55.93%) of the 10th grade students, and (54.13%) of the 11th grade ones. This item was ranked as number 8 of the 32 items of the questionnaire.

Table 48

Feeling Worried about Making Mistakes during English Language Tests

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	90	30.51	58	23.97	46	19.41	194	25.07
Undecided	65	22.03	43	17.77	52	21.94	160	20.67
Disagree	140	47.46	141	58.26	139	58.65	420	54.26
Total	295	100	242	100	237	100	774	100

According to Table (48), it appears that (54.26%) of the subjects did not feel worried about making mistakes during the English language test versus (25.07%) of the subjects who agreed and (20.67%) who remained undecided. Specifically, (58.65%) of the 12th grade students disagreed about feeling worried about making mistakes during the English language test as compared to (58.26%) of the 11th grade students, and (47.46%) of the 10th grade ones. This item was as number 7 ranked of the 32 items in the questionnaire.

Table 49

Feeling more Nervous while Taking English Language Tests

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	77	26.10	64	26.45	45	18.99	186	24.03
Undecided	56	18.98	32	13.22	43	18.14	131	16.93
Disagree	162	54.92	146	60.33	149	62.87	457	59.04
Total	295	100	242	100	237	100	774	100

Table (49) reveals that about (59.04%) of the study subjects disagreed on feeling more nervous while taking English language tests, whereas (24.03%) agreed on such feeling and (13.93%) were undecided. In further clarification, (62.87%) of the 12th grade students did not feel more nervous while taking English language tests versus (60.33%) of the 11th grade students, and (54.92%) of the 10th grade ones. This item was ranked as number 4 in the 32 items of the questionnaire.

Table 50

Getting Nervous When Speaking English in the Classroom

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	109	36.95	102	42.15	71	29.96	282	36.43
Undecided	74	25.08	48	19.84	58	24.47	180	23.26
Disagree	112	37.97	92	38.01	108	45.57	312	40.31
Total	295	100	242	100	237	100	774	100

As evident from Table (50), (40.31%) of all the subjects believed that they did not get nervous when speaking English in the English language classroom, in contrast with (36.43%) of the subjects who did get nervous when speaking English in the language classroom and (23.26%) who were undecided. Particularly, (45.57%) of the 12th grade students did not agree on such feelings as compared to (38.01%) of the 11th grade students, and (37.97%) of the 10th grade ones. This item was ranked as number 14 of the 32 items in the questionnaire.

Table 51

Being Relaxed at the Time of the English Language Test

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	100	33.89	70	28.93	102	43.04	272	35.14
Undecided	111	37.63	83	34.29	59	24.89	253	32.69
Disagree	84	28.48	89	36.78	76	32.07	249	32.17
Total	295	100	242	100	237	100	774	100

As illustrated in Table (51), (35.14%) of the subjects agreed on feeling relaxed at the time of the English language test in contrast to (32.17%) who disagreed and (32.69%) who remained undecided. In particular, (43.04%) of the 12th grade students agreed on feeling relaxed at the time of the English language test as compared to (33.89%) of the 10th grade students, and (28.93%) of the 11th grade ones. This item was ranked as number 16 of the 32 items in the questionnaire.

Table 52

Getting Nervous When not Understanding Every Word the Teacher Says

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	199	67.46	161	66.53	134	56.54	494	63.83
Undecided	44	14.91	32	13.22	45	18.99	121	15.63
Disagree	52	17.63	49	20.25	58	24.47	159	20.54
Total	295	100	242	100	237	100	774	100

Table (52) indicates that the majority of all the subjects (63.83%) believed that they got nervous when they didn't understand every word the English language

teacher said, contrary to (20.54%) who disagreed on getting nervous when they didn't understand every word the English language teacher said and (15.63%) who were undecided. Specifically, (67.46%) of the 10th grade students agreed on getting nervous when they didn't understand every word the English language teacher said versus (66.53%) of the 11th grade students, and (56.54%) of the 12th grade ones. This item was ranked as number 27 in the 32 of the questionnaire.

Table 53

Feeling Confused by the Number of Rules of the English Language

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	165	55.93	138	57.03	117	49.37	420	54.26
Undecided	42	14.24	26	10.74	42	17.72	110	14.21
Disagree	88	29.83	78	32.23	78	32.91	244	31.53
Total	295	100	242	100	237	100	774	100

According to the data in Table (53), (54.26%) of all the subjects thought that they felt confused by the number of rules they had to learn to speak the language contrary to (31.53%) who disagreed and (14.21%) who were undecided. Specifically, (57.03%) of the 11th grade students agreed on feeling overwhelmed by the number of rules they had to learn to speak the English language as compared to (55.93%) of the 10th grade students, and (49.37%) of the 12th grade ones. This item was ranked as number 23 of the 32 items in the questionnaire.

Table 54

Feeling Afraid that Other Students will Laugh When Speaking English

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	109	36.95	97	40.08	78	32.91	284	36.69
Undecided	53	17.97	46	19.01	47	19.83	146	18.86
Disagree	133	45.08	99	40.91	112	47.26	344	44.45
Total	295	100	242	100	237	100	774	100

According to Table (54), (44.45%) of the study subjects disagreed on feeling afraid that the other students would laugh at them when they spoke the English language, as opposed to (36.69%) who agreed on such a feeling and (18.86%) who remained undecided. Specifically, (47.26%) of the 12th grade students disagreed on feeling afraid that the other students would laugh at them when they spoke the English language as compared to (45.08%) of the 10th grade students, and (40.91%) of the 11th grade students. This item was ranked as number 12 of the 32 items in the questionnaire.

Table 55

Feeling Comfortable during an oral Language Test

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	126	42.71	107	44.22	118	49.79	351	45.35
Undecided	98	33.22	66	27.27	58	24.47	222	28.68
Disagree	71	24.07	69	28.51	61	25.74	201	25.97
Total	295	100	242	100	237	100	774	100

Table (55) illustrates the fact that (45.35%) of the study subjects felt comfortable during an oral language test as opposed to (25.97%) who disagreed and (28.68%) who remained undecided. Specifically, (49.79%) of the 12th grade students agreed on feeling comfortable during an oral language test opposed to (44.22%) of the 11th grade students, and (42.71%) of the 10th grade students. This item was ranked as number 10 of the 32 items in the questionnaire.

Table 56

Getting Nervous when the Teacher Asks Unexpected Oral Questions

Response	10 th		11 th		12 th		Total	
	n.	%	n.	%	n.	%	n.	%
Agree	205	69.49	173	71.49	148	62.45	526	67.96
Undecided	44	14.92	29	11.98	29	12.24	102	13.18
Disagree	46	15.59	40	16.53	60	25.31	146	18.86
Total	295	100	242	100	237	100	774	100

Table (56) indicates that the majority of the subjects (67.96%) believed that they got nervous when the English language teacher asked oral questions they had not prepared for in advance, as opposed to (18.86%) who disagreed and (13,18%) who were undecided. Specifically, (71.49%) of the 11th grade students agreed on getting nervous when the English language teacher asked oral questions they had not prepared for in advance compared to (69.49%) of the 10th grade students and (62.45%) of the 12th grade students. This item was ranked as number 28 of the 32 items in the questionnaire.

4.5 Results Concerning Hypotheses of the Study

4.5.1 Statement of the Hypotheses

There will be statistically significant differences in anxiety level among male students in the three levels of the secondary school i.e., 10th, 11th, 12th with respects of the Foreign Language Classroom Anxiety questionnaire i.e., communication apprehension, test anxiety, and fear of negative evaluation.

4.5.2 Results of Hypotheses 1

The results of the ANOVA shown in Table (57) indicate that the F. ratio was significant at $< .05$ level of significance in the three aspects of the foreign language classroom anxiety questionnaire. This suggests that there were significant differences in the three aspects of the foreign language classroom anxiety questionnaire among the students of the three grade levels of the secondary school in Jazan. Therefore, this hypothesis is accepted.

Table 57

Results of the ANOVA for the Three Grade Levels in the
Three Aspects of the Questionnaire

Sources of Variance	d. f	Sum of Squares	Mean Square	F Ratio	Sig.
Between Groups	2	4273.76	2136.88	4.30	.01
Within Groups	771	382583	496.86		
Total	773	...	.....	...	...

To determine the source of differences between means of the three grade levels of the secondary school i.e., 10th, 11th, and 12th grades in the three aspects of the questionnaire, the multiple comparison- Scheffe test- was used. Results of these comparisons are summarized in Table (58).

Table 58

Results of the Scheffe Test for the Three Grade Levels

In the Three Aspects of the Questionnaire

Grade Levels	10th (Mean 97.27)	11th (Mean 97.48)	12th (Mean 102.46)
10 th (Mean 97.27)	...	...	...
11 th (Mean 97.48)	-. 12	...	...
12 th (Mean 102.46)	-5.19*	4.98*	...

*p. <.05

Table (58) reveals that there were significant differences at <. 05 level between means of the 10th grade students' scores (97.27) and the 12th grade students (102.46) in the three aspects of the foreign language classroom anxiety questionnaire in favor of 12th grade students. There were also significant differences at <. 05 level between means of the 11th grade students' scores (97.48) and the 12th grade students (102.45) in favor of 12th grade students. The significant differences in the responses supported the division of the sample according to different grade levels of the secondary school. The table also illustrates no significant differences between means of the 10th grade students' scores (97.27) and the 11th grade ones (97.48).

To compare the differences in the performance of the grade levels on the three aspects of the foreign language classroom anxiety questionnaire i.e., Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation, the t-test was used between every two grade levels in each aspect of the scale. The results of these comparisons are summarized in the following section.

4.5.3 Statement of Sub-Hypothesis 1-a

There will be statistically significant differences in communication apprehension between male students in the 10th and 11th grade levels of secondary school.

4.5.4 Results of Sub-Hypothesis 1-a

Table 59
t-Value between Means of 10th and 11th Grades in
Communication Apprehension

Grades	n.	Mean	S.D.	d. f	t-value
10 th	295	31.71	8.60	535	.62
11 th	242	31.23	9.17		

(N.S)

The data in Table (59) reveal that the t-value is not significant at the <0.05 level for 535 d. f . This indicates that there were no statistically significant differences between the means of the 10th and 11th grades with respect to communication of apprehension. Therefore, this hypothesis was rejected.

The means of the 10th grade and 11th grade levels are 31.71 (S.D. 8.60) and 31.23 (S.D.9.17), respectively. The results imply that the two groups were almost homogeneous in their responses to communication apprehension and no significant differences were noticed between them with respect to communication apprehension. Each group had almost the same amount of communication apprehension in English language classes.

4.5.5 Statement of Sub-Hypothesis 1-b

There will be statistically significant differences in communication apprehension between male students in the 10th and 12th grade levels of secondary school.

4.5.6 Results of Sub-Hypothesis 1-b

Table 60

t-Value between Means of 10th and 12th Grades in
Communication Apprehension

Grades	n.	Mean	S.D.	D. f	t-value
10 th	295	31.71	8.60	530	1.55*
12 th	237	32.94	9.50		

*p. <.05

This data in Table (60) indicate that the t- value is significant at the <0.05 level for 530 d. f. This indicates that there were statistically significant differences between the two grade levels, 10th and 12th, with respect to communication apprehension. Therefore, this hypothesis is accepted.

The means of the 10th and the 12th grade levels are 31.71 (S.D.8.60) and 32.94 (S.D.9.50), respectively. The results imply that the two groups were different in their responses to communication apprehension and that there were statistically significant differences between them with regard to communication apprehension. The differences between the two groups reveal that the 12th grade students had higher level of communication apprehension than the 10th grade students, which suggests that the higher the learning level, the greater the propensity is for communication apprehension.

4.5.7 Statement of Sub-Hypothesis 1-c

There will be statistically significant differences in communication apprehension between male students in the 11th and 12th grade levels of secondary school.

4.5.8 Results of Sub-Hypothesis 1-c

Table 61
t-Value between Means of 11th and 12th Grades in
Communication Apprehension

Grades	n.	Mean	S.D.	d. f	t-value
11 th	242	31.23	9.17	477	2.00*
12 th	237	32.94	9.50		

*p. <.05

The data in Table (61) indicate that the t-value is significant at the <. 05 level for 477 d.f. This reveals that there were statistically significant differences between the means of the two grade levels, 11th and 12th, with respect to communication apprehension. Therefore, this hypothesis was accepted.

The means of the 11th and 12th grade levels are 31.23 (S.D. 9.17) and 32.94 (S.D.9.50), respectively. The results imply that the two groups were different in their responses to communication apprehension and that there were significant differences between them with regard to communication apprehension. The difference between the two groups was in favor of 12th grade students, which supports the previous conclusions that as students ascend the learning levels, their communication apprehension increases.

4.5.9 Statement of Sub-Hypothesis 1-d

There will be statistically significant differences in test anxiety between male students in the 10th and 11th grade levels of secondary school.

4.5.10 Results of Sub-Hypothesis 1-d

Table 62

t-value between Means of 10th and 11th Grades in Test Anxiety

Grades	n.	Mean	S.D	d.f	t-value
10 th	295	25.37	5.54	535	.40
11 th	242	25.55	5,45		

(N.S.)

Table (62) indicates that the t-value is not significant at the <.05 level of significance for 535 d.f. This shows that there were no statistically significant differences between the two groups with respect to test anxiety. Therefore, this hypothesis was rejected.

The means of the 10th and 11th grade students were 25.37 (S.D. 5.54) and 25.55 (S.D.5.45), respectively. The two groups showed no significant differences in their responses to test anxiety and they were almost identical in terms of test anxiety.

4.5.11 Statement of Sub-Hypothesis 1-e

There will be statistically significant differences in test anxiety between male students in the 10th and 12th grade levels of secondary school.

4.5.12 Results of Sub-Hypothesis 1-e

Table 63

t-value between Means of 10th and 12th Grades in Test Anxiety

Grades	n.	Mean	S.D	d.f	t-value
10 th	295	25.40	5.54	530	2.66*
12 th	237	26.69	5.87		

p. <.05

The data in Table (63) suggest that the t-value is significant at the $<.05$ level of significance for 530 d.f. This shows that there were statistically significant differences between the means of the two grade levels, 10th and 12th with respect to test anxiety. Thus, this hypothesis was accepted.

The means of the 10th and 12th grade levels are 25.40 (S.,D.5.54) and 26.69 (S.D. 5.87), respectively. The results show that the two groups were different in their responses to test anxiety and that there were significant differences between them with regard to test anxiety. The difference between the two groups was in favor of 12th grade students.

However, the relationship between was opposite between grade level and test anxiety, which suggests that as students reach the higher learning levels, their anxiety towards English language tests decreases.

4.5.13 Statement of Sub-Hypothesis 1-f

There will be statistically significant differences in test anxiety between male students in the 11th and 12th grade levels of secondary school.

4.5.14 Results of Sub-Hypothesis 1-f

Table 64
t-value between Means of 11th and 12th Grades in Test Anxiety

Grades	n.	Mean	S.D	d.f	t-value
11 th	242	25.56	5.45	477	2.18*
12 th	237	26.69	5.87		

P . $<.05$

The data in Table (64) indicate that the t-value is significant at the $<.05$ level of significance for 477 d.f. This proves that there were statistically significant differences between the means of the two grade levels, 11th and 12th, with regard to test anxiety. Thus, this hypothesis was accepted.

The means of the 11th and 12th grade levels are 25.56 (S.D. 5.45) and 26.69 (S.D. 5.87), respectively. The results suggest that the two groups were different in their responses to test anxiety. The difference between the two groups was in favor of 12th grade students. However, the relationship was opposite between grade level and test anxiety which suggests that as students study at higher levels of instruction, their anxiety about English language tests decreases.

4.5.15 Statement of Sub-Hypothesis 1-g

There will be statistically significant differences in fear of negative evaluation between male students in the 10th and 11th grade levels of secondary school:

4.5.16 Results of Sub-Hypothesis 1-g

Table 65

t-value between Means of 10th and 11th Grades in Fear of Negative Evaluation

Grades	n.	Mean	S.D	d.f	t-value
10th	295	36.92	8.35	535	.12
11th	242	36.83	8.56		

(N.S.)

Table (65) shows that the t-value is not significant at the $< .05$ level for 535 d.f. This illustrates that there were no statistically significant differences between the means of the two grade levels, 10th and 11th, with respect to fear of negative evaluation. Therefore, this hypothesis was rejected.

The means of the 10th and 11th grade levels were 36.92 (S.D. 8.35) and 36.83 (S.D. 8.56) respectively. The results imply that the two groups were almost the same in their responses to fear of negative evaluation and no significant differences were noticed between them in this respect. Each grade level had nearly the same amount of fear of negative evaluation in English language classes.

4.5.17 Statement of Sub-Hypothesis 1-h

There will be statistically significant differences in fear of negative evaluation between male students and in the 10th and 12th grade levels of secondary school.

4.5.18 Results of Sub-Hypothesis 1-h

Table 66
t-value between Means of 10th and 12th Grades in
Fear of Negative Evaluation

Grades	n.	Mean	S.D	d.f	t-value
10th	295	36.92	8.35	530	3.28*
12 th	237	39.33	8.57		

P. <.05

Results shown in Table (66) suggest that the t-value is significant at <.05 level of significance for 530 d.f. This shows that there were statistically significant differences between the means of the two grade levels, 10th and 12th, with respect to fear of negative evaluation. Thus, this hypothesis was accepted.

The means of the 10th and 12th grade levels are 36.92 (S.D.8.35) and 39.33 (S.D 8.57), respectively. The results prove that the two groups were different in their responses to fear of negative evaluation and that there were significant differences between them with regard to fear of negative evaluation. The difference between the

two groups was in favor of 12th grade students. However, the relationship is opposite between grade level and fear of negative evaluation which suggests that as students advance through the levels of instructions, their fear of negative evaluation in English languages classes decreases.

4.5.19 Statement of Sub-Hypothesis 1-i

There will be statistically significant differences in fear of negative evaluation between male students in the 11th and 12th grade levels of secondary school.

4.5.20 Results of Sub-Hypothesis 1-i

Table 67
t-value between Means of 11th and 12th Grades in
 Fear of Negative Evaluation

Grades	n.	Mean	S.D	d.f	t-value
11 th	242	36.83	8.56	477	3.20
12 th	237	39.33	8.57		

*p. < .05

The data in Table (67) suggest that the t-value is significant at the <.05 level of significance for 477 d.f. This shows that there were statistically significant differences between the means of the two grade levels, 11th and 12th with respect to fear of negative of evaluation. Thus, this hypothesis was accepted.

The means of the 11th and 12th grade levels are 36.83 (S.D.8.56) and 39.33 (S.D.8.57) , respectively. The results show that the two groups were different in their responses to fear of negative evaluation and that there were significant differences between them with regard to fear of negative evaluation. The differences between the two groups were in favor of the 12th grade students. However, the relationship is opposite between grade level and fear of negative evaluation, which suggest that as students move through the learning levels, their fear of negative evaluation in English languages classes decreases.

4.5.21 Statement of Hypothesis 2

There will be statistically significant differences between moderate and low-anxious students in their achievement in reading.

4.5.22 Results of Hypothesis 2

In order to test the second hypothesis the t-test was used to check if there were statistically significant differences between moderate and low-anxious students in their achievement in the reading test. Table (65) shows the t-value between the two groups and their significance level.

Table 68

t-value between Means of 10th and 11th Grades in Test Anxiety

Groups	n.	Mean	S.D	d.f	t-value
Moderate	216	14.59	4.27	436	3.52*
Low	222	13.08	4.70		

*p. < .05

Table (68) shows that the t-value is significant at the < .05 level of significance for 436 d.f. This proves that there were statistically significant differences between moderate and low-anxious students in their achievement on the reading test in favor of moderate-anxious students. Thus, this hypothesis was accepted.

The means of the moderate- anxious students and the low-anxious students are 14.59 (S.D.4.27) and 13.08 (S.D.4.70), respectively. The results indicate that the two groups were different in their achievement on the reading test. The differences between the two groups were in favor of the moderate-anxious students which mean

that the more anxious the students are, the better their achievement will be on the reading test.

4.5.23 Statement of Hypothesis 3

There will be statistically significant differences between moderate and low anxious students in their achievement in writing.

4.5.24 Results of Hypothesis 3

In order to test the third hypothesis the t-test was used to check if there were any significant differences between moderate and low- anxious students in their achievement on the writing achievement test. Table (69) shows the t-value between the two groups and their significance level.

Table 69
t-value between (Moderate-Low) Anxious Students in their
Achievement in Writing

Groups	n.	Mean	S.D	d.f	t-value
Moderate	216	12.46	4.52	436	5.67*
Low	222	10.05	4.38		

*P .<. 05

The data in Table (69) suggest that the t-value is significant at the <.05 level of significance for 436 d.f. This proves that there were significant differences between moderate and low-anxious students on their achievement in the writing test in favor of moderate-anxious students. Thus, this hypothesis was accepted. The means of the moderate-anxious students and the low-anxious students are 12.46 (S.D.4.52) and 10.05 (S.D. 4.38), respectively. The results indicate that the two

groups were different in their achievement in the writing test. The differences between the two groups were in favor of moderate-anxious students which mean that the more anxious the students are, the better their achievement will be on the writing test.

4.5.25 Statement of Hypothesis 4

There will be statistically systematic correlation between male students' scores on the three aspects of the Foreign Language Classroom Anxiety questionnaire and their achievement on the two tests.

4.5.26 Results of Hypothesis 4

To test the validity of the fourth hypothesis and the relationship between the three aspects of the Foreign Language Classroom Anxiety questionnaire and the writing and the reading achievement tests, multiple regression was used.

Table 70
Results of the Correlation between the Three Aspects of the Foreign Language Classroom Anxiety Questionnaire and the two tests

Variables	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation	Reading Test	Writing Test	Total
Communication Apprehension	...	...	...	...	...	...
Test Anxiety	...	...	...	...	...	...
Fear of Negative Evaluation	...	...	...	...	...	...
Reading Test	.22*	.17*	.19*	...	...	...
Writing Test	.28*	.29*	.28*	...	...	...
Total	...	...	...	.22*	.31*	...

*P <.05

As displayed in Table (70), there was a positive correlation between the three aspects of the foreign language classroom anxiety questionnaire and the reading and the writing achievement tests. Communication Apprehension correlated positively with both the reading achievement test $r = .22$, $p < .05$ and the writing achievement test $r = .28$, $p < .05$. That is, male students with communication apprehension were likely to obtain higher scores on both the reading and the writing tests. Test anxiety correlated positively with both the reading achievement test $r = .17$, $p < .05$ and the writing achievement test $r = .29$, $p < .05$. That is, male students with test anxiety were likely to obtain higher scores on both the reading and the writing tests. Fear of negative evaluation correlated positively with both the reading achievement test $r = .19$, $p < .05$, and writing achievement test $r = .28$, $p < .05$. That is, male students with fear of negative evaluation were likely to obtain higher scores on both the reading and the writing tests.

The above correlation indicates that foreign language classroom anxiety had a positive relationship with students' achievement on both the reading and the writing tests; therefore, this hypothesis was accepted.

In order to check which aspect had the strongest correlation with foreign language anxiety and which skill correlated the most with it again, the Pearson Correlation r was used.

4.5.27 Statement of Sub-Hypothesis 4-a

There will be a significant correlation between the male students' scores in communication apprehension on the EFL classroom anxiety questionnaire and their scores on the reading achievement test.

4.5.28 Results of Sub-Hypothesis 4-a

Table 71
Results of Pearson Correlation (r) between Communication
Apprehension and the Reading Achievement test

Variable	The Reading Test	
	R	Sig.
Communication Apprehension	.22*	.01

*p <.05

The results in Table (71) indicate that there was a positive correlation $r = .22$ between students' scores on communication apprehension and their achievement on the reading test at the $< .05$ level of significance. Therefore, this hypothesis was accepted.

The results suggest a very low correlation between communication apprehension and the reading achievement test. This suggests that male students who experience communication apprehension in English language classes are likely to have higher scores on the reading test.

4.5.29 Statement of Sub-Hypothesis 4-b

There will be a significant correlation between the male students' scores and in test anxiety on the EFL classroom anxiety questionnaire and their scores on the reading achievement test.

4.5.30 Results of Sub-Hypothesis 4-b

Table 72
Results of the Pearson Correlation (r) between Test Anxiety and
The Reading Achievement Test

Variable	The Reading Test	
	R	Sig.
Test Anxiety	.17*	.01

*p < .05

The results in Table (72) reveal that there was a positive correlation $r = .17$ between students' scores on test anxiety and their achievement on the reading test at the $<.05$ level of significance, although it was not significant. Therefore, this sub-hypothesis was accepted.

The results suggest a low positive correlation between test anxiety and the reading achievement test. They suggest that male students who experience test anxiety in English language classes are likely to have higher scores on the reading test. The correlation between test anxiety and the reading achievement test is higher than the correlation between communication apprehension and the reading achievement test, but lower than the correlation between fear of negative evaluation and the reading achievement test.

4.5.31 Statement of Suh-Hypothesis 4-c

There will be a significant correlation between the male students' scores on fear of negative evaluation of EFL classroom anxiety questionnaire and their scores on the reading achievement test.

4.5.32 Results of Sub-Hypothesis 4-c

Table 73

Results of the Pearson Correlation (r)between Fear of Negative Evaluation and the Reading Achievement Test

Variable	The Reading Test	
	R	Sig.
Fear of Negative Evaluation	.19*	.01

* $p < .05$

The results in Table (73) suggest that there was a little evidence of a positive relationship $r = .19$ between students' scores in fear of negative evaluation and their achievement on the reading test at the $< .05$ level of significance. Thus, this sub-hypothesis was accepted.

The results suggest that male students who experience fear of negative evaluation from teachers or peers in English language classes are likely to have higher scores on the reading test. The correlation between fear of negative evaluation and the reading achievement test is higher than the correlation between communication apprehension and the reading achievement test, but it was a low correlation.

4.5.33 Statement of the Sub-Hypothesis 4-d

There will be a significant correlation between the male students' scores in communication apprehension on the EFL classroom anxiety questionnaire and their scores on the writing achievement test.

4.5.34 Results of Sub-Hypothesis 4-d

Table 74

Results of the Pearson Correlation (r) between Communication Apprehension and the Writing Achievement Test

Variable	The writing Test	
	R	Sig.
Communication Apprehension	.28*	.01

* $p < .05$

The results in Table (74) suggest that there was a positive correlation $r = .28$ between students' scores in communication apprehension and their achievement on the writing test at the $>.05$ level of significance, although it was not significant. Therefore, this sub- hypothesis was accepted.

The results suggest a low positive correlation between communication apprehension and the writing achievement test, which indicate that male students who experience communication apprehension in English language classes are likely to have higher scores on the writing test.

4.5.35 Statement of Sub-Hypothesis 4-e

There is a significant correlation between the male students' scores on test anxiety on the EFL classroom anxiety questionnaire and their scores in the Writing Achievement test.

4.5.36 Results of Sub-Hypothesis 4-e

Table 75
Results of the Pearson Correlation (r) between Test Anxiety
And the Writing Achievement Test

Variable	The Writing Test	
	r	Sig.
Test Anxiety	.29*	.01

*p. <.05

The results in Table (75) illustrate that there was a positive correlation $r = .29$ between students' scores in test anxiety and their achievement on the writing test at the $<.05$ level if significance, although it was not significant. Therefore, this sub-hypothesis was accepted.

The results indicate a low correlation between test anxiety and the writing achievement test. They suggest that male students who experience test anxiety in English language classes are likely to have higher scores on the writing test. The correlation between test anxiety and the writing achievement test is higher than the correlation between communication apprehension and the writing achievement test, but lower than the correlation between fear of negative evaluation and the writing achievement test, however, it was a low correlation.

4.5.37 Statement of Suh-Hypothesis 4-f

There will be a significant correlation between male students' scores on fear of negative evaluation of EFL classroom anxiety questionnaire and their scores on the writing achievement test.

4.5.38 Results of Sub-Hypothesis 4-f

Table 76
Results of the Pearson Correlation (r) between Fear of Negative Evaluation
 and the Writing Achievement Test

Variable	The Writing Test	
	r	Sig.
Fear of Negative Evaluation	.28*	.01

*p. < .05

The results in Table (76) reveal that there was a positive correlation $r = .28$ between students' scores in fear of negative evaluation and their achievement on the

writing test at the $<.05$ level of significance, although it was not significant. Thus, this sub-hypothesis was accepted.

The results suggest that male students who have fear of negative evaluation from their teachers and peers are likely to have better scores on the writing test. The correlation between fear of negative valuation and the writing achievement test is higher than the correlation between communication apprehension and the writing achievement test, but still it was a low correlation.

4.6 Summary of the Results

In the light of the statistical analysis of the data and its interpretations and discussion, the results can be summarized as follows:

- 1) Regarding male secondary school students' level of foreign language classroom anxiety, nineteen items recorded moderate mean values over the decided cut point 3. The means of these items ranged between (3.95 - 3.00).
- 2) On the other hand, thirteen items recorded low mean values. The means of these items ranged between (2.79 – 2.05).
- 3) As for the different aspects of the questionnaire, communication apprehension included eleven items. Six items were of moderate anxiety level and five items were of low anxiety level. The means of these items ranged between (3.49 – 2.23).
- 4) Test anxiety included eight items were of low anxiety level. The means of these items ranged between (3.95 – 2.49).
- 5) Fear of negative evaluation included thirteen items. Seven items were of moderate anxiety level and six items were of low anxiety level. The means of these items ranged between (3.86 – 2.05).

- 6) Significant differences were found between male Secondary school students of Jazan with regard to foreign language classroom anxiety. The F. ratio was (4.30) and this was significant at $<.05$ level of significance.
- 7) Significant differences were found between the 10th and 12th grade students with respect to communication apprehension, but no statistically significant differences were found between the 10th and 11th grade students in communication apprehension.
- 8) The highest level of communication apprehension was in favor of the 12th grade students with a mean of (32.94).
- 9) Significant differences were found between the 10th and 12th grade students and the 11th and 12th grade students with respect to test anxiety, but no statistically significant differences were found between the 10th and 11th grade students in test anxiety.
- 10) The highest level of test anxiety was in favor of the 12th grade male students with a mean of (26.69).
- 11) Significant differences were found between the 10th and 12th grade students and the 11th and 12th grade students with respect to fear of negative evaluation but no statistically significant differences were found between the 10th and 11th grade students in fear of negative evaluation.
- 12) The highest level of fear of negative evaluation was in favor of the 12th grade students with a mean of (39.33).
- 13) Significant differences were found between moderate-anxious and low-anxious male students with respect to their achievement on the reading test.

- 14) The high achievement in the reading achievement test was in favor of moderate-anxious male students with a mean of (14.59).
- 15) Significant differences were found between moderate-anxious and low-anxious male students with respect to their achievement on the writing test.
- 16) The high achievement on the writing achievement test was in favor of moderate-anxious male students with a mean of (12.46).
- 17) A significant positive correlation was found between male secondary school students' achievement on the reading and writing tests and their responses to communication apprehension.
- 18) A significant positive correlation was found between male secondary school students' achievement on the reading and writing tests and their responses to test anxiety.
- 19) A significant positive correlation was found between male secondary school students' achievement on the reading and writing tests and their responses to fear of negative evaluation.
- 20) The positive relationship between students' scores in the three aspects of the foreign language classroom anxiety questionnaire and the reading and the writing achievement tests indicated that the English language classroom anxiety played a facilitative role on students' achievement of English language skills i.e., reading and writing. The more apprehensive the students were the better grades they would obtain on reading and writing tests. This result was supported by the results of hypotheses 2 and 3 which revealed that the high achievement on the reading and the writing tests was in favor of moderate-anxious male students.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes findings, results, conclusions, recommendation, and suggestions for further research studies.

5.1 Findings of the Study

5.1.1 Findings Concerning Students' Level of foreign language classroom anxiety

Hypothesis -1 of significant differences in anxiety level among male students in the three levels of the secondary school with respect to the three aspects of the Foreign Language Classroom Anxiety questionnaire was accepted at < 0.05 level of significance.

The differences were between 10th and 12th grade levels and between 11th and 12th grades and were in favor of 12th grade students. However, there were no significant differences between 10th and 11th grades in their responses to the foreign language classroom anxiety questionnaire.

5.1.1.1 Findings Concerning Students' Level of Communication

Apprehension

The results of the hypothesis of significant differences between secondary school students with respect to communication apprehension at the < 0.05 differed according to students' grade level.

There were statistically significant differences between 10th and 11th grade students at the < 0.05 with respect to communication apprehension. Thus, this sub- hypothesis was rejected.

However, there were statistically significant differences between 10th and 12th grade students and 11th and 12th grade students at 0.05 with respect to communication apprehension. Thus, these two hypotheses were accepted. The differences were in favor of 12th grade students in both cases.

5.1.1.2 Findings Concerning Students' Level of Test Anxiety

The results of the hypothesis of significant differences between secondary school students with respect to test anxiety at the < 0.05 differed according to students' grade level.

There were statistically significant differences between 10th and 11th grade students at the < 0.05 with respect to test anxiety. Thus, this hypothesis was rejected.

However, there were statistically significant differences between 10th and 12th grade students and 11th and 12th grade students at the < 0.05 with respect to test anxiety. Thus, these two sub-hypotheses were accepted. The differences were in favor of 12th grade students in both cases.

5.1.1.3 Findings Concerning Students' Level of Fear of Negative

Evaluation

The results of the hypothesis of significant differences between secondary school students with respect to fear of negative evaluation at the < 0.05 differed according to students' grade level.

There were statistically significant differences between 10th and 11th grade students at the < 0.05 with respect to fear of negative evaluation. Thus, this sub-hypothesis was rejected.

However, there were statistically, significant differences between 10th and 12th grade students and 11th and 12th grade students at the < 0.05 with respect to fear of negative evaluation. Thus, these two sub- hypotheses were accepted. The differences were in favor of 12th grade students in both cases.

5.1.2 Findings Concerning Moderate and Low-anxious students and the reading skill

The hypothesis of significant differences between moderate and low-anxious students in their achievement in reading was accepted at the < 0.05 level of significance. The differences were in favor of moderate anxious students with a mean of (14.59), while the mean of low anxious students was (13.08).

5.1.3 Findings Concerning Moderate and Low-anxious students and the writing skill

The hypothesis of significant differences between moderate and low – anxious students in their achievement in writing was accepted at the < 0.05 level of significance. The differences were in favor of moderate anxious students with a mean of (12.46), while the mean of low anxious students was (10.05).

5.1.4 Findings Concerning the Correlation between Foreign Language Classroom Anxiety and Students' Achievement on the Reading and Writing Tests

The hypothesis of systematic correlation between students' scores in the three aspects of the foreign language classroom anxiety questionnaire and their achievement in reading and writing was accepted at the < 0.05 level of significance.

The results indicated that moderate foreign language classroom anxiety had a positive relationship with students' achievement on both the reading and the writing tests.

5.2 Results of the Study

Based on the findings previously reported, the following results merit attention:

5.2.1 Results Concerning Students' Level of Foreign Language Classroom Anxiety

It was revealed by the analysis of the questionnaire items that there were 19 items among the 32 items of the questionnaire that can be considered as moderate-anxious – provoking items for the subjects. Their means ranged between (3.95 – 3.00). These items are summarized as follows:

- 1) Feeling no pressure during English language tests.
- 2) Having no problem to take more foreign language classes.
- 3) Being not worried about making mistakes in foreign language classes.
- 4) Feeling very nervous while taking English language tests.
- 5) Feeling confident when speaking in the foreign language class.
- 6) Feeling like not going to foreign language classes.
- 7) Feeling worried about making mistakes during English language tests.
- 8) Feeling self-conscious about speaking the foreign language in front of other students.
- 9) Not understanding why some people got so upset during English language class.
- 10) Feeling comfortable during an oral language test.

- 11) Feeling comfortable speaking the foreign language with native speakers.
- 12) Feeling afraid that other students may laugh at oneself when speaking English.
- 13) Never feeling sure of oneself in foreign language classes.
- 14) Getting nervous while speaking in the foreign language class.
- 15) Thinking about things that have nothing to do with the course during foreign language classes.
- 16) Feeling relaxed at the time of English language tests.
- 17) Thinking that other students are better at English than oneself.
- 18) Feeling that other students speak English better than oneself.
- 19) Feeling afraid that the language teacher is ready to correct every mistake one makes.

On the other hand, there were 13 items among the 32 items of the questionnaire that can be considered as low-anxiety-provoking items for the subjects, their means ranged between (2.79-2.05). These items were summarized as follows:

- 1) Feeling one's heart pounding when one is going to be called on in English classes.
- 2) Trembling when knowing that one is going to be called on in English classes.
- 3) Worrying about the consequences of failing the English language course.
- 4) Feeling embarrassed to volunteer answers English language classes.
- 5) Feeling at ease during English language tests.
- 6) Feeling overwhelmed by the number of rules one has to know to speak English.

- 7) Feeling frightened about not understanding what the teacher is saying in English.
- 8) Getting confused while going over questions on the English language test.
- 9) Starting to panic when having to speak without preparation in English language classes.
- 10) Getting upset when not understanding what the teacher is saying.
- 11) Getting nervous when not understanding every word the English language teacher says.
- 12) Getting nervous when the teacher asks oral questions one hasn't prepared for in advance.
- 13) Getting nervous about forgetting things one used to know.

5.1.1.1 Results Concerning Communication Apprehension

The results concerning communication apprehension indicated that:

- 1) Fifty-one point zero three percent of the study subjects felt confident when speaking in English language classes.
- 2) Fifty-five point ninety-one percent of the subjects didn't feel self-conscious about speaking the language in front of other students.
- 3) Forty point fifty-six percent of the whole sample didn't feel nervous to speak the foreign language with native speakers.
- 4) Thirty-eight point thirty-seven percent of all subjects didn't feel sure of themselves when speaking English in the classroom.
- 5) Forty point thirty-one percent of all the subjects got nervous when speaking English in the classroom.
- 6) Thirty-seven point zero eight percent of the study subjects felt that the other students speak the English language better than themselves.

- 7) Forty-eight point fifty-eight percent of the whole sample felt their hearts pounding when they were called on in the English language classroom.
- 8) Forty-eight point thirty-two percent of all subjects felt embarrassed to volunteer answers in the English language classes.
- 9) Fifty-four point twenty-six percent of the study subjects overwhelmed the number of the rules they had to learn to speak English language.
- 10) Fifty-eight point ninety-one percent of the subjects started to panic when obliged to speak without preparation in the English language classroom.
- 11) Sixty-seven point ninety-six percent of the whole sample got nervous when the English language teacher asked oral questions they hadn't prepared for in advance.

5.2.1.2 Results Concerning Test Anxiety

The results concerning test anxiety showed that:

- 1) Seventy-one point fifty-eight percent of the study subjects had no pressure to prepare very well for the English language tests.
- 2) Fifty-nine point zero four percent of the subjects felt more nervous while taking their English language tests than other tests.
- 3) Fifty-four point twenty-six percent of the whole sample felt worried about making mistakes during English language tests.
- 4) Forty-four point thirty-two percent of the subjects thought that people didn't have to get nervous during English language tests.
- 5) Forty-five point thirty-five percent of the study subjects felt comfortable during an oral language test.
- 6) Thirty-five point fourteen percent of the subjects felt very relaxed when taking an English language test.

- 7) Fifty-four percent of the study subjects got more confused while going over the questions of an English language test than on tests in other subjects.
- 8) Fifty-two point fifty-eight percent of all the subjects felt at ease during tests in the English language class.

5.7.1.3 Results Concerning Fear of Negative Evaluation

The results concerning fear of negative evaluation suggested that:

- 1) Seventy-three point fifty-one percent of the whole samples were willing to take more foreign language classes.
- 2) Sixty- two point sixty-six percent of the subjects didn't feel worried about making mistakes in the English language classes.
- 3) Fifty-eight point zero one percent of the sample didn't feel like not going to the English language classroom.
- 4) Forty-four point forty-five percent of the study subjects didn't feel afraid that the other students would laugh t them when they spoke the English language.
- 5) Forty-one point twenty-one percent of all the subjects didn't think about things that had nothing to do with the English language course during a foreign language class.
- 6) Thirty-eight point eighty-nine percent of the subjects believed that other students were better than them at the English language.
- 7) Forty-one point seventy-three percent of the study subjects felt afraid that the English language teacher was ready to correct every mistake they made.
- 8) Forty-nine point ten percent of the subjects trembled when they knew that they were going to be called on in the English language classroom.
- 9) Fifty point thirteen percent of all the subjects felt worried about the consequences of failing the English language course.

- 10) Fifty-five point thirty percent of the respondents felt afraid when they didn't understand what the teacher was saying in English.
- 11) Sixty point fifteen percent of the whole sample became upset when they didn't understand what the English language teacher was correcting.
- 12) Sixty-three point eighty-three percent of the study subjects got nervous when they didn't understand every word the English language teacher said.
- 13) Seventy-five point zero six percent of all the subjects felt nervous during the English language classroom if they forgot things they used to know.

5.1.2 Results Concerning Foreign Language Classroom Anxiety and Students' Achievement in Reading and Writing

The results concerning foreign language classroom anxiety and students' achievement in reading and writing suggested the following:

- 1) The high achievement on the reading test was in favor of moderate anxious students which prove that the more anxious the students were the better their achievement will be in reading.
- 2) There was a statistically positive correlation between subjects' scores in the foreign language classroom anxiety questionnaire and their scores on the reading achievement test. However, the correlation was not significant.
- 3) The high achievement on the writing test was in favor of moderate anxious students which prove that the more anxious the students are the better their achievement will be in writing.
- 4) There was statistically positive correlation between subjects' scores in the foreign language classroom anxiety questionnaire and their scores on the writing achievement test. However, the correlation was not significant.

- 5) Saudi Secondary male EFL students have a moderate level of foreign language classroom anxiety which plays a facilitative role in English language achievement.
- 6) This moderate anxiety level among Saudi male ELF students enhances the foreign language learners' motivation and leads to better performance.
- 7) A moderate anxiety level also motivates Saudi male EFL learners to study harder and participate actively in English language classes (based on the results of the achievement tests).
- 8) These results concerning the facilitative role of moderate language anxiety on Saudi male EFL students' achievement in reading and writing are consistent with the results of many studies like (Ando, 1999; Aida, 1994; Young, 1992; Eysenck, 1979 & Kleinmman, 1977).

5.3 Conclusions

The findings of the study led to the following conclusions:

- 1) Many Saudi male secondary school students in Jazan experienced a moderate level of English language classroom anxiety during English language classes.
- 2) This moderate level of classroom anxiety played a facilitative role on Saudi male EFL students' performance as shown by their scores on the two achievement tests i.e., The Reading Achievement Test and The Writing Achievement Test.
- 3) The results suggested that moderate language anxiety increased students' attention even at the input stage, created the desire for language learning within students, motivated them during classes and consequently helped them attain better achievement on the reading and the writing tests.

- 4) As for different grade levels, the 12th grade students seemed to be the most anxious group of students. The differences between the three grade levels were significant among (10th and 12th) and (11th and 12th) grade students in the aspects of the foreign language classroom anxiety questionnaire.
- 5) There were significant differences between moderate-anxious and low-anxious students in their achievement on the reading test.
- 6) There were significant differences between moderate-anxious and low-anxious students in their achievement on the writing test.
- 7) The high achievement on the reading test was in favor of moderate-anxious students which suggest that moderate-anxious students scored better on the reading achievement test than low-anxious students.
- 8) The high achievement on the writing achievement test was in favor of moderate-anxious students which suggest that moderate-anxious students scored better on the writing achievement test than low-anxious students.
- 9) There was a significant positive relationship between the students' level of communication apprehension and their achievement on the reading test, which suggests that male students who experience moderate communication apprehension in English language classes are likely to have higher scores in reading.
- 10) There was a significant positive relationship between the students' level of communication apprehension and their achievement on the writing test, which suggests that male students who experience moderate communication apprehension in English language classes are likely to have higher scores in writing.
- 11) There was a significant positive relationship between the students' level of test anxiety and their achievement on the reading test, which suggests that

male students who experience moderate test anxiety in English language classes are likely to have higher scores in reading.

- 12) There was a significant positive relationship between the students' level of test anxiety and their achievement on the writing test, which suggests that male students who experience moderate test anxiety in English language classes are likely to have higher scores in writing.
- 13) There was a significant positive relationship between the students' level of fear of negative evaluation and their achievement on the reading test, which suggests that male students who experience moderate fear of negative evaluation in English language classes are likely to have higher scores in reading.
- 14) There was a significant positive relationship between the students' level of fear of negative evaluation and their achievement on the writing test, which suggests that male students who experience moderate fear of negative evaluation in English language classes are likely to have higher scores in writing.
- 15) Regarding the three aspects of the foreign language classroom anxiety questionnaire, the correlation between students' achievement and fear of negative evaluation was higher than the correlation between students' achievement and communication apprehension as well as students' achievement and test anxiety.

5.4 Recommendations

Given that language anxiety can exercise detrimental influence on foreign language learning and communication in the target language, it is important that language instructors not only recognize that anxiety is a major cause of students' lack of success in foreign language communication but also assist them to overcome

their feelings of unease and discomfort. The results of this study suggest that certain students are at risk of having debilitating levels of foreign language classroom anxiety. Based on the findings of this study and the conclusions drawn, the following recommendations were given:

- 1) First and foremost, EFL teachers should try to ease the apprehensive situation of the language classroom into an accepted situation of learning by accepting errors, and by allowing corrections and feedback among students.
- 2) EFL teachers should try to lower the high anxiety level in the classroom by engaging their students in pair or group work.
- 3) Teacher should try to create a personalized atmosphere with their students in the English language classroom by talking about general difficulties of foreign language learning and personal experiences.
- 4) Preparation was found to be an important facilitating agent of foreign language anxiety among students. Hence, EFL teachers should encourage preparation prior to actual classes and give enough time for it.
- 5) To reduce students' high level of anxiety, EFL teachers should recognize students' feelings of insecurity and give them sufficient chances to express their concerns.
- 6) EFL teachers should reconsider their beliefs and attitudes that make their language classes anxiety provoking. For instance, they need to strengthen the beliefs that some anxiety is necessary for promoting students' performance.
- 7) EFL teachers should try to change some of their mistaken beliefs; such as, the class may be out of control if students are working in pairs or groups, and that all errors should be corrected.

- 8) EFL students should be given chances to use cartoon stories and role plays which usually allow humor, creativity, and a relaxed atmosphere in the language classroom.
- 9) EFL students always believe that perfect understanding is the ultimate goal of English language classes. However, if these unreasonable high expectations are not met in real situations, they are very likely to lead to frustration and high anxiety. EFL students need to know that perfect understanding is neither plausible nor always desirable. Thus, teachers must always teach their students to have realistic expectation.
- 10) Modeling is suggested as a desirable form of error correction. This means that the teacher should not overtly or harshly correct the error but simply repeat the phrase in the proper grammatical and / or phonetic form. Another alternative is to wait until the activity is over, take note of the errors and then review rules.
- 11) EFL teachers should be aware of the learning styles and preferences of their students and try to use a variety of activities and practices during a class period that may honor all learning preferences.
- 12) EFL teachers should use authentic materials, real objects, culturally related examples and content so students will feel that the English language is related to their lives.
- 13) The classroom atmosphere should be an atmosphere of acceptance and mutual respect, where students know how to appreciate other students, teachers appreciate students, and students appreciate the teacher. This relaxed atmosphere helps students to reveal themselves through another language in a genuine way.
- 14) EFL students and teachers should be aware of the important role that input plays in the acquisition of a second language. Teachers should make sure that

the students actually acquire certain rules, vocabulary items or any aspect of the language correctly.

- 15) EFL teachers should give students opportunities to experience some success in the EFL classroom, which can reduce their language anxiety and help them to acquire the language less painfully.
- 16) EFL teachers should give students opportunities to take risks in using the language, even if they are unsure of themselves because this will help them receive more feedback and get further exposure to comprehensible input.
- 17) EFL teachers should teach their students how to work as a community in the classroom by supporting each other and acting collaboratively to construct meaningful utterances. They should listen and care about the personalized responses generated by their classmates, so their information becomes part of the collective knowledge referred to by the class.
- 18) EFL teachers should use facilitative anxiety i.e., a moderate anxiety level to create the desire within students to learn, because without motivation, students will remain unchallenged which may consequently lead to slower progress in foreign language learning.

5.º Suggestions for Further Research

During the application and analyses of the study results, a number of suggested research studies were found to be needed in the field of foreign language classroom anxiety and foreign language learning. The suggested research for further studies includes:

- 1) Further research studies can be conducted to test the effect of increasing the exposure to the foreign language on students' achievement. For example, this may be achieved by increasing the number of language classes or studying the

English language at earlier levels than the intermediate i.e., the elementary level.

- 2) More research studies are needed to determine how other affective and personality variables interact with anxiety to affect language learning.
- 3) Further research studies are needed to test the effect of anxiety on the other language skills (i.e., listening and speaking).
- 4) More research is required to make sure if the reported findings correspond with other populations in other cities of Saudi Arabia.
- 5) Further research might be useful to check the effect of anxiety on other levels of students like beginners in intermediate level school or university level students.
- 6) Other research studies are needed to test the effect of anxiety on students' attitudes towards learning the English language and vice versa.
- 7) A study could be conducted regarding the training of EFL teachers on how to deal with high-anxious students and different teaching implications to reduce anxiety in foreign language classes.
- 8) More studies are needed in the area of reducing the high foreign language anxiety level in the classroom.
- 9) Another study could be conducted to analyze other pedagogical and instructional sources of foreign language anxiety along with making the learning situation less stressful.

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APPENDICES

APPENDIX (A)

THE FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

The Foreign Language Classroom Anxiety Scale (FLCAS)

No	Statements	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
1-	I never feel quite sure of myself when I am speaking in my foreign language class.					
2-	I don't worry about making mistakes in language class.					
3-	I tremble when I know that I'm going to be called on in language class.					
4-	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5-	It wouldn't bother me at all to take more foreign language classes.					
6-	During language class, I find myself thinking about things that have nothing to do with the course.					
7-	I keep thinking that the other students are better at languages than I am.					
8-	I am usually at ease during tests in my language class.					
9-	I start to panic when I have to speak without preparation in language class.					
10-	I worry about the consequences of failing my foreign language class.					
11-	I don't understand why some people get so nervous during foreign language tests.					
12-	In language class, I can get so nervous I forget things I know.					

13-	It embarrasses me to volunteer answers in my language class.					
14-	I would not be nervous speaking the foreign language with native speakers.					
15-	I get upset when I don't understand what the teacher is correcting.					
16-	Even if I am well prepared for language class, I feel anxious about it.					
17-	I often feel like not going to my language class.					
18-	I feel confident when I speak in the foreign language class.					
19-	I am afraid that my language teacher is ready to correct every mistake I make.					
20-	I can feel my heart pounding when I'm going to be called on in language class.					
21-	The more I go over the questions of a language test, the more confused I get.					
22-	I don't feel pressure during English language tests.					
23-	I always feel that the other students speak the foreign language better than I do.					
24-	I feel very self-conscious about speaking the foreign language in front of other students.					
25-	I worry about making mistakes during English language tests.					
26-	I feel nervous while taking my English language tests.					
27-	I get nervous when I am speaking in my language class.					
28-	When I'm on my way to take a language test, I feel very relaxed.					
29-	I get nervous when I don't understand every word the language teacher says.					

30-	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31-	I am afraid that the other students will laugh at me when I speak the foreign language.					
32-	I would probably feel comfortable during an oral language tests.					
33-	I get nervous when the language teacher asks oral questions that I haven't prepared in advance.					

APPENDIX (B)

THE TRANSLATED QUESTIONNAIRE AND IT'S MODIFICATIONS

مقياس القلق في فصول تعلم اللغة الانجليزية

م	العبارة الاصلية	العبارة بعد التعديل
١	أشعر بعدم الثقة في النفس عندما أتحدث باللغة الانجليزية أمام زملائي في قاعة <u>الدرس</u> .	أشعر بعدم الثقة في نفسي عندما أتحدث باللغة الانجليزية أمام زملائي في الفصل
٢	لأشعر بالارتباك عندما أخطى أثناء حديثي باللغة الانجليزية في قاعة <u>الدرس</u> .	لأشعر بالارتباك عندما أخطى أثناء حديثي باللغة الانجليزية في الفصل.
٣	ارتبك عندما يحين دوري للمشاركة في نشاطات اللغة الانجليزية أثناء <u>المحاضرة</u> .	ارتبك عندما يحين دوري للمشاركة في نشاطات اللغة الانجليزية أثناء <u>الدرس</u> .
٤	أشعر بخوف شديد عندما أجد نفسي غير قادر على فهم مايقوله <u>محاضر</u> اللغة الانجليزية في قاعة <u>الدرس</u> .	أشعر بخوف شديد عندما أجد نفسي غير قادر على فهم مايقوله معلم اللغة الانجليزية في الفصل.
٥	من الطبيعي أن اشعر في وقت ما بحاجتي الى <u>محاضرات</u> إضافية للتقوية في اللغة الانجليزية.	من الطبيعي أن اشعر في وقت ما بحاجتي الى دروس إضافية للتقوية في اللغة الانجليزية.
٦	كثيرا ما أجد نفسي غير قادر على التركيز في <u>الدرس</u> خلال <u>محاضرة</u> اللغة الانجليزية.	كثيرا ما أجد نفسي غير قادر على التركيز في <u>الدرس</u> خلال <u>حصّة</u> اللغة الانجليزية.
٧	أشعر دائما أن زملائي أفضل مني في اللغة الانجليزية.	_____
٨	تكون أعصابي هادئة تماما خلال فترة الامتحانات في اللغة الانجليزية.	_____
٩	أشعر برعب شديد عندما يطلب مني <u>المحاضر</u> أن أتحدث باللغة الانجليزية بغير استعداد مسبق.	أشعر برعب شديد عندما يطلب مني المعلم أن أتحدث باللغة الانجليزية بغير استعداد مسبق.
١٠	أشعر بخوف شديد لاحتمال رسوبى في اللغة الانجليزية.	_____
١١	لأفهم ماهية الاسباب التي تجعل <u>زملائي</u> يقلقون أثناء اختبار اللغة الانجليزية	لأفهم ماهية الاسباب التي تجعل بعض زملائي يقلقون أثناء اختبار اللغة الانجليزية
١٢	أشعر بالقلق عندما أجد نفسي غير قادر على تذكر أشياء كنت أعرفها في اللغة الانجليزية.	_____
١٣	أتردد في أن أتطوع بالاجابة على أسئلة اللغة الانجليزية في قاعة <u>الدرس</u> .	أتردد في أن أتطوع بالاجابة على أسئلة اللغة الانجليزية في الفصل.
١٤	لا أشعر بالقلق عندما أتحدث باللغة الانجليزية مع المتحدثين بها أصلا.	_____
١٥	يساورنى القلق عندما أعجز عن فهم مايقصده <u>المحاضر</u> عندما يصحح لى أخطائى في اللغة الانجليزية.	يساورنى القلق عندما أعجز عن فهم مايقصده المعلم عندما يصحح لى أخطائى في اللغة الانجليزية.

أخشى من حضور <u>محاضرات</u> اللغة الانجليزية مع أنني أحضر الدرس مسبقا.	١٦
كثيرا ما أجد نفسي غير راغب في حضور <u>محاضرات</u> اللغة الانجليزية.	١٧
أشعر بثقة كبيرة في نفسي عندما أتحدث اللغة الانجليزية في <u>قاعة</u> الدرس.	١٨
أخاف من التحدث في <u>محاضرة</u> اللغة الانجليزية خشية أن يقوم <u>المحاضر</u> بتصحيح كافة الاخطاء التي أقع فيها.	١٩
أشعر بقدر كبير من التوتر عندما يدعوني معلم اللغة الانجليزية للإجابة عن سؤال أو الاشتراك في مناقشة.	٢٠
_____	٢١
_____	٢٢
_____	٢٣
_____	٢٤
_____	٢٥
_____	٢٦
أشعر بالارتباك عندما أتحدث باللغة الانجليزية في <u>قاعة</u> الدرس امام زملائي.	٢٧
_____	٢٨
أشعر بالقلق الشديد عندما لأفهم كل كلمة يقولها معلم اللغة الانجليزية أثناء الدرس.	٢٩
_____	٣٠
أخشى أن يثير حديثي باللغة الانجليزية في <u>قاعة</u> الدرس سخرية زملائي .	٣١
_____	٣٢
أشعر بالقلق الشديد عندما يسألني <u>محاضر</u> اللغة الانجليزية سؤالا شفويا لم أكن مستعدا له من قبل.	٣٣

APPENDIX (C)

THE SEMI-FINAL FORM OF THE QUESTIONNAIRE

بسم الله الرحمن الرحيم

أخي الطالب:

تعبّر العبارات الآتية عن آراء الطلاب ومشاعرهم أثناء دراسة اللغة الانجليزية فى الفصل، و هى عبارات و بنود يمكن أن تصف أو تعكس ما يمكن أن نشعر به جميعاً عندما نعيش خبرة دراسة اللغة الانجليزية.

ارجو منك التفضل بقراءة كل عبارة من هذه العبارات بدقة ، ثم تقرير ما اذا كانت العبارة واضحة المعنى ، و مكتوبة بخط يمكن قراءته بسهولة، ألى جانب إمكانية اضافة أى ملاحظة يمكن أن تفيد الباحث.

وشكرا على تعاونك

الباحث

مقياس القلق في فصول تعلم اللغة الانجليزية

م	العبرة	واضحة	مقروءة	ملاحظات
١	أشعر بعدم الثقة في نفسي عندما أتحدث باللغة الانجليزية أمام زملائي في الفصل.			
٢	لا أشعر بالارتباك عندما أخطى أثناء حديثي باللغة الانجليزية في الفصل.			
٣	ارتبك عندما يحين دورى للمشاركة فى نشاطات اللغة الانجليزية أثناء الدرس.			
٤	أشعر بخوف شديد عندما اجد نفسي غير قادر على فهم مايقوله معلم اللغة الانجليزية فى الفصل.			
٥	من الطبيعى أن اشعر فى وقت ما بحاجتى الى دروس اضافية للتقوية فى اللغة الانجليزية.			
٦	كثيرا ما أجد نفسي غير قادر على التركيز فى الدرس خلال حصة اللغة الانجليزية.			
٧	اشعر دائما أن زملائي افضل منى فى اللغة الانجليزية.			
٨	تكون أعصابى هادئة تماما خلال فترة الامتحانات فى اللغة الانجليزية.			
٩	أشعر برعب شديد عندما يطلب منى معلم اللغة الانجليزية أن أتحدث باللغة الانجليزية بغير استعداد مسبق.			
١٠	أشعر بخوف شديد لاحتمال رسوبى فى اللغة الانجليزي			
١١	لأفهم ماهية الاسباب التى تجعل بعض زملائي يقلقون أثناء اختبار اللغة الانجليزية.			
١٢	أشعر بالقلق عندما أجد نفسي غير قادر على تذكر أشياء كنت أعرفها فى اللغة الانجليزية.			
١٣	أتردد فى أن أتطوع بالاجابة على أسئلة اللغة الانجليزية فى الفصل.			
١٤	لأشعر براحة عندما أتحدث باللغة الانجليزية مع المتحدثين بها أصلا.			

م	العبارة	واضحة	مقروءة	ملاحظات
١٥	يساورنى القلق عندما أعجز عن فهم مايقصده المعلم عندما يصحح لى أخطائى فى اللغة الانجليزية.			
١٦	كثيرا ما أجدة نفسى غير راغب فى حضور حصص اللغة الانجليزية.			
١٧	أشعر بثقة كبيرة فى نفسى عندما أتحدث باللغة الانجليزية فى الفصل.			
١٨	أخاف من التحدث فى حصة اللغة الانجليزية خشية أن يقوم المعلم بتصحيح كافة الاخطاء التى أقع فيها.			
١٩	أشعر بقدر كبير من التوتر عندما يدعونى معلم اللغة الانجليزية للإجابة عن سؤال أو الاشتراك فى مناقشة.			
٢٠	كلما قرأت أسئلة امتحان اللغة الانجليزية كلما زاد قلقي.			
٢١	لا أشعر بالقلق أثناء اختبار اللغة الانجليزية.			
٢٢	أشعر دائما أن زملاي يتحدثون اللغة الانجليزية أفضل منى.			
٢٣	أشعر بخجل شديد عندما أتحدث باللغة الانجليزية أمام زملاي الطلاب.			
٢٤	أشعر بالقلق من الوقوع فى الخطأ أثناء اختبار اللغة الانجليزية.			
٢٥	أشعر بأثنى عصبى أثناء اختبار اللغة الانجليزية.			
٢٦	أشعر بالارتباك عندما أتحدث باللغة الانجليزية فى الفصل أمام زملاي.			
٢٧	أشعر بالاسترخاء عندما يأتى موعد اختبار اللغة الانجليزية .			
٢٨	أشعر بالقلق الشديد عندما لا أفهم كل كلمة يقولها معلم اللغة الانجليزية أثناء الدرس.			
٢٩	يزعجنى كثرة عدد القواعد التى يجب أن أتعلمها كى أستطيع أن أتحدث باللغة الانجليزية.			
٣٠	أخشى أن يثير حديثي باللغة الانجليزية فى الفصل سخرية زملاي.			
٣١	أشعر بالراحة أثناء الاختبار الشفوى للغة الانجليزية.			
٣٢	أشعر بالقلق الشديد عندما يسألنى معلم اللغة الانجليزية سؤالا شفويا لم أكن مستعدا له من قبل.			

Appendix (D)

THE FINAL FORM OF THE QUESTIONNAIRE

بسم الله الرحمن الرحيم

أخي الطالب:

تعتبر العبارات الآتية عن آراء الطلاب و مشاعرهم أثناء دراسة اللغة الانجليزية فى الفصل، و هى عبارات و بنود يمكن أن تصف أو تعكس ما يمكن أن نشعر به جميعا عندما نعيش خبرة دراسة اللغة الانجليزية.

أرجو منك التفضل بقراءة كل عبارة من هذه العبارات بدقة، ثم التعبير عن رأيك بخصوص المعنى الذى تتضمنه العبارة بوضع علامة (٣) فى خانة واحدة فقط من بين الخانات الخمس التى توجد أمام كل عبارة.

لاحظ أنه لا توجد عبارات صحيحة و أخرى خاطئة ، فهذه امور نختلف فيما بيننا بشأنها _ و الاجابة تعتبر صحيحة فقط مادام أنها تعبر عن حقيقة رأيك أو تصف ما نشعر به فعلا أثناء درس اللغة الانجليزية. ملاحظة:

المعلومات الواردة فى هذا الاستبيان لن تستخدم الا لخدمة البحث العلمى و ستحاط بالسرية التامة ، كما لن يكون هناك أى تبعات يمكن أن تلحق بك بناء على اجابتك..

وشكرا على تعاونك،

بيانات أولية:

اسم الطالب	المدرسة	
الصف الدراسى	التخصص	
تاريخ الاجابة	تاريخ الميلاد	

الباحث

مقياس القلق في فصول تعلم اللغة الانجليزية

م	العبرة	موافق بشدة	موافق	غير متأكد	معارض بشدة	معارض
١	أشعر بعدم الثقة في نفسي عندما أتحدث باللغة الانجليزية أمام زملائي في الفصل.					
٢	لأشعر بالارتباك عندما أخطى أثناء حديثي باللغة الانجليزية في الفصل.					
٣	أرتبك عندما يحين دوري للمشاركة في نشاطات اللغة الانجليزية أثناء الدرس.					
٤	أشعر بخوف شديد عندما أجد نفسي غير قادر على فهم ما يقوله معلم اللغة الانجليزية في الفصل.					
٥	من الطبيعي ان اشعر في وقت ما بحاجتي الى دروس اضافية للتقوية في اللغة الانجليزية.					
٦	كثيرا ما اجد نفسي غير قادر على التركيز في الدرس خلال حصة اللغة الانجليزية.					
٧	اشعر دائما ان زملائي افضل مني في اللغة الانجليزية.					
٨	تكون اعصابي هادئة تماما خلال فترة الامتحانات في اللغة الانجليزية.					
٩	اشعر برعب شديد عندما يطلب مني معلم اللغة الانجليزية أن أتحدث باللغة الانجليزية بغير استعداد مسبق.					
١٠	أشعر بخوف شديد لاحتمال رسوبى في اللغة الانجليزية.					
١١	لأفهم ماهية الاسباب التى تجعل بعض زملائي يقلقون أثناء اختبار اللغة الانجليزية.					
١٢	اشعر بالقلق عندما اجد نفسي غير قادر على تذكر اشياء كنت اعرفها في اللغة الانجليزية.					
١٣	اتردد في ان اتطوع بالاجابة على اسئلة اللغة الانجليزية في الفصل.					
١٤	لأشعر براحة عندما أتحدث باللغة الانجليزية مع المتحدثين بها أصلا.					
١٥	يساورنى القلق عندما أعجز عن فهم ما يقصده المعلم عندما يصحح لى أخطائى في اللغة الانجليزية.					

م	العبارة	موافق بشدة	موافق	غير متأكد	معارض	معارض بشدة
١٦	كثيرا ما اجد نفسي غير راغب فى حضور حصص اللغة الانجليزية.					
١٧	أشعر بثقة كبيرة فى نفسى عندما أتحدث باللغة الانجليزية فى الفصل.					
١٨	أخاف من التحدث فى حصة اللغة الانجليزية خشية أن يقوم معلم بتصحيح كافة الاخطاء التى اقع فيها.					
١٩	أشعر بقدر كبير من التوتر عندما يدعونى معلم اللغة الانجليزية للاجابة عن سؤال أو الاشتراك فى مناقشة.					
٢٠	كلما قرأت أسئلة امتحان اللغة الانجليزية كلما زاد قلقى.					
٢١	لأشعر بالقلق أثناء اختبار اللغة الانجليزية.					
٢٢	اشعر دائما أن زملاى يتحدثون اللغة الانجليزية أفضل منى.					
٢٣	أشعر بخجل شديد عندما اتحدث باللغة الانجليزية أمام زملاى الطلاب.					
٢٤	اشعر بالقلق من الوقوع فى الخطأ أثناء اختبار اللغة الانجليزية.					
٢٥	أشعر بأننى عصبى أثناء أختبار اللغة الانجليزية.					
٢٦	أشعر بالارتباك عندما أتحدث باللغة الانجليزية فى الفصل أمام زملاى.					
٢٧	أشعر بالاسترخاء عندما يأتى موعد الاختبار اللغة الانجليزية.					
٢٨	أشعر بالقلق الشديد عندما لأفهم كل كلمة يقولها معلم اللغة الانجليزية أتتلى الدرس.					
٢٩	يزعجنى كثرة عدد القواعد التى يجب أن أتعلمها كى أستطيع أى أتحدث باللغة الانجليزية.					
٣٠	أخشى أن يثير حديثى باللغة الانجليزية فى الفصل سخرية زملاى.					
٣١	أشعر بالراحة أثناء الاختبار الشفوى للغة الانجليزية.					
٣٢	أشعر بالقلق الشديد عندما يسألنى معلم اللغة الانجليزية سؤالاً شفويا لم أكن مستعداً له من قبل.					

APPENDIX (E)

READING ACHIVEMENT TEST

1ST GRADE LEVEL

Reading Achievement Test - 1st grade

Objectives and Specifications of the Reading Achievement Test

(First Grade)

I . Objectives of the Reading Achievement Test:

The reading achievement test was designed to measure the following student's abilities:

- 1-Guessing the meaning of new words by choosing the correct equivalent.
- 2- Scanning the text to locate specific information to answer certain questions.
- 3- Finding out the correct word that is referred to by a pronoun.
- 4- Joining words to form correct sentences to differentiate between a person, a thing, and an animal.
- 5- Rearrangement of scrambled sentences.
- 6- Judging the correctness of certain sentences.

II . General Reading Test Information

- 1-Allocated Time: 45 minutes
- 2-Total Marks: 20 points
- 3-Scoring: 1 point for each correct test item and 0 for the incorrect one.

III. Classifications of the Reading Achievement test (according to Bloom's

Taxonomy):

- 1- Objective (1) covers the Knowledge domain: items 5-8
- 2- Objective (2) covers the Comprehension domain: items 1-4
- 3- Objective (3) covers the Application domain: items 9-10
- 4- Objective (4) covers the Analysis domain: items 11-13
- 5- Objective (5) covers the Synthesis domain: items 14-16
- 6-Objective (6) covers the Evaluation domain: items 17-20

The Content of the Reading Achievement Test

(First Grade)

Unit (2) Lesson (3):

MEMO

Date: 28 September 1992

To: Mr. Khaled Al-Yami, Director of TV programs

From: Ahmad Al-Ali

Subject: Plans for “In Focus”

I have the following plans for “In Focus”. I would like your permission to go ahead with them. There will be 9 programs. Each one will last 20 minutes. They will be from 7. 30 to 7.50. on Tuesday evenings. We are going to interview people in the studio. For example, there will be the director of English language school from the northern region. We plan to travel to the Western region as well. In addition, we intend to fly to Sudan. We will tell the story of a Sudanese man on his first Hajj. Our journey will take about four weeks and will cost around SR 20,000. The total cost of the programs will be approximately SR50, 000.

Can I go ahead with these plans?

Ahmad Al-Ali

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p style="text-align: center;">Q. 2.</p> <p style="text-align: center;">Multiple</p> <p style="text-align: center;">Choice</p>	<p><u>Read the memo carefully, then choose the correct equivalent to the word written in bold by circling the letter in front of that word:</u></p> <ol style="list-style-type: none"> 1. Director means... <ol style="list-style-type: none"> a) supervisor b) player c) interviewer d) guest 2. Go ahead with means... <ol style="list-style-type: none"> a) study b) arrange c) continue d) rewrite 3. Permission means... <ol style="list-style-type: none"> a) subject b) vacation c) journey d) consent 4. Plan means... <ol style="list-style-type: none"> a) a diagram of a building b) a detailed formulation of a program c) a market for shopping d) a restaurant for European food 					

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Q. 1</p> <p>Short</p> <p>Answer</p>		<p><u>Answer the following questions:</u></p> <p>1. Who is the writer of the memo?</p> <p>.....</p> <p>.....</p> <p>2. To whom is the memo written?</p> <p>.....</p> <p>.....</p> <p>3. What is the subject of the memo?</p> <p>.....</p> <p>.....</p> <p>4- What is the date of writing the memo?</p> <p>.....</p> <p>.....</p>				

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 3</p> <p align="center">Referent</p> <p align="center">Identification</p>			<p align="center"><u>Find out what the pronoun written in bold refers to then, write the word it refers to in the given place:</u></p> <p>.....1-These are my plans. I would like your permission to go ahead with them.</p> <p>.....2-Ahmad Al-Ali will tell the story of a Sudanese man on his first Hajj.</p>			

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 4.</p> <p align="center">Sentence</p> <p align="center">Competition</p>				<p><u>Choose words from the box below to complete the given sentences:</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p align="center">holds a letter takes photograph pull carts carries suitcase</p> </div> <p>1.A porter is a person who.....</p> <p>2.A camera is a thing which</p> <p>3-A donkey is an animal which</p>		

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 5.</p> <p align="center">Rearrange</p>					<p align="center"><u>Rearrange the steps Ahmad Al-Ali will follow in his program of “In Focus”, then put them together to complete the paragraph given below:</u></p> <p>1- travel to the western region.</p> <p>2- fly to Sudan.</p> <p>3- interview the director of an English language school.</p> <p>First, Ahmad Al-Ali will</p> <p>Then, he will</p> <p>Finally, he will.....</p>	

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 6.</p> <p>True-False</p> <p>Statements</p>						<p><u>Decide whether the following sentences are T (true) or F (false):</u></p> <p>_____ 1.The journey to Sudan will take four weeks.</p> <p>_____ 2.They will make a journey to the U.S.A.</p> <p>_____ 3.The total cost of the programs will be SR 100.</p> <p>_____ 4.Each program of “In Focus” will last half an hour.</p>

Specification Table of the Reading Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q. 1</u> <u>Short Answer</u>	Multiple Choice						4
	4						
<u>Q. 2</u> <u>Multiple Choice</u>		Short Answer					4
		4					
<u>Q. 3</u> <u>Referent Identification</u>			Referent Identification				2
			2				
<u>Q. 4</u> <u>Sentence Completion</u>				Sentence Completion			3
				3			
<u>Q. 5</u> <u>Rearrangement Question</u>					Rearrange		3
					3		
<u>Q. 6</u> <u>True-False</u>						True-False	4
						4	
<u>Total</u>	4	4	2	3	3	4	20
<u>Percentage</u>	20%	20%	10%	15%	15%	20%	100%

Reading Achievement Test / First Grade

Student's name : Allocated Time: 45 minutes

Total Marks:

THE READING PASSAGE

Date: 28 September

To: Mr. Khaled Al-Al-Yami, Director of TV programs

From: Ahmad Al- Ali

Subject: Plans for “In Focus”

I have the following plans for “In Focus”. I would like your permission to go ahead with them. There will be 9 programs. Each one will last 20 minutes. They will be from 7. 50 to 7. 50 on Tuesday evenings. We are going to interview people in the studio. For example, there will be the director of an English language school from the northern region. We plan to travel to the western region as well. In addition, we intend to fly to Sudan. We will tell the story of a Sudanese man on his first Hajj. Our journey will take about four weeks and will cost around SR20, 000. The total cost of the programs will be approximately SR50, 000.

Can I go ahead with these plans?

Ahmad Al-Ali

Q. (1). Read the above memo carefully and answer the following questions:

1. Who is the writer of the memo?

.....

2. To whom is the memo written?

.....

3- What is the subject of the memo?

.....

4- What is the date of writing the memo?

.....

Q. (2). Choose the best synonym for the word written in bold by writing the letter a, b, c, or d in the space given the margin:

_____ **1. Director** means...

- a) supervisor
- b) player
- c) interviewer
- d) traveler

_____ **3. Permission** means...

- a) subject
- b) vacation
- c) journey
- d) consent

_____ **2. Go ahead with** means ...

- a) study
- b) arrange
- c) continue
- d) rewrite

_____ **4. Plan** means ...

- a) a diagram of a building
- b) a detailed formulation of
a program
- c) a market for shopping
- d) a restaurant for European food

Q. (3). Find out what the pronoun written in bold refers to, then write the word it refers to in the given place:

_____ 1. These are my plans. I would like your permission to go ahead with **them**.

_____ 2. Ahmad Al- Ali will tell the story of a Sudanese man on **his** first Hajj.

Q. (4). Choose words from the box below to complete the given sentences:

holds a letter takes photographs pull carts carries suitcases
--

1. A porter is a person who
2. A camera is a thing which
3. A donkey is an animal which

Q. (5). Rearrange the steps that Ahmad Al- Ali will follow in his program “In Focus”, then put them together to complete the paragraph given below:

- 1) Ahmad Al-Ali will travel to the western region.
- 2) Ahmad Al- Ali will fly to Sudan.
- 3) Ahmad Al- Ali will interview the director of an English language school

First, Ahmad Al- Ali will

Then, he will

Finally, he will

Q. (6). Decide whether the following sentences are T (true) or F (false):

_____ 1. The journey to Sudan will last four weeks.

_____ 2. Ahmad Al- Ali will make a journey to U.S.A.

_____ 3. The total cost of the programs will be SR 100.

_____ 4. Each program of “In Focus” will last half an hour.

APPENDIX (F)
READING ACHIEVEMENT TEST
2nd GRADE LEVEL

Objectives and Specification of the Reading Achievement Test

(Second Grade)

I. Objectives of the Reading Achievement Test:

The reading achievement test was designed to measure the following student abilities:

1. Guessing the meaning of new words by choosing the correct synonym.
2. Scanning the text to locate specific information to answer some questions.
3. Filling in blanks with the suitable preposition.
4. Choosing the best pair of words to form meaningful analogies.
5. Constructing meaningful sentences with the help of pictures and certain phrases.
6. Judging the correctness of certain sentences.

II. General Reading Test Information:

- 1-Allocated Time: 45 minutes
- 2-Total Marks : 20 points
- 3-Scoring: 1 point for each correct test item and 0 for the incorrect one.

III. Classification of the reading achievement test according to(Bloom's Taxonomy):

1. Objective (1) covers the knowledge domain: items 1- 4
2. Objective (2) covers the Comprehension domain: items 5-7
3. Objective (3) covers the Application domain: items 8-11

4. Objective (4) covers the Analysis domain: items 12-15
5. Objective (5) covers the Synthesis domain: items 16-18
6. Objective (6) covers Evaluation domain: items 19-20

The Content of the Reading Achievement Test

(Second Grade)

Unit (2) Lesson (2):

Accidents in the Home

When most people think of accidents, they think of traffic accidents. However, a large number of accidents happen in the home. For instance, in the United States about 60 million people are hurt every year in their homes. Some of the most common accidents in the home are falls, burns, scalds, electrocution, suffocation, and poisoning.

Of course, the dangers are not the same for every member of the family. If you look at Graph 1, you will see that very young children and people between the ages of 30 and 64 have the most accidents in the home. Also, different age groups have different kinds of accidents.

Small children usually face poisoning, cuts, and suffocation. Mothers usually have accidents like burns, scalds, cuts, and electric shocks. Fathers often have accidents like falls, electric shocks, and poisoning. Old people face accidents like falls, burns, accidental overdoses or gassing. However, you can prevent many accidents if you take simple precautions and learn some basic first aid.

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Q. 1. Short Answer</p>		<p><u>Answer the following questions with short answers from the passage:</u></p> <p>1. Where do large numbers of accidents happen?</p> <p>2. How many people are hurt in their homes every year in the United States?</p> <p>3. What are the special dangers of the kitchen?</p>				

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation				
Q. 3. Sentence Completion			<p><u>Complete the following sentences with the correct preposition:</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center">on</td> <td align="center">With</td> <td align="center">Out of</td> <td align="center">for</td> </tr> </table> <p>1) Thank you ... your letter. 2) Some boys go to school ... bikes. 3) Never try to put out fires ... water. 4) The teacher went ... the class.</p>	on	With	Out of	for			
on	With	Out of	for							

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Q. 4.</p> <p>Matching</p>				<p><u>Choose the best pair of words to form meaningful analogies:</u></p> <p>1. Horse is to animals as..... is to</p> <p>(a) farm : camel</p> <p>(b) parrot : birds</p> <p>(c) cow : milk</p> <p>2. Knives are to cuts as is to</p> <p>(a) ship : airplane</p> <p>(b) stone : steel</p> <p>(c) hot water : scalds</p>		

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 5.</p> <p>Rearrangement</p>					<p><u>Rearrange the following phrases to write a paragraph about the main causes of fires in the home:</u></p> <p>Main causes- Fire in the home- The- Cigarette lighters- are- worn out electrical cables- gas cylinders- too many plugs in one outlet- of-</p>	

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 6.</p> <p>True-False</p> <p>Statements</p>						<p><u>Write whether the following sentences are true (T) or false (F):</u></p> <p>_____ 1. Very young children have the most accidents in the home.</p> <p>_____ 2. Traffic has more accidents than homes.</p> <p>_____ 3. Some people are crippled for the rest of their lives because of fire injures.</p>

Specification Table of the Reading Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q. (1)</u> <u>Multiple Choice</u>	Multiple choice						4
	4						
<u>Q. (2)</u> <u>Short Answer</u>		Short answer					3
		3					
<u>Q. (3)</u> <u>Sentence Competition</u>			Sentence completion				4
			4				
<u>Q. (4)</u> <u>Matching</u>				Matching			2
				2			
<u>Q. (5)</u> <u>Rearrangement</u>					Rearrangement		4
					4		
<u>Q. (6)</u> <u>True-False Statements</u>						True-False	3
						3	
<u>Final Total</u>	4	3	4	2	4	3	20
<u>Percentage</u>	20%	15%	20%	10%	20%	15%	100%

Reading Achievement Test / Second Grade

Student's name: Allocated Time: 45 minutes

Final Marks:

Accidents in the Home

When most people think of accidents, they think of traffic accidents. However, a large number of accidents happen in the home. For instance, in the United States about 16 million people are hurt every year in their homes. Some of the most common accidents in the home are falls, burns, scalds, electrocution, suffocation, and poisoning.

Of course, the dangers are not the same for every member of the family. If you look Graph 1, you will see that very young children and people between the ages of 30 and 64 have the most accidents in the home. Also, different age groups have different kinds of accidents.

Small children usually face poisoning, cuts, and suffocation. Mothers usually have accidents like burns, scalds, cuts, and electric shocks. Fathers often have accidents like falls, electric shocks, and poisoning. Old people face accidents like falls, burns, accidental overdoses or gassing. However, you can prevent many accidents if you take simple precautions and learn some basic first aid.

Q. (1). Read the above passage carefully and answer the following questions:

1. Where do large numbers of accidents happen?

.....

2. How many people are hurt in their homes every year in the United States?

.....

3. What are the special dangers of the kitchen?

.....

Q. (2). Choose the best synonym for the word written in bold by writing the letter a, b, c or d in the space given in the margin:

_____ **1. Fall** means ...

- a) drop
- b) break
- c) pass
- d) ruin

_____ **3. Sharp** means ...

- a) helpful
- b) cutting
- c) speedy
- d) painful

_____ **2. Great** means ...

- a) poor
- b) big
- c) tall
- d) small

_____ **4. unsafe** means ...

- a) dangerous
- b) secure
- c) protected
- d) awful

Q. (3). Complete the following sentences with the correct precautions:

on	with	out of	for
-----------	-------------	---------------	------------

1. Thank you ... your letter.
2. Some boys go to school ... bikes.
3. Never try to put out fires ... water.
4. The teacher went ... the class.

Q. (4). Choose the best pair of words to form meaningful analogies:

1. Horse is to animals as ... is to ...

- (a) kitchen: home (b) parrot : birds (c) cow : milk

2. Knives are to cuts as ... is to ...

- (a) ship : airplane (b) stone : steel (c) hot water : scalds

Q. (5). Rearrange the following phrases to form a paragraph about “ The main causes of fires in the home”:

main causes-

fires in the home-

The-

Cigarette lighters-

are-

worn out electrical cables-

gas cylinders-

too many plugs in one outlet-

of-

.....

.....

.....

.....

.....

.....

Q. (6). Write whether the following sentences are true (T) or false (F):

_____ 1. Very young children have the most accidents in the home.

_____ 2. Traffic has more accidents than homes.

_____ 3. Some people are crippled for the rest of their lives because of
Fire injures.

APPENDIX (G)

READING ACHIEVEMENT TEST

3RD GRDE LEVEL

Objectives and Specification of the Reading Achievement Test

(Third grade)

I.Objectives of the Reading Achievement Test:

The reading achievement test was designed to measure the following student abilities:

1. Scanning the text to locate specific information to answer certain questions.
2. Guessing the meaning of new words by choosing the correct synonym.
3. Matching words from one column with phrases in the other.
4. Inferring certain facts from the passage.
5. Rearrangement of unscrambled words to form meaningful sentences.
6. Judging the correctness of certain sentences.

II. General Reading Test Information

1. Allocated Time: 45 minutes
2. Total Mark: 20 points
3. Scoring : 1 point for each correct test item and 0 for the incorrect one.

III. Classification of the reading achievement test according to (Bloom' s Taxonomy):

1. Objective (1) covers the Knowledge domain: item 4-7
2. Objective (2) covers the Comprehension domain: items 1-3
3. Objective (3) covers the Application domain: items 8-10
4. Objective (4) covers the Analysis domain: items 11-14
5. Objective (5) covers the Synthesis domain: items 15-17
6. Objective (6) covers the Evaluation domain: items 18-20

The Content of the Reading Achievement Test

(Third Grade)

Unit (2) Lesson (4) :

Conservation –An Urgent Need

Scientists still do not know exactly how many animals and plant species exist on our planet. They guess that there may be between 5 million and 30 million. Only 1.7 million of them have been identified and described.

In January 1989, the director of a famous botanical garden in the U.S.A. predicted that during the next thirty years man will cause the extinction of an average 100 animal and plant species every day.

There are several reasons for this. One is that man often hunts and fishes too efficiently nowadays. For example, fishermen hunt whales from “factory

ships”, and hunters of elephants and rhinoceroses have even used helicopters and machine-guns. As a result, these animals are all in danger of disappearing.

Another reason is pollution of the environment. Animals need a clean environment but we have been polluting the rivers, seas and land for over 150 years.

However, the main cause of this extinction is deforestation in the tropics. Tropical forests cover only 7% of the earth’s surface, but they are the home of between 50% and 80% of the earth’s species. Many tropical countries are cutting down their forests very quickly. They are killing trees and plants, at the same time destroying the homes of many animals.

Millions of small and little-known species are also threatened with extinction. Insects and plants are especially vulnerable as their forest homes are destroyed.

What can be done about the problem? We cannot re-introduce the species which have already disappeared. However, it may not be too late to start protecting some of the creatures and plants which are still with us but which are endangered. All over the world, conservation is an urgent need.

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p style="text-align: center;">Q. 2.</p> <p style="text-align: center;">Multiple Choice</p>	<p><u>Choose the correct synonym for the word written in bold:</u></p> <p>1.predict means ...</p> <p>a) tell b) expect c) foretell d) say</p> <p>2.forest means ...</p> <p>a) woods b) garden c) ocean d) farm</p> <p>3.extinction means ...</p> <p>a) flourishing b) dead c) alive d) active</p> <p>4.destroy means ...</p> <p>a) harm b) protect c) hurt d) ruin</p>					

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p style="text-align: center;">Q. 1.</p> <p style="text-align: center;">Short</p> <p style="text-align: center;">Answer</p>		<p style="text-align: center;"><u>Read the above passage carefully and answer the following questions:</u></p> <p>1. How many animals and plants have scientists identified and described? </p> <p>2. What have hunters used to hurt elephants and rhinoceroses? </p> <p>3. What is the main cause of extinction? </p> <p>4. What does conservation mean? </p>				

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Q. 3.			<p><u>Q.(3).Match each word in (A) with the suitable phrases in (B) by putting the letter between brackets in the given spaces in B:</u></p> <p style="text-align: center;">A</p> <p>(a) Pollution</p> <p>(b) Deforestation</p> <p>(c) Conservation</p> <p>(d) Hunting</p> <p style="text-align: center;">B</p> <p>_____ Protecting birds, animals, and plants.</p> <p>_____ Killing animals with machine guns.</p> <p>_____ Sending the waste into rivers, seas, and land.</p> <p>_____ Cutting down the forests to create land for agriculture.</p>			
Matching						

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 4.</p> <p>Summary</p>				<p><u>Q. (4). Which of the following is the best description of the passage as a whole.</u></p> <p><u>Circle the number of the one you choose:</u></p> <ol style="list-style-type: none"> 1. The number of plants and animals in our planet. 2. Pollution of the environment. 3. Conservation is urgent to protect animals and plants. 		

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 5.</p> <p>Rearrangement</p>					<p><u>Rearrange the following groups of words to form meaningful sentences:</u></p> <p>1.the extinction of an average of 100 animals , man will cause, In the next thirty years</p> <p>.....</p> <p>2. from “factory ships”, hunt whales. Fishermen</p> <p>.....</p> <p>3. an urgent need. Conversation, is</p> <p>.....</p> <p>4. from, man can learn, Moreover, plants and insects.</p> <p>.....</p>	

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 6.</p> <p align="center">True-False</p> <p align="center">Statements</p>						<p><u>Decide whether the following sentences are (T) true or (F) false:</u></p> <p>_____ 1. Insects are exposed to extinction because their homes are destroyed by humans.</p> <p>_____ 2. Tropical forests cover 80% of the earth's surface.</p> <p>_____ 3. By destroying tropical forests we are creating more land for animals.</p>

Specification Table of the Reading Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q.2.</u> <u>Multiple</u> <u>Choice</u>	Multiple choice						4
	4						
<u>Q.1.</u> <u>Short Answer</u>		Short answer					4
		4					
<u>Q.3.</u> <u>Matching</u>			Matching				4
			4				
<u>Q.4.</u> <u>Summary</u>				Summary			1
				1			
<u>Q.5.</u> <u>Rearrangement</u>					Rearrangement		4
					4		
<u>Q. (6)</u> <u>True-False</u> <u>Statements</u>						True-False	3
						3	
<u>Total</u>	4	4	4	1	4	3	20
<u>Percentage</u>	20%	20%	20%	5%	20%	15%	100%

Reading Achievement Test / Third Grade

Student's name

Allocated Time: 45 minutes

Final marks:

Conservation-An urgent need

Scientists still do not know exactly how many animals and plant species exist on our planet. They guess that there may be between 5 million and 30 million. Only 1.7 million of them have been identified and described.

There are several reasons for this. One is that man often hunts and fishes too efficiently nowadays. For example, fishermen hunt whales from “ factory ships” , and hunters of elephants and rhinoceroses have even used helicopters and machine-guns. As a result, these animals are all in danger of disappearing.

Another reason is pollution of the environment. Animals need a clean environment but we have been polluting the rivers, seas and land for over 150 years.

However, the main cause of this extinction is deforestation in the tropics. Tropical forests cover only 7% the earth's surface, but they are the home of between 50% and 80% of the earth's species. Many tropical countries are cutting down their forests very quickly. They are killing trees and plants, and at the same time destroying the homes of many animals.

Millions of small and little-known species are also threatened with extinction. Insects and plants are especially vulnerable as their forest homes are destroyed.

Q. (1). Read the above passage carefully and answer the following questions:

1. How many animals and plants have scientists identified and described?

.....

2. What do hunters use to hunt elephants and rhinoceroses?

.....

3. What is the main cause of extinction?

.....

4. What does conservation mean?

.....

Q.(2). Choose the best synonym for the word written in bold by writing the letter a, b, c or d in the places given on the left:

_____ **1. predict means ...**

- a) tell
- b) expect
- c) foretell
- d) say

_____ **2. forest means...**

- a) woods
- b) garden
- c) ocean
- d) farm

_____ **4. extinction means ...**

- a) flourishing
- b) dead
- c) alive
- d) active

_____ **3. destroy means...**

- a) harm
- b) protect
- c) hurt
- d) ruin

Q. (3). Match each word in (A) with the suitable phrases in (B) by putting the letter between brackets in the given spaces in B:

A	B
(a) Pollution	_____ Protecting birds, animals and plants.
(b) Deforestation	_____ Killing animals with machine guns.
(c) Conservation	_____ Sending the waste into rivers, seas and land.
(d) Hunting	_____ Cutting down the forests to create land for agriculture.

Q. (4). Which of the following is the best description of the passage as a whole? Circle the number of the one you choose:

1. The number of plants and animals in our planet.
2. Pollution of the environment.
3. Conservation is urgent to protect animals and plants.

Q. (5). Rearrange the following groups of words to form meaningful sentences:

1- the extinction of an average of 100 animals - man will cause - In the next three years

.....

2- from “ factory ships” - hunt whales - Fishermen

.....

3. an urgent need - Conservation – is

.....
.....

4. from, man can learn, Moreover, plants and insects

.....
.....

Q. (6). Decide whether the following sentences are true (T) or false (F):

_____ 1. Insects are exposed to extinction because their homes are
destroyed by humans.

_____ 2. Tropical forests cover 80% of the earth's surface.

_____ 3. By destroying tropical forests we are creating more land for
animals.

APPENDIX (H)

WRITING ACHIEVEMENT TEST

1ST GRADE LEVEL

Objectives and Specification of the Writing Achievement Test

(First Grade)

I. Objectives of the Writing Achievement Test:

The writing achievement test was designed to measure the following student abilities.

1. Filling in the blanks to answer questions about punctuation.
2. Identifying the three school levels that a student attends in K.S.A.
3. Putting in all the missing punctuation marks or capital letters in a given passage.
4. Differentiating between a memo and a letter.
5. Rearranging scrambled sentences to form a meaningful paragraph.
6. Judging the correctness of certain sentences.

II. General Writing Test Information

1. Allocated Time: 35 minutes
2. Total Marks: 20 points
3. Scoring: 1 point for each correct test item and 0 for the incorrect one.

III. Classification of the writing achievement test according to (Bloom's

Taxonomy):

1. Objective (1) covers the Knowledge domain: Q (1)
2. Objective (2) covers the Comprehension domain: Q (2)
3. Objective (3) covers the Application domain: Q (3)
4. Objective (4) covers the Analysis domain: Q (4)
5. Objective (5) covers the Synthesis domain: Q (5)
6. Objective (6) covers the Evaluation domain: Q (6)

The Content of the Writing Achievement Test

(First Grade)

Unit (3) Lesson (5):

Going to School in Saudi Arabia

Most children in Saudi Arabia go to school from the age of six to eighteen. Between those ages, they attend three different schools. From six to twelve, children go to elementary school. From twelve to fifteen they attend intermediate school. Finally, from fifteen to eighteen, they go to secondary school.

At secondary school, the day usually begins at about 7 a.m. and ends at about 1 p.m. There is homework every evening. In general, everyone takes religion, Arabic, mathematics and English.

Pupils must take exams when they leave school. If a pupil wants to go to university, he must pass his exams. Then he can graduate with a secondary certificate. About 60 percent of Saudi students go on to university.

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p style="text-align: center;"><u>Q. 1.</u></p> <p><u>Completion</u></p>	<p><u>Complete the following sentences by choosing the correct word:</u></p> <p>1. Words of a title should begin with ...</p> <p style="padding-left: 40px;">a) small letters b) capital letters c) both are correct</p> <p>2. An example of words that should begin with capital letters ...</p> <p style="padding-left: 40px;">a) name of cities b) numbers c) fruits</p>					

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 2. Summary</p>		<p><u>Write down the three school levels that a student should attend in the K.S.A.</u></p> <p>1. From six to twelve, they attend</p> <p>2. From twelve to fifteen, they attend</p> <p>3. From fifteen to eighteen, they attend</p>				

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 3.</p> <p align="center">Punctuation</p> <p align="center">Testing</p>			<p align="center"><u>Read the following paragraph and then put in all the missing punctuation and capital letters:</u></p> <p align="center"><u>Going to school in Saudi Arabia</u></p> <p align="center">At the secondary school</p> <p align="center">_ the day usually begins at 7 a.m.</p> <p align="center">and ends at 1 p.m. there is</p> <p align="center">homework every evening _ In</p> <p align="center">general _ everyone takes religion _</p> <p align="center">Arabic, mathematics and English.</p>			

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Q. 4. Multiple Choice				<p><u>Decide which one of the following is the best description of the information written in the right-upper corner of a letter by circling the number of that phrase:</u></p> <p>1..... (name of the sender, address, date)</p> <p>2. (day of the week, date, subjects)</p> <p>3. (subject, address , Dear Sir)</p>		

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 5.</p> <p>Rearrangement</p>					<p><u>Rearrange the following sentences in order to form a paragraph, then write the paragraph on the given lines:</u></p> <p>1. From six to twelve, children go to elementary school.</p> <p>2. Between those ages, they attend three different schools.</p> <p>3. Most children in Saudi Arabia go to school from six to eighteen.</p> <p>4. Finally, from fifteen to eighteen, they go to secondary school.</p> <p>5. From twelve to fifteen, they attend intermediate</p>	

Specification of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 6.</p> <p>True- False</p> <p>Statements</p>						<p><u>Decide whether the following sentences are true (T) or false (F):</u></p> <p>_____ 1. Most letters begin with the word “ Dear” followed by a name and a comma.</p> <p>_____ 2. Writing the address and the date in memo is similar to writing them in a letter.</p> <p>_____ 3. The subject of a letter should appear on the top of it.</p>

Specification Table of the Writing Achievement Test (First Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q. 1.</u> <u>Completion</u>	Completion						2
	2						
<u>Q. 2.</u> <u>Summary</u>		Summary					3
		3					
<u>Q.3.</u> <u>Punctuation</u> <u>Testing</u>			Punctuation Testing				6
			6				
<u>Q. 4.</u> <u>Multiple</u> <u>Choice</u>				Multiple Choice			1
				1			
<u>Q. 5.</u> <u>Rearrangement</u>					Rearrangement		5
					5		
<u>Q.6.</u> <u>True-False</u> <u>Statements</u>						True -False	3
						3	
<u>Total</u>	2	3	6	1	5	3	20
<u>Percentage</u>	10%	15%	30%	5%	25%	15%	100%

Q. (4). Decide which one of the following is the best description of the information written in the right-upper corner of a letter:

_____ a) name of the sender, address, date

_____ b) day of the week, date, subject

_____ c) subject, address, Dear Sir

Q. (5). Rearrange the following sentences to form a paragraph, then write it on the given lines:

1. From six to twelve, children go to elementary school.
2. Between those ages, they attend three different schools.
3. Most children in Saudi Arabia go to school from six to eighteen.
4. Finally, from fifteen to eighteen, they go to secondary school.
5. From twelve to fifteen, they attend intermediate school.

.....

.....

.....

.....

.....

Q. (6). Decide whether the following sentences are true (T) or false (F):

_____ 1. Most letters begin with the word “Dear” followed by a name and a Comma.

_____ 2. Writing the address and the date in a memo is similar to writing them In a letter.

_____ 3. The subject of a letter should appear on the top of it.

APPENDIX (I)
WRITING ACHIEVEMENT TEST
2nd GRADE LEVEL

Objectives and Specification of the Writing Achievement Test
(Second Grade)

I. Objectives of the Writing Achievement Test:

The writing achievement test was designed to measure the following student abilities:

- 1) Filling in the blanks to answer questions about punctuation.
- 2) Identifying the three school levels that a student attends in K.S.A.
- 3) Putting in all the missing punctuation marks or capital letters in a given
Passage.
- 4) Differentiating between a memo and a letter.
- 5) Rearranging scrambled sentences to form a meaningful paragraph.
- 6) Judging the correctness of certain sentences.

II. General Writing Test Information

- 1) Allocated Time: 35 minutes
- 2) Total Marks: 20 points
- 3) Scoring: 1 point for each correct test item and 0 for the incorrect one.

III. Classification of the writing achievement test according to (Bloom's Taxonomy):

1. Objective (1) covers the Knowledge domain: Q (1)
2. Objective (2) covers the Comprehension domain: Q (2)
3. Objective (3) covers the Application domain: Q (3)
4. Objective (4) covers the Analysis domain: Q (4)
5. Objective (5) covers the Synthesis domain: Q (5)
6. Objective (6) covers the Evaluation domain: Q (6)

The Content of the Writing Achievement Test
(Second Grade)

Unit (3) Lesson (5):

Imagine that you are writing a letter to the director of a local hospital asking him to give you the permission to visit that hospital or to send somebody to your school to talk about their work. Here are some notes for help.

... pupil ... The - ... Secondary School ... Jeddah.

... about hospitals and doctors ... English classes.

... interested in visiting a hospital ...

... arrange a visit ... my class?

... any weekday ... any time.

... not possible ... somebody ... talk ... a doctor at a hospital?

... looking forward ... Thank you.

Do not forget to:

Write to:

**The Director,
Central Hospital,
P.O. Box 3267,
(town and postal code)
Saudi Arabia**

Remember to write:

**(your name)
(Your class)
(your school's address)
(your town and postal code)
(today's date)**

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p style="text-align: center;">Q.1.</p> <p>Completion</p>	<p><u>Complete the following statements by choosing the correct words:</u></p> <p>1.After writing (Dear Sir) in a letter it should be followed by ... a) a full stop b) a comma c) a colon</p> <p>2. The date of writing a letter should be placed in ... a) the right upper side b) the left upper side c) the bottom</p>					

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 2.</p> <p>Rearrangement</p>		<p align="center"><u>Arrange the following headings in their correct order as they should appear in the letter:</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p align="center">P.O. Box 355, The – Ninth Secondary School, Amal Al-Ahmad, Jeddah 11454, 19 September 1992 Saudi Arabia</p> </div>				

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.3.</p> <p align="center">Punctuation</p> <p align="center">Testing</p>			<p align="center"><u>Read the following paragraph carefully and put in all the punctuation marks and capital letters:</u></p> <p align="center"><u>Against the Persians in the East</u></p> <p align="center">As the muslims advanced to the east – they were met by the Persians. In 637 AD the muslims defeated them at qadisiyyah.</p>			

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Q.4.</p> <p>Multiple</p> <p>Choice</p>				<p><u>Which of the following is the correct information that should be written in the right upper corner of a letter:</u></p> <p>1.the subject, the sender, the receiver</p> <p>2.the name of the sender, the address, the date</p> <p>3.the date, the name of the receiver, the address</p>		

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q. 5.</p> <p align="center">Address</p> <p align="center">Writing</p>					<p><u>Write down your address as you are directed between brackets. Put in all the necessary commas and full stops:</u></p> <p align="center">(Your name)</p> <p align="center">(Your class)</p> <p align="center">(Your school’s address)</p> <p align="center">(Your town and postal code)</p> <p align="center">(Your country)</p>	

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.6.</p> <p align="center">True- False</p> <p align="center">Statements</p>						<p><u>Decide if each of the following sentences is true (T) or false (F):</u></p> <p>When one is writing a letter, one should:</p> <p>_____ 1.End each sentence with a comma.</p> <p>_____ 2. Leave two letter spaces between words.</p>

Specification Table of the Writing Achievement Test (Second Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q.1.</u> <u>Completion</u>	Completion						2
	2						
<u>Q.2.</u> <u>Rearrangement</u>		Rearrangement					6
		6					
<u>Q.3.</u> <u>Punctuation Testing</u>			Punctuation Testing				4
			4				
<u>Q.4.</u> <u>Multiple Choice</u>				Multiple Choice			1
				1			
<u>Q.5</u> <u>Address Writing</u>					Writing an Address		5
					5		
<u>Q.6.</u> <u>True-False Statements</u>						True-False	2
						2	
<u>Total</u>	2	6	4	1	5	2	20
<u>Percentage</u>	10%	30%	20%	5%	25%	10%	100%

Writing Achievement Test / Second Grade

Student's name:	Allocated Time: 45 minutes
Final marks :	

Q. (1). Complete the following statements by choosing the correct word:

1. After writing (Dear Sir) in a letter it should be followed by

- a) a full stop
- b) a comma
- c) a colon

2. The date of writing the letter should be placed in

- a) the right upper side
- b) the left upper side
- c) the bottom

Q. (2). Arrange the following headings in their correct order as they should appear in the letter:

P.O. Box 355,
The – Ninth Secondary School,
Amal Al-Ahmad,
Jeddah 11454,
19 September 1992
Saudi Arabia

.....
.....
.....
.....
.....

Q. (3). Read the following paragraph carefully and put in all the punctuation marks and capital letters:

Against the Persians in the East

As the muslims advanced to the east _ they were met by the Persians. In 637 AD the muslims defeated them at qadisiyah

Q. (4). Which of the following is the correct information that should be written in the right upper corner of a letter:

1. the subject, the sender, the receiver
2. the name of the sender, the address, the date
3. the date, the name of the receiver, the address

Q. (5). Write down your address as directed between brackets, and put in all the necessary commas and full stops:

(Your name)	
(Your class)	
(Your school's address)	
(Your town and postal code)	
(the date)	

Q. (6). Decide whether the following sentences are true (T) or false (F):

When one is writing a letter , one should:

- _____ 1. End each sentence with a comma.
- _____ 2. Leave two letter spaces between words.

APPENDIX (J)

WRITING ACHIEVEMENT TEST

3rd GRADE LEVEL

Objectives and Specification of the Writing Achievement Test

(Third Grade)

I.Objectives of the Writing Achievement Test:

The writing achievement test was designed to measure the following student abilities.

- 1) Completing sentences to list some punctuation facts .
- 2) Writing sentences with the help of information from a table.
- 3) Putting in all the missing punctuation marks or capital letters in a given passage.
- 4) Analyzing a certain paragraph to find out the mistakes.
- 5) Writing a complete paragraph about a certain topic.
- 6) Judging the correctness of certain sentences.

II. General Writing Test Information

- 1) Allocated Time: 45 minutes
- 2) Total Marks: 20 points
- 3) Scoring: 1 point for each correct test item and 0 for the incorrect one.

III. Classification of the writing achievement test according to (Bloom's Taxonomy):

- 1) Objective (1) covers the Knowledge domain: Q (1)
- 2) Objective (2) covers the Comprehension domain: Q (2)
- 3) Objective (3) covers the Application domain: Q (3)

4) Objective (4) covers the Analysis domain: Q (4)

5) Objective (5) covers the Synthesis domain Q (5)

6) Objective (6) covers the Evaluation domain Q (6)

The Content of the Writing Achievement Test

(Third Grade)

Unit (2):

Use the following table to write a paragraph about:

The White Rhinoceros

Home	South Africa
Skin or coat	Very thick, light grey skin
Weight	Up to 3,600 kg
Horns	Two horns, one short one behind one long one
Reduced to	Only 50-100 in the wild by 1900
Cause of reduction	Hunting for their skin, horns and meat
Species saved because	Reserve established in 1897 in Natal
Number reintroduced into the wild today.	About 2,500

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.1.</p> <p align="center">Completion</p>	<p><u>Complete the following sentences by choosing the correct punctuation rules between brackets:</u></p> <p>1) The English sentence should begin with... (capital letter – small letter).</p> <p>2) The name of a person should begin with ... (capital letter – small letter).</p> <p>3) The English sentence should end with (a full stop – comma).</p> <p>4. One should leave ...letter spaces from the left to begin a paragraph. (five – seven)</p>					

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation						
Q.٢. Sentence Formation		<p><u>Read the following table about “The Arabian Oryx” and complete the sentences based on the information in the table:</u></p> <table border="1"> <tr> <td>Weight</td> <td>About 100 kg</td> </tr> <tr> <td>Cause of Reduction</td> <td>Hunting for their meat</td> </tr> <tr> <td>Number reintroduced in the wild today</td> <td>About 58</td> </tr> </table>	Weight	About 100 kg	Cause of Reduction	Hunting for their meat	Number reintroduced in the wild today	About 58				
		Weight	About 100 kg									
Cause of Reduction	Hunting for their meat											
Number reintroduced in the wild today	About 58											
<p>1) The Arabian Oryx is.....</p> <p>2) It is reduced because of</p> <p>3) The number re-introduced into the wild today is.....</p>												

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.۳. Punctuation Testing</p>			<p><u>Read the following sentences carefully and put in all the missing punctuation marks and capital letters:</u></p> <p>1. On Saturday ahmad visited his brother in yanbu.</p> <p>2. She was carrying a German book with the name how to learn german quickly.</p>			

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.٤.</p> <p align="center">Multiple Choice</p>				<p><u>Which of the following can be the best description of the passage below:</u></p> <p>The sun shines on the sea. Tiny drops of water evaporate from it. They rise into the sky and sometimes from clouds. These are sometimes blown over the land. When the drops become too heavy, rain falls.</p> <p>1) The evaporation of water</p> <p>2)Water of the sea</p> <p>3)The formation of rain</p>		

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.º.</p> <p align="center">Paragraph</p> <p align="center">Writing</p>					<p><u>Use the following table to write a paragraph about:</u></p> <p align="center"><u>The White Rhinoceros</u> (Plural: rhinoceroses)</p> <p>horns / two horns , one short one behind one long one</p> <p>reduced to / only 50-100 in the wild by 1900 cause of reduction / hunting for skin, horns, and meat</p> <p>species saved because ... / reserve established in 1897 in Natal number re-introduced into the wild today/ about 2, 500</p>	

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p align="center">Q.7.</p> <p>True-False</p> <p>Statements</p>						<p><u>Decide if each of the following sentences is true (T) or false (F):</u></p> <p>_____ 1. You can join two sentences with contrast by using “and”.</p> <p>_____ 2. Each sentence should end with a comma.</p> <p>_____ 3. You should use full stops after abbreviations.</p>

Specification Table of the Writing Achievement Test (Third Grade)

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
<u>Q.1.</u> <u>Completion</u>	Completion						4
	4						
<u>Q.2.</u> <u>Sentence Formation</u>		Rearrangement					3
		3					
<u>Q.3.</u> <u>Punctuation Testing</u>			Punctuation Testing				3
			3				
<u>Q.4.</u> <u>Multiple Choice</u>				Multiple Choice			1
				1			
<u>Q.5</u> <u>Writing a Paragraph</u>					Writing an Address		6
					6		
<u>Q.6.</u> <u>True-False Statements</u>						True-False	3
						3	
<u>Total</u>	4	3	3	1	6	3	20
<u>Percentage</u>	10%	30%	20%	5%	25%	10%	100%

Writing Achievement Test / Third Grade

Student's name: Allocated Time: 45 minutes

Final marks:

Q. (1). Complete the following sentences by choosing the correct punctuation rules between brackets:

- 1) The English sentence should begin with (capital letter – small letter).
- 2) The name of a person should begin with (capital letter – small letter).
- 3) The English sentence should end with (a full stop – a comma).
- 4) One should leave letter spaces from the left to begin a paragraph.
(five – seven).

Q. (2). Look at the following table about “The Arabian Oryx” and complete the sentences from the table:

The item	The description
Weight	About 100 kg
Cause of reduction	Hunting for their meat
Number re-introduced into the wild today	About 58

- 1) The Arabian Oryx is
- 2) It is reduced because of
- 3) The number re-introduced into the wild today is

Q. (3). Rewrite the following sentences and put in all the missing punctuation marks and capital letters:

1) On Saturday ahmad visited his brother in yanbu.

.....
.....

2) She was carrying a German book with the name how to learn German quickly.

.....
.....

Q. (4). Which of the following can be the best description of the following passage:

The sun shines on the sea. Tiny drops of water evaporate from it. They rise into the sky and sometimes form clouds. These are sometimes blown over the land. When the drops become too heavy, rain falls.

1) The evaporation of water

2) Water of the sea

3) The formation of rain

Q. (5) Use the following table to write a paragraph about :

The White Rhinoceros / Plural: rhinoceroses

Horns	Two horns, one short one behind one long one
Reduced to	Only 50-100 in the wild by 1900
Cause of reduction	Hunting for their skins, horns and meat
Species saved because	Reserve established in 1897 in Natal
Number re-introduced into the wild today	About 2,500

The White Rhinoceros

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Q.(6). Decide whether the following sentences are true (T) or false (F):

_____ 1) You can join two sentences with contrast by using “and”.

_____ 2) Each sentence should end with a comma.

_____ 3) You should use full stops after abbreviations.