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[GRADUATE PROGRAMME]

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN ENGLISH
LEARNING ANXIETY AND STUDENTS' ACHIEVEMENT: WITH
PARTICULAR REFERENCE TO GRADE 10
AT HARAKELO SCHOOL**

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ABSTRACT

The purpose of this study was to investigate into the relationship between English learning anxiety and students' achievement. For this purpose 80 grade 10 [ten] students were randomly selected from Harakelo secondary school. The main instrument of data collection was foreign language classroom anxiety scale [FLCAS], developed by Horwitz, Horwitz and Cope [1986], and consisted of 33 items. It was administered to measure the students foreign language classroom anxiety level. The students document i.e. first semester English final examination result was used to determine the relationship between English learning anxiety and students' achievement and observation checklist was prepared both for teachers and students to gather data about teacher related and student related provoke anxiety during the lesson. The data were analyzed using Descriptive statics to determine anxiety level, t- test to find out significance difference between boys and girls anxiety level and achievement and correlation coefficient was employed to determine the relationship between English learning anxiety and achievement were used to test the research questions.

The results of the data analysis showed that majority of the students were found to be anxious with anxiety variables. Regarding gender there is no as such significance difference was seen between boys and girls with respect to English learning anxiety level. The finding further showed that there was a significant negative correlation between English learning anxiety and English achievement at the significances level of 0.0001. The study also found that there was achievement variation among the participants of the study with respect to their anxiety level. Thus it was found that although boy's average result with respect to their test achievement is a little bit less than that of girls no significance difference was seen.

The study also indicates that anxiety is a provoking factor among the subjects of the study and had a negative correlation between English learning anxiety and student's achievement.

Finally some possible recommendations were suggested to reduce English learning anxiety in the classroom

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Research findings (Aida, 1994; Horwitz, 1986; Macintyre and Gardner, 1994) had consistently revealed that anxiety can impede foreign language production and achievement. It has been observed that students in English classroom experience anxiety that results in stuttering and feeling of uneasiness. Anxiety according to Macintyre and Gardner (1994), can be defined as the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening and language learning as a whole. Students of all levels of academic achievement and intellectual abilities are believed to be affected by anxiety in language learning. This anxiety occurs in varying degrees and is characterized by emotional feelings and worry, fear and apprehension (Cubuku, on line)

Gardner (1994) argued that English learning anxiety contributes for students' negative emotional feelings to language learning. More recently Batumulu and Erden (2007) and Cubuku (2007) have studied on this issue to look English learning anxiety and its achievement correlation and concluded that anxiety and achievement were correlated negatively.

On the other hand Macintyre and Gardner (1991) pointed out that anxiety is one of the best predictors of success in the second language. The relationship between language anxiety and second language achievement has been investigated in many studies, because language learning anxiety is one of the internal factors of English language learners that affect the success in second language a question.

Many scholars have identified that English learning anxiety has its own impact on students' achievement. Research conducted by (Gardner, 1985; Gardner, Temblay and Mosgoret, 1997) found that negative correlation between the anxiety and the achievement. That is students with low anxiety will succeed in their English achievement whereas students with high anxiety, will not.

Learners may feel of being unable to express their own ideas in a foreign language classroom where foreign anxiety emerges. Since foreign language anxiety emerges. Since foreign language

anxiety not only affects students' attitude and language learning but also considered to have more debilitating effects than facilitating effects, an investigation and detailed analysis of foreign language anxiety is necessary and significant.

Therefore the study aimed to investigate whether English learning anxiety has debilitating or facilitative impact on students' achievement.

1.2 Statement of the problem

According to Oxford (1999), anxiety is ranked as high among affective factors impacting language learning, regardless of whether the learning setting is formal or informal. In addition to this, Horwitz (2001): Macintyre (1999) pointed out that English learning anxiety and English achievement have a moderately negative relationship.

Similarly, research conducted by Melkamu (2008) focused on high school students' English learning anxiety and English achievement at Dambecha preparatory school in west Gojjam and concluded that no significant anxiety and achievement test result difference was seen across gender and anxiety which was debilitating for their achievement.

In Ethiopia context few studies in the topic focused on colleges and universities. As the result of this the researcher cannot get sufficient studies on the relationship between English learning anxiety and students' achievement. The only study conducted in this area was a study conducted by Aynebaba (1993) in Addis Ababa which investigated if student's cultural and educational perception had a bearing on what happened in EFL classroom.

English learning anxiety is a typical type of anxiety related to foreign language classes. It is regarded as a type of situation anxiety (Batumulu and Erden). Horwitz and Cope (1986) unique factor related to English experience and suggested have negative correlation.

As in any foreign language context, Harakelo high school grade 10 students may be expected to experience anxiety in English classes due to the fact that English is a foreign language to them and for other reasons such as the classroom conditions, the school situation and the personalities of teachers and students themselves. It is clear that many factors may contribute to language classroom anxiety. However, this study focuses on specific foreign language anxiety. It is

important to investigate if differences in students' achievement in English can in any way be attributed to their experiencing different levels of anxiety as they learn and English language.

Anxiety has been considered as one of the major affective factors that hinder English learning and English achievement. Much research (e.g Bailey, 1983; Ho, wtiz, and Cope, 1986; Macintyre and Gardner, 1994; Young 1991), focused in western countries and conducted research on English learning anxiety and English achievement and conclude that anxiety is inversely correlated to achievement.

It may be anxiety that Harakelo tenth grade students do not express their opinion, during speaking and reading lesson. When the teacher orders them to share their experience, to express their feeling on some topic during English class they feel shy and be fearful and their achievement is not satisfactory.

Hence, the study aimed to investigate the relationship between English learning anxiety and students' achievement on Harakelo secondary school grade 10 students.

1.3 Objectives of the study

1.3.1 General Objective

The purpose of this study was to investigate the relationship between English learning anxiety and students' achievement of grade ten students at Harakelo secondary school, in south east Guji zone.

1.3.2 Specific Objective

The specific objectives of this study are:

- 1 To identify foreign language learning anxiety. .
- 2 What is the relationship between English learning anxiety and students' achievement.
- 3 The extent to which English achievement varies according to anxiety level.

1.4 Research Questions

1. Does students' achievement vary according to their anxiety level?
2. What is the general situation of grade 10 students English learning anxiety?
3. Who are more anxious in foreign language learning?

1.5 Significances of the study

As mentioned above, the purpose of this study was to investigate the relationship between English learning anxiety and achievement of grade ten students'. Moreover as stated under the statement of the problem, little has been conducted to study English learning anxiety and its influence on students result in high schools in Ethiopia as an affective factory. The current findings which have been obtained from this research may benefit different practionnaires.

Examining the relationship between English learning anxiety and achievement is anticipated to show whether or not anxiety could be accounted into focus while teaching learning process is on progressed at high school in Ethiopian context.

The finding of this study provided some insights into language teaching. Firstly, English language teachers would be more aware of the second language skills in which their students feel anxious. When they are more aware of language anxiety, they will be more prepared in conducting second language activities in the classroom and more sensitive when dealing with their students. Besides, they can identify ways to create an environment which is conducive for English learning.

In addition to this, it also helps students to improve their learning styles. They would be more aware of such socio-psychological constraints like thought of failure and deprecating thoughts.

Furthermore, the finding of the study may open door to provide a great attention to the impacts of anxiety in learning foreign language. And it may also indicate various ways to implement several methods, techniques, and approaches that attempt to alleviate anxiety and give a due consideration to facilitate foreign language learning so as to make the learners increase their language proficiency.

Finally it helps the researcher who conducts research on this area as a reference material.

1.6 Delimitation of the study

The study focused on between English learning anxiety and English achievement at Harakelo secondary school in grade ten so as to manage the study very carefully. It was delimited to grade ten of the above mentioned school.

1.7 Limitation of the study

Due to time and financial constraints this study was limited to only one school. It may have several advantages if it had involved broad area samples of different secondary schools in Ethiopia both from urban and rural areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2 Introduction

This part of the study deals with the review of related literature. It includes definition of anxiety, types of foreign language anxiety, and sources of foreign language anxiety, causes of foreign language anxiety, relationship between foreign language classroom anxiety and language achievement, measurement of foreign language anxiety and ways of reducing foreign language learning anxiety.

2.1 Definition of Anxiety

Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Casado & Dertension, 2001)

Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Spielberg, 1983)

Macintyre and Gardner (1994) defined anxiety as the state of feeling of tension and apprehension specifically associated with second language contexts including listening, speaking, reading, and writing.

2.1.1 Types of Second Language Anxiety

Anxiety has been studied by many scholars, researchers, and psychologists from different aspects. So anxiety is usually divided into three different types. These are trait anxiety, state anxiety and situation specific anxiety.

2.1.2 Trait Anxiety

Trait anxiety has been defined as a permanent situation without any time restriction (Levitt, 1980). A tendency to be anxious is a lifelong individual's behavior. Therefore a person with high trait anxiety may probably reflect apprehensive feeling in several different types of condition

(Macintyre and Gardner, 1991). A person with high trait anxiety would be highly likely to become apprehensive in a number of different situations. Trait anxiety has been shown to impair cognitive functioning; to disrupt memory, to lead to avoidance behaviors, and to have several other effects (Eysenk, 1979). Trait anxiety is a stable feature of personality, referring to an “acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as treating.” (Spielberger, 1966)

2.1.1.3 State Anxiety

Spielberg (1980) defined state anxiety as a constantly characteristics of personality disposition which can encompasses an individual's to acquire a broad range of aims non dangerously situation as a treating and he gives several examples of state anxiety such as, apprehension experienced before taking an examination. Jonassen and Grabowski, (1993) pointed out that State anxiety and the conditions occurred are so responsible to timely reasons. It is a blend of the trait and situational approaches. State anxiety is apprehension experienced at a particular moment in time, for example, prior to taking examinations (Spielberger,1983) .Thus, individuals who are prone to experience anxiety in general [i.e. who have high levels of trait anxiety show greater elevation of state anxiety in stressful situations. State anxiety is a blend of the trait and situational approaches. It is the apprehension experienced at a particular moment in time (Spielberger, 1983) .The moderately strong correlation approximately $r = .60$ (Speilberger ,1983) usually found between state and trait anxiety suggests that increased levels of trait anxiety are associated with higher state anxiety.

2.1.1.4 Situation Specific –Anxiety

Situation specific anxiety is defined as individual tendency to be anxious in a particular time and situation. It is being seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety included in situation specific anxiety (Macintyre and Gardner 1994)

This type of anxiety occurs in a particular type of circumstances. Taking tests for example, most probably makes an individual's to be affected by situation- specific anxiety (Macintyre and Gardner 1991). Macintyre& Gardner (1994) Stated that this type of anxiety is situational, for example it occurs during test. Thus when learners are solving mathematics problems (math anxiety) can be occur where as when the learners are speaking a second language (language anxiety) can be occur.

2.2 Foreign Language Anxiety

Foreign language anxiety is typically associated with foreign language classes. It is assumed as a type of “Situation – Specific anxiety. For example “math anxiety”, “ stage anxiety”, and “ test anxiety” (Batumulu and Erden 2007)

Horwitz, Horwitz and Cope (1986) were the beginners to study foreign language anxiety as a unique phenomenon with respect to foreign language experience and they set the theoretical framework of foreign language anxiety. They claimed though general anxiety plays a pivotal role in the development of foreign language anxiety. It is unique from the rest of anxiety due to the fact that foreign language anxiety is a distinct complex of personal understanding, emotions and behaviors associated with classroom language learning process (Batumulu and Erden, 2007). Horwitz, Horwitz and Cope (1986) argued that foreign language anxiety is categorized into three. These are anxiety related to academic and social evaluations situations, communication apprehension and fear of negative evaluations and test anxiety. Krashen (1982) hypothesized that foreign language anxiety contributes negatively to an affective filter which makes an individual less responsive to language input. Second and foreign language researchers and linguists have long been trying to associate anxiety with language learning, in general, as well as in a classroom situation. The anxiety experienced in a classroom is called foreign language classroom anxiety (FLCA)(Horwitz et al 1991)

2.3 Language Anxiety

Language anxiety is a type of situational specific psychological phenomena bearing its own characteristics from language learning contexts; it is a relatively distinctive form of anxiety (Skhan 1989). Language anxiety is also intricately intertwined with other individual differences such as personality traits, emotion, and motivation.

Language anxiety is a state of apprehension occurring in the process of a second language use owing to the user's incompetence in communication with the language. It is a distinct complex of self-perceptions, beliefs, feelings, and behaviors from the uniqueness of the language learning process (Horwitz et al.;1991)

MacIntyre (1989) observed that language anxiety is a form of situation- specific anxiety, and research on language anxiety should employ measures of anxiety experienced in particular foreign language anxiety as “ the worry and negative emotional reaction aroused when learning or using a second language” (p 27) similarly, Horwitz, Horwitz and Cope(1991) conceptualized that language anxiety as a different complex of individuals perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process. According to Brown (2000), language anxiety is a kind of state anxiety which is related with the test anxiety. Language anxiety is considered as distinct from general anxiety (Horwitz, Horwitz& Cope, 1986)

Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficiency in a foreign language (Horwitz, 2001;MacIntyre, 1995)

2.4 Sources of Foreign Language Anxiety

Some researchers have suggested that anxiety might be the result of poor performance (Skhan and Speilberger, 1989). In addition to this Speilberger (1989) asserted that “the impact of anxiety changed as a function of ability, but level” (p 112) .Low ability and average ability students are more subjected to face anxiety in foreign language learning. The causes of foreign language anxiety according to sparks (2000, p. 235:)

Problems in achievement in the foreign language depend on

difficulties that students have in their mother tongue, these foreign

language problems are “likely to be based in native language and

language learning and that facility once language” codes”

[phonological], orthographic, semantics] is likely to play an important

casual role in learning a foreign language.”

2.4.1 Communication Apprehension

It is a type of shyness related to fear of talking or speaking and anxiety about how to share ideas with different peoples. Difficulties in public speaking as well as listening or knowing an oral message are related to communication apprehension (Batumulu and Erden,1999). Communication apprehension in learning English comes from the individuals knowledge that an individual's will most probably have difficulty of perception; for this reason most talkative people are kept quite in the classroom (Horwitz, Horwitz and Cope, 1986 Cubuku 2007) . This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty of understanding others and making themselves understood. Learners suffer from communication apprehension choose to keep silent in their English classes and people who typically have trouble speaking in group are likely to experience even greater difficulty speaking in a foreign language class where they have little control of communicative situation and their performance is constantly monitored (Daly 1991)

2.4.2 Test Anxiety

Test anxiety refers to the reaction to stimuli that are associated with an individual's experience of evaluating or testing situation (Stober 2002). It refers to a type of performance anxiety stemming from a failure (Gordon&Sarson 1995) According to Stober (2004) stated that worry and emotional status are the major components of test anxiety. Worry refers to concerns about being evaluating and the result of test or exam failure, and emotion refers to understanding and reactions evoked by the test situation. Sena, Lowe, and Lee (2007) argued that test anxiety includes a number of symptoms such as inability to pay attention and concentrate and awareness of bodily sensation and tension. So it leads to academic failure in the long – run that is why test anxiety occurs when students have poor performance in the previous test. A Research finding found that there is a significant difference of academic achievement among three levels of test anxiety. Students with low test anxiety had higher academic achievement than students with moderate and higher test anxiety, had higher academic achievement than students with lower test anxiety.(Chapell, Blading, and Silverstein, 2005, Multon, Brown, and Lent (1991) claimed that self efficiency was positively related to student's persistence and academic performance across different areas, experimental designs and grade levels. Test anxiety is a type of performance anxiety which is caused by fear of failing a test. Test anxious students often put unrealistic demand on themselves. Test anxiety is

considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is defined as unpleasant feeling of emotional state has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations (Cubuku 2007). It is the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation (Larson 1984, cited in Oxford, 1999:64). Test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test anxious in foreign language probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Ohat (2005) found that learners feared taking tests, because test-taking situations would make them anxious about the negative consequences of getting a bad grade. This would lead to other psychological stress, such as the fear of losing self-confidence or feeling inferior to others.

2.4.3 Fear of Negative Evaluation

Cubuku (2007) stated that fear of negative evaluation refers to an ignorance of evaluative conditions and hope that others may evaluate the learners negatively. So that pupils can be emotional to the evaluations of their partners. It is also stated as a fear of negative evaluations as apprehension with respect to others testing, worry over their negative evaluations and hopes that others might evaluate individuals. Also it is the same as test anxiety it is broader in coverage because it is not limited to test taking conditions (Spolsky, 1989). Similarly it can occur at any social evaluative techniques. Not only this but also scholars like Macintyre and Gardner (1991) argued that fear of negative evaluation is related to other types of anxiety like communication apprehension. This means when the learners are uncertain of what they are speaking, fear of negative evaluation happens and they may be feel about their potential to produce effective ideas (Chan and Wu, 2004)

In the context of EFL classes' fear of negative evaluations may come both from teachers and learners because as far as English assessment is taken by the teacher and between anxious pupils. Chan and Wu, 2004 Spolsky, 1989 and Casado and Dereshiwsky, 2001) pointed out that learners with fear of negative evaluations can perceive the situations of ignorance. There are different elements that are expected to hinder effects on English learning. These factors have debilitating effect rather than facilitative effects. Moreover they interrupt and are more connected to each

other (Horwitz, Horwitz and Cope 1986). Fear of negative evaluations refers to an extension of the third component of foreign language anxiety because it is not limited to test taking situations; rather it may occur in social evaluation, such as interviewing for a job or speaking in foreign language class (Horwitz et al, 1986:127). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to perceive reaction of other students as well (Sham, 2006:10)

2.5 The Causes of Language Anxiety

2.5.1 Self Perception

According to Horwitz et al (1986) Pointed out that any performance in second language learning is more likely to affect the learners self concept. It is the totality of individual's knowledge, attitude and skill and values having reference to themselves (Laine, 1987)

2.5.2 Social Environment and limited exposure to the target Language

This refers to the limited exposure to English in their development of their home countries is a serious obstacles in their development of their communicative competence which is troubling for second language learners when they are required to speak (Light, Bown and Spand 2006:30)

2.5.3 Strict and formal classroom environment

Daly (1991) pointed out that strict and formal classroom environment is considered as a significant cause of their language anxiety. They view the classroom place where their mistakes are noticed and their differences are out. With regard to this issue, a Saudi male EFL/ESL learners expressed different perceptions, can be considered a clear indication that teachers should recognize that the language classroom could be a highly anxiety –provoking environment for students (Tusi, 1996). Similarly Ohat (2005) who, observed that blaming the learners, hard and fast rules are the major causes of English learning anxiety. He also viewed that the classroom is the place where mistakes are noticed and their deficiencies are related to learners' perceptions. Contrarily, students feel less anxious and stress in classroom environments that follow the constructivist theories of learning; these emphasize collaborative activities by forming learning communities' including both teachers and students (Daly, 1991: cited in Onwuegbuzie et al., 1999: 218)

2.5 4 Cultural Differences

The difference of cultures between that of the learners and target language appeared to be an important anxiety producing factor. Johns (2004) States that since the learners comes from different family background some were felt shyness and fear this enables them to feel anxiety during speaking and reading lesson. On the other hand, anxiety over losing one's own identity can be a source of culture shock is dealt with effectively; otherwise negative symptoms such as anxiety, emotional regression, and physical illness can occur (Oxford, 1999). Horwtiz (2001) contended that when considering the issue of language anxiety and classroom practice, it is important to keep cultural differences in mind. Some practice perceived by one group of learners as comfortable may prove stressful for learners from a different cultural group, who are used different types of classroom organization. He claimed that classroom atmosphere, teacher support, task orientation, and focus of instruction are all elements that influence student's anxiety levels under instructional conditions. Culture influences, such as the stereotyping of teachers, students, classroom interaction, can be largely different from culture.

2.5.1.5 Social Status and Self -identity

Pica (1987) mentioned that unequal status between students and teachers can also be a source of anxiety for the students. Not only this but also lack of confidence on once linguistic competence makes once to feel inferior and apprehension to communicate with someone having full command on language (Peirce, 1995). Ohat (2005) argued that social anxiety is as a feeling of losing one's self –identity which is deeply rooted in the first plan.

2.5.1.6 Gender

As early as 2001, Kitano cited in Gobel (2003) the learners appeared to posses different experiences of feeling anxious or comfortable while talking to the opposite's sex. Different perceptions, can be regarded as a vivid indication that the teachers should understand the EFL classroom may become a highly anxiety provoking surrounding for learners (Tsui 1996). Onwuegbuzie et al. (1999) in their study of the factors cause language anxiety indicated that learners feel more anxious and under stress in the classroom environments that follow the traditional behaviorist theory of learning; for instance, the classrooms where the students as a whole class consistently drill or repeated the learning tasks like machine [e .g .audio –lingual language teaching] and thus the status differentials between teachers and students is upheld.

2. 5.1.7 Age

Owuegbuzie et al (1999) investigated that associations between learner variables and language anxiety, and found that in their 210 participants, whose ages ranged from 18 to 71 (mean=22.7, SD=6.5) there was a positive and statistically significant correlation between anxiety and age. In the multiple regression analysis, age contributed to 4% of the prediction of foreign language anxiety. This would indicate that in this investigation, the older the student, the higher his /her language anxiety was likely to be. In later study, the same researchers (Onwuegbuzie et al. . 2000), in their examination of cognitive, affective, personality, and demographic variables, in relation to achievement in the second language has its own impact.

2.5.1.8 Fear of making mistakes and apprehension about other's evaluation

Jones (2004) supported that because of fear of making mistakes, some students expressed that learning and speaking English language in the classroom is usually a problem. Thus fear of making mistakes according to Horwitz (1986:127)

Frustration expressed when a learner is unable to communicate can lead to apprehension about future attempts to communicate. This would explain why anxious learners tend to avoid classroom participation because they are either unsure of what they are saying or lose confidence when giving an answer to a question in the classroom.

2.6 Foreign Language Anxiety and other Related Factors.

Language anxiety may probably express as shyness or composite of different types of anxiety. It is an amalgam of psychological aspects and the problem with affective variables is highly related and it is difficult to talk about one without others. Different scholars conduct different research and found different findings.

Ely (1986) argued that these variables are associated with language classroom such as: discomfort which is to language class, self consciousness felt during speaking foreign language in the classroom. Although fewer in number he adapted and employed to measure language classroom anxiety discomfort are similar to the FLCAS developed by Horwtiz, Horwtiz& Cope(1986) and again Ely's(1986) argued that these variables increase tension not be confident, ambitious, and self

confident in the language classroom this enables the learners to be less participant in the foreign language lesson and that is why their achievement is low as far as they fear .Foreign language anxiety is considered as one of the major variables which include lack of “self-confidence” (Clement et al.; 1994).Similarly Dulay et al(1982) also investigated that the learners who lacks self-confidence cannot participate in the classroom, due to this he/ she can get bad grade. Brown (1994) stated that in the foreign language classroom factors such as: teachers, praise ,individuals learning style, embarrassment imposed by one self are related with learners grade.

2.7 Gender and Second Language Anxiety

Possible differences between females and males participants as regards anxiety levels and in achievement have been examined in some language anxiety studies. Some research investigations of (Chang, 1997, Daly, 1994. Felson 1991) have suggested that female students often have higher levels of anxiety than males in academic settings. In other studies researchers like, Pandilla, and Garcia(1998) reported that female students were more likely to be more apprehensive than male learners. Cheng (2008) investigated English writing anxiety in Taiwan discovered that females were significantly more anxious than males ($M = 85.67$, for females and $M = 77.41$, for males)

In other research (Aida, 1994), however, no statically significant associations between language anxiety in learning Japanese and gender were observed, although mean FLCAS ,and females scoring an average 97.4 on the FLCAS, and females scoring 95.6. Similarly Ownubuze et al. (1999), who also looked in to possible relationships between anxiety and gender in their participants, found no statistically significant correlations. In the same vein, results of a Belgian study of university students (Dewaele,2002) indicated that gender did not correlate significantly with communicative anxiety in either French as a foreign language or in English as a foreign language , $r = -.69$, and $r = -1.02$ both for communicative anxiety in French, and for communicative anxiety in English respectively.

2.8 Measurements of Foreign Language Classroom Anxiety

Researchers soon realized that they needed to measure anxiety itself by using objective tools if they wanted to see whether a high level of anxiety hinders language learning or not. With the increasing demand for tools to measure anxiety, Horwitz et al. (1986) developed the foreign language classroom anxiety scale [FLCAS]. The FLCAS developed by Horwitz et al (1986)

consists 33 items with five point likert scale questionnaire. The answers to each item can be one of these “strongly agree” to “strongly disagree”. It has been shown to have internal reliability of .93 and test retest reliability over eight weeks for $r = .83$, $p = .001$ (Horwitz, 1986, p.560). The authors claimed that from the result of their study, conducted with 75 students of Spanish [beginner level]. In their initial studies with the instrument the authors found that foreign language anxiety was experienced by many students at least some aspect of foreign language learning Horwitz (1991) conducted research to verify the reliability and construct validity of the FLCAS and reported a significant negative correlation between anxiety and foreign language grades. MacIntyre and Gardner (1991) supported Horwitz et al finding by suggesting that foreign language proficiency increase as anxiety decreases. Using the FLCAS as an example (Sparks, 1995a, Sparks and Ganschow, 1991) Suggested that theories which is propose affective differences as a casual factors in foreign language learning should be approached with caution because of the possible confounding effects of language variables. They examined each of the 33 questions on the scale and estimated that 60% of the questions involved comfort level with expressive or receptive language. According to Sparks and Ganschow (1995) Pointed out that failure in to control for first and second language skill in studies involving affective variables does not allow researchers to determine whether students with low level of language skill might be experiencing high anxiety or low motivation might affect students with a higher and lower levels of language skill differentially.

It is essential to trace the development and subsequent use of the foreign language classroom Anxiety scale (Horwitz et al., 1986), as this instrument has been employed so widely in its original form, or translated, or adapted and with such consistent results since it first appeared. As it has been observed to be very reliable (Horwitz, 1986; Aida, 1994;Rodriguez & Abreu, 2003),

Many researchers have used the FLCAS in its original form for student’s variety target languages (Aida, 1994, Elkhafaif, 2005, Saito, et al., 1999) and other researchers also translated in to their mother tongue. As the FLCAS has been used so obviously in language anxiety studies, in its original form, or adapted, for this particular study translation is needed due to the fact that the proficiency level of high school students in Ethiopian context. Since FLCAS reliability is tested before; the researcher adapted it in its original form. For this study the researcher is eager to translate FLCAS in to Afanoromo language.

2.9 The Relationship between Foreign Language Classroom Anxiety and Language Achievement

Understanding the impact of language anxiety can contribute to teachers' comprehension of their students and improving their teaching. Language anxiety is viewed as one of the obstacles for language learners from their successful achievement in high level of proficiency in a foreign language (Horwitz, 2001; MacIntyre, 1995). Many years ago, foreign language educators have indicated that anxiety plays a pivotal role in their failure or success in second language (Ganschow, et al . ., 1994). The correlation studies showed that high language anxiety is related to low achievement in language learning. Macintyre and Gardner (1994), in a study involving college students learning French, found that high anxiety experienced difficulty in expressing their views and tended to underestimate their own abilities. Zhao (2007) claimed that anxiety concerning English class hampered learners' achievement in English. (Baxter 1999, Pappamiheh, 2001; Selami Aydin, 2008) had found that female students are usually more anxious than males in English classes. Whereas Pappamihel(2001) investigated that while there was no gender difference in ESL classes, Mexican middle school girls were significantly more anxious about using English mainstream classes. The study showed that female students were more worried about English Language tests than test was. However, Hussain, Shahid, and Zaman, 2011) revealed that girls showed less anxiety in English language class, because they had more positive attitude towards English. Scovel (1978) identified that early perspectives of anxiety generated very inconsistent results concerning the relationship between anxiety and second language achievement. He claimed that ambiguous experimental results can be resolved if the distinction between facilitating and debilitating anxiety is drawn. Facilitating anxiety occurs when the difficulty level of the task triggers the proper amount, although a certain level of anxiety can lead to debilitating effects, which may lead to avoidance of work inefficient work performance.

Moreover the concept of language anxiety is closely associated with attitudes and motivation. In line with this concept Chao (2003) found a significant relationship between foreign language anxiety and emotional intelligence skills. In addition to Ehrman (1996) stated that one protects one's emotional equilibrium and self esteem in a variety of ways, one of which is through "defense mechanism. " Anxious manifestations, such as reluctance to participate, avoidance of work, and negative attitude are all possible mechanisms that anxious learners employ to balance their

emotional equilibrium. On the other hand, Brown et al (2001) found that high proficiency language learners were well-balanced, emotionally stable, less instrumentally motivated and less anxious.

Anxiety correlated with student's Speaking and Writing performances. The correlation coefficient was -0.2 In his study Abate (1996) investigated that English language classroom anxiety found to be negative - 0.26 for test anxiety, -0.23 for speaking anxiety and - 0.22 for writing anxiety. Similarly, Melkamu (2008) found that anxiety and achievement were negatively correlated for all types. He found that 3.32 for communication apprehension, 3.16 for test anxiety, 3.46 for fear of negative evaluation and 3.07 for general anxiety of English classes. So students were found to be more anxious in communication apprehension and fear of negative evaluation though they were anxious in all aspects of anxiety variables.

To sum up the above mentioned results, Studies show that English learning anxiety and student's achievement or test result have negative correlation. If the learners suffer from anxiety their proficiency, and performance on the test result or in actual classroom practice may be poor and this leads them not to be successfully in foreign language achievement.

2. 9.1 English Language Classroom Anxiety and Achievement anxiety in Ethiopian context

Young (1991) in a comprehensive review, made a “ careful examination of the language anxiety literature” (p 426) and offered six possible sources of anxiety in the language classroom” personal and interpersonal anxieties, Learners beliefs, about language learning Instructor, beliefs about language learning –Instructor- learner interactions Classroom procedures and Language testing.

Moreover Young (1992) identified language learning anxiety can have numerous sources, most of them are associated with pupils, including low –self esteem and specious beliefs concerning the learning of language and a few with the teachers. It is also better to mention some of them which are recently observed.

Chan &Wu (2004) emphasized that” In addition to task difficulty factors such as teachers' attitude and evaluation, teacher –student's interactions in class, parents expectations, classmate's attitudes' students own achievements are the potential sources of student's foreign language anxiety.

For example Melkamu (2008) who conducted a research for his MA thesis could distinguish some of the important causes of anxiety that his pupil face at Dembecha preparatory school in EFL class. Among these the major ones are Ethiopian General Secondary Education Certificate examination to promote to grade 11, anxiety of speaking and fear of negative evaluation and English class.

2. 9 .2. Ways of Reducing Foreign Language Anxiety

Different methods and approaches have been used by classroom practitioners and suggested by scholars to minimize anxiety are discussed briefly in this section of the literature review that were arisen from different researchers at different time.

Creating a conducive language learning environment is believed to facilitate learning second language by permitting learners to give attentions to spoken language rather than being distracted by fear of negative evaluation (Young, 19991)

In order for language teachers to grasp and facilitate student's anxiety in classrooms, therefore, it is necessary to develop the accurate scale, considering the contexts of second language teaching (Gardner, 1980)

Koch &Terrell (1991) Showed that there is no universal solution to avoid anxiety however, activities that relate to the learner on a personal level and raise the learner's feeling of confidence cause less anxiety and create a greater degree of comfort. Confidence building activities can take many forms. For example learners can be given regular chances to utilize skills and knowledge they have already acquired, leaving them feeling "I can do that!"

Foss and Reitzel (1998) reported that when anxious students have to speak before the class, it is helpful if they first practice intensively in a small group. Zhang & Chang (2004) Claimed that first of all the teachers can try to create a relaxed atmosphere for students, which can make them feel safe to speak or express their views. In addition to this teachers should avoid negative evaluation of students in the classrooms and comment on students' behavior with more encouragement.

This is similar with the views of Horwitz, Horwtiz & Cope (1991) noted, that teachers must be able to explore their students' language learning anxiety sources as well as help anxious learners cope with existing anxiety provoking situations and endeavor to make the learning context less stressful and relaxed. In other words, creating a low-anxiety classroom atmosphere is clearly a

significant prerequisite to language learning success. Beside this encouraging students to use positive self- talk as an alternative to negative thoughts about their perceived ability and performance prior to and during testing situation (Horwitz, Horwitz & Cope, 1991). Onwuegbuzie et al (1999), suggested that recognizing students' anxiety reactions as "legitimate" and offering rewarding experiences to lessen anxiety, as well as attempting to lower students affective filter, helps the learners to feel easiness of task they are going to conduct. In line with this view Horwitz et al (1986) suggested several techniques of reducing anxiety, such as :making the teaching setting less stressful, by such measures as taking care with methods of correction, offering tasks which makes the learners to relax, and advice on effective language strategies, are some ways of reducing anxiety in foreign language learning.

In a similar vein Young (1994) mentioned the possible ways of reducing anxiety in such a way; pedagogical considerations in course planning need to consider students' emotional status, teachers should provide a safe and well coming classroom environment in which students can feel comfortable volunteering their answers, teachers should also make clear that language learning entails make mistakes, and mistakes are not a demonstration of failure. Also it is necessary for teachers to consider themselves as facilitators instead of evaluators and to avoid turning the language classroom in to a testing or competitive environment, but rather create a supportive learning environment where learning can easily occur (Elkhafaif 2005).

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methods that were used in this study. It discusses the research design, the participants Of the study, sampling techniques, data gathering instruments and data analysis used in carrying out.

3.2. Research design

The current study uses quantitative and qualitative descriptive methods. It seeks to determine the relationship between English learning anxiety and students' achievement. One survey questionnaires, the researchers use Horwtiz etall's (19860) Foreign language classroom Anxiety scale (FLCAS) to 80 students in Harakelo secondary school.

3.3. Research Setting

Harakelo secondary school which is located in the south east Guji zone oromia region was selected for study. The reason for selecting this school was that the school is beginner and nobody has conducted research in this school regarding any problem yet; that is why the researcher is interested to conduct research in this school. Therefore the researcher selected the above mentioned school by purposive sampling method.

3.4. Source of Data

The sources of data for this particular research were the sample of grade 10 students who are registered for academic year of 2008 E.C. There were 5 grade 10 sections. Each section consists of 58 students' .And a total of 293 were attending in the school. It was from these students the participant of the study were selected. In addition to this first semester English final examination was taken as source of data.

3.5. Participants of the study.

The subjects of the study were grade 10 students of the 2016 academic year who were learning English at Harakelo secondary school. The total number of the subjects was 293. There were five sections: A, B, C, D & E. And the number of students in each section was 59, 59, 59, 58 and 58 respectively. At the time of data gathering the students were just completing the first semester course. As far as the selection of the subjects was concerned, purposive sampling technique was employed. The reason why purposive sampling was employed was that their achievement is not as such satisfactory.

3.6. The procedure of data collection (Instruments)

The researcher first set examination which was used to measure students anxiety level and examine them before the questionnaire was distributed. After they took the exam one day after the researcher distributed FLCAS questionnaire to know the relationship between English learning and students' achievement. Then the researcher categorized the questionnaire three sub variables.

Three instruments were used for this study .These were FLCAS questionnaire, observation and first semester English final exam to investigate the relationship between students' English learning anxiety and their achievement. The questionnaire is of two types; one type was used to collect personal back ground information of the participants; that is gender .The other was the oromifa version of foreign language classroom anxiety scale [FLCAS] which is designed by Horwitz, Horwtiz and Cope [1986]. These FLCAS is used as a likert scale. It contains 33 items that are used to measure different anxiety related to communication apprehension, fear of negative evaluation and test anxiety. So these 33 items are categorized under communication apprehension , test anxiety, fear of negative evaluation and general anxiety of English class. So generally these are all named anxiety of English classes. So each item has five likert scale which is used to know the degree of anxiety or to what extent do students feel anxiety in the classroom .This likert scales are "Strongly agree" to "Strongly disagree". The students' first semester English final examination result was used to determine the correlation between students' English learning anxiety level and their achievement. In order to check the reliability of the FLCAS, a pilot test was administered to ten [10] respondents who were not the target population of the study from grade 11. So based on correction internal consistence of the test was also computed. Accordingly the FLCAS was found to be reliable having a coefficient of Alpha Cranach of 0.92.

3.7 Observation

According to Best and Kahan (1989), observation gives the firsthand account of situation under study; and when combined with other data collecting tools, it allows for a holistic interpretation of situations which are being studied. Robson (2002:210) further states:” Data from direct observation contracts with and usually complement information obtained by virtually and other techniques”. The checklist was prepared based on the review of related literature made in chapter two. There are five sections. Among these sections two sections were randomly selected for the observation; and each of them has been observed four times. Thus the researcher carried out 24 observations without being disturbing the learning teaching process based on the checklist prepared.

3.8 Method of Data Analysis

To analyze the data obtained through questionnaire and students’ achievements SPSS 16:00 was employed. Firstly, descriptive analysis was used to compute the means and standard deviations for all items and for each kind of anxiety to investigate the relationship between English learning anxiety and students’ achievement of Harakelo secondary school grade 10 students’ anxiety level in EFL classrooms. Secondly t-test was employed to see the impact of anxiety with respect to students’ result and to know whether boys or girls are anxious in English classroom. Then Pearson’s product moment correlation coefficient was used to analyze the correlation between English learning anxiety and students’ achievement. Then after the data obtained by using the above mentioned tools were analyzed, interpreted, and discussions was given. In addition to this conclusions and recommendations were suggested.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Knowing over all foreign language anxiety level is not a simple issue and cannot separated as a part of language learning. But through using a mixture of different data sources for the results and discussions support to assemble a vivid and complete picture of the topic .As the result of this, to achieve the specific objectives stated in chapter one, the data collected from all the subjects of the study were analyzed and interpreted through the use of mean and standard deviation; t- test, significant point and correlation coefficients. Therefore, under each table discussion follows the presentation of the results of the data. Firstly, the comparison of males and females in terms of all types of anxiety variables were discussed. Then the correlation of English learning anxiety and achievement will be presented. At last the students' anxiety level and achievement will be discussed.

4.1 English Language Anxiety and Gender

Table 1: Boys and Girls Classroom Anxiety

Anxiety Variables	No. of Items	Sex	Mean
Communication Apprehension	8	Boys	2.511
		Girls	2.987
Test Anxiety	5	Boys	2.690
		Girls	2.764
Fear of negative evaluation	9	Boys	3.2143
		Girls	2.2057
General English classroom anxieties	11	Boys	2.485
		Girls	2.541
Over all anxiety level	33	Boys	10.9003
		Girls	10.4977

As the result of descriptive analyses showed the girls' mean scores for communication apprehension, test anxiety and English classroom anxiety is greater than boys mean scores, Whereas boys' mean scores for fear of negative evaluation is greater than girls' mean scores which means boys' mean scores for fear of negative evaluation is 3.2143 and girls' mean score for fear of negative evaluation is 2.2057 which indicated that boys may experience more anxiety regarding fear of negative evaluation. So we deduced that girls are more anxious than boys; the result obtained in this study back up previous studies. For example according to Baharruddin (2009) reported that if the students mean score for any types of anxiety are ranged from 2.34-3.66.it is categorized under moderate language anxiety level. So the result of this finding indicated that both boys and girls were found to feel moderate language anxiety in terms of all categories of anxiety variables.

Generally the subjects of this study suffer from all types of anxiety variables. For example the subjects of this study suffer from communication apprehension because they lack personal knowledge that one will almost certainly have difficulty understanding of others and one understood. Possibly because of this many students are silent in a foreign language communication situation and also the subjects of this study suffer from fear of negative evaluation because they faced problems like nervousness when questioned, they were embarrassed to volunteer answers, and felt that others students spoke better English. They were upset when they could not understand what the teachers corrected and often feared being laughed at by their peers. Generally they felt they were being judged and cast poor light by teachers and peers. The same is true for test anxiety for example the subject of this study experience test anxiety because they often put themselves as unrealistic demands on themselves and feel that anything is less than a perfect test performance is a failure. From the findings, the mean of 2.66 indicated that the students who participated in this study are experiencing language anxiety in the second language. Mean while, there are negative correlation between the two variables namely English learning anxiety and students' English achievement and the correlation is of 0.0001 level (2-tailed)

Table 2: Levels of Anxiety within variables

Anxiety Variables	No. of items	Mean	Standard deviation
Communication Apprehension	8	25.1841	3.5555
		3.14	0.6727
Test Anxiety	5	18.7002	3.8188
		3.747	0.8166
Fear of negative evaluation	9	29.2420	0.62225
		3.24	0.64545
General Anxiety of English	11	36.2700	9.02022
		3.29	0.6384

As indicated in the above table the mean score of anxiety level for English learning anxiety variables for communication apprehension, test anxiety, fear of negative evaluation and generally anxiety of English classes were as follows: 3.14, 3.74, 3.24 and 3.29 respectively. This finding shows that the anxiety level for each types of English language learning variables mean score is greater than 3.00. The participants of this study were feel anxiety. This shows that the participants of the study experienced high anxiety level. However, it was higher for test anxiety than the rest. This result supports findings obtained by Baharrudin (2009) who reported that students with average mean of 3.67- 5.00 should be taken as serious high test anxiety level, where as students with average mean of 2.34 – 3.66 were taken as with moderate test anxiety level and students with average mean of range between 1.00 – 2.33 were considered as low test anxiety level. In addition to these this result supports findings investigated by different researchers. For example according to Horwitz (1986), learners with average of less than 3.00 are not considered to be anxious, whereas learners' with average equivalent with 4 and above are considered as fairly anxious. Zhao (2007) reported that learners with moderate anxiety level of 3 point are taken as slightly suffering from anxiety. Young (1991) mentioned the existence of anxiety should firstly attribute to the learners low-self esteem and specious beliefs concerning the learning of language and a few with teachers.

The findings revealed that the subjects of this study experienced test anxiety for a number of reasons. For example lack of confidence, fear of failure and other negative thoughts process may also contribute to test anxiety. This finding is similar to the finding obtained by Ohat (2005) who reported that learners feared taking tests, because test taking situations would make them anxious about the consequences of getting a bad grade. This would lead other psychological stresses, such as fear of losing self confidence of feeling inferior to others. It reflects the biggest dilemma faced by most –second language learners in different circumstances.

Thus the result of this study would indeed to confirm that grade 10 students had the feeling of anxiety regarding communication apprehension, test anxiety, fear of negative evaluation and anxiety of English classes due to several reasons such as students' background knowledge, mother tongue dominance in the area. From the researcher's experience English is considered as only the language of classroom that is why nobody speaks English outside the class.

4.2 Anxiety Variables with respect to Gender

Table 3: Significance of comparisons of boys and girls

Anxiety Variables	t -Value	Significance of t – value[p< 0.005]
Communication Apprehension	-4.132	0.01
Test Anxiety	-8.002	0.001
Fear of negative evaluation	-2.34	0.012
General Anxiety of English Classes	-5.244	0.000
Total	-0.984	0.235

The correlation of the overall English classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement ($-0.984, p = 0.000 < 0.05$). The value of this correlation also indicated that anxiety has negative impact on achievement. This is because, statistically, if the correlation is negative and the significance value is less than the given point of value, anxiety has a debilitating effect on the students' achievement. This study investigated that anxiety has a debilitating effect on grade 10 student in Harakelo high school.

According to independent – t-test analysis, it was shown that there is no significant difference between boys and girls when we look the overall significant value ($t = -0.984, p = 0.235 > 0.05$) for all anxiety variables. It was indicated that the –t-test value of communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were ($-4.132, p = 0.01 > 0.05$); ($-8.002, p = 0.001 < 0.05$) : ($2.34, p = 0.012 < 0.05$) :and ($-5.244, p = 0.000 < 0.05$) respectively. For all types of anxiety variables students show any significant differences. Even though the magnitude of anxiety of girls was greater than boys ($M = 11.3506$), for girls and $M = 105.4262$, for boys, significant difference is seen between boys and girls of Harakelo secondary school, grade 10 students.

The result of this study is similar with the study investigated by Wilson (2006) suggested that female students often have higher levels of anxiety than males in academic settings and have low achievement.

4. 3 The Relationship between Anxiety and Achievement

Table 4: The Correlation Coefficients for each Anxiety and Achievement.

Types of Anxiety Variables	Correlation coefficients	P – Value [< 0.01]
Communication apprehension	-0.251**	0.005
Test Anxiety	-0.244**	0.001
Fear of negative evaluation	-0.166	0.75
General Anxiety of English classes	-0.247**	0.002
Total	-0.359	0.0001

** Correlation is significant at the 0.0001level [2 – tailed]

Before analysis with regard to correlation for each anxiety and achievement, the researcher prepared a test for English proficiency. That means the questions prepared are used to test students English proficiency. Then after one day the researcher distributed the questionnaire which helps to test anxiety in order to correlate anxiety and achievement by grouping questionnaire in to anxiety variables. Then form the above data the following analysis and interpretation was drawn.

The results of (table 4) showed that English learning anxiety and English achievement were negatively correlated. The correlation coefficient for each type of anxiety is as follows: Correlation analysis for communication apprehension ($-0.251, p = 0.005 < 0.01$), for test anxiety ($-0.244, p = 0.005 < 0.01$) where as for fear of negative evaluation ($-0.166, p = 0.75 > 0.01$) and with respect to general anxiety of English class was ($-0.247, p = 0.002 < 0.01$). So from this result we deduce that foreign language learning anxiety is negatively correlated with students' achievement and have significance. This idea is supported by chang (2001) found that students level of anxiety has a negative impact on their achievement. So the correlation of the total English classroom anxiety variables and achievement indicated that there was a negative correlation between anxiety and achievement at ($-0.359, p = 0.0001$). This implies that anxiety has a negative correlation on achievement. Since the significant value is less than the given point of value anxiety has not facilitative effect on learner's achievement. This finding is supported by research conducted in Ethiopia. For instance Abate Kasahun (1996) on his local studies investigated that anxiety had a debilitating effect on learners' achievement and the correlation value were negative. Similarly, another local research conducted by Melkamu (2000) investigated that anxiety has debilitating effect on students performance and their correlation is negative because his subjects of study might experience poor background in English classrooms to accomplish tasks and activities. Similarly the subjects of this study might experience anxiety, due to lacks of background knowledge, lacks of interest and they look after the cattle because the area is pastoralists' area. Due to this they cannot attend the class regularly. This finding is supported by studies on this concern. For example according to studies conducted by MacIntyre and Gardner (1994) showed that high language anxiety is related to low achievement in language learning. Zhao (2007) made a similar observation with high school students in China and found that anxiety concerning English class affected students' achievement in English. There are also studies revealed a negative correlation between anxiety and achievement in basic language skills, particularly the skills of speaking and listening.

MacIntyre and Gardner (1991) investigated that high anxiety students performed worse than low anxiety students in these skills.

Thus the findings obtained in this study backup previous studies. For example studies conducted by Skehan (1989) indicated that it is about rather weaker from $-0.23 - 0.30$ the range is between anxiety and learning. Research conducted by MacIntyre and Gardner (1994) showed that significant correlation between language anxiety and proficiency is depend on the nature of the subject and the level of test difficulty.

As the research conducted on this area showed anxiety variables have negatively correlated with students' achievement. In line with this idea Gardner (1995) reported that anxiety is a debilitating factor for learners' achievement. So correlation is used to predict, students' achievement, level of proficiency, in test, or final examination. This means that if we know the anxiety score, it is easy to guess whether the learners score (achievement) is low or high on a certain examination.

Therefore this finding shows that as high anxious learners score low mark (grade) and low anxious learners score high mark (grade). Thus this finding indicates negative correlation of anxiety and achievement is similar to that of study conducted by Abate(1996), Melakamu(2008) Macintyre (1994) and Skehan (1989).

4.4 Achievement difference between boys and girls

Table 5: Achievement Comparisons between boys and girls

Sex	Mean	Standard deviation	t- value	Significant Value[P<0 .05]
Boys	37.2144	14.245	0.657	0.832
Girls	37.5001	11.13		

As indicated in table 4, the mean scores of test result for boys and girls are 37.2144 and 37.5001 respectively. The value of t- test showed (0.657, $P = 0.832 > 0.05$). The mean of the students' indicated that boys' achievement mean were somewhat lower than girls, but there is no as such significant difference was seen between them since the significant difference was seen between them. Since the significance value showed $0.832 > 0.05$. Contrarily to this, Zaho Na (2007) found that girls were usually score more than boys in foreign language exams in China. For this matter being, it is simple to predict girls are more confident than boys by their capabilities to learn foreign language as to Zhao Na (2007).

Therefore the result of this study found that no significant achievement was seen between boys and girls of grade 10 at Harakelo secondary school. This is due to the majority of the students are from pastoralist family from rural areas, and also since the weather condition is not comfortable for teachers to survive here, so that teachers leave this woreda and look for vacancy. From his experience the researcher can hopeful say that students are promoted from class to class simple not by attending the class for the whole year, but sit for final exam like distance learner. Generally it is possible to say confidential Harakelo secondary school students did not indicate achievement difference between boys and girls with respect to gender.

4.5 The Variation of students results according to their Anxiety.

Table 6: Categories of students' achievement within levels

Level > 3.00; Achievement < 35	Level < 3.00; Achievement > 35	Level 3.00: Achievement <35	Level greater > 3.00 Achievement > 35
45	12	16	7

As it is indicated in the above table the correlation of anxiety and achievement of the finding indicated that they were negatively correlated. This indicated that as anxiety increase, achievement decrease. However, there is little variation. This was decided by the analysis of correlation. Learners with an average mark of achievement test result 0 up to 35 were taken as unsuccessful, whereas learners whose achievement score above 36 were successful; this classification was based on Batumulu and Erden (2007) and Baruddin (2009)

Thus, students who were anxious and their achievement test result < 35 (60 %) were 45. Whereas those whose anxiety level > 3.00 and their achievement test result > 35 were 7. And students whose average anxiety scores < 3.00 and their achievement test result > 35 were 12. Whereas for the rest 16 students whose anxiety rank and achievement test result was less than (below) the mean score 3.00 and achievement test result < 35 . The findings of this study revealed that as anxiety increase, achievement decrease. However there is some variation. This variation is as anxiety increase achievement increase. So this shows that for a small number of students anxiety play a facilitative role. Whereas according to this finding anxiety plays a debilitating role. More over achievement variation is according to the learners' anxiety level.

4.7. Classroom Observation

The primary role of classroom observation in this study was to see how both teachers and students related factors were the cause of English learning anxiety. It was intended to address the first broad question raised under the objectives of the study: To identify the major causes of classroom and achievement anxiety in foreign language? That means it was designed to observe whether or not teachers and students related factor cause English Learning anxiety. The observation was also used to get some insights into the absence or presence of teachers' related factor and students related factor to cause English Learning anxiety. In addition the observation was employed to see those teachers related factor and students related factor. The assumption behind this was that such problems could take place, if they do so, due to lack of role of awareness and or the influences of students' English learning anxiety on their English achievements.

The secondary role of classroom observation was to gather supporting data for the information obtained through the questionnaires. In other words, the observation was made to verify the

responses the subjects would through the questionnaires. That means do teachers and students exercise their roles to reduce English learning anxiety.

In general, the observation was used to elicit information about the teacher related factor and students related factor to cause English learning anxiety. To achieve this, Observation checklist was prepared. See Appendix B.

Since there were five [5] grade 10 sections, two sections were randomly selected for observation. Each class was observed four times and the following analysis was concluded.

4.7.1. Observation Analysis

Based on the checklist prepared both teachers' related and students' related problem was existed during the observation.

4.7.2 Teacher related factors to cause English learning anxiety

As observation analysis indicated the major problems that English language teachers' reflects were, they do not praise their students' even if the answer for the asked question is correct. According to Gardner (1994), who reported that anxiety which occurs during English learning comes from the teacher's situation?

Horwitz (1986) states that for the anxiety which occurs in the classroom during English lesson might impede students learning ability which may lead them to be anxious. On the other hand the teachers' do not tolerate cultural differences among the students, absence of motivation to reduce English learning anxiety. In line with this idea Yukina (2002) mentioned the major internal factors second language learners which lead the learners to be affected by anxiety among these factors age, sex, attributes style, motivation, learning strategy and language anxiety are the major causes of anxiety.

The studies conducted by researcher like Pandila (1989), Grancia (1999) Showed that teachers play grade role to reduce anxiety in the classroom by using the students praising the students and helping any difficulties which happen during foreign language learning are teacher role. To summarize the findings of the study the teacher related factors are less dominant than students' related factor which causes English learning anxiety.

4.7.3 Students' Related Factors to cause English leaning anxiety

As the observation analysis indicated the major problems observed in the classroom with respect to students' related factors was the learners themselves experience fear and shy when they discuss things in English. This idea can be supported by Young (1992) who, identified English learning anxiety can have numerous sources, most of them are associated with students, including low-self-esteem and specious beliefs concerning the learning of language and a few with the teachers.

Furthermore most of the students feel anxiety during speaking skill because their teacher made them to speak things in front of the class. So there researcher observed that among the four English skills learners feel anxiety during speaking and reading. Although it is clear from this studies English learning anxiety can be effectively managed. Koch and Terrel (1991) showed that student feel anxiety during speaking skill because their teacher made them to speak things in front of the class.

It is also observed that girls were stutter during speaking as well as reading. According to Baruddin (1999) who reported that one way of handling these problems are to provide students with relaxing strategies to deal with situation.

General the findings of this studies shows that the students related factor causes are numerous in English learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusions and recommendations. In this section first a summary of the study and the major findings are made. Second conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

5.1 Summary

The purpose of this finding was to investigate the relationship between English learning anxiety and English achievement test result among grade ten [10] students with particular reference to Harakelo secondary school. In order to achieve this objective the following basic research questions were raised in the study.

1. Does students' achievement vary according to their anxiety level?
2. What is the general situation of grade 10 students English learning anxiety?
3. Who are more anxious in foreign language learning?

On the theoretical basis of related literature on the second language classroom anxiety and achievement, definition of anxiety, types of second language anxiety, sources of foreign language anxiety, relationship between foreign language classroom anxiety and language achievement, measurement of foreign language anxiety and possible ways of reducing foreign language learning anxiety were reviewed. So to carry out the intended study, descriptive research survey research was used because the method had helped the researcher to get accurate information. The research has used three types' of instruments to collect the data. These are FLCAS questionnaire, document analysis and observation as tools of data collection. Thus the data obtained through the foreign language classroom anxiety scale [FLCAS] and students' document had been analyzed using descriptive statics, t –test, Pearson moment correlation coefficient, mean, significant point and standard deviations. An observation checklist consisting of ten items was prepared to see the teachers' related and students' related cause of English learning anxiety in classroom. Therefore the result of the study is summarized as follows.

The result of the study revealed that 65% of the participants were found to be anxious, because their anxiety level was above the mean score 3.00; On the other hand 35% of the participants were taken as not to be anxious because their anxiety level was below the mean score 3.00.

The anxiety score for each type of anxiety variables are as follows: 3.14, for communication apprehension, 3.74, for test anxiety, 3.24, for fear of negative evaluation and 3.29, for general anxiety of English classes: Learners were found to be more anxious in test anxiety, although they were anxious for all types of anxiety variables.

Regarding the comparison of boys and girls, the results obtained from the finding indicates that girls seem to be more anxious than boys for communication apprehension, for test anxiety and anxiety of English classes. However, boys were a little bit more anxious than girls for fear of negative evaluation. When we see each specific type of anxiety separately for communication apprehension [boys = 2.51, girls = 2.98], for test anxiety [boys = 2.69, girls = 2.76], for fear of negative evaluation [boys = 3.21, girls = 2.20] and for anxiety of English classes [boys = 2.48, girls = 2.54] anxiety levels were obtained. In addition to this the significant value of t –test showed that the significance difference was found between them, for all types of anxiety levels. For communication apprehension it was significant at [t = -4.132, p = 0.01 < 0.05] for test anxiety it was significant at [t = -8.002, p = 0.001 < 0.05], for fear of negative evaluation it was significant at [t = -2.34, p = 0.01 < 0.05] and for anxieties of English class it was significant at [t = -5.244, p = 0.000 < 0.05]

The results obtained by correlation coefficient indicated that English learning anxiety and achievement were negatively correlated for each kinds of anxiety. And the negative correlation, for communication apprehension, test anxiety, fear of negative evaluation and for general anxiety of English classes except for fear of negative evaluation [t = 0.166, p = 0.75 > 0.01]. To sum up, English learning anxiety and English achievement exam result were negatively correlated and significant at [-0.359**, p = 0.0001 < 0.01].

There is no achievement differences were seen between boys and girls. Boys' achievement test score mean was 37.2144 and girls' achievement test score mean was 37.5001. The value of t –test showed that there was no significant difference between boys and girls regarding achievement test result [t = 0.657, p = 0.832 > 0.05].

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn.

The result of the finding showed that 65% of the participants of the study were found to be anxious, because their English classroom anxiety level is greater than the mean score.

since the mean score of the anxiety variables for all participants of the study is above the mean score 3.00. From this finding it can be concluded that anxiety has a debilitating effect on English learning and test achievement. Majority of the students experienced, English learning anxiety, typically of communication apprehension and test anxiety.

Regarding to boys' and girls' anxiety level, girls were found to be somewhat anxious than boys', contrarily, their anxiety difference was not as such significant. As the result of this, the research finding concluded that no significant difference between boys and girls. But there is a significant difference for test anxiety although no difference was found totally among them.

As the correlation coefficient analysis showed that English learning anxiety and English achievement were negatively correlated. Therefore, anxiety was a debilitating affective factor in language learning, typically anxiety of English test, anxiety of speaking, and fear of negative evaluation.

In some cases the anxiety level and their achievement do not correlate. For some students as far as their anxiety level increase their achievement also increase. In such a cases anxiety plays a facilitative role because this kind of anxiety motivates learners to score a better mark. But for majority of them as anxiety increase their achievement decrease. So that anxiety plays a debilitating role. Therefore their achievement test was very low.

Although boys' average result with respect to their test achievement is a little bit less than that of girls; there is no significant difference was seen. This is due to the students' background knowledge. Since the area is pastoralists' area they have low awareness about education and more priority is given for commerce in this area.

Finally, the findings of this study seem to confirm the expectation that anxiety has a debilitating role on students' achievement. This implies that around 65% of the subjects' achievement is below the mean score, this is due to anxiety.

5.3 Recommendation

- On the basis of the findings and conclusions discussed so far the following recommendations may be made.
- Teachers must be able to explore their students' language learning anxiety sources as well as help anxious learners to cope with existing anxiety- provoking situations and endeavor to make the learning context less stressful and relaxed.
- Teachers should create a low –anxiety classroom atmosphere is clearly a significant pre requisite to language learning success.
- Teachers should encourage students to use positive self-talk as an alternative to negative thoughts.
- Teachers must be able to teach various learning strategies to help students to develop realistic expectation and achievable goals based on gender and language proficiency level, can eventually raise learners' self-efficiency on way to increase learning confidence is by using cooperative learning rather than individual learning to decrease anxiety.
- Teachers should look closely at the affective state of the learners, since language learning anxiety, test anxiety, and learners' self-efficiency play an important role in language learning among foreign language learners.
- Students should remember the value of controlling their emotional state and remaining calm when speaking English.
- Teachers should keep in mind that anxiety is responsible for to deal students habitual behaviors in class.
- Experts should also ask to provide help for anxious students, especially for those highly anxious ones.
- English language teachers need to consider providing students with low anxiety learning settings; also a friendly atmosphere should be maintained in order to reduce English language anxiety.
- Teachers should make foreign language classroom anxiety free zones by reducing the anxiety frustrating factors according to different levels of English language anxieties of their students.
- Teachers should provide a relaxing classroom environment.
- Teachers should use cooperative learning method.

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APPENDIX-A

ADAMA SCIENCE AND TECHNOLOGY UNVERITY

SCHOOL OF HUMANITIES LAW

DEPARTEMENT OF ENGLISH

Questionnaire to be completed by students.

Dear Students:

Currently, Iam Conducting a Postgraduate [MA] research in TEFL under the Tittle: “An investigation in to the relationship between English Learning Anxiety and Students’ achievement.” The objective of this questionnaire is to gather information and to examine the degree of English learning anxiety you may experience. Please read each Statement below carefully and indicate your true feeling in English classroom: Since the success of the study highly depends on your honesty in rating these items, you are kindly requested to respond accordingly.

Your Cooperation will be greatly appreciated.

Thank you in advance.

Code_____

Sex_____

Grade_____

Instruction:

The following items are helpful to indicate the anxiety level of students have in the English class.
Select and thick the item describe your reaction.

N.B. To answer each item use the following likert scale.

1 Strongly agree [**SA**]

2 **Agree** [**A**]

3 Undecided [**UD**]

4 Disagree [**DA**]

5 Strongly disagree [**SDA**]

No.		SA	A	UD	DA	SDA
1	I never feel quite sure of myself when I am speaking in my English class.					
2	I don't worry about making mistakes in English class.					
3	I tremble when I know I am going be called on to speak in English.					
4	It frightens me when I don't understand and what the teacher is saying in the English language.					

5	It wouldn't bother me at all to take more English classes.					
6	During English class, I find myself thinking about things that have nothing to do with lesson.					
7	I keep thinking that other students are better at English than I am.					
8	I am usually at ease during test in my English class.					
9	I start to panic when I have to speak without preparation in English class.					
10	I worry about the consequences of failing my English class.					
11	I don't understand why some people get so upset over English classes.					
12	In English class, I can get so nervous when I forget things I know.					
13	It embarrasses me to volunteer answers in my English class.					
14	I would not be nervous speaking in 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 English class, I feel anxious about it.					
17	I often feel like not going to my class.					
18	I feel confident when I speak in English class.					

19	I am afraid that my English teacher will correct every mistake I make.					
20	I feel confident when I speak in English class.					
21	The more I study for an English test, the more confused I get.					
22	I don't feel pressure to prepare very well for English class.					
23	I always feel that the other students speak English better than I do.					
24	I feel very self-conscious about speaking English in front of other students.					
26	I feel more tense and nervous in my English class than in my other classes.					
27	I get nervous and confused when I am speaking in my English.					
28	When I'm on my way to English class, I feel confident and relaxed.					
29	I get nervous when I don't understand every word the English teacher says.					
30	I feel overwhelmed by the number of rules I have to learn to speak English.					
31	I am afraid that the other students will laugh at me when I speak English.					

32	I would probably feel comfortable around native speakers of English.					
33	I get nervous when English teacher asks questions which I haven't prepared in advance.					

APPENDIX-B

ADAMA SIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTEMENT OF ENGLISH

[Graduate program]

The main purpose of this observation checklist is to assess the causes of English Learning anxiety which affect students' English achievement. The activities will in the category of Yes/ No on the basis of whether they happen or not in the classroom.

Classroom Observation checklist for English Learning Anxiety in the classroom which affect students' English achievement.

Part One

Name of the school _____

Lesson being Observed _____

Number of students in the class: Male _____ Female _____ Total _____

Part II

No	List of observation		
----	---------------------	--	--

	1 teacher related factors	Yes	No
1	Does the teacher praise the students during the lesson in order to minimize students' English learning anxiety?		
2	Is the teacher motivates the students while he/she is teaching to make them not to be anxious during English lesson?		
3	Does the teacher take students English learning anxiety in to consideration?		
4	Is the teacher tolerating cultural differences which cause English learning anxiety?		

No	Students related factor	Yes	No
1	Among four skills, which skills made the students more anxious, listening, speaking, reading or writing?		
2	Do the students feel shyness when they discuss activities in English?		
3	Do the students feel of fear to speak in front of the class?		
4	Do female students be anxious when they answer question in the class?		
5	Do male students feel anxiety when they answer question?		
6	Who is more stuttering in English class during speaking boys or girls?		

APPENDIX-C

Yuniverstii Saayinsii fi Tekenoloojii Adamattii Mummee Afaan Ingliffaa

[Digirrii 2 ffaa]

Jalamittottaa Barattootaa

Yeroo ammaa Barnootaa Digrii 2 ffaa [MA] qorranoo gochaa adeemsiisuu irratti argamaa waan ta'eefi kayyoo qorannoo kana baratotnii kutaa 10 ffaa wayitti barnootaa Ingliffaa wantootaa isaanii qunaamanii dhipaachuun ykn cinqamuun dhibbaa inni firii barattota barnoota Ingliffaa irrattii qabuu furmataa isaa barbadu waan ta'eefi. Gaaffillee kana gadi gutuuf deggarsa isiin beeksiisaa tokkon tokkon gaaffillee kana iftoominaan akkkaa gutaan kabajaan isiin gafadha.

Degarsaa keessaniif dursaa galatoomaa

Kodii_____

Sala -----

Kutaa _____

Qajeelfamaa

Dhiphaachuu barattota beekuufii gafillee armaan armaan gadi baay'ee barbachisodha. Kanafuu filowwaan kenamaan shan keessaa isaa sirrii ta'eefi isiin dhagamuu ibsuu deebii keenii

Hubaachisaa

Gaffillee kaneen gutufii safartuu sadarkaa agarsiisaanii fayyadamaa

Baay'ee degaraa

Nii degarra

Hin murtessu

Hin degaruu

Gonkumaa hin degaruu

Lak.					
1	Yeroo Afaan Ingliffa dubadhu gonkumaa sirri ta’u koo ofitti hin amanuu.				
2	Ingliffaa yeroo dubadhu dogogoruu koo naa yaddessuu.				
3	Barsiisaa akkaa Ingliffaa dubadhuu naa gafachu kotiin dura holachuu jalqaba.				
4	Wantootni barsiisa Ingliffaa dubatu naaf hin galee yoo ta’ee soda naati dhagamaa.				
5	Ingiliffa yeroo dheraaf barachuun woomaa naa cinquu.				
6	Wayitti barnoota Ingliffaa wantoota barnootichaa hin ilaalanee yaada.				
7	Yeroo wayitti barnoota Ingliffaa barattootni biro anaa caalaan jedhe yaada				
8	Yeeroo barnoota ingilliiffaa qoramuu baayinaan hin dhiphadhuu				
9	Osoo hin qophofnee Ingliffaa akkka dubadhuu yoo naa tasiisan soda to’achuu hin dandenyee naatii dhagama.				

10	Yeroo wayitti barnoota Ingliffaa barnoonii naa galuu yoo diddee firri argadhuu yoo walbiraa qabe yaade naa cinqaa.				
11	Barattootni barnoota Ingliffaa maaliif akkaa ciiqamaanii naaf hin galuu				
12	Wayitti barnoota Ingliffaa feedha wantaa beekuu yoo dagadhee baay’ee dhipadhaa				
13	Wayitti barnoota Ingliffaa feedhaa kotii harkaa kasee deebii kenu naan cerea.				
14	Dubattoota Afaan Ingliffaa waliin osoo dubadhee soda naatii hin dhagahamuu.				
15	Barsiisaan Ingliffaa dogoggoraa koo naa siresse osoo naafii hin galiin yoo hafee nii jeeqamaa				
16	Wayitti barnoota Ingliffaa hammaa fedhee yoo qopha’ee yoo daree yoo senee sodaan naati dhagahamaa				
17	Yeroo baay’ee barnootaa Ingliffa hordofuu osoo dhisee				
18	Yeroo wayitti barnootaa Ingliffaa Ingliffaan dubachuun miraa ofitti amanamummaatu naati dhagahama.				
19	Barsiisaani Ingliffaa dogoggoraa anii umee hundaa na sireessa sodaan natii jechuun dhagahama.				
20	Yeroo wayitti barnootaa Ingliffaa ol ka’ee akka hasa’uu yoo gafatamee soda irra kan ka’e dhahanan onnee koo nii dabala.				
21	Qormaata Ingliffaa jedhee baay’ee yoo dubisee naa ratessaa				

22	Wayitti barnoota Ingliffaa sirritti itti qopha'ee dhiyeessu qaba mirri jedhuu natii hin dhagahamuu.				
23	Yeroo hundaa hiriyyoni koo Inglifaa naa caalaa hasa'uu danda'uu jedheen amanaa.				
24	Ingliffaa barattotaa fulduraa yeemuu hasa'uu waan dogoggoruuf baay'ee ofii egaa.				
25	Wayitti barnoota Ingliffaa haala kennisaa barumsaa hatattamanii yoo kennamu gara booda harkifadha				
26	Wayitti barnoota kaneen biro irraa wayitti Ingliffaa ciinqamuuf jeeqamuun naatii dhagahama.				
27	Daree barnoota Ingliffaa keessattii yeroo Ingliffaa dubadhu dhiphachuunf rifachutti naati dhagahama.				
28	Yeroo wayitti barnoota Ingliffaa gahuu oftii amanamummaafi bashanaanuu natii dhagahamaa.				
29	Jechootni barsiisaa tokko tokkon dubatuu yoo naaf ifaa hin tanee naan dhiphadhaa				
30	Ingliffaa dubachuunfi wantoota qo'achuu qabu seer lugaa Ingliffaa yoon yaduu saamu koo baay'ee jeqamaa.				
31	Ingliffaa dubachuun yemuu yaduu barattotni kun naatii seequu wanta jedhu natii dhagahamaa				
32	Namoonii Afaan hadhaa isaanii Afaan Ingliffa ta'e yoo na biraa jiratan soda nattii dhagahamu danda'a				

APPENDIX-D

Code	Sex	xi	yi		Code	Sex	xi	yi		Code	Sex	xi	yi
011	F	85	31		039	F	40	30		066	F	64	39
012	F	41	28		040	M	27	20		067	M	16	54
013	F	34	28		041	M	30	20		068	F	64	39
014	M	28	85		042	M	53	40		069	F	32	64
015	M	37	28		043	M	50	40		070	M	54	21
016	M	28	34		044	F	35	32		071	M	41	31
017	F	51	35		045	F	40	35		072	F	68	46
018	M	46	35		046	M	21	62		073	F	82	46
019	F	47	35		047	M	31	62		074	M	49	37
020	F	34	23		048	F	62	23		075	M	43	37
021	M	39	25		049	F	38	62		076	F	54	20
022	M	31	23		050	M	62	31		077	F	24	54
023	M	17	23		051	M	35	30		078	F	31	45
024	F	48	23		052	M	56	42		079	M	51	38
025	F	18	50		053	M	51	30		080	M	49	58
026	M	16	50		054	M	53	18		081	M	43	37
027	M	19	50		055	F	48	33		082	F	37	45
028	F	50	24		056	F	42	61		083	F	45	37

Xi Anxiety level
Yi Achievement

029	F	66	45		057	F	67	53		084	M	37	31
030	M	60	45		058	M	53	23		085	M	54	16
031	M	64	45		059	M	41	54		086	M	44	22
032	F	78	45		060	F	19	53		087	F	20	37
033	F	78	28		061	M	52	41		089	F	58	21
034	M	25	75		062	F	53	27		087	M	44	22
035	M	75	40		063	F	60	41		088	F	20	37
036	M	29	30		064	M	61	46		089	F	58	21
037	F	75	55		065	M	69	46					
038	F	44	40										