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**Investigating the Role of Teacher's Gender in
EFL Students' Language Learning Anxiety
The Case of First-year LMD Students of English
in the Algerian University**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master
in Language and Culture**

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Dedication

(1)

This work is dedicated to my wonderful parents, who have provided me with love, encouragement and all it takes to give me safety and happiness.

To my sisters and brothers and to all extended family for their support, love, and for being a source of motivation

To all my friends who are always by my side and for believing in me especially Chiama and Afraa. To my beautiful friend and partner Maha without who I would not be standing in front of you all.

Words can not describe how much I'm appreciated for the existence of those diamonds in my life.

Amira Boudjouraf

(2)

To the light of my life : my loving parents

To my sweet sister : Ghada

To my dear brother : Iyad

To all my family members

To my precious darling friends: Afraa and Chaima.

To my very special best friend, my best cheerleader, and partner of research, Amira

I dedicate this work for you all.

With love,

Maha Bouteraa

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Abstract

Learning anxiety is one of the most prominent problems among EFL learners. This research aims at investigating whether the gender of the teacher has any role into provoking EFL learners' foreign language anxiety, for first year tertiary level students of English. By means of the quantitative correlational approach and in order to find answers for the research questions, a questionnaire was submitted online as a tool of gathering data. This latter was administered to 123 students of English from different universities nationwide during the academic year 2019-2020. The results obtained from the analyzed data reveal that learners experience foreign language anxiety regardless of their own gender or the gender of their respective teachers. That is to say, teacher's gender has no actual role into provoking EFL learners' language anxiety. Hence, the results obtained from the questionnaire distributed to the learners refute the hypotheses set for this research : that there is a significant role of teachers' gender in provoking learners' language learning anxiety, and that same teacher-learner gender has a significant role in reducing EFL classroom anxiety among students. Far from it, this study shows that there are many other reasons than teachers' gender, provoking learners' foreign language anxiety such as: shyness, fear of making mistakes, nervousness when speaking in front of the classmates, the lack of self-confidence, and fear of negative evaluation of teachers as well as their peers. All of which appear to affect the learning process, and thus lead to low performance.

Keywords

English, Foreign Language Anxiety, Gender, Teacher- Learner relationship.

List of Abbreviations

EFL: English as a Foreign Language

FLAS: Foreign Language Anxiety Scale

L1: First language

L2 : second language

L3: Third language

LDCH: Linguistic Coding Deficit Hypothesis

MAS : Manifest Anxiety Scale

MHA : Mental Health Association

SLA: Second Language Acquisition

STAI : State-Trait Anxiety Inventory

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General Introduction

Introduction

Over the last few decades, difficulties of EFL learning - teaching process gained wide much of attention by scholars. Gender, for instance, is an issue with important theoretical and pedagogical assumptions in second language learning. A good number of studies found that gender can have a significant effect on how students learn a language. A large number of researchers worked on topics about gender and its relevance in education-related matters, processes, and contexts, including language learning ability, motivation, teacher perceptions, learning styles and strategies, classroom interaction, teaching materials, testing, and pedagogies.

Teacher's gender is a factor influencing the EFL learning – teaching process concerning teacher and student interactions. Researches on this topic have shown that teacher's gender may affect the quality and quantity of interactions in the classroom.

Language anxiety as well is another major issue facing EFL learners which disturbs the process of learning in EFL classes. Anxiety in the simplest definition is a sense of unease, fear, and nervousness experienced by learners of a foreign language. According to Horwitz and Cope (1986), foreign language classes are anxiety-provoking atmospheres for learners.

Language anxiety may be the result of so many factors: low level of self -esteem, the fear of making mistakes, the fear of being negatively evaluated or judged, and the gender of the learners or the teacher's gender.

Language anxiety is an important affective variable in language learning and teaching which must not be overlooked. It should be investigated since it may interfere negatively or positively with the learning process at different levels affecting the learners' performance and achievement for that reason, this study is an attempt to investigate the existence of a relationship between teacher's gender and EFL learners' language anxiety.

1- Background of the Study

Language learners usually express anxiety, apprehension and nervousness when learning a new language. Language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity. Consideration of language learners' anxiety reactions by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language (Tanveer, 2007).

Literature points out that students are little biased to female teachers, which may be related to a variety of factors like empathic listening, better understanding and view of concern shown by them (Feldman ,1993). In one of the recent studies conducted by (Bodhe et al. ,2015), results showed that students do not find the sex of the teacher worth discrimination.

Generally, a well- dressed, and neat teacher produces good first impression, draws the students' attention, and facilitates the further process of learning (Bar & Willis, 2006).

In one of the articles of The Straits Times magazine, it was mentioned that Prof Dee conducted a study in 1988 .At the end of which, he found that students are more likely to be negatively perceived by the teacher and to perform worse academically if they do not share the same sex as the teacher.

2- Statement of the Problem

In the field of teaching English as a foreign language, gender may be a catalytic factor affecting the process of teaching-learning English.For that reason, so many studies have been conducted regarding this subject as an attempt by researchers to understand its role in the process of teaching-learning English as a foreign language.

The use of language in the EFL classrooms can be shaped by many factors, among which gender has a leading role. Gender, which is a prominent element of language learning, has become a subject of research for years. Previous studies have shown that the gender of the teacher may have an impact on the achievements as well as the performance of the learners.

The present study attempts to understand the role of the teacher's gender in provoking learners' language anxiety. Further, this study examines the existence of a relationship between teacher's gender and EFL learners' language anxiety.

3- Research Questions

This study intends to find relevant answers to the following questions:

- a- Does teacher's gender have any role into provoking learners' foreign language anxiety?
- b- If so, in what ways does teacher's gender play a role into provoking learners' foreign language anxiety?

4- Research Hypotheses

- a- Teacher's gender has a significant role into provoking learners' foreign language anxiety
- b- Same teacher-learner gender has a significant role in reducing EFL classroom anxiety among students.

5- Objectives of the Study

This study is devoted to investigate the following:

- 01- To find out the possible role of teacher's gender into provoking EFL learners' language anxiety.

02- To determine the ways in which teacher's gender affects EFL learners' language anxiety.

6- Significance of the Study

The present study is very important for both teachers and learners, due to several reasons. On the one hand, language anxiety is such an obstacle facing EFL learners preventing them from good performance.

On the other hand, learning more about all the factors that may result or relate to language anxiety will help in finding ways to reduce this latter, and thus offering a comfortable environment for learners.

7- Methodology

7.1- Design

The questions of the present study tend to investigate the role of teacher's gender into provoking EFL learners' language anxiety. A correlational research is used in order to know if teacher's gender has a role into provoking EFL learners' language anxiety EFL first year at university, and if so, the correlational research would be a good fit to define the kind of this relation.

7.2- Setting and Participants

As a result to the quarantine period imposed successive to covid-19 sweeping the world, and which coincided squarely with the practical fieldwork time span, the sample of this study was selected randomly online .A number of 123 students from different universities nationwide have been chosen as a sample of this study due to the fact that they learn English at the tertiary level for the first time, so their reactions were genuine.

7.3- Research Instruments and Procedures

To attain the aims , this study opt for a chief research tool : a questionnaire that is basically designed to account for and derive on the students attitudes and mindset , ,and to account for a respectable numbers of students and approach it more easily in order to meet the research objectives set forth.

8- Structure of the Study

The present dissertation consists of two main parts; the theoretical part and the practical part. On the one hand, the theoretical part which constitutes of the literature review of the study including two chapters. The first chapter is devoted to gender, its definition, in addition to a review of previous studies regarding gender in EFL classrooms and to gender and foreign language anxiety as well as as section devoted for teacher –learner relationship .

However, the second chapter is concerned with the classroom language anxiety , its definition , theoretical perspectives of Foreign Language Anxiety , its types, symptoms , sources , and anxiety measuring .

On the other hand, the second part of the dissertation which is presented in the third chapter , is devoted to the analysis of t the learners' questionnaires with some pedagogical implications for learners and teachers, in order to be more aware of impact of teacher's gender on learners 'anxiety .

Chapter One
Gender in EFL Classrooms

Chapter One : Gender in EFL Classrooms

Introduction

It has been generally assumed that gender is an affecting factor in the process of teacher/ learner interactions in foreign language classrooms. In other words, the gender of both teachers and learners influences the quality and the quantity of the interactions in the classroom.

Gender of the teacher affects the classroom environment (Canada and Pringle, 1995).

Based on earlier research, this chapter includes knowledge cited and quoted from a variety of sources.

1- Defining Gender

The term 'gender' refers to the social construction of female and male identity. It can be defined as more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

The online Webster dictionary provides the following definition to gender : "*gender is the behavioral, cultural, or psychological traits typically associated with one sex*". In other words, gender is more than to be limited in the biological differences of the two sexes.

Another point of view which had been given by Goddard and Patterson (2000, p.27) in defining the word gender as "*a daily, continuous part of our social behavior, something we do rather than being a "fixed and unalterable dimension that is imposed on us from on high*".

Graddol and Swann (1989,P. 8) agree with this kind of definition as they also see gender as a social rather than a biological phenomenon in the sense that people learn the attitudes and behavior appropriate to their sex, rather than are born with them.

2- Studies Regarding Gender in EFL Classrooms

There is no doubt that second language learning is a complex process, and that this process is highly influenced by several factors.

Gender is among the factors that influence the language learning process. Both males and females are equipped with some tendencies that would help them to acquire some aspects of language much faster and easier.

Gender is a fundamental categorization distinguished in all human societies. It emerges in human life as a source of determining individual as well as social identity. In the process of teaching-learning English as a foreign language, each student learns differently and has his or her own set of strengths and weaknesses and there are so many studies that have been conducted in this field to offer better understanding regarding the aspect of gender in the process of teaching –learning English as a foreign language.

So many studies have been conducted regarding gender in EFL classrooms due to its importance in classroom interactions and this section is devoted to shed the light on these latter.

Historically speaking, different studies showed that males completed a post secondary education in higher numbers than women. However, in the 20th century, females have made drastic gains toward obtaining a post secondary education and competing with males in the job market. The statistics show that this trend is likely to continue unless politicians and educators adopt a platform that will encourage men to seek post secondary education at the same rate as their female peers.

Also, different studies showed that while both boys and girls have improved their performances, girls achieved higher marks than boys in EFL learning. Many experts suggest that there are learning differences between and within the genders. The tendency of females to use strategies is more than males, and proficient students use more strategies than less proficient ones, certain cultures promoting the use of particular strategies more than others (Grainger, 1997).

In the same vein, females and males learn the appropriate behaviors and attitudes from the family and overall culture they grow up with, and so non-physical gender differences are a product of socialization (Eagly and Karau, 2002). Gender is an important factor that plays a specific role and influences second language acquisition. The theorists of Second Language Acquisition (SLA) believe that female learners show possible superiority in their second language learning process (Burstall, 1975).

In a study conducted in an Iranian context, the results of the investigation of gender contribution in anxiety in speaking EFL among learners showed that male respondents demonstrated higher levels of language anxiety compared to female students. The core of the study was to investigate the ideas for and against gender as an influential factor in facilitating the process of second language learning. To achieve this aim 80 learners who learn English in language learning institutions in Ilam province were investigated. The instrument used to measure student's foreign language speaking anxiety was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1986).

In order to shed the light on the effect of teachers' gender on EFL learners in primary education, a study was conducted in Istanbul, Turkey. This latter investigated males and females separately, using two questionnaires administered to 86 participants. Results showed the following : On the one hand, female participants gave much more positive

answers than male participants for this topic. It can be claimed that female learners have more positive perspective about teachers' gender effect on EFL learning in primary education. Indeed female participants evaluated some statements with the same perspective regardless of the gender of their teachers. Thus, female students feel no basic differences when learning English regardless of their teachers' gender.

On the other hand, male participants looked at this topic from a different aspect. Male participants' responses were less positive than female participants' answers for all statements in general. It can be concluded that male participants have more negative perspective about the same subject. Male participants evaluated the statements with a perspective that their teachers' gender is significant while learning EFL in primary education.

Within the same context, the only known study of gender and EFL classroom interaction however was conducted by Bayyurt (1999). She analyzed the teacher's management of female and male students' turn-taking strategies and interruptions during classroom discussions. The results of her study showed that the female teacher gave more opportunities to take turns to boys than to girls. In addition, the boys took longer turns than the girls. The classroom teacher did not stop boys from interrupting the girls in conversation. In this respect, Bayyurt's results were consistent with the results of earlier studies conducted elsewhere. Based on these results another study has been conducted within the Turkish context in order to gain more insights about gender and gender and teacher-students interaction. The details of the study are provided in the following section :

Teachers may believe that they treat girls and boys equally, but classroom observations suggest that this is not often the case. For instance, in her widely cited study, Spender (1982) examined her own teaching to learn if there was any difference in the way she interacted with female and male students. She reported:

Sometimes I have ... thought I have gone too far and have spent more time with the girls than the boys. But the tapes have proved otherwise. Out of ten taped lessons ... the maximum time I spent interacting with girls was 42 per cent and on average 38 per cent, and the minimum time with boys 58 per cent. ... It is nothing short of a substantial shock to appreciate the discrepancy between what I thought I was doing and what I actually was doing (p. 56).

Last but not least, The International Journal of Humanities and Cultural Studies, published a study entitled 'Gender Differences in Using Language in the EFL Classes : From Teachers' Views '. The study aimed to understand the role of gender in using language differently inside the classroom. Further, this research examined the factors that determined gender differences inside the EFL classrooms. A questionnaire was designed to collect data. The data were collected from 14 teachers in English department at Koya University/Kurdistan Region-Iraq. The results of the study confirmed that there were gender differences in using language. More precisely, the results indicated that there are some factors that cause gender differences. The most significant factors related to the students' psychological conditions, the students' cultural and social backgrounds, the students' connection to the native speakers, the students' physical characteristics, and materials that are taught by the teachers.

Finishing this section by considering the results of studying the gender differences in foreign language speaking -in-class anxiety in Poland , at the Pedagogical University of Cracow on a group of second year university, for the purpose of investigating the influence of gender on foreign language speaking anxiety which showed that there were no gender differences in the level of anxiety measured with the foreign language speaking anxiety scale developed for the purpose of this study. Moreover, no statistically significant interaction was

observed between gender and : perceived difficulty of speaking skills, self-assessment of one's speaking skills, self-efficacy level, general speaking anxiety, and the level of speaking-in-class anxiety. Some gender differences in the apprehension level were observed in the case of speaking activities and patterns of interaction: females were found to be more anxious while speaking in front of the class, in small groups and during presentations and role-plays. However, in the majority of investigated speaking tasks gender differences did not reach the level of significance.

All in all , by considering the results of the mentioned studies , it must be obvious to what extent gender is an affective factor in the process of teaching-learning foreign languages, not only as an independent factor , but also in relation to some different others.

3- Gender and Foreign Language Anxiety

While gender has emerged as a core explanatory variable in sociolinguistic and sociopsychological research (Dewaele, Petrides & Furnham, 2008), studies into gender differences in FLA have, to date, yielded inconclusive findings. Several studies found women to experience less FLA than men (Campbell & Shaw, 1994; Kitano, 2001).

Campbell and Shaw (1994), for example, reported that males felt higher FLA in the classroom setting than females. In a study of students in a junior high school late French immersion program, MacIntyre, Baker, Clément, and Donovan (2002) found that male students' anxiety levels remained constant across the three analyzed grade levels (7th to 9th grades; 12-14 years of age), while those of females' dropped from grade 8 to grade 9.

Mejías, Applebaum, Applebaum, and Trotter (1991) revealed higher anxiety amongst Hispanic males compared to Hispanic females, noting that this result conflicts with their previous studies. Others scholars have reported women to experience higher levels of FLA

when learning a foreign language (e.g. Arnaiz & Guillén, 2012; Donovan & MacIntyre, 2005; Elkhafaifi, 2005; Furnham & Haeven, 1999; Machida, 2001).

For example, Furnham and Haeven (1999) found that males experienced less foreign language anxiety than females. In a study of Arabic as foreign language, Elkhafaifi (2005) found females to experience greater FLA than males. Similarly, Machida (2001) reported higher levels of FLA for women compared to men in a Japanese language class setting. Arnaiz and Guillén showed that Spanish women experienced higher FLA than Spanish men when considering English as L2: Especially women were more anxious in terms of communication apprehension and evaluation anxiety.

Finally, yet another stream of studies failed to find significant gender differences in FLA (Onwuegbuzie et al., 1999), or have reported results that suggest an interaction between gender and other socio-biographical or contextual variables. For example, while Donovan and MacIntyre (2005) found no support for gender differences in FLA among French junior high school and high school students, female university students experienced higher levels of FLA than their male counterparts. Dewaele, Petrides and Furnham (2008) did not find significant gender differences in FLA in general, but observed that women experienced more FLA in public speech in the L2, and when discussing with their colleagues in the L3. They did not find a significant gender difference.

Öztürk and Gürbüz (2013) carried out a study to ascertain how gender connects to motivation and anxiety. The study aimed to investigate how gender affects the acquisition of foreign language, both in speaking and learning. The authors observed that the female students under study had a higher rate of motivation in learning English as a foreign language as compared to the male students. The study showed that the female students were more anxious while learning as compared to the male students in the English class. Their study

concluded that the female students had a higher rate of anxiety, but a lower one in motivation as compared to the male students. Some of the gender-based differences in English learning affect the academic outcomes and achievements of students according to a study conducted in Saudi Arabia(Al-Mously, Salem and Al-Hamdan ,2013). The rates at which female students enroll into the universities keep increasing rapidly. One observation was that the medical students find learning difficult because English is the only way of learning in the entire college. The difficulty occurs among the male and in the female students. The study's aim was to test whether gender affected the general academic performance of the medical students in preclinic. Female students had a higher grade in English as a second language. In addition, the female students had better results in English than in the medical sciences. However, the female students had higher academic performance in the pre-clinical studies. In conclusion, Al-Mously, Salem and Al-Hamdan (2013) suggest that it is important for all Saudi students to go through English proficiency tests to improve the English proficiency among female and male students. The tutors need a modern method of teaching English as a second language to increase students' general academic performance. For many decades, researchers reported common problems in language learning manifested differently among the men and women. Second language learning can be difficult for some foreign learners. English students who come from countries where English is not the mother tongue face learning difficulties.

Park and French (2013) argue that most colleges and universities dictate that English as a compulsory subject in the curriculum. The students who start learning English at their early age find it easier to cope in college. However, it becomes difficult for advanced students who did not start it early enough. Learning involves reading, listening, writing and speaking. Since these countries do not emphasize the importance of English, both male and

female students find it tough when they progress in college and English speaking becomes a problem.

Gender is one major factor that influences how students perform in class, especially with the effect of motivation and anxiety. It is clearly important that there is a need for further research on gender, anxiety and motivation in foreign language learning.

4- The Teacher –Learner Relationship

Teachers often talk about how hard it is to connect with and get to their students. They say students view them as out of bounds, hence according to students, teachers cannot understand them. This is a wrong and dangerous assumption on the students' side, and teachers should do their best to debunk this myth and form connections with their students. Developing positive relationships between teachers and students has a positive, significant, and long-lasting impact on the students' lives, both academically and socially. A student would work better in class if they felt that their teacher valued and cared for them. We all would want to feel loved and cared for, and so do students. They feel valued if the teacher not only cares about their grades but also their well-being and social life.

4.1. The Need for Student-Teacher Relationship

The student-teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months a year. All of us have gone through schooling and we have had a many favorite teachers. A positive relationship between the student and the teacher is difficult to establish. Improving students' relationship with teachers has essential, positive and long-lasting implications for student's academic and social development.

Researchers like :Battistich, Schaps, & Wilson, (2004); Birch & Ladd, (1997) , and Hamre &Pianta, (2001) have exposed positive teacher-student relationships evidenced by teachers'

reports of low conflict, a high degree of intimacy and support, and little dependency have been shown to support students' adjustment to school, contribute to their social skills, uphold academic performance, and foster students' resiliency in academic performance. It is the duty of a professional teacher to bring out the potentiality of a student. Sigmund Freud has told that if a dozen children were entrusted to him, he would make one an engineer, one a doctor, one a carpenter, one a rowdy, and so on. From this we can perceive that a students' mental growth depends upon a balanced feeding of constructive knowledge imparted by a teacher. Here the relationship between the teacher and the student is strengthened in a positive way.

5- The Importance of a Positive Teacher-Student Relationship

Many students still seem to depend completely on the teacher to transmit knowledge (Narváez, 2009). In these cases, teachers carry the whole responsibility for education, while students are expected to be listeners and often do not even have a voice in what is happening in the classroom. However, this practice is changing owing to educational and social needs (D. H. Hargreaves, 1999). D. H. Hargreaves affirms that a globalized world demands reforms in the way relationships are conducted in a social group, and especially in an educational context. As a result, both teachers and students need to play more active roles if they are to establish a more positive relationship. The teacher- student relationship has an important impact on students' attitudes and achievements, as well as the relationships that students create inside the school. If students feel comfortable with the teacher and the environment in the school, they can construct more positive relations such as friendship, develop a better way to behave in the social context and improve their social skills (Larson, 2011).

Another reason that makes the relationship between the teacher and the learner important is the ability of a teacher to provide motivational support to the learner ; by providing meaningful opportunities to collaborate on learning tasks and creating interdependence among students, teachers can increase positive social interactions for all

students. Such tactics could help to reengage the disaffected peers, providing them access to engaged classmates and making the classroom community safe and productive (Anderman et al. ,2003).

Conclusion

In the process of teaching - learning English as a foreign language, the use of the foreign language in the EFL classrooms can be shaped by many factors, gender for instance which has a leading role. This latter, which is a prominent element of language learning, has become a subject of research for years. Previous studies have shown that male and female teachers as well as learners teach, learn, study, and use language differently. Gender might also affect the nature of the relationship between the teacher and the learner which itself is an effective factor in the process of teaching- learning English as a foreign language.

Chapter Two

Classroom Foreign Language Anxiety

Chapter Two: Classroom Foreign Language Anxiety

Introduction

In the process of language teaching -learning, different factors may have positive or negative effects on this process. Among them, anxiety, this is an important facet of the affective domain (Balemir, 2009). Researchers studied anxiety as psychological and academic phenomenon starting from 1970s to the present time. Language anxiety has been considered to be an important affective variable in foreign language teaching -learning process.

1- Anxiety

Anxiety is the mind and body's reaction to stressful, dangerous, or unfamiliar situations. It is the sense of uneasiness, distress, or dread that one feels before a significant event. A certain level of anxiety helps us stay alert and aware, but for those suffering from an anxiety disorder, it feels far from normal, it can be completely debilitating.

In a broader meaning, Mental Health America Association (MHA) defines anxiety as the feeling where one feels worried about something. The body tenses up, and the mind becomes fixated on the thing worried about. It can be hard to concentrate on anything else. Anxiety can also affect the appetite and make it hard to sleep.

The American Psychological Association defines anxiety as an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. In other words, people with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat.

According to Spielberger (1983) anxiety is a psychological state characterized by personal feelings such as tension, apprehension, nervousness, and worry in addition to the rise of automatic feelings from the nervous system.

2- Foreign language Anxiety

Foreign Language Anxiety is “*a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the (foreign) language learning process*” (Horwitz et al. 1986, p. 128).

Stephen Krashen proposed the Monitor Model, his theory of second language acquisition, in *Principles and practice in second language acquisition* as published in 1982. According to the Monitor Model, five hypotheses account for the acquisition of a second language: acquisition-learning hypothesis, natural order hypothesis, monitor hypothesis, input hypothesis, and the affective filter hypothesis. Krashen's contribution regarding this subject can be summarized in the fifth hypothesis, the affective filter hypothesis, which accounts for the influence of the affective factors on second language acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. According to the affective filter hypothesis, the affective filter affects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can effect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind.

Foreign language anxiety considered as a type of communication anxiety that appear in the foreign language contexts, and this notion supported by MacIntyre and Gardner (1991a) in their claim foreign language anxiety is “*associated with the language class and differentiated from other contexts*” (p. 297)

It seemed that Horwitz, Horwitz and Cope (1986) claimed that foreign language anxiety is “*composed of self-perceptions, beliefs, feelings and behaviors related to the*

classroom language learning arising from the uniqueness of the language learning process.”
(p. 128).

Studies of Horwitz et al. , on foreign language anxiety developed the Foreign Language Classroom Anxiety Scale (FLCA) to measure foreign language learners’ anxiety that they experience in situation-specific contexts such as foreign language learning classrooms. When a learner is in the foreign language classroom situation, language anxiety observed in the form of “*distortion of sounds, inability to produce the intonation and rhythm of the language, freezing up when called on to perform, and forgetting words or phrases just learned or simply to speak and remaining silent.*” (Young, 1991, p. 430)

3- Theoretical Perspectives of Foreign Language Anxiety

Language anxiety is central in influencing how language achievement is produced by the Linguistic Coding Deficit Hypothesis (LCDH), developed by Sparks and Ganschow (1993). The LCDH states that foreign language learning is built on native language skills. The competence of a learner within the three linguistic codes in the native language forms the foundation for foreign language learning. It is also assumed that problems with one language skill are likely to have a negative effect on both the native and foreign language systems (p.42). According to this hypothesis, language anxiety is a reflection of the side effects caused by linguistic deficiency in processing language input. Sparks and Ganschow downplayed the impact of foreign language anxiety and other affective variables such as motivation and attitude. Instead emphasizing language coding abilities, Sparks pointed to matters of cognitive capacity as true influences in developing foreign language acquisition. In contrast, Krashen (1985) pointed out in his Affective Filter Hypothesis that high anxiety will prevent classroom input from reaching the language acquisition device.

From social perspectives, MacIntyre (1995) argued that language anxiety is part of a larger “*social anxiety*,” stemming primarily from language learning’s social and communicative aspects. Drawing largely upon the social dimension of anxiety, MacIntyre has long maintained that anxiety plays an essential role in language learning as a social, cognitive activity. A recurring relationship exists between anxiety, cognition, and behavior. Moreover, anxiety can interfere in all language acquisition stages: input, process, and output. In other words, understanding the causes and the consequences of language anxiety from a contextual point of view is vital in facilitating the language acquisition process and development.

4- Anxiety Types

Psychologists defined anxiety as a psychological phenomenon. They claimed that from a psychological point of view the construct of anxiety contains prominent types.

4.1- Facilitative and Debilitative Anxiety

Facilitative Anxiety is a particular level of anxiety which an individual would consider to actually become advantageous to their performance, such as warming up or becoming 'psyched up' and ready.

Debilitative Anxiety is an anxiety felt by a person that they see as interfering with their performance, such as being psyched out or not in the zone. In 1960, Alpert and Haber presented a distinction between two factors facilitative anxiety, as a positive factor, and debilitating anxiety, as a negative one (Wu, 2011).

Depending on Alpert and Haber (1960) study, in 1978, Scovel claimed that facilitative anxiety can encourage learners reduce anxiety. However, debilitating anxiety can discourage learners’ progress and increase their anxiety level (Wu, 2011).

4.2- Trait Anxiety

Trait anxiety refers to the stable tendency to attend to experience and report negative emotions such as fears, worries, and anxiety across many situations. This is part of the personality dimension of neuroticism versus emotional stability. Trait anxiety also manifests by repeated concerns about and reporting of body symptoms. Trait anxiety is characterized by a stable perception of environmental stimuli (events, others' statements) as threatening. Trait-anxious people often experience and express also state anxiety, in situations in which most people do not experience such responses.

Spielberger (1983) asserted that trait anxiety is the probability of an individual to become anxious in any situation, since high level of trait anxiety raises the individual apprehension in different situations (MacInyre & Gardner, 1991a).

4.3- State Anxiety

State anxiety describes the experience of unpleasant feelings when confronted with specific situations, demands or a particular object or event. State anxiety arises when the person makes a mental assessment of some type of threat. When the object or situation that is perceived as threatening goes away, the person no longer experiences anxiety. Thus, state anxiety refers to a temporary condition in response to some perceived threat.

State anxiety is a combination of both trait anxiety and situational anxiety. MacInyre (1999, p. 28) defined state anxiety as “*moment-to-moment experience of anxiety*” (Tóth, 2010, p.6).

Spielberger (1983) claimed that state anxiety is “*apprehension experienced at a particular moment in time*” (MacInyre & Gardner, 1991b, p. 90),

5- Anxiety Symptoms

Peters and Diane (2008) classified three types of anxiety symptoms that an individual feels when she/ he faces a threat (p. 4-5) :

5.1 - Physical Symptoms

- Shallow (weak) and hyperventilation (quick and deep) breathing.
- Intense rush of adrenaline (a hormone which causes blood pressure to rise) and other stress hormones.
- Pounding heartbeat, heart palpitations, and sweating.
- Shaky limbs and trembling.
- Body and muscle tension, dry mouth, headaches.
- Nausea, diarrhea, and/ or vomiting.
- Skin eruptions, hives and rashes, fatigue, and eating and sleeping problems.

5.2- Psychological Symptoms (The Mental and Emotional Symptoms)

- Feeling overwhelmed.
- Loss of concentration.
- Feeling out of control.
- Helplessness.
- Anger and shame.

5.3- Behavioral Symptoms

- Angry outbursts and tantrums.

- Refusal to go to school or to do homework.
- Inability to sleep.
- Curtailment of activities.
- Avoidance of social situations, places, and certain people .

6- Sources of Foreign Language Anxiety

MacIntyre (1999) identified several sources of FLA in an early review of the literature. For example, Sparks and Ganschow (1991, 1993, 1995) emphasized the impact of students' first language skills by suggesting that a disability in language processing in the native language causes difficulties in language learning settings and makes students anxious about learning foreign languages.

6.1- Communication Apprehension

Communication apprehension plays a major role in foreign language anxiety. When a learner speaks with difficulties in front of a group of people, he/she will be exposed to more complex speaking issues in the foreign language classroom, since other factors such as the teacher, classmates, and classroom climate will provoke his/her speaking ability.

Horwitz et al (1986) defined communication apprehension as “*a type of shyness characterized by fear of or anxiety about communicating with people*” (p. 127)

6.2-Test-Anxiety

Horwitz et al, (1986) define test-anxiety as: “*a type of performance anxiety stemming from a fear of failure*” (p. 127). They proposed that test-anxious learners deal with usual

practices, tests and quizzes that require intelligence, and even when they prepare themselves, very well they make errors. They considered that oral tests are the cause beyond the promotion of both tests and oral communication anxiety. Students in this type require themselves to reach the highest point in test performance, if not they will be under the concept of failure.

6.3- Fear of Negative Evaluation

Which appears in specific situations such as test-taking situations or in social evaluative situations, such as in an interview for a job or performing in the foreign language classroom (Horwitz et al. , 1986). In foreign language classrooms, when the teacher evaluates his/her learners spontaneously each time they made mistakes. In such situations, anxious students feel sensitive when there is a real or imaginative evaluation about their language ability.

Watson and Friend (1969) defined fear of negative evaluation as “*apprehension about others evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively*” (Collins et al, 2005)

7- How to Measure Anxiety ?

In 1991, MacIntyre and Gardner claimed that there is numerous number of scales measuring trait, state, and situation-specific anxiety. However, this research indicates the most known scales that investigators use through their studies. Yet, for better understanding trait and state anxiety scales are presented separately from the situation specific anxiety scales.

7.1. Trait and State Anxiety Scales

7.1.1. Levitt (1980)

In 1980, Levitt created The Manifest Anxiety Scale (MAS). It was the first anxiety questionnaire used for abundant number of researches (MacIntyre & Gardner, 1991a).

7.1.2. Spielberger (1983)

In 1983, Spielberger developed the State-Trait Anxiety Inventory (STAI). It measured anxiety in different contexts and raised essential results (MacIntyre & Gardner, 1991a). In contrast, the above two scales, the STAI considered the extensively used in the area of anxiety research because of the logical and the systematic order of its 20 items divided as 10 positive and 10 negative points for anxiety. However, the items of the MAS are not good like the STAI items (MacIntyre & Gardner, 1991a).

7.2. Situation Specific Scales of Foreign Language Anxiety

For many researchers results gathered from situation specific scales revealed 14 reliable information. This information related to foreign language anxiety than of that trait and state anxiety scales (MacIntyre & Gardner, 1991a)

7.2.1. Gardner and Smythe (1975)

In 1975, Gardner and Smythe conducted the 'French Class Anxiety Scale'. It was the first anxiety scale related to second language learning (MacIntyre & Gardner, 1991a).

7.2.2. Horwitz, Horwitz, and Cope (1986)

In 1986, Horwitz, Horwitz, and Cope developed the Foreign Language Classroom Anxiety Scale (FLCAS). The aim of this scale is to measure the anxiety level and to establish the type of anxiety that an individual face. It contained 33 items measure, constructed to realize the factors contributing to the language classroom anxiety (MacIntyre & Gardner, 1991a).

Conclusion

This chapter was devoted to Foreign language learning anxiety, which has been the subject of many studies, all of which indicate that anxiety affects many language learners. Some researchers argued that foreign language anxiety might contribute to the feelings of tension, apprehension, nervousness, and worry (Arnold & Brown, 1999; Gardner & MacIntyre, 1993; Oxford, 1999).

While other scholars believed that some anxiety may actually enhance foreign language performance (Chastain, 1975; Scott, 1986; Steinberg, 1982), or found no relationship between anxiety and language proficiency performance (Young, 1990)

Chapter Three

Field work

Chapter Three : Filed Work

Introduction

As mentioned earlier, this study aims to locate the role of teachers' gender into provoking language anxiety of EFL learners. Therefore, learners' points of view are of great importance in providing data about this research. The following chapter presents the collected data about the relationship between teachers' gender and EFL learners' language anxiety; mainly the role of teacher's gender into provoking EFL learners' language anxiety.

To achieve the aims of this study, the researchers have attempted to investigate how the gender of a teacher may affect students' language anxiety, namely students of first year of the English language at Khenchela University. However, due to the quarantine period imposed successive to covid-19 sweeping the world, and which coincided squarely with the practical fieldwork time span , and in order to conduct this investigation, answer the research questions, and test the hypotheses, the data was collected using an online questionnaire namely addressed first year LMD learners of English from different universities nationwide.

Research Design

This section deals with the adopted approach, the sample, and the data gathering tools.

Research Approach

In order to fulfill the research objectives, an approach should be followed .Basically, the approach paves the way for researchers to proceed and to direct their research, it is used also to help them to collect the data needed. The choice of the approach is determined by the nature of the study. This work adapted the quantitative approach. Aliaga and Gunderson(2002) described quantitative research approach as an explanation of a phenomenon by collecting numerical data and analysing it with mathematical methods. The quantitative approach further can be classified as either experimental or non experimental.

The present study deals with the non experimental quantitative approach, More precisely, the correlational approach because it can decide about the actual situation of this research (the existence of a relationship between teachers' gender and EFL learners language anxiety) .

The sample

As a result to the quarantine period imposed successive to covid-19 sweeping the world, and which coincided squarely with the practical fieldwork time span,the sample of this study was selected randomly online .The students' questionnaire was administered to a random sample of 123 students from first year students of English,from different universities nationwide : **Khenchela , Setif , Bourj Bouariridj , Barika , Naama , Algiers , Annaba , Oran and Sidi Bel ABBESS**. There are many reasons lying behind choosing to work with first year students , yet most importantly is the fact that first year students specifically are exposed to the English language as a field of specialty for the first time thus, they are most likely to be facing language anxiety especially when expressing orally .The researchers dealt with The sample of 123 students selected randomly to be the research sample. The age ranges of the chosen sample vary from 17 to 35 years old.

Data gathering tools

THE Questionnaire

The questionnaire is considered as the only instrument of gathering data that serves a maximum amount of data in a minimum time as well as effort. Andreson (1990) pointed that questionnaires allow the gathering of reliable, valid, and relative data in a short time (p.207)

A questionnaire may include different types of questions; open-ended questions, close-ended, or open response option questions. A questionnaire has been used to elicit data from first year learners.

1- Aims of the Questionnaire

This questionnaire mainly is designed to investigate students' feelings and opinions about facing anxiety and the main sources increasing anxiety feelings in oral expression classes. Second, it also attempts to assess the relationship between students and their teachers due to its importance. Finally, it aims to determine whether the gender of the teachers is related to the language anxiety of the learners, and a small room is given as well to know what do the learners suggest to reduce the language anxiety.

2 - Description of the Questionnaire

Part One: Personal Information (Question 1 to 6)

In this part, students were asked to provide us with their age (question 1), and gender (question 2). In question three, they were asked to point the reason lying behind their choice of studying English; three options were proposed: personal, parental, and administrative choice. And in the fourth question students were asked to answer a yes or no question, which represents their feeling about learning English, beside offering them a space to explain more. Question five targeted the attendance of the oral English classes. Finally, the sixth question was used to ask students about their participation in the oral expression classes, and the answers ranged from: always, sometimes, often, or never.

Part (2): Teachers' gender and teacher -learner relationship (Question 7to 11)

The second part opens by asking learners about the gender of their oral expression teacher (question 7). Next, they were asked about their preference in learning oral expression (question 8) either with a teacher of the same gender. In here, three options were proposed: whether being comfortable, being understood or sharing the same interest, and a room to explain other reasons. Or, do they prefer to learn with a teacher of the opposite gender, as well two options were proposed; feeling attracted and motivated or being cared for and

understood ,and a space to suggest other options. The third answer to this question was that the gender does not matter .

The ninth question was a scale one , using which learners were asked to describe their relationship with their oral expression teachers (scale of 10 degrees) . Question ten aimed to know to what extent they agree or disagree that the teacher is the responsible for pushing learners to hate or like the module (strongly agree, agree , strongly disagree , disagree). The last question (11) of this part focused on knowing whether oral expression teachers tend to interact most with learners: of the same gender, of the opposite gender or they interact equally with the two.

Part (3) : Foreign language Anxiety (question 12to 23)

In the third part, a small definition of language anxiety was introduced to give students an idea about it. Students were asked about how do they find their oral expression session (question 12) : very interesting, interesting or boring.They were asked in the thirteenth question about thier level in English : high, low, moderate. The students' attitudes while speaking was questioned next (question 14) whether they : speak confidently , they feel nervous when they start speaking ,they sit at the back and keep silent, they do not feel motivated to speak or they do not feel interested most of the time.Question 15 was a scale of 10 degrees so that they point on it the degree of the language anxiety they feel during the oral expression classes .

In the sixteenth question they were asked about symptoms they experience when being called to answer such as pounding heartbeat, sweating , nervousness , shyness , hesitation,and loss of concentration.

Question seventeen was a yes or no question to determine whether the gender of the teacher is related to the foreign language anxiety.

Factors that may cause language anxiety were presented in the eighteenth question : they feel nervous when they speak in front of the class, the teacher often does not understand what they really mean , they want to speak but they are worried about making mistakes ,there are a lot of other students who speak better than they do .In question nineteen they were asked if the negative evaluation of the teacher and thier classmates prevents them from expressing themselves (yes or no). Then ,question twenty students were asked if they tend to feel anxious even if they have the correct answer ; if yes they were asked is it beacause of the teacher or their classmates , or they may add other reasons . The second answer was no. Question twenty-one aimed at knowing to what extent they agreed that learning with a teacher of the same gender may reduce the language anxiety (strongly agree , agree, disagree, strongly disagree) .Next , question twenty-two focused on knowing if fluent students that do not face problems tend to laugh at their mates (always , often , rarely , never) and how do teachers deal in such situations. Finally, the last question(23) aimed at knowing what learners may expect from their teachers to reduce anxiety and what do they suggest.

Administration of the Questionnaire :

The questionnaire was administered online to students of English from different universities nationwide : **Khenchela , Setif , Bourj Bouariridj , Barika , Naama , Algiers , Annaba , Oran and Sidi Bel ABBESS.** . The students' questionnaire was administered to a random sample of 123 students.

Analysis of the learners' Responses

Part (1) : Personal information

Question 1 : How old are you ?

Table 1 : students' Age

Age	Number	Percentage
17	8	6 %
18	50	41 %
19	26	21 %
20	16	13 %
21	4	3 %
22	4	3 %
23	2	2%
24	1	1%
25	5	4%
26	3	2%
27	1	1%
28	1	1%
33	1	1%
35	1	1 %
Total	123	100 %

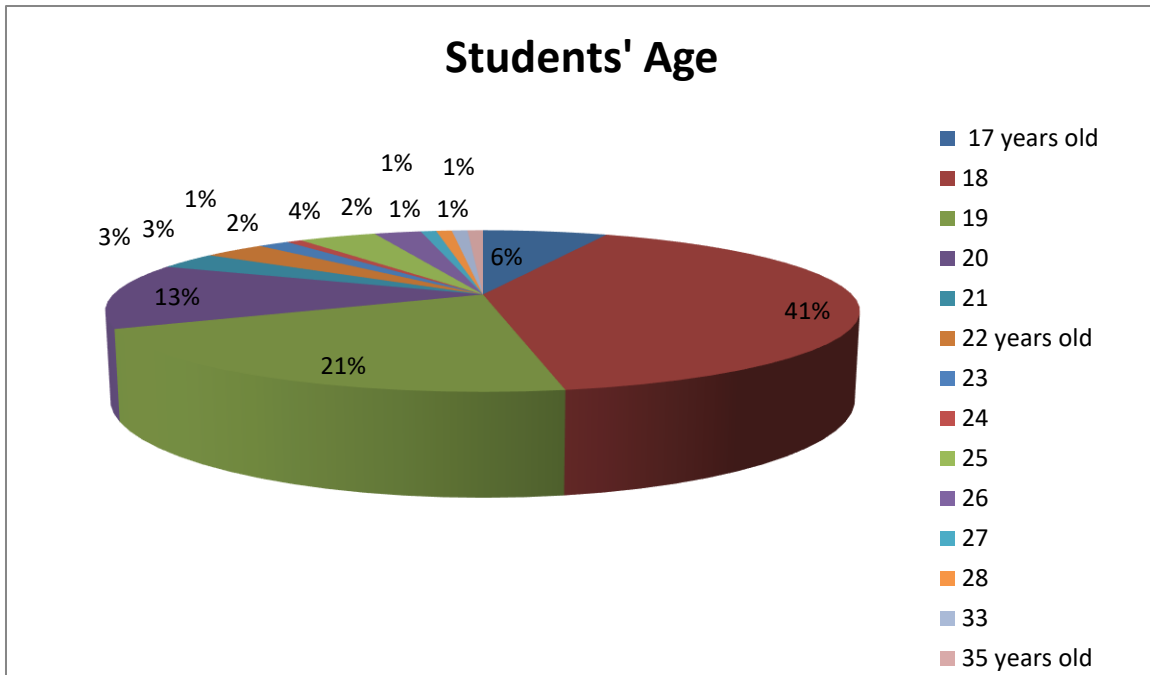


Figure1: Students' Age

As it is observed from the table above, participants' age range vary from (17) to (35) years. The age (18) exceeds the other age ranges (41%). Then, comes the age (19) in the second class with a percentage of (21 %).

However, (3 %) only for the age ranges o (21) and (22) . (6%) of the population are 17 years old, (4%) are 25 years old ,and ,(2%) are 23 years old. Finally, participants whom are 24, 27,28,33, and 35 years old represent only 1% of the population . Form the results we notice that approximately most of the learners are at the same age.

Question 2 You are:

Table 2 :Gender Distribution

Gender	Number	Percentage
Male	18	15%
Female	105	85%
Total	123	100%

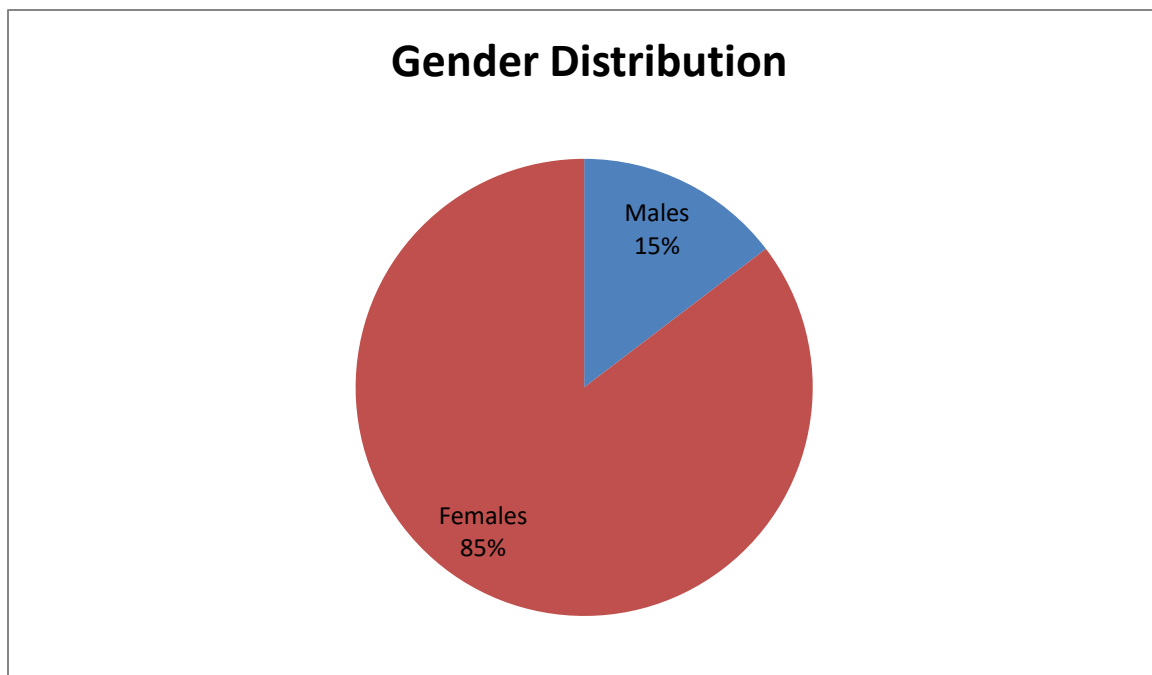


Figure 2 : Gender Distribution

Table 2 shows that the number of the females is 105(85%) , and the number of males is 18(15%). This is because usually male learners tend to choose scientific streams rather than language ,so generally their number would be very low compared to female learners .Also, this reflects that our study consists of both males and females. The obtained information from this table might have some effects to a certain extent on the results of the study; since females participation is higher in a study that tends to investigate the possible relationship between teachers' gender and foreign language anxiety of the learners. Still, it can help the researchers in discovering whether anxiety exists among one gender or among both of them.

Question3 : Your choice of studying English at the university was :

Table 3 : Students Choice of English

Options	Number	Percentage
Personal	105	85%
Parental	11	9%
Administrative	7	6%

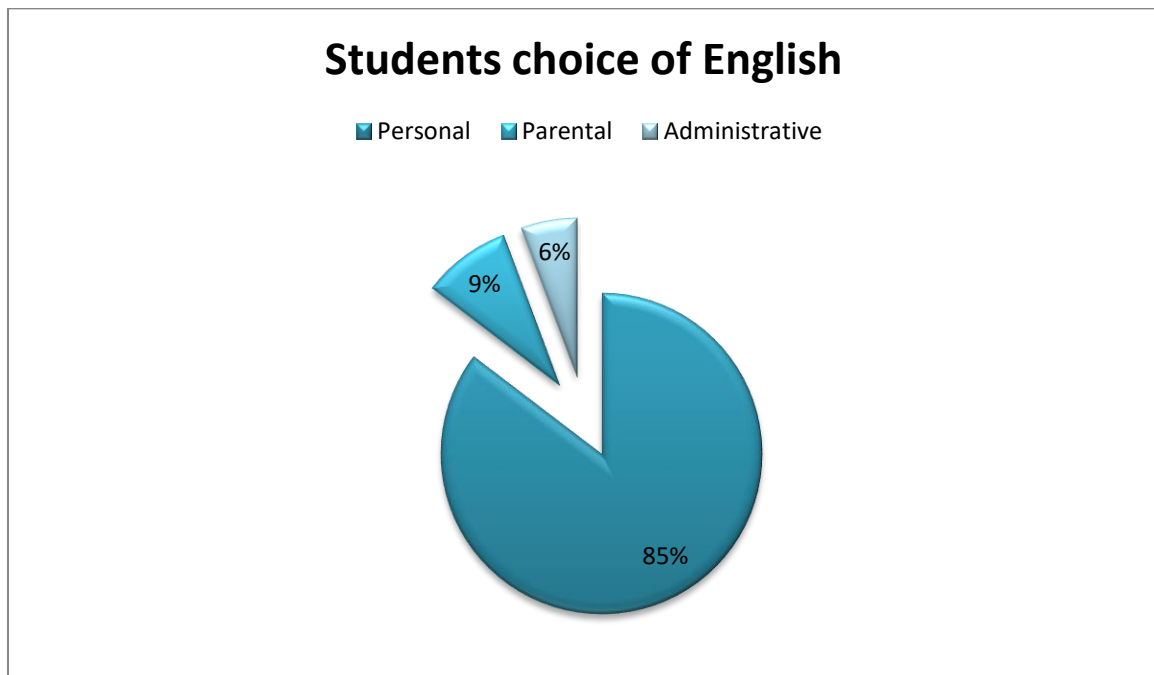


Figure3: Students Choice of English

It is noticeable that the majority of the participants (85%) opted for personal choice of studying the English language , while (9%) choose to learn it based on their parents' choice, and only (7%) were not allowed to learn the specialty they wanted .

Question 4 : Do you enjoy learning English ?

Table4: Students Enjoyment When Learning English

Optios	Number	Percentage
Yes	106	86 %
Not Really	16	13%
No	1	1 %

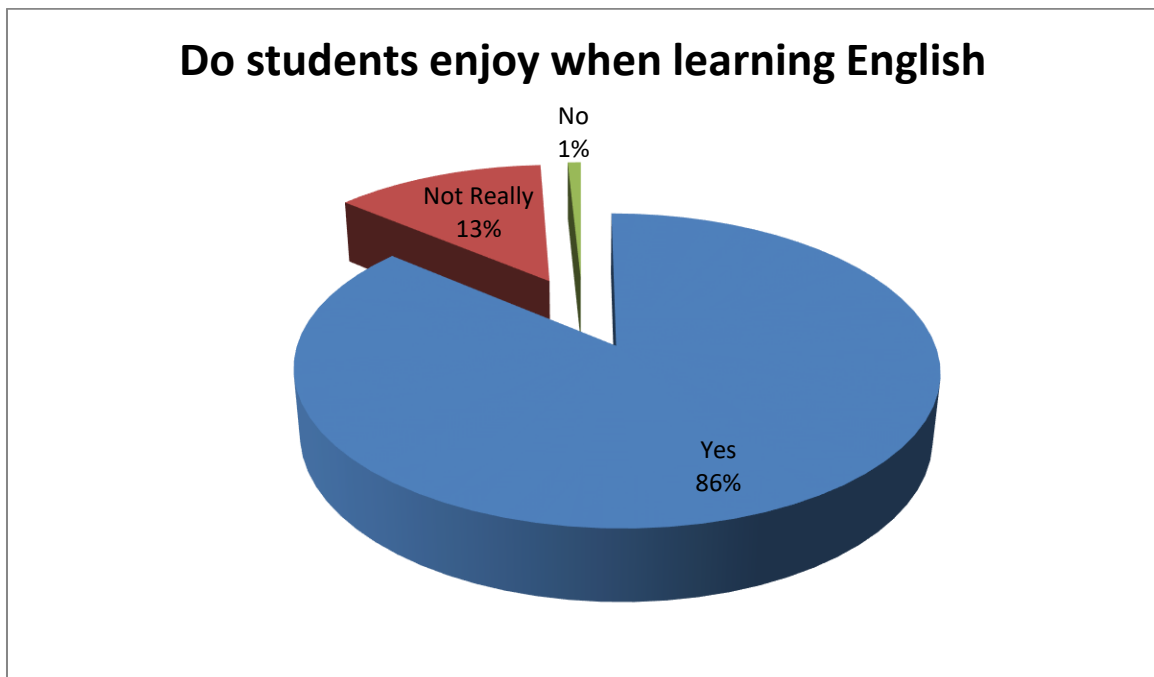


Figure 4: Students Enjoyment When Learning English

It is obvious that the majority of students (106) enjoy learning English, while 16 students do not really do, and only 1 student do not enjoy English .

Students whom enjoy learning English justify their answers as follows :

- *“Because it's the most useful language around the world and it's makes me feel like special Guest in strange place ”*
- *“ I adore this language I like the pronunciation especially the British and American accent ”*
- *“It's easy to use and learn ”*
- *“ Because i love everything concerning English literature.”*
- *“I feel really good expressing myself and opinions and I enjoy speaking it with family friends and myself too.”*
- *“ Because I love how English can be so simple and easy but also complicated with such an amazing combination between what I said before we can form a perfect language briefly I see it as a perfect language that's it and I love learning everything using only English. “*
- *“Because it was my own special choice “*
- *“Because i enjoy my time when I study English “*
- *“ Because I love English a lot and the first step to realize my dreams starts from learning English “*
- *“ I grew up talking English “!*
- *“England ruled over us with the name of making us civilized, I really want to know why they are superior, and we are inferior... Moreover, I want to represent my language, my culture, our philosophy joy and sorrow. “*
- *“To be honest, I have always hated to learn anything and studying English was one thing that was especially despicable to me. This all changed a few years ago . Back to your question,what I enjoy about learning English is the satisfcation of finding answers . Now , it is tempting to translate every word that I see which I do not know the meaning of . I also like to understand complicated grammar rules. In addition to this teachers are amazing I like them and this make me happy to learn this language”*

Students whom responded not really, justified their answers as follows :

- *“ Because I found it difficult, not as I expect it “*
- *“It is not what I expected to be”*
- *“Because I love french”*
- *“I don't know it and I do not like it”*
- *“I'm not motivated”*
- *“I did not know English very well”*

The only participant who said that they do not enjoy learning English justified their answer saying :

- *“Because I did not choose it I like history and geographic”*

Question 5 : Do you like to attend your oral English class?

Table 5 : Students Attendance of Oral Expression Classes

Options	Number	Percentage
Yes	108	88%
No	15	12%

Do students like to attend Oral expression classes ?

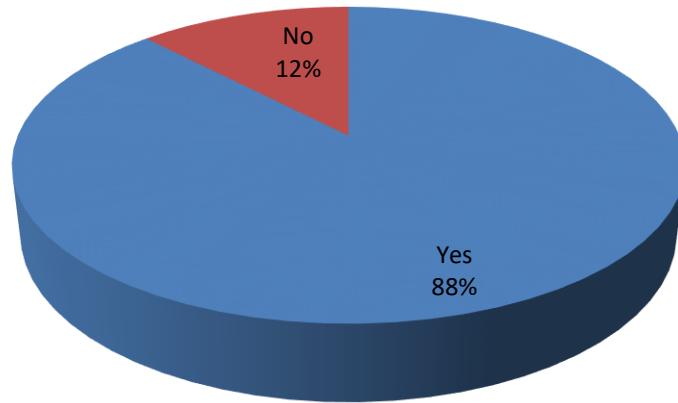


Figure 5: Students Attendance of Oral Expression Classes

As it is clear from figure 5, 88 %of the participants like to attend oral expression classes and only 12 percent do not.

Question6 : In your oral English class, do you participate ?

Table6 : Students' Frequency of Participation

Options	Number	Percentage
Always	57	46 %
Sometimes	47	38%
Often	14	12%
Never	5	4%

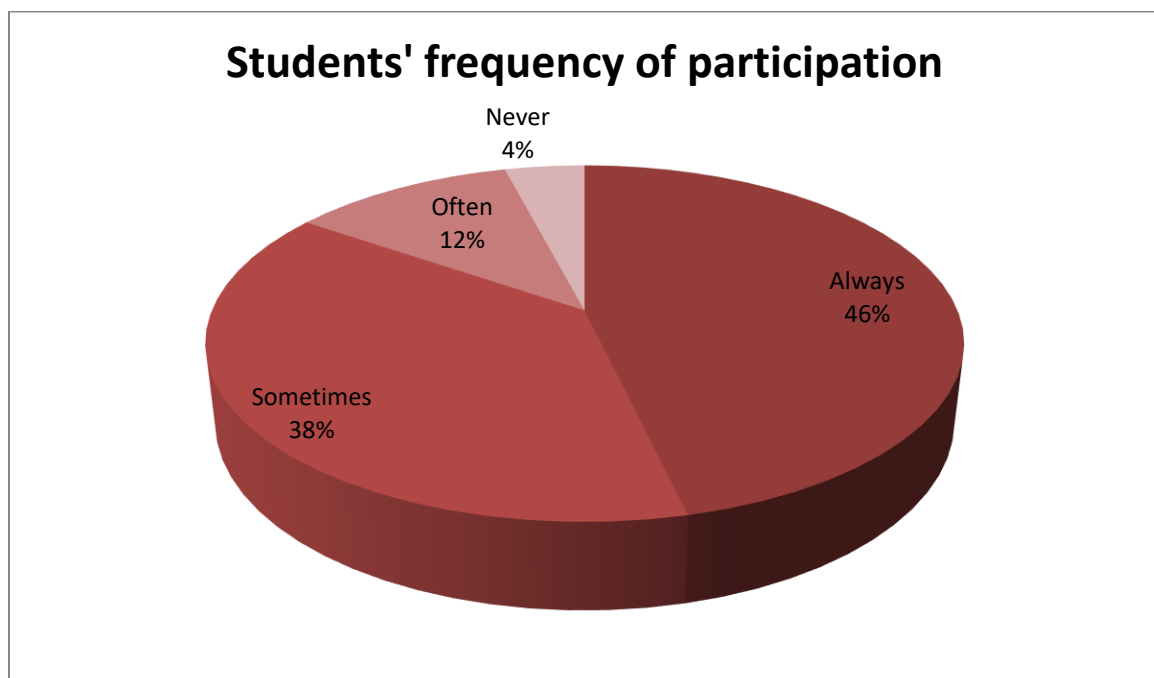


Figure 6 :Students' Frequency of Participation

It is noticeable from Table 6 that 46% of students always participate in their oral expression classes ,others sometimes participate (38%) . However, 14 (12%) students do often participate , and only 4% never participate in their oral expression classes.

Part(2) : Teachers’ gender and teacher –learner relationship

Question 7 : You are having oral expression classes with

Table 7 : Gender Distribution of Teachers

Options	Number	Percentage
Male teacher	47	38%
Female teacher	76	62%

Being more precise :

Tbale 7.a : Gender Distribution of Teachers and Learners

Teacher- learner gender	Number	Percentage
Male teacher- male learner	9	19%
Male teacher- female learner	38	81%
Female teacher – female learner	68	89%
Female teacher – male teacher	8	11%

Gender Distribution of Teachers

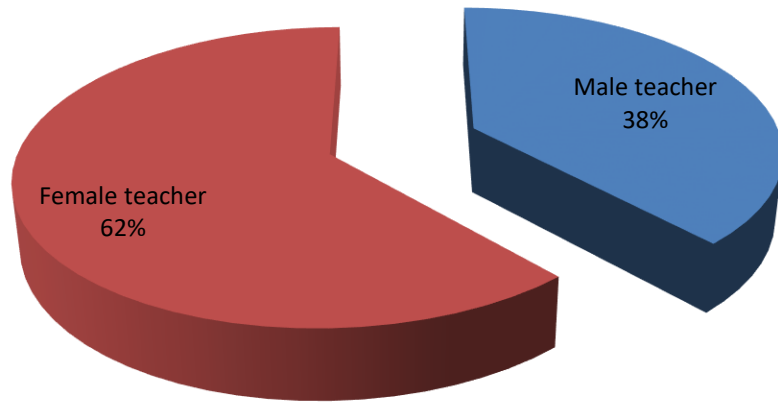


Figure 7 : Gender Distribution of Teachers

Gender Distribution of Teachers and Learners

- Male teacher-male learner
- Male teacher- female learner
- Female teacher-female learner
- Female teacher- male learner

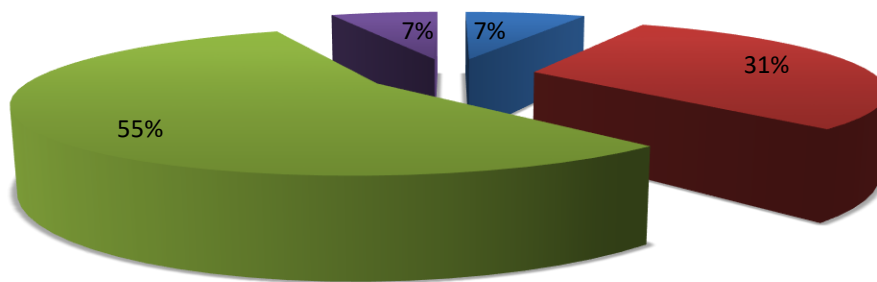


Figure 7.a :Gender Distribution of Teachers and Learners

As it can be seen, majority of students(76) are taught by a female teacher, yet the rest of them (47students) are taught by a male teacher (Figure 7) .This gender distribution exists in different universities in Algeria , hence this latter may offer the needed information for this study.

In a detailed way; Table (7.a) represents the gender distribution of teacher -learner: it is noticeable that the 76 students whom are taught by a female teacher, among them 68 students are females while only 8 students are males.However, the 47 left students whom are taught by a male teacher, 38 students among them are females and only 9 are males .

Question 8: Do you prefer learning oral expression with a teacher of your same gender or of the opposite gender?

Table 8 : Students' Preferences of the Gender of the teacher

Options	Number	Percentage
Same gender	30 female learners	24%
Opposite gender	14 learners :1 male learner	1%
	13 female learners	11%
I think the gender does not matter	79 learners :17 male learners	14%
	62 female learners	50%

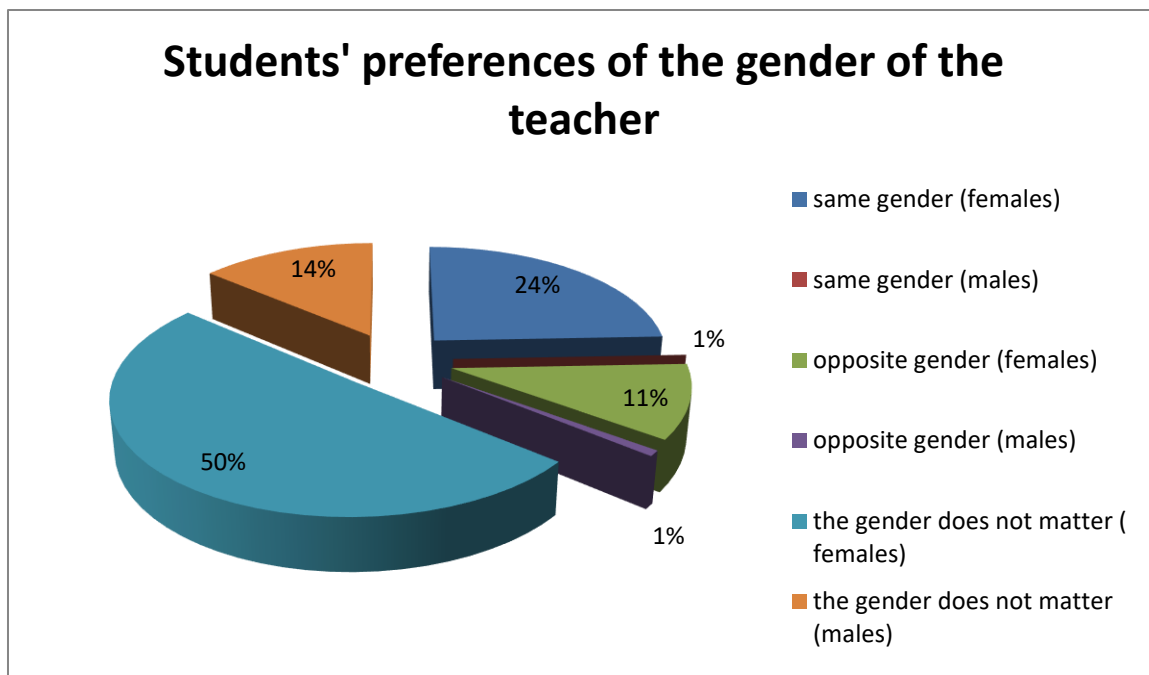


Figure 8 :Students' Preferences of the Gender of the Teacher

From Table and Figure 8 we can see that only few students, only females students , prefer to learn with a teacher of their same gender(24 %) while 12% prefer to learn with a teacher of the opposite gender , among those 1% male learner. Finally , 64 % think that the gender of the teacher does not matter.

The following figures 8.a and 8.b represent a better understanding and the justifications of students who prefer to be taught by a teacher of the same or of the opposite gender.

Students also commented on preferring to be taught by a teacher of the same gender as follows :

“You can ask any question without stress or something else.”

‘Because when the teacher is the same gender of me I can express my ideas easily’

The opposite gender :

‘Personally as a guy I prefer to be taught by Females’

‘I find myself more comfortable with the opposite gender I don't have a specific reason maybe because I'm a female maybe it's natural’

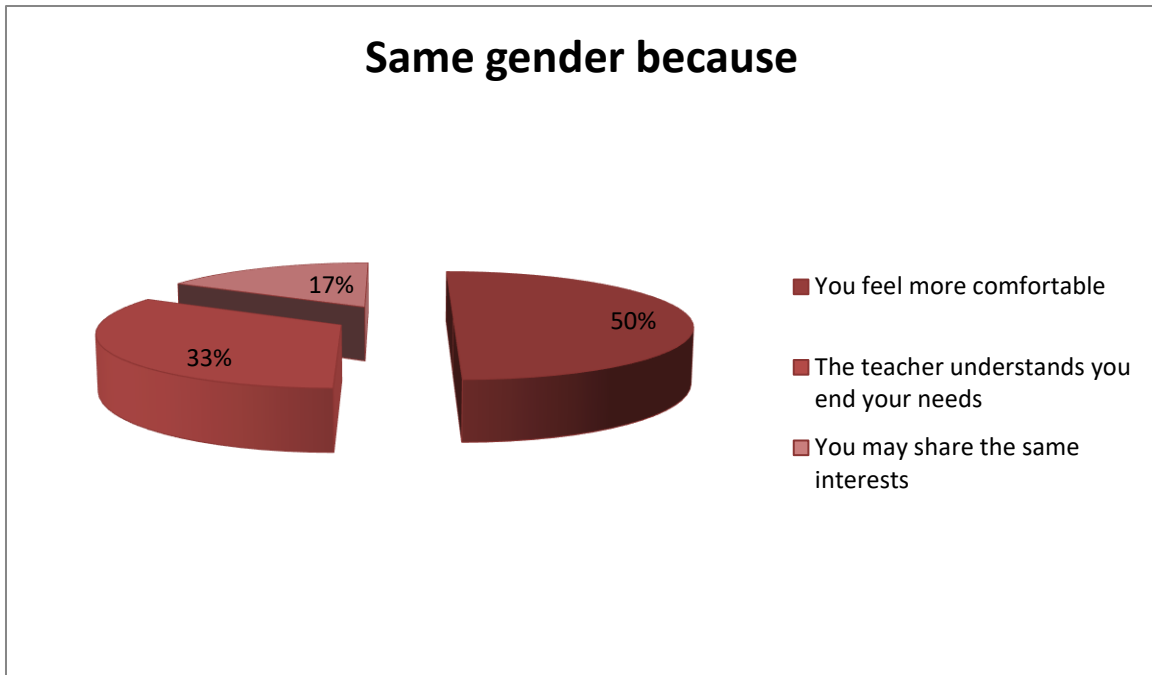


Figure 8.a : Students Justifications of Preferring to Be Taught with a Teacher of the Same Gender

The opposite gender because

- You feel more attracted or motivated to prove yourself
- the teacher of the opposite gender tends to understand or care more about you and your opinions

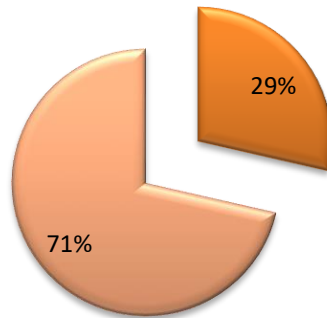


Figure 8 .b: Students Justifications of Preferring to Be Taught with a Teacher of the Opposite Gender

Question9 : How can you describe your relationship with your oral expression teacher
Please choose one number that reflects your opinion

Table 9 : State of Relationship between Teachers-Learners

Options	Number	Percentage
Bad(0-4)	18 learners : 2 male learners	1%
	16 female learners	13%
Normal(5-7)	45 learners : 6 male learners	5%
	39 female learners	32%
Good (7-10)	60 learners : 10 male learners	8%
	50 female learners	41%

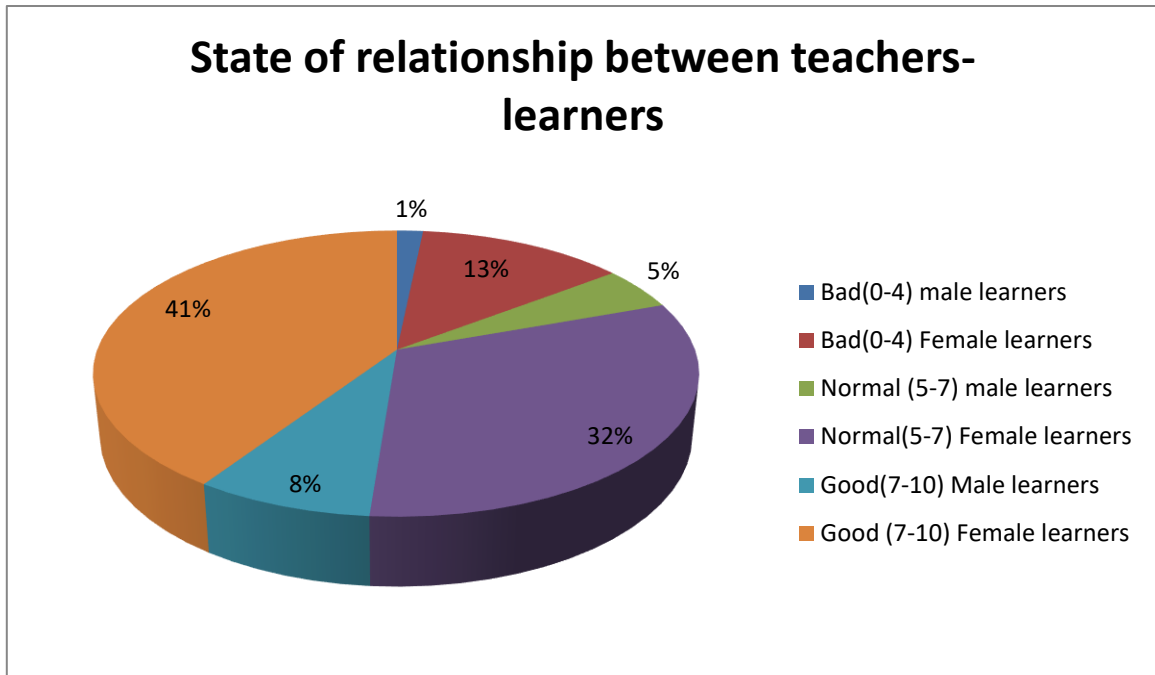


Figure 9: The State of Relationship between Teachers-Learners

Figure 9 shows that 60 students males and females are in good terms with their oral expression teachers , 45 students said that their relationship with their oral expression teachers is normal, and only 18 learners evaluated thier relation with their teachers as a bad relationship.

Question 10 : Do you agree that the teacher is the responsible for pushing learners to hate or like the module ?

Table 10 : Students Attitudes towards the Influence of Teachers

Options	Number	Percentage
Strongly agree	68	56 %
Agree	45	37 %
Disagree	8	6 %
Strongly disagree	2	1 %

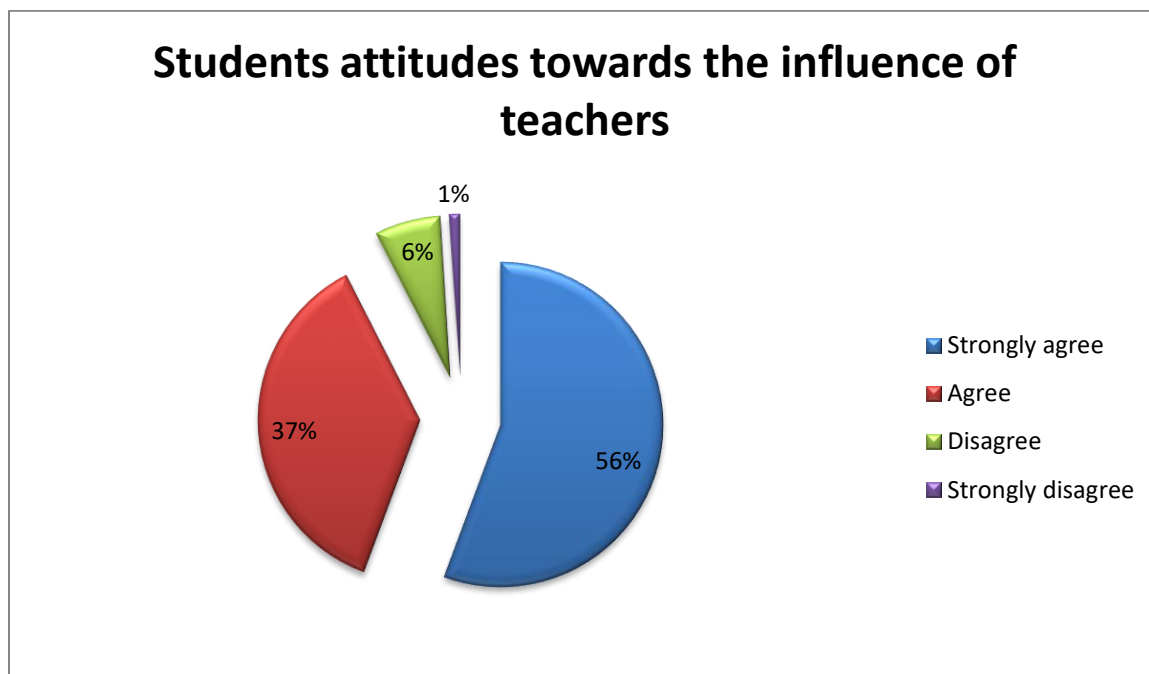


Figure 10 : Students Attitudes towards the Influence of Teachers

From the participants surveyed from the different universities, it is clearly noticeable that there is an agreement among students that the teacher is the responsible for pushing them to hate or like the module only few who did not agreed upon that.

Question 11 : Does your oral expression teacher interact most with

Table 11 : Teachers Interactions with Learners according to their Gender

Options	Number	Percentage
The teacher interacts equally with both genders	102	67 %
	82 female teachers	
	20 male teachers	16 %
The teacher interacts with learners of his / her same gender	11	6 %
	7 female teachers	
	4 male teachers	3 %
The teacher interacts with learners of the opposite gender	10	5 %
	6 female teachers	
	4 male teachers	3 %

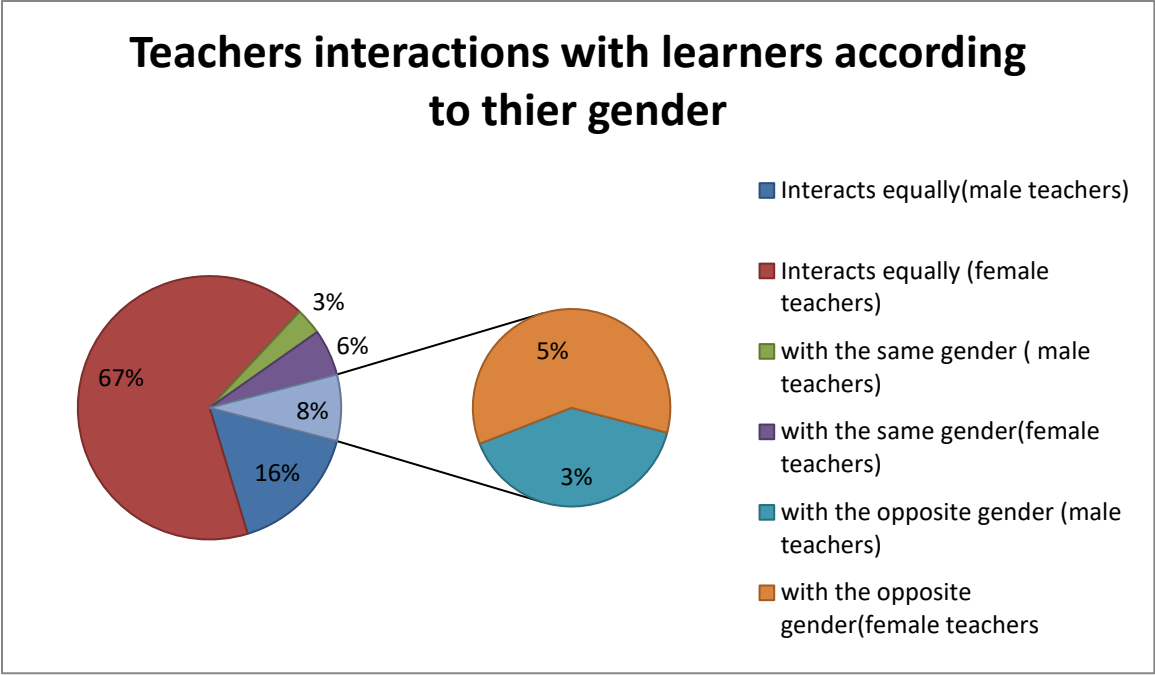


Figure 11 : Teachers Interactions with Learners according their Gender

What can be deduced from the results that are represented in the Table 11 is that teachers of oral expression regardless of their gender interacts equally with both genders , yet a smaller portion of teachers 9 % of them tend to interact with learners of their same gender and only 8% of them interact with learners of the opposite gender .

Part(3) : Foreign language anxiety

Question 12 : How do you find your oral English class

Table 12 : Students' Attitudes towards Oral Expression Classes

Options	Number	Percentage
Very interesting	52	42 %
Interesting	54	44 %
Boring	17	14 %

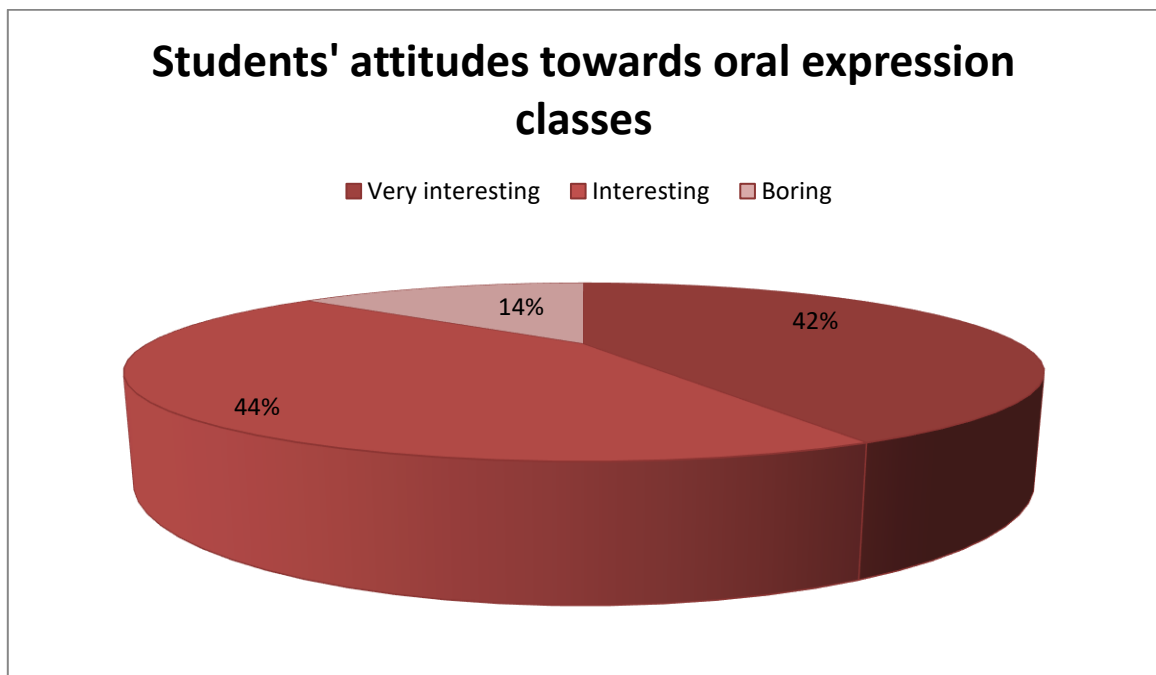


Figure 12 : Students' Attitudes towards Oral Expression Classes

Figure and Table 12 show that most students find that oral expression classes either very interesting (42 %) or interesting (44%) while only few (14%) find it boring.

Question 13 : What can you say about your level in English ?

Table 13 : students Consideration of their Level

Options	Number	Percentage
High	40 students :	32 %
	6 males 34 females	
Low	13 students :	11 %
	2males 11 females	
Moderate	70 students :	57 %
	10 males 60 females	

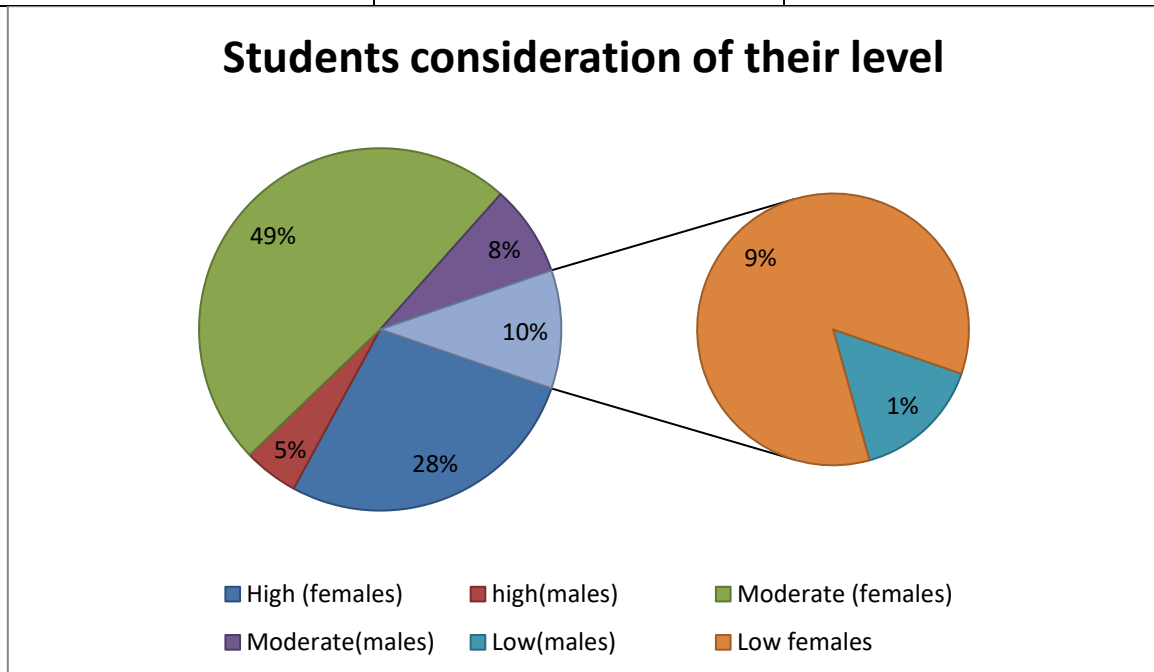


Figure 13: Students Consideration of their Level

40 students considered themselves to have a high level in English, among them 6 males and 34 females .However , 70 students that is to say 57% of the population (10 males and 60

females) said that their level in English is moderate ,and only 13 (2 males and 11 females) students considered their level to be low.

Question 14 : In the English oral class, how do you speak?

Table 14 : Learners' Ways of Speaking

Options	Number	Percentage
I speak confidently	51 students	42 %
	12 males	
	39 females	
I feel nervous when I start speaking	50 students :	40%
	2 males	
	48 females	
I sit at the back and keep silent	11 students :	9%
	2 males	
	9 females	
I do not feel motivated to speak	7 students :	6 %
	1 male	
	6 females	
I do not feel interested most of the time	4 students :	3%
	1 male	
	3 females	

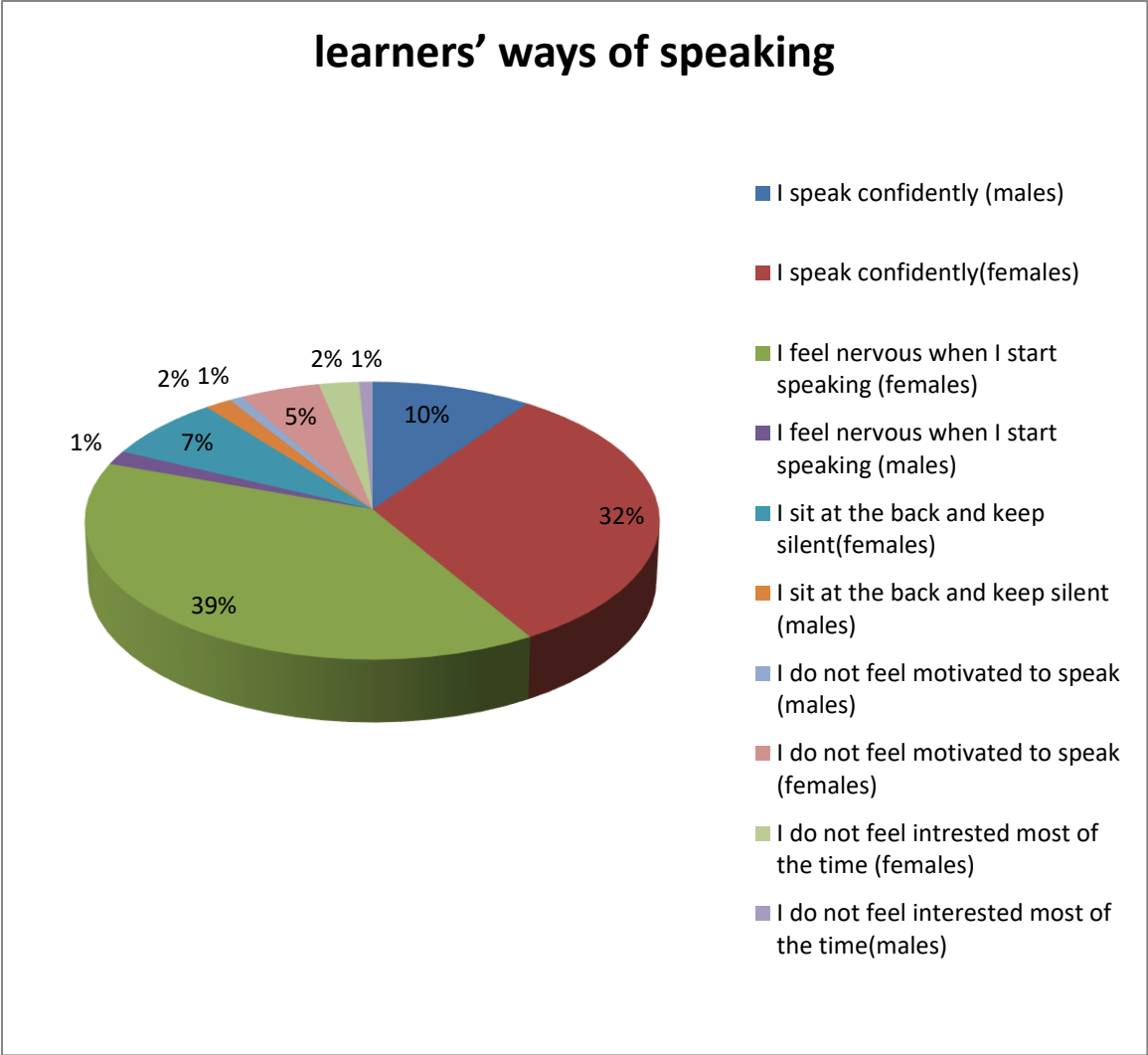


Figure 14 : Learners' Ways of Speaking

According to the table above, the results showed that 42% speak confidently, 40% of the participants feel nervous when they speak, and 9% sit at the back and keep silent. 6% of the participants do not feel motivated to speak, and 3% do not feel interested most of the time.

Question 15 : Point on the following scale the degree of your language anxiety during the oral expression classes :

It is worthy to mention that students who show low levels of anxiety are taught by teachers of the opposite gender, however, the rest of students showed higher level of anxiety despite the fact that they are taught by teachers of their same genders.

Table 15 : Students Levels of Anxiety

Options	Number	Percentage
Low (1-4)	48 Students 16:males	39%
	Females : 32	
High (5-10)	75 Students : 2 males	61%
	Females : 73	

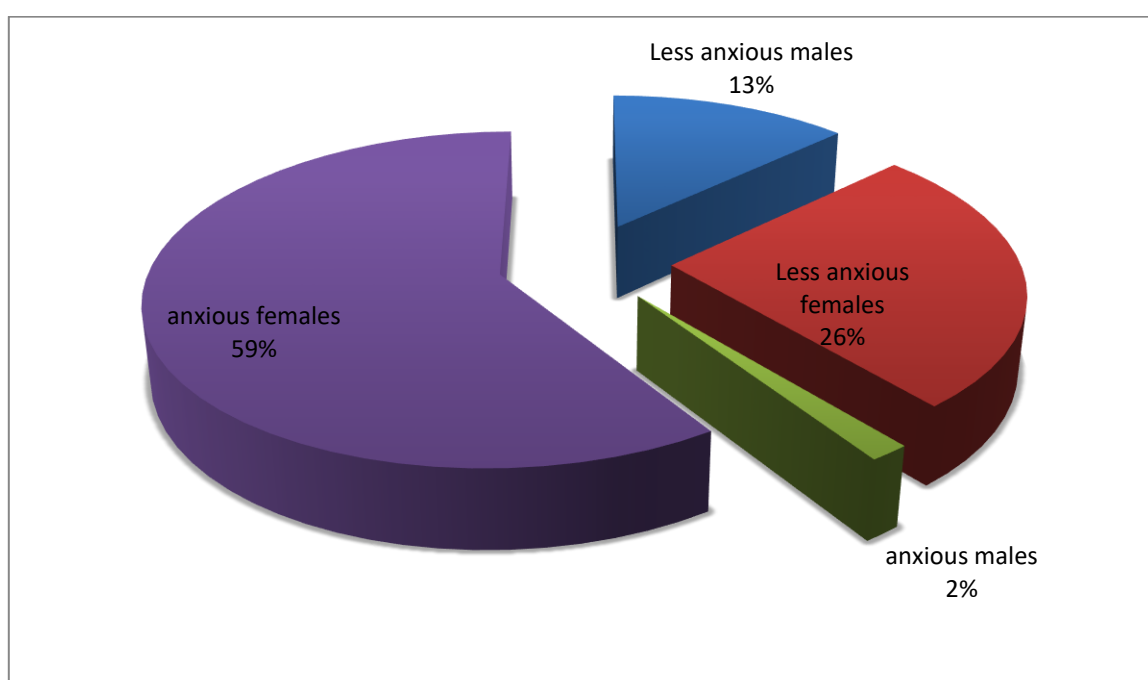


Figure 15: Students Levels of Anxiety

We can notice that only a minority 39 % of students showed less level of anxiety (males 13%, females 26%)

Question 16: When the teacher calls your name to answer a question do you experience any of the following symptoms? (You can tick more than one)

Table 16: Learners' Feelings When they Are Called by the Teacher

Symptoms	Number	Percentage
Pounding heartbeat	42	35 %
Sweating	9	7 %
Nervousness	10	8 %
Shyness	52	42 %
Hesitation	10	8 %

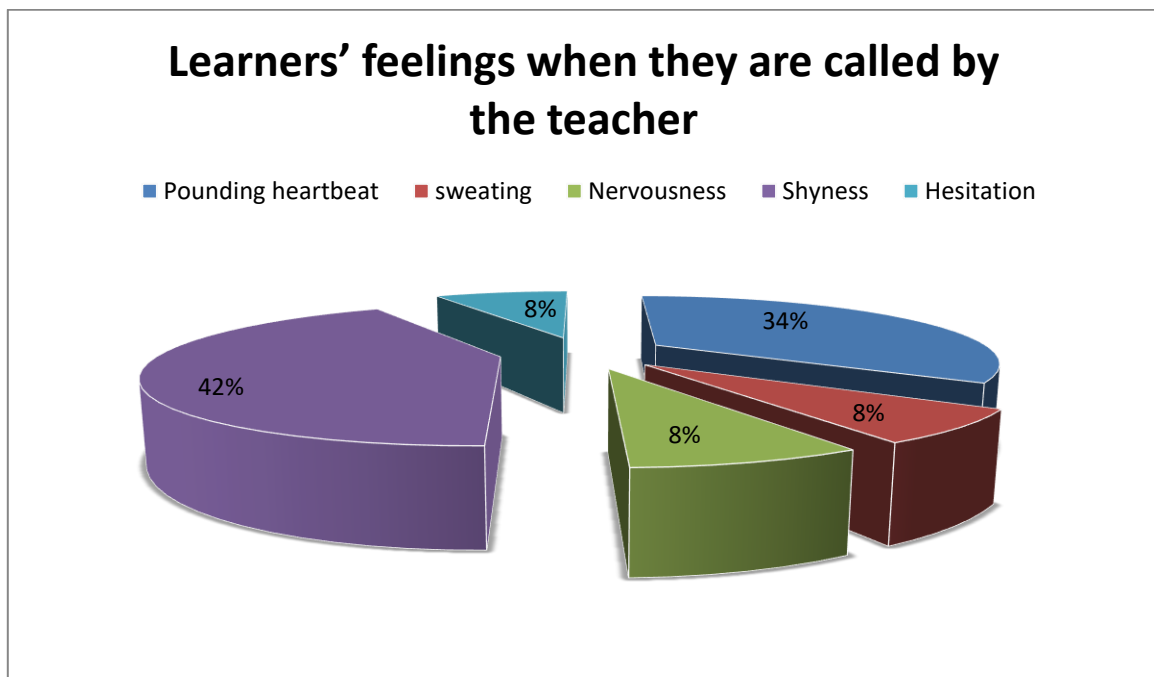


Figure16: Learners' Feelings When they Are Called by the Teacher

Regardless of their gender , or the gender of their teachers, all the students experience one of the symptoms of language anxiety when they are called by their teachers to answer a question : shyness (42 %) , pounding heartbeats (34 %) , nervousness (8 %) hesitation(8%), and sweating (7 %) .

Question 17 : Do you think that the gender of your oral expression teacher is related to your language anxiety ?

Table 17 : Students' Attitudes towards the Relation between Teachers' Gender and their Anxiety

Options	Number	Percentage
Yes	32 students : 2 males	26 %
	30 females	
No	91 students :16 males	74 %
	75 females	

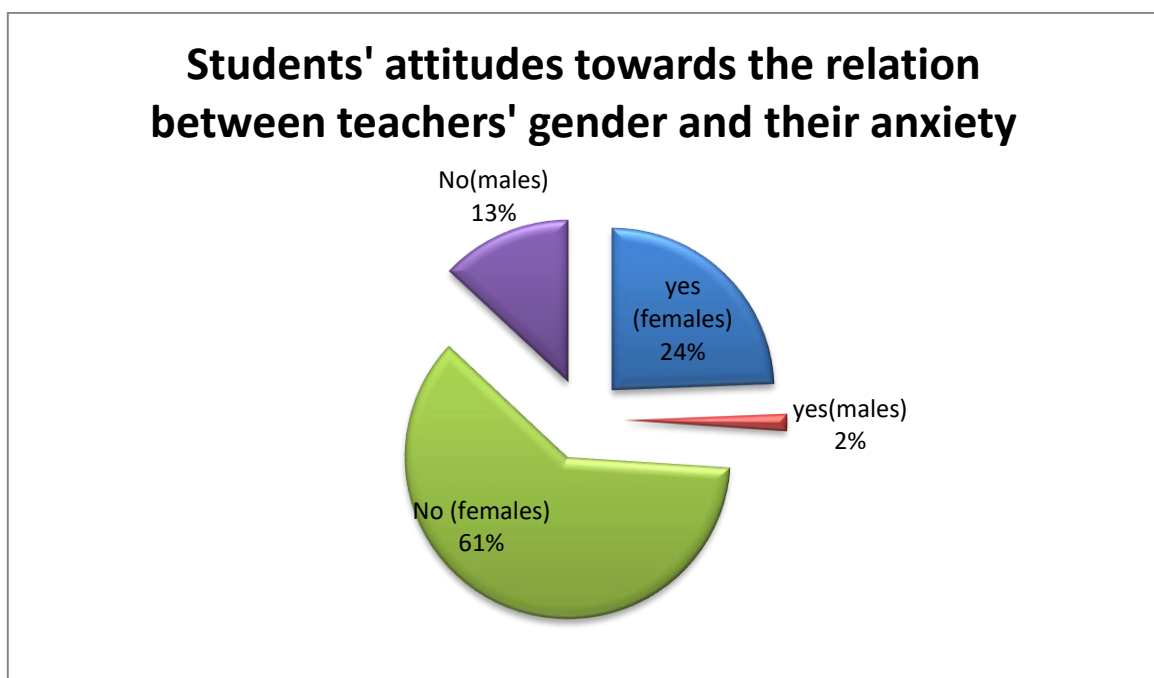


Figure 17 : Students' Attitudes towards the Relation between Teachers' Gender and their Anxiety

Results obtained from participants studying in different universities nationwide, show that the majority of First year students 74 % including the two genders assume that there is no relationship between the gender of their oral expression teachers and their language anxiety.

Question 18 : Check any of the following factors that may cause your anxiety

Table 18 : Factors that Cause Anxiety

Factors	Number	Percentage
I feel nervous when I speak in front of the class	60 students : 16 males	49%
	44 females	
The teacher often does not understand what I really mean	28 students : 2 males	23%
	26 females	
I want to speak but Iam worried about making mistakes	15 females	12%
There are a lot of other students who speak better than me	20 females	16%

Referring to the table above, it is noticeable that (49%) of students (16 males and 44 females) feel nervous when speaking in front of the class, 23% of them (2 males and 26 females) are anxious because their teachers do not understand what they mean , 12% females learner are worried about making mistakes , and 16% females think that there are a

lot of other students who speak better than they do .It is remarkable that nearly all the learners are anxious speakers; they know the impact of their anxiety in hindering their speaking abilities.So,they can help themselves by using ways that they can rely on to minimize their fears ,which may help them to feel more comfortable.

Question 19: Does the negative evaluation of the teacher and your classmates prevents you from expressing yourself ?

Table 19: Students' Attitudes towards the Negative Evaluation

Options	Number	Percentage
Yes	60 females	49 %
	0 Males	0%
No	63 students :18 males	51 %
	45 femals	

Students' attitudes towards the negative evaluation

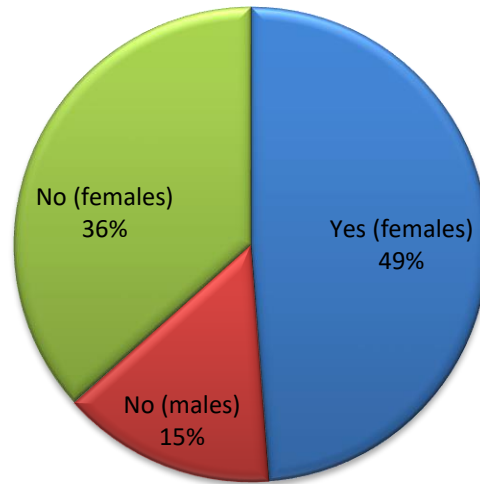


Figure 19 : Students' Attitudes towards the Negative Evaluation

Results of Table 19 show that 49% students, females , are afraid of the negative evaluation of the teacher and their classmates.

Question 20 : Do you tend to feel anxious even if you have the correct answer ?

Table 20 : Feeling Anxious Even When Having a Correct Answer ?

Options	Number	Percentage
Yes	60	49 %
No	63	51 %

Feeling anxious even when having a correct answer

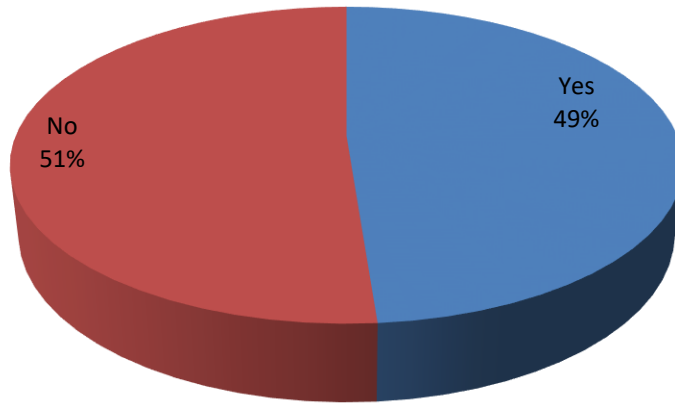


Figure 20 : Feeling Anxious Even When Having a Correct Answer ?

Yes , because of

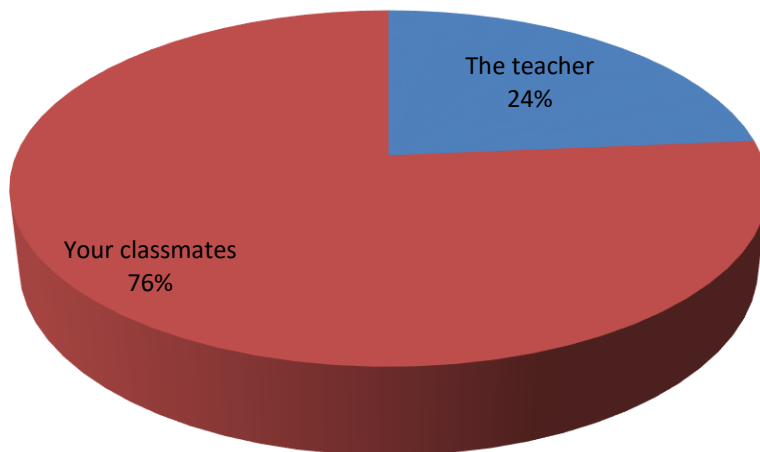


Figure 20.a : Reasons for Being Anxious Even When Having a Correct Answer

Figures 20 and 20.a show that 51% of the students claimed that they do not feel anxious when they have the correct answer while 49% said that they do, even though they have a correct answer; 24% said that it is because of the teacher and 76% said that it is because of their classmates.

Some students who said yes also suggested different reasons they see that it provokes their anxiety even if they have the right answer, the followings are some of them :

- *“I have a phobia of being noticed, so I tend to feel a little nervous and start shaking when I'm the center of attention. Though my language is pretty good.”*
- *“Lack of confidence”*
- *“Because my language”*
- *“Because I can't speak in front of people I have social anxiety”*
- *“I 'm that way , I have anxiety always”*

Question 21: Do you think that learning oral expression with a teacher of your same gender may help you to reduce your language anxiety ?

Table 21 : Students' Attitudes towards the Role of Teachers' Gender in Reducing Anxiety

Options	Number	Percentage
Strongly agree	13 females	11 %
Agree	39 students : 2 males	32 %
	37 : females	
Disagree	57 students : 16 males	46 %
	41 females	
Strongly disagree	14 females	11 %

Students' attitudes towards the role of teachers' gender in reducing anxiety

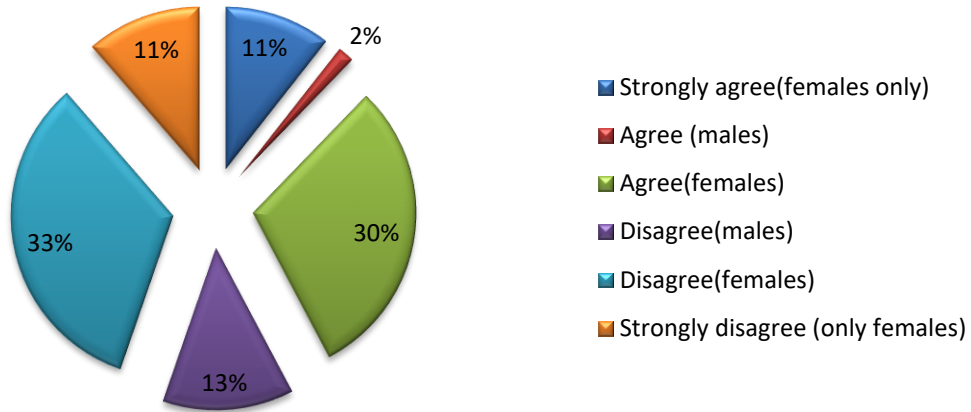


Figure 21 : Students' Attitudes towards the Role of Teachers' Gender in Reducing Anxiety

Table 21 represents results that reveal that 39 students ; 2 males and 37 females (32 %) agree that that learning oral expression with a teacher of their same gender may help them to reduce language anxiety, yet 13 students,(only females 11%) strongly agree upon this idea. On the other hand , 57 students (46% ; 16 males and 41 females) disagree with it , and 14 females students (11%) strongly disagree.

Question 22: In your oral classroom, do fluent students usually laugh at anxious students ?

Table 22 : the Frequency of Negative Attitudes in the Oral Expression Classes

Options	Number	Percentage
Always	12	10%
Often	34	28%
Rarely	44	36%
Never	33	26%

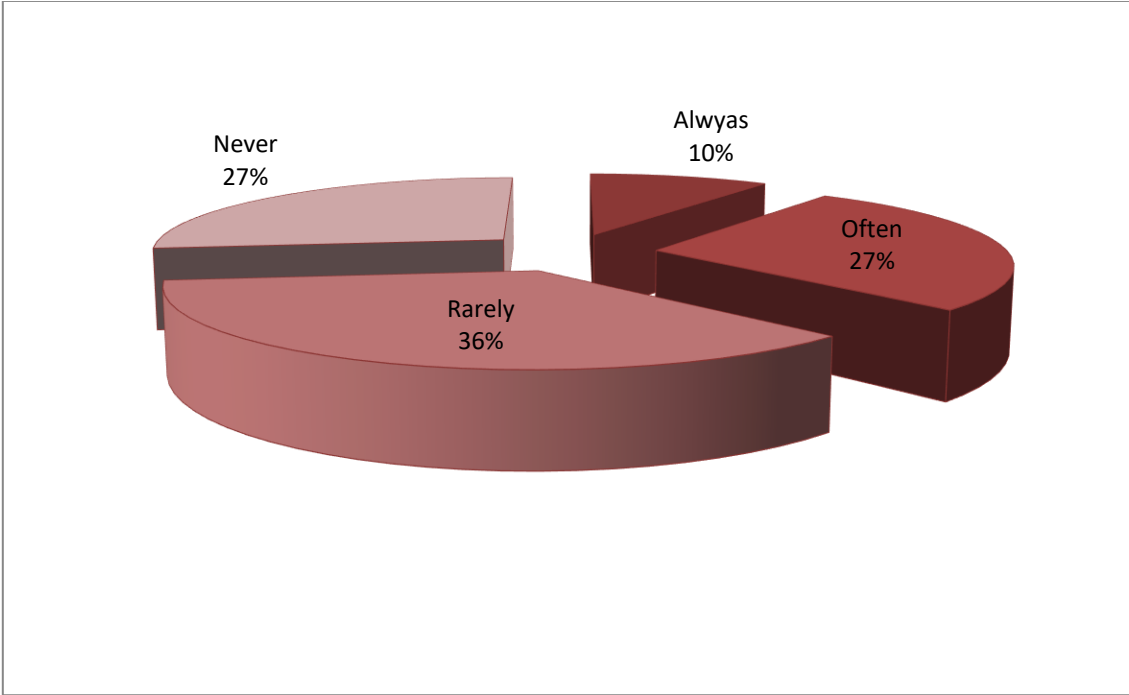


Figure 22: the Frequency of Negative Attitudes in the Oral Expression Classes

From the results presented in the above table , we can see that negative attitudes such fluent student laugh at anxious students are less likely to happen , according to the students answers

, they are rare with a percentage of 36 , never or often to happen 27 % , and only 10% said that such behaviours always happen .

In response to the question of how does your teacher react to such behaviour ?

Some students said :

- *‘‘A clear warning’’*
- *‘‘ Encouraging anxious students and punishing or mocking fluent students’’*
- *‘‘Does not always give attention’’*
- *’’ Telling us that no one is perfect’’*
- *‘‘Most of them don't care or they don't hear them but sometimes some of them put the limit to those students’’*

Question23 : If you were a teacher, what would you do to help your students reducing their language anxiety ?

.....

.....

.....

- *’’ Discussion with their colleagues all the time’’*
- *‘‘I will tell them to feel free and try to not be shy and express their feeling freely and i do not force them to give the correct answer’’*
- *‘‘Correct their mistakes immediately and help them with finding the right words they need to express what they want to say’’*
- *’’ By always encouraging and rewarding them and making them participate continuously to engage with the rest of the students who speak fluently’’*
- *’’ Allow them to make mistakes’’*

- *'' I would give each student about 3-5 min to talk freely about any topic of their choice every once in a while. And maybe I would choose some topic and let them all argue about it freely for an entire hour; as if they were having an argument at home. Well, at least I wouldn't tell them to keep silent, you know, since it's oral expression and all. And, one more thing, I would tell them about some differences in the accents and support them in learning the accent they want. That's because talking randomly and not choosing one specific accent wouldn't help them improve much''*
- *'' I help them through motivation and solidify they have an idea that accepts error and everyone makes mistakes. We are here to learn and correct our mistakes''*
- *''I try to convince them that it's okay they can talk without feel anxious I try to become closer to them and I will do my best in order to understand the cause why they feel anxious then together we will solve the problem. And I will be more active with those students than the other.''*
- *'' I will work hard to motivate them to speak even if they do mistakes''*
- *'' I'll try to make them feel comfortable during my class by smiling and make it easy on them ,and most important is to be not only their teacher but also their friend''*
- *''I will always give them the chance to speak and share their opinions and learn them not to be shy . And congratulate them if their answers are true , and if wrong I will correct them in a good way that they will not think that they are stupid or make them feel bad'' .*
- *''Motivate them to express themselves without the fear of mistakes and encourage them to be brave to make their ideas clear to other students''*
- *'' I would help them by following them and correct their mistakes .At the same time I advise them to prepare the subjects before they come to the session . And I start with the simple thing than gradually with the difficult ones . To let them feel motivated''*

- *“I will try to enter their world to help them to express themselves the way they want and the time they want ,I will try to be friendly with them and make them feel that they are in their comfort zone”*
- *“ Be a friend with them or sister”*
- *“ Let them speak in whatever they want”*
- *“Maybe motivate them and let them feel that there no reason to feel nervous”*
- *“ Talk to them more “*
- *“ If i was a teacher i would make my students feel free to express their thoughts with listening and discuss with them”*
- *“ I would make a conversation with each student alone I will build their confidence and help them cave in this situation”*
- *“ First I will help my student how to be confident .and how to speak English fluently without shyness”*
- *” Encourage him to talk in front of people and invite him to participate in presentations also punishing student that laugh on him”*
- *“ Motivate them to do better”*
- *”Well thank you for this opportunity I really appreciate it , in my opinion if one day I 'll be a teacher I 'll help my student by making a conversation , debate , or any some games like our teacher Bouherar Salim do thank you may Allah help you”*
- *“I will make an extra section specially for the anxious students And I will try to let*
- *” Let them express themselves with ease and help them”*
- *“ Make them talk more so they can get used to sharing their thoughts, give them time and not make them feel pressured, make sure that everyone understands that no one is perfect we all make mistakes and instead of laughing at your classmates help them”*
- *” Make them comfortable”*

- *“Practice more let them feel at ease and no pressure”.*
- *” Encourage them even if they make mistakes”*
- *” Reassure them and rise their self-confidence to improve their level”*
- *” Smile at their faces Try to facilitate the topic or lecture Don't oblige people who do not participate to give answer but keep them till they want to do so”*
- *“They should be confident with themselves”*
- *”Putting the students under the pressure will help them see how much easierbut gets after Time to talk in front of others”*
- *“I ll motivate them and give them some positive energy and some confident that allows them to speak in front of others I may help them by opening discussions by the end of the session and make sure to not point it (not to evaluate them) just correcting mistakes”*
- *“ Make a comfortable environment”*
- *“Maybe tell my students that I used to have anxiety and stress mentioning the way I got over it”*
- *” I would motivate them to speak freely, and add activities or some sort of games to the sessions to make them speak without any hesitation”*
- *“I will not allow anyone to laugh at them during the error and play games with them that will help them talk without fear”*
- *“I will be their friend and I try to make them love themselves with their mistakes with their own dialect and try as much as possible to develop their language and dialects in a beautiful way”*
- *“I would like to make them more comfortable by making jokes , smiling and encourage them to express whatever they want without fear from getting embarrassed from either me or their classmates”*
- *“ Giving everyone a chance to participate even if they don't want to”*

- *“If I were a teacher I will always give chance to all the students to talk and Express their*
- *“ I would advise them to be confident and try to remove stress and nervousness by training .. for example at home by speaking and reading books”*
- *“Give them more chances to talk on stage Do the things that may help them to reduce the stress Punish other pupil when they laugh”*
- *“ To tell him/her that everything is okay and everyone can make mistakes”*
- *“Give them all opportunity to speak and I'll emphasize on mutual respect”*
- *“ I would say to be calm be confident to prepare their works well.”*
- *“I would make them confident and i would do my best so as to make them trust themselves”*
- *“ I will be friendly with them, I'll be like their friend not their teacher to reduce this one, I'll share with them my experiences while learning this language my mistakes...etc I will listen to everyone not only the students who are good in class “*

4- Discussion of the Results

The analysis of the students' questionnaire revealed that the gender of the teacher has no relationship with learners' foreign language anxiety; teacher's gender has no role into provoking EFL learners' language anxiety. The questionnaire results have also revealed that the majority of the students are females, which means that females tend to learn foreign languages more than males do. This result supports the study of Faranga and Joyce (1999), which has shown that the girls were choosing to learn languages, arts, or biology, whereas boys were choosing physical science courses. The causes of this result as stated in the Porta Linguarum journal (University of the Balearic Islands, 2006) are because girls are regularly superior to boys in terms of overall achievement in languages in general and

foreign languages in particular, also because girls are generally excelling boys in tasks involving verbal skills (listening, speaking, reading, and writing).

The choice of studying English at the university was personal for the 85% of the students, which means that the majority of them are motivated to learn it. This personal choice itself is a kind of motivation. Lewin (1952) showed that the choice has a powerful motivating effect, demonstrating that people would be more likely to engage in an activity if they believed they had chosen it.

In fact ,this choice has a series of positive effects on students ; choosing to learn English by the learners themselves leads to : first enjoying the whole process of learning (86 % of the students enjoy learning english due to several reasons they have presented), also to their willingness of attending oral classes (88% of students like to attend oral classes) , and finally being eager to participate (46% of students always participate in their oral expression classes).

The second part of the questionnaire was devoted to the teacher-learner relationship , where 62% of the students are having oral classes with a female teacher .While the majority thinks that the gender of their teacher is not of a huge importance in the process of learning , some students ,females students , prefer to learn with a teacher of their same gender(24 %) while 12% prefer to learn with a teacher of the opposite gender , among those 1% male learner due to different personal reasons they gave.

A rate of 86% of the students have a normal to good relationship with their teachers , regardless of their genders , most of them are students who enjoy learning English , oral expression session, and they have willingly chosen to learn it . Likewise, a big majority of students agree, or strongly agree that the teacher can be a source for pushing them to love or hate a module. The results of the last question ending this section of the questionnaire revealed that the teachers regardless of their genders interact equally with both genders ,yet

a smaller portion of teachers 9 % tend to interact most with learners of their same gender , and only 8% of them interact most with learners of the opposite gender .Thus , the gender of the teacher does not play a major role in the process of teaching neither in the interactions with learners , yet the attitudes of teachers contribute in building a positive atmosphere helping students to learn and achieve better.

Part three of the questionnaire tackled foreign language anxiety, starting by knowing the attitudes of students towards their oral classes where only 14 % of them find it boring unlike the rest who assumed that it is interesting or very interesting. Positive attitudes leads to reducing language anxiety because being interested will automatically lead them to be curious and thus, be engaged and getting rid of anxiety.

Concerning their level , 32 % of students considered their level to be high , among them 6 males and 34 females , however, 70 students, that is 57% (10 males and 60 females), said that their level in English is moderate and 13 (2 males and 11 females) students considered their level to be low. These results show that the majority of them are able to learn English. In relation to their level , the results showed that 42% of students speak confidently , 40% of the participants feel nervous when they speak and those are students with high to moderate level in English . However , 9% of students sit at the back and keep silent , 6% do not feel motivated to speak and 3% do not feel interested most of the time and those represent the students with lower level in English .

Foreign language anxiety was prominent and high among 61% of students that is: 75 Students ; 2 males and 73 females , yet it was lower among 48 Students(16 males and 32 females) that is 39% of students . It is worthy to mention that students who show low levels of anxiety are taught by teachers of the opposite gender , however , the rest of students showed higher levels of anxiety despite the fact that they are taught by teachers of their same

genders. Also, students who experience lower levels of anxiety are those who said that they have a high level and a good relationship with their teachers. Hence, approximately all the male participants showed less levels of anxiety whether taught by teachers of their same gender or not, unlike females who showed higher levels even though when being taught by teachers of their same gender. Many scholars (Arnazia and Guillen 2012, Elkhafaifi 2005, Furnham and Heaven 1999, Machida 2001) have reported that females experience a higher level of foreign language anxiety when learning a foreign language. For examples, Furnham and Heaven (1999) found that males experienced less foreign language anxiety levels than females. In the study of Arabic as a foreign language, Elkhafaifi (2005) found that females experience greater FLA than males.

Regardless of their gender, or the gender of their teachers, all the students experience shyness (42%), pounding heartbeats (35%), nervousness, hesitation (8%) and sweating (7%) when they are called by their teachers to answer a question, which may be due to different factors that were proposed in question 18 which its results showed that the majority of students (49%; 16 males and 44 females) feel nervous when speaking in front of the class, 23% of them (2 males and 26 females) are anxious because their teachers do not understand what they mean, 12% females learner are worried about making mistakes, and 16% females think that there are a lot of other students who speak better than they do. It is remarkable that nearly all the learners are anxious speakers. Yet, those symptoms caused by those factors can be considered normal since those symptoms refer to the facilitative anxiety which is a particular level of anxiety which an individual would consider to actually become advantageous to their performance, such as warming up or becoming 'psyched up' and ready.

Some results of this study enabled us to know that the majority of First year students 74% including the two genders assume that there is no relationship between the gender of their oral expression teachers and their language anxiety.

Since the majority of students are anxious, this study tackled widely the expected factors that may cause anxiety, for example results of question 19 showed that 49% students , females , are afraid of the negative evaluation of the teacher and their classmates , while 12 %males and 36% females are not . Moreover, 51%of the students claimed that they do not feel anxious when they have the correct answer while 49% said that they do though they have a correct answer; 24% said that it is because of the teacher and 76% said that it is because of their classmates.

Digging deeper in this issue , students were asked whether they think that learning oral expression with a teacher of their same gender may help them to reduce their language anxiety , and results revealed that 39 students ; 2 males and 37 females (32 %) agree that learning oral expression with a teacher of their same gender may help them to reduce language anxiety, yet 13 students ,(only females 11%) strongly agree upon this idea.On the other hand , 57 students (46% ; 16 males and 41 females) disagree with it , and 14 females students (11%) strongly disagree.Last but not least , as negative attitudes such as laughing at anxious students may provoke more anxiety , students said that in oral expression classes those are less likely to happen , according to the students answers , they are rare with a percentage of 36 , never or often to happen 27 % , and only 10% said that such behaviours always happen , claiming also that some teachers react strictly to such behaviours.

The last part of the questionnaire ends by a question put purposely trying to know what is in students' minds, their opinions and imaginations for what a perfect teaching learning environment is.Results of question 23 If you were a teacher , what would you do to help your students reducing their language anxiety ? , can be summarized that a positive relationship between the teachers and their learners is the key to reduce anxiety, also being tolerated and understanding will help them no matter what their gender is.

Conclusion

This chapter is concerned with the main results obtained from students' questionnaire. The main findings proved that teacher's gender has no role into provoking EFL learners' foreign language anxiety .The existence of anxiety in foreign language classrooms is related to other factors; the gender of learners where females experience higher levels as proven in previous studies, the level of the learners, and the state of their relationships with their teachers regardless of their genders.

General Conclusion

General Conclusion

Over the last three decades, language anxiety gained a great interest especially when it comes to foreign languages learning, due to the fact of being a significant factor affecting the process of learning a foreign language.

The current study is conducted to find out the possible existence of a relationship between teacher's gender and EFL learners' foreign language anxiety . In fact, this research is an attempt to figure out whether teacher's gender has any role into provoking EFL learners' language anxiety, and if so, in what ways does it play a role into provoking learners' foreign language anxiety.

Hence, the findings of this study are meant to support or reject the research hypotheses which have made the aims of this study clear enough; to find out the role of teacher's gender into provoking EFL learners' language anxiety, and to determine in what ways has it a role into provoking it.

In order to offer a better understanding for this research problem , this study is divided into two main parts : a theoretical part , in which a full review of the related literature has been presented , and a practical part which was devoted for detailing the different stages of the gathered data ; from data tools ,design, and collection to analysis and explaining the different procedures done within this study.To gather relevant data for this study , a questionnaire for 123 first year students from different universities nationwide was administered online.

The findings have showed that teacher's gender has no actual role into provoking EFL learners' foreign language anxiety. It denies the idea that learning oral expression with a teacher of the same gender reduces the foreign language anxiety for EFL learners.In fact ,the results obtained from the questionnaire distributed to the learners reveal that the learners

experience foreign language anxiety due to other factors rather than their teachers' gender , such as:shyness, fear of making mistakes ,nervousness when speaking in the front of the class, the lack of self -confidence ,and the fear of the negative evaluation.

There are several results obtained from the current study, mainly proving that most of EFL learners are facing anxiety in the process of learning English more specifically in their classes of oral expression where foreign language anxiety is widely prominent.

Accordingly, and based on the results of this study it can be concluded that teacher's gender has no role into provoking EFL learners' foreign language anxiety, which leads us to reject the proposed hypotheses claiming that: first , teacher's gender has a significant role into provoking learners' foreign language anxiety , and second, that same teacher-learner gender has a significant role in reducing EFL classroom anxiety among students.

Pedagogical Implications to Reduce Learners' Anxiety

Both teachers and learners can cooperate to reduce foreign language anxiety by applying some strategies:

1- Learners can lower their anxiety levels by using some strategies such as: preparation and reinforcement of self- esteem.

2- Teachers can help their learners to reduce their anxiety by motivating them, encouraging them to talk and express themselves freely, use different types of activities to help minimizing the factors that cause and provoke the learners' anxiety.

3- Also, as it is deduced from this study, a good relationship between the teacher and the learner will help learners not only to reduce their anxiety but also to be motivated to achieve better.

Limitations of the Study

The present study comes across some difficulties that limit the estimated achievements such as:

- The inability of completing the classroom observation that was conducted with two groups of first year learners of English at Khenchela University; one group was taught by a female teacher and the other by a male during the first semester, as a result of the delay caused by the absentees of the male teacher and the restrictions of time.

-The inability of administering the questionnaire at the University of Khenchela and opting for the online administration due to the quarantine period imposed successive to covid-19 sweeping the world, and which coincided squarely with the practical fieldwork time span.

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Appendix

Questionnaire for First Year students of English in the Algerian University

Dear students,

This questionnaire is designed for serving a master's degree and it aims at gathering data about your feelings and opinions on the issue of the relationship between the gender of the teacher and foreign language anxiety . Please read each of the following statements carefully and tick (✓) the right answer(s), use the lines provided to write answers.

Thank you for your help and your time.

Part (1) : Personal information

1- how old are you ?

2- You are : a- Male b- Female

3- Your choice of studying English at the university was : (Please circle the letter that corresponds the right answer)

a- Personal

b- Parental

c- Administrative

4- Do you enjoy learning English ?

-Yes

- Not really

- NO

- Can you specify why?

.....

.....

5- Do you like to attend your oral English class?

a- Yes

b- No

6- In your oral English class, do you participate? (Please circle the letter that corresponds the right answer)

a- Always

b- Sometimes

c- Often

d- Never

Part (2) : Teachers' gender and teacher -learner relationship

7- Are you having oral expression classes with :

a- A male teacher

b- A female teacher

8- Do you prefer learning oral expression with a teacher of your same gender or of the opposite gender ?

1- Same gender

- Is it because :

a -You feel more comfortable ?

b- The teacher understands you and your needs better ?

c- You may share the same interests ?

Others , please specify :

.....
.....
.....

2- The opposite gender

- Is it because :

a- You feel more attracted or motivated to prove yourself ?

b- the teacher of the opposite gender tends to understand or care more about you and your opinions ?

Others , please clarify :

.....
.....
.....
.....

3- I think that the gender of the teacher does not matter.

9- How can you describe your relationship with your oral expression teacher ? (Please circle one number that reflects your opinion)

Normal

Bad 1 2 3 4 5 6 7 8 9 10 Good

10- Do you agree that the teacher is the responsible for pushing learners to hate or like the module ?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

11- Does your oral expression teacher interact most with :

- learners of his /her same gender
- Learners of the opposite gender
- Interacts equally with both

Part (3) : Foreign language Anxiety

Anxiety: “is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a second or foreign language”. (From Wikipedia, the free encyclopedia)

12- How do you find your oral English class ? (Please circle the letter that corresponds the right answer)

- a- Very Interesting
- b- Interesting
- c- Boring

13- What can you say about your level in English ? (Please circle the letter that corresponds the right answer)

- a- High
- b- Low
- c- Moderate

14- In the English oral class, how do you speak? (Please circle the letter that corresponds to right answer)

- a- I speak confidently
- b- I feel nervous when I start speaking
- c- I sit at the back and keep silent
- d- I do not feel motivated to speak
- e- I do not feel interested most of the time

15- Point on the following scale the degree of your language anxiety during the oral expression classes :

1 2 3 4 5 6 7 8 9 10

16- When the teacher calls your name to answer a question do you experience any of the following symptoms ? (you can tick more than one)

-Pounding heartbeat

- sweating

- Nervousness

- Shyness

- Hesitation

- Loss of concentration

17- Do you think that the gender of your oral expression teacher is related to your language anxiety ?

- Yes

- No

18- Check any of the following factors that may cause your anxiety :

a- -I feel nervous when I speak in front of the class

b- The teacher often does not understand what I really mean

c- I want to speak but I am worried about making mistakes

d- There are a lot of other students who speak better than me

19- Does the negative evaluation of the teacher and your classmates prevents you from expressing yourself ?

- Yes

- No

20- Do you tend to feel anxious even if you have the correct answer ?

a- Yes

- It is because of :

- The teacher ?

- Your classmates ?

- Others , please specify

.....
.....
.....

-No

21- Do you think that learning oral expression with a teacher of your same gender may help you to reduce your language anxiety ?

- Strongly agree

- Agree

- Disagree

- Strongly disagree

22- In your oral classroom , do fluent students usually laugh at anxious students ?

- Always

- Often

- Rarely

- Never

- How does your teacher react to such behaviour ?

.....
.....
.....

23- If you were a teacher , what would you do to help your students reducing their language anxiety ?

.....

.....

.....

.....

.....

.....

.....

Thank you for your participation

الملخص

يعتبر التوتر الناجم عن تعلم اللغات الأجنبية من أبرز المشاكل التي تواجه متعلمي اللغة الإنجليزية كلغة أجنبية. إن هذا البحث هو بمثابة محاولة لفهم الدور الذي يلعبه نوع الجنس الذي ينتمي إليه المعلم في إثارة مشكلة التوتر الناتج عن تعلم اللغات الأجنبية التي يواجهها طلاب السنة الأولى لغة إنجليزية في الجامعة الجزائرية. كوسيلة لجمع المعلومات ، تم توزيع استطلاع عبر الإنترنت وقد تم توزيع هذا الأخير لمائة ثلاثة وعشرون طالبا وطالبة من طلاب اللغة الإنجليزية من مختلف الجامعات عبر التراب الوطني خلال العام الدراسي 2019-2020. وقد أوضحت النتائج المتحصلة بعد تحليل اجابات المشاركين في الاستطلاع ان المتعلمين يواجهون مشكلة التوتر الناجم عن تعلم اللغات الأجنبية بغض النظر عن جنسهم او عن جنس معلمهم ، اي بمعنى اخر فإن نوع الجنس الذي ينتمي اليه المعلم ليس له اي دور في إثارة مشكلة التوتر من تعلم اللغات الأجنبية لدى المتعلمين .ومن ثم فإن النتائج المتحصل عليها من خلال توزيع الاستبيان لمتعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى ، تدحض الفرضيات السابق وضعها هذه الدراسة والتي تقضي اولا بكون الجنس الذي ينتمي له المعلم يلعب دورا كبيرا في التأثير على مشكلة التوتر الناتج عن تعلم اللغات الأجنبية لدى المتعلمين ، وثانيا ان كون كل من المعلم والمتعلم من نفس نوع الجنس فهذا يساعد المتعلمين على التخلص من مشكلة التوتر الناجم عن تعلم اللغات الأجنبية. علاوة على ذلك فإن هذه الدراسة توضح أيضا ان هناك عدة اسباب اخرى بخلاف جنس المعلم والتي تتسبب في مشكلة التوتر الناتج عن تعلم اللغات الأجنبية لدى متعلمي اللغة الأجنبية كالخجل او الخوف من ارتكاب الاخطاء او التوتر عند التحدث امام الزملاء او ضعف الثقة بالنفس او حتى الخوف من التقييم السلبي والتي تؤثر على عملية التعلم وبالتالي تتسبب في تراجع أداء متعلمي اللغة الإنجليزية كلغة أجنبية .

الكلمات الدلالية:

التوتر الناتج عن تعلم اللغات الأجنبية، اللغة الإنجليزية , نفس نوع الجنس.