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**The Influence of EFL Teachers’
Behaviors on Students Anxiety Level**

**The Case of Second-year LMD Students in English Department at
Abbes Laghrour University-Khenchela.**

**Thesis Submitted to the Department of English in Partial Fulfillment of the
Requirements for Master’s Degree of Master in Foreign Language and Culture**

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Dedication

” In the name of Allah, the most Gracious, the most compassionate

For each beginning there is an end, and the special thing about the end is the success and the achievement of the goal”.

To the dearest people to our hearts, our precious parents
who never stop giving of themselves in countless ways, and led us through the valley of
darkness with light of hope and support,

To our beloved brothers and sisters,

To all our family members, the symbol of love and giving,

To all the people in our lives who touch our hearts,

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Abstract

Foreign Language Anxiety (FLA) has been developed because of learning a foreign language. It could be caused by variety of factors, one of which is the teacher's behavior. The present study based on the mixed method; means the use of the descriptive method, which is the best to make a description of certain characteristics of population or phenomena being studied. This research describes the influence of EFL teachers' behaviors on students' foreign language anxiety level. In respect, the researchers used a mixed method collecting data using both quantitative and qualitative approaches. Quantitative by collecting data that can be analyzed mathematically to summarize data then describing relationships. Qualitative is used to develop a deep understanding of how can foreign language teachers reduce students' anxiety level. By administering a questionnaire to forty-second year LMD students (40) at the English department in Abbes Laghrour University of Khenchela, as well as an interview to six (6) EFL university teachers. The findings revealed that teachers' behaviors are a significant source of anxiety for EFL learners. Furthermore, the negative behaviors such as the negative criticisms in front of the class, laughing at students' mistakes, shouting at them, and being unfair. Those factors have been proven to increase students' FLA and decrease their interest in learning the language.

Key words: Foreign Language Anxiety, Teachers' Behaviors, Second Year LMD Students.

Table of Contents

Title	page
Dedication	I
Acknowledgements	II
Abstract	III
Table of Content	IV
List of Tables	VI
List of Acronyms	VIII
Chapter One: Theoretical Background	
Introduction	12
Section One : Students' Anxiety	
1. Definition of Anxiety	12
2. Anxiety and Learning Process	13
3. Anxiety and Emotional Intelligence	14
4. Theories/ Models to Explain Language Anxiety	14
4.1 Karshen's Affected Filter Hypothesis	15
4.2 Horwitz, Horwitz and Cope's Theory of Language Anxiety	15
5. Types of Students Anxiety	16
6. Cause of Students Anxiety	17
7. Top 10 signs of Students Anxiety in the Classroom	20

Title	page
Section Two: Teachers Behaviors	
1. Definition of Teacher	23
2. Teachers Role in the Classroom	23
3. Qualities of an Effective Teacher in the Classroom	25
4. Psychology in the Classroom	27
4.1 Learners Behaviors	28
4.2 Teachers Behaviors	29
4.2.1 The Negative Effects	29
4.2.2 The Positive Effects	29
5. Strategies to Reduce Anxiety Factor in EFL classes	30
Conclusion	32

Title	page
Chapter Two: Research Methodology / Data Analysis and Findings	
Introduction	34
1. Research Means and Sampling	34
1.1 Means of Data Collection	34
1.2 Population and Sampling	34
2. EFL Students Questionnaire	35
2.1 Description	35
2.2 Analysis of Questionnaire	36
3. Teachers interview	52
3.1 Description	52
3.2 Analysis of the interview	52
4. Findings and Recommendation	55
4.1 Findings	55
4.1.1 Results of Students Questionnaire	56
4.1.2 Results of Teachers Interview	57

Title	page
5. Discussion of Findings	58
6. Recommendations	59
6.1 Recommendations for Students	59
6.2 Recommendations for Teachers	59
7. Limitations	60
General conclusion	61
References	62
Appendices	

List of Tables

Table	Page
Table1. Students Anxiety when Present in Front of their Classmates and Professor	36
Table2. Students Anxiety when Teachers Ask them to Correct their Mistakes	37
Table3. Students Feeling when other Students Correct their Written Work	38
Table4. Students Anxiety when Present in Front of their Classmates and Professor	39
Table5. Students Discouraged Easily	40
Table6. Students Bother When their Classmates Watch him Present their Work	42
Table7. Students Get Absent to Avoid Present their Work	43
Table8. Students Confidence when they do things in Class	44
Table9. Students Organize their Thoughts and Ideas during Exam and Presentation	45
Table10. Teachers Behavior is a Vital Cause of Students Anxiety	46
Table11. Teachers are Aware about Students Anxiety	48
Table12. Teachers Help Students Feel Less Anxious	49
Table13. How much Student Worry when their Classmates Speak English Better Than him	50
Table14. Students Engagement in Debates and Discussion	51

List of Acronyms

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

FLC: Foreign Language Class

FLCAS: Foreign Language Classroom Anxiety Scale

FL: Foreign Language

General Introduction

Learning a new language is not easy but it is a worthwhile investment. The fear of attending a foreign language class (FLC) causes nervousness and anxiety for many people, making them demoralized and frustrated rather than satisfied and motivated. Many people are aware of the benefits of learning a foreign language. Yet, fear prevents them from using a language they are not yet comfortable. All of these syndromes indicate that the people suffer from foreign language anxiety, which can be regarded as one of the major obstacles that language learners may face in order to prevent them from acquiring and developing the target language. Foreign Language Anxiety (FLA) is a complex of certain beliefs, feelings and behaviors associated with learning a new language, such kind of anxiety arises from the uniqueness of the language learning process.

As observed in the Algerian EFL contexts, there is less interest in checking FLA among learners studying English as a Foreign Language, particularly at universities. Furthermore, attention is drawn to foreign language teachers' behaviors as a potential influencing source of FLA. In this respect and based on the researchers' concerns with identifying the factors contributing to FLA, EFL teachers are identified as the major factor responsible for coping with such anxiety.

1. Statement of the Problem

Anxiety is a very big problem that any student may encounter in his study, and the aim of this research is to study the causes and consequences of this anxiety, also to find out how it can be addressed through the behaviors of teachers. Because the teacher is able to control students' level of anxiety, effective strategies and behaviors are used by teachers to reduce the anxiety level. On the contrary view, bad methods and lack of awareness of their students'

learning process will increase anxiety level. Therefore, teachers are supposed to cooperate and hold hands in order to help their students to overcome this problem.

Learners in the classroom should be very active and very comfortable with their colleagues and professors as they speak freely and express their ideas, also they have to show their talents and intelligence in front of the audience without feeling nervous and anxious. They also have to participate in discussions and group work with foreign people. In addition to proficiency in speaking, writing and listening are important to be present in the learning process. Unfortunately, in real life, Algerian schools and universities are no exception facing the problem of anxiety among students in different proportions. Teachers also encounter many cases of students who suffer from anxiety. They cannot express their feelings and opinions, cannot write in a good way, cannot hear the teacher, focus with him, and participate in class. Additionally, the student is always afraid of making mistakes when participating; so, he prefers being silence rather than embarrassment. Thus, he would cause a great damage to his learning efficiency due to anxiety.

2. Research Questions

This study aims at investigating the effects of EFL teachers' behaviors on students' anxiety level at their first years in university. It also seeks at showing how negative and positive behaviors contribute to the decrease and increase of EFL students' anxiety level. In order to achieve the objectives of the study the researchers raise the following questions:

- What makes the EFL students feel anxious in learning or while being in the classroom?
- To what extent can EFL professors reduce or increase learners' anxiety

Level?

3. Research Hypothesis

The researchers hypothesize that there are many causes and variables that make foreign

language students feel anxious in classroom. That is because they could not reach perfection in learning the language. Moreover, the environment is one important variable that controls the level of anxiety; because when the learner lives in a supportive family and an open-minded society that stimulates discussions and expressing opinions freely in front of public. In addition to that the method used by the teacher for instance friendly, care, justice, and politeness would reduce and the negative behaviors may increase their anxiety levels.

4. Objectives of the Study

The research objectives are:

- Find the various possible causes and effects of language learning anxiety.
- Investigate the effects of EFL teachers' behaviors on students' anxiety level.
- Explain how foreign language teachers can reduce students' anxiety.
- Describe how the negative behaviors of the teachers affect the level of Students' anxiety.
- Show how anxiety can negatively affect students.

5. Significance of the Study

Through this study, professors will be able to identify, expand and understand the problems which concern students during their academic path, especially inside the classroom. One of the biggest problems that poses barriers between students and their success is anxiety of all kinds. This research will include an explanation of each type and all the symptoms of anxiety. Therefore, this study will provide strategies and solutions to show and guide teachers of how to deal with their students correctly to reduce this anxiety, because in real life many teachers cannot understand these things or do not realize it. They always keep in mind that failure and bad marks of learners are due to their indifference to their lessons and lack of diligence. Accordingly, teachers should know that learners need their efforts in order to open

the way for them to learn without any pressure just to be successful.

6. Literature Review

In an early integration of the literature on anxiety in language learning, Scovell (1978) revealed a misleading picture of the relationship between anxiety and foreign language achievements. He hinted at the need to identify relevant concerns in order to develop FL language learning and related means. Horwitz et al. (1986) define their focus on building FL anxiety as “a clear complex of self-awareness, beliefs, emotions, and behaviors associated with classroom language learning that arises from the peculiarities of the language learning process.” (p.128) they also developed a 33-item Foreign Language Classroom Anxiety Scale (FLCAS), which is used in many studies (Horwitz, 2017). With the introduction of FLCAS and other language- specific anxiety measures and extended the conceptual boundaries of FL anxiety, including language use, speech processing at various stage, and skill-specific anxiety (e.g., Macintyre and Gardner, 1994; Elkhafifi, 2005; Gargalianou et al., 2016).

Research has shown that the effect of FL anxiety is ubiquitous, affecting learners at the cognitive, educational, physical, and social levels (Macintyre, 2017). In particular, agitated discomfort leads to self-related cognition (such as thoughts of failure and discomfort) and utilizes the cognitive resources required for each of the three phases of the FL study: input, processing, and output (Eysenck, 1979; Macintyre and Gardner, 1994).

Academically, anxious students may have poorer language skills and academic performance tests than lighter students because anxiety is associated with less effective learning strategies such as memory (Gregersen et al., 2014). In addition, anxious students are less willing to communicate with foreign language than other students because of the fear of being able to communicate in a standard way and the negative evaluation of interlocutors

(Sevinç and Backus, 2017; Dewaele, 2019). Fear of foreign language affects students' verbal and non-verbal behavior.

Macintyre and Gardner (1994) found that verbal explanations of anxious students were less complex, less fluent, and less clear with local accents. Such patterns may be related to the less complexity and fluency of verbal speech of anxious students, which may be related to difficulties in the study of words and the restoration of its words. In the effects of FL discomfort is complex, so are his ancestors, including a myriad of student internal and external variables (Dewaele, 2017).

Macintyre (1999) and Dewaele (2013) report that students who perceive anxiety (trait anxiety) can further change anxiety in the context of FL education. Macintyre and Charos (1996) and Dewaele (2002, 2013) revealed that extroverts feel less uncomfortable than introverts do, although both extroverts and introverts have their unique strengths and weakness in the development of language skills. In addition, naturally, positive attitude also predicts the level of anxiety; students with high positive attitude tend to have more positive perceptions about themselves and others, and receive more social support, lowering their level of FL anxiety (Jin & Dewaele, 2018). The role of positive attitudes in reducing FL anxiety towards self and others was further elaborated by Dewaele et al. (2018); who found that FL aptitude and attitude towards FL and FL teachers significantly predicated negative levels of students' anxiety in FL learning.

The complexity of the sources and effects of foreign language anxiety, along with its fast gathering of physiological processes, indicate that rather than eliminating it, the best goal of educators might be to reduce anxiety (Dewaele and AL-saraj, 2015). Strategies have been examined by researchers in order to reduce anxiety levels. Nagahashi (2007) found that found that participating group works. In addition, Dolean (2016) found that teaching songs reduced

the anxiety level for one of the experimental groups. Galante (2018) mentioned a reduction of foreign language classroom anxiety in 13 Brazilian adolescents after realization a four-month drama program. Therefore, interventions that guide the student to process language tasks in new way or make alternative behavioral reactions seem to carry the capacity to reduce anxiety.

Anxiety takes a positive psychology approach. Being a new psychological sub-discipline that appeared at the turn of this century, positive psychology focuses on what develops individuals. (Seligman and Csikszentmihalyi, 2000). It has subjective experiences that are positive and positive individual features, also positive academy as its three main pillars (Seligman and Csikszentmihalyi, 2000; Dewaele et al., 2019). Gregersen et al. tried to test the efficiency of using the strengths of signature in a modern way for the sake of reducing the anxiety that comes in with writing in English as a foreign Language. There were 45 participants who were Arabic-first-language university students; 31 of them formed the experimental group and 13 the control group. The experimental group students used their signature strengths in a modern way as being involved in writing assignments nine times in a 3 weeks (three times per week), where the control group students remained untreated. After the results were showed, it turned out that both groups did not mark any difference in changes in writing anxiety, however, the effect of the targeted intervention has appeared at the individual level.

The researchers stated that anxiety with female participant decreased nearly by 30% after applying her signature strengths of creativity, zest, honesty and spirituality in English writing practices in modern ways. She revealed that participating in this study made her admire her writing and feel optimistic, knowledgeable, and satisfied, helping her to reduce

anxiety. Jin et al. claimed that reminiscing about English proficiency development reduced the anxiety levels of Chinese-first-language university students in English class.

A qualitative analysis showed experiencing many positive emotions. The positive emotions which were most prominent are happiness, contentment, confidence, sense of accomplishment, enjoyment, and pride. There were no negative emotions took precedence. Jin et al. argued that the positive emotions and their savoring-generating functions are the ones responsible of buffering the participants' anxiety levels in English over time.

The present study is an attempt to test the effectiveness of a type of anxiety reduction intervention—contracting speaking in FL class— which was mainly suggested by Horwitz et al. (1986) without being tested in the FL anxiety literature. Within this approach, students would sign a contract that commits them to speak in FL class. Speaking is one of the main factors of anxiety. Practicing speaking with another learner integrates the multiple dimensions of engagement, with a particular focus on the social aspects of listening to each other. Thus, speaking implicates more than just learners' engagement.

Oxford's (2016) EMPATHICS framework emphasizes the diverse collection of processes within nine dimensions. EMPATHICS is a model for language learners' psychological well-being in which Oxford claims that negative emotions such as anxiety fit within a larger system reflecting the psychology of the learner. The key implication of this framework might be that engaging with activities that target one part of the system, as it is being proposed here with contracting speaking as anxiety reduction, will affect resources in other parts of the system (e.g., positive emotion, motivation, and the self-confidence).

7. Research Methodology and Design

7.1. Research Method

The suitable process of gathering the data will be based more on a mixed method; this means the use of descriptive method is the best method to make a description of certain characteristics of the population or the phenomenon that is being studied. The research describe the influence of EFL teachers' behavior on students' foreign language anxiety level. In other hand, the mixed method is adopted since it can give more explanation to the study. Mixed method is an approach to an investigation involving collecting the both quantitative and qualitative data. In this research the focus on the quantitative approach and the result of this mixing is to confirm hypothesis about the relationship between English foreign language teachers' behaviors and the students' anxiety level and explain it by collecting numerical data that can be analyzed using mathematically based methods such as statistics to summarize our data, describing relationships, and connection. While the qualitative one is used to develop a deep understanding of how can foreign language teachers reduce students' anxiety level.

The reason behind choosing qualitative approach is to explain and have a deep understanding on why EFL teacher's behavior makes foreign language students feel anxious in classroom. Qualitative research method here is used to generate qualitative data through the use of data open questions.

7.2. Tools of Research

The first instrument used to gather data for this study is the questionnaire. It is composed of two types of questions, which are closed-ended and open-ended questions. More explicitly, the open-ended questions are so important to collect the qualitative data in which students answer freely and have the chance to explain their ideas. The second tool used was

an interview with teachers in order to know their point of views about the research topic and how they trait students, their remarks about learner attitudes and how they can discover their anxiety.

7.3. Sample of Research

This study took place at the English department in university of Abbes Laghrour of Khenchela and the case study was second year LMD students. For the fact that second year students were easy to contact and have high levels of anxiety comparing to master students. The questionnaire was administered to a sample of (40) students who were selected randomly from the whole population. The interview was accomplished with six EFL teachers from the same department.

1. Structure of the Study

This study consists of two chapters. The first chapter is devoted to the theoretical framework divided into two sections. The first section presents definition of anxiety, its types, causes and students' signs of anxiety within the classroom. The second section deals with teachers' behaviors, and their role to reduce anxiety. The second chapter is representing the practical part of the study and the findings from the students' questionnaire and teachers' interview. It describes the methods being used and the target population, as it provides the quantitative and qualitative analysis of data. It also contains some relevant recommendations for students and teachers with limitation of the study that encounter researchers during doing the research.

Chapter one

THEORETICAL BACKGROUND

Introduction

All kinds of tension that human being feel such as nervousness, discomfort, fear and worry, are all representing what is known as "Anxiety". By stimulating the anxiety induced in autonomic nervous system, it prevents people from successfully performing their tasks with focus and effectiveness. Within the field of language learning, learners of EFL in the classroom face stressful situations, being unable to perform well especially in verbal assignments and even in classroom interaction. Anxiety is one of those significant topics on which different definitions can be found.

Section One : Students Anxiety

1. Definition of Anxiety

Anxiety is known as a psychological factor that is considered as an obstacle for the learner who experiences it while learning; this anxiety causes panic, stress and tension, and it can even change the student's emotions and mood.

According to Griilon (2008), anxiety is a human reaction and an important psychological function. Many learners experience anxiety that is activated whenever they perceive situations that make them anxious, embarrassed or stressed in the classroom; in these situations, anxiety helps them to better manage the events. The low level of anxiety can be beneficial in the learning process, while the social and the personal relationships are affected negatively by the high level of anxiety.

CHAPTER ONE : THEORETICAL BAQCKGROUND

Anxiety is a factor that cannot be controlled and it is spread all over the world where anyone can face it. It is one of the bad things that could happen to the person because of its negative effect, characterized by apprehensive anticipation Concerning the unpredictable danger of that anxiety , also it is related to the physiological symptoms of fear tension and stress(D. Barlow 2002).

In addition to fear related to the nervous system and human involuntary actions are a consequence of the feeling of anxiety towards certain events. According to Le Doux, J (1996) anxiety refers to the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (as cited in Le Doux,1996, p. 36).

Anxiety also can be defined as apprehension, uneasiness, panic, stress and tension that stems from danger anticipation that could be external or internal (Diagnostic and Statistical Mental Disorders, 1980).

This phenomenon in general refers to an individual's feeling of anxiousness and nervousness during learning and demonstrating his or her skills especially when asked to read, write, listen or speak publically. Thus, the feeling of being uncomfortable, worried, afraid, etc. while learning a foreign language is known as foreign langue anxiety. These feelings might arouse in an individual, and they result from the fear of not being able to explore his or her skills to fulfill objectives as a result of one's poor adjusting capacity.

2-Anxiety and Learning Process

Anxiety is an emotion which can impact any student's knowledge in specific conditions and results in feeling anxious, worried, and nervous, which would affect the learner's memory and the learning process (Bigdeh,2010; MacIntyre,1995). In the classroom or in the school environment, students face anxiety when they are evaluated by teachers during their exams, and when presenting their works in public. The psychologist Huberty (2009) noted that text Anxiety can lead to noticeable underachievement during time, he also proposed that the consequences of chronic test anxiety such as low level of self-esteem, may lead to reduce effort and motivation for school tasks. Anxiety consumes the important and the essential resources of the memory; it can obstruct students to do well in learning. Heimberg (1993) found that people who experience high levels of anxiety are less successful in encoding information because they lose all their attention when managing the feeling of anxiety, this leads to the loss of working memory capacity.

Aronen (2005) mentioned that anxiety symptoms can negatively influence the learning process and the academic performance at the same time, Hadwin (2005) made a study that examines anxious students' differences in working memory, the study showed that losing concentration is one of the causes that makes the learner spend longer time to complete the task.

3-Anxiety and Emotional Intelligence

Intelligence can be defined as a powerful inner factor that can ameliorate behaviors and tends among learners. Emotional intelligence is the capacity to value the learners tends and

direct them in various ways, it is a way to obtain performance P.lopes (2000). This means that the human intelligence is a great factor that improves the learner's behaviors and the attitudes between learners, it is very powerful when it comes to guiding the students' emotions and thoughts to get proficiency needed in the learning process.

4- Theories/ Models to Explain Language Anxiety

According to AWEJ (2019), the theories of second language acquisition are: Karshen's affected filter Hypothesis and Horwitz and Cope's models of foreign language Anxiety.

Karshen's Affected Filter Hypothesis

This theory is very essential in language study domains; it confirms the process of learning a second language with factors in which Karshen talks about which are emotional changes such as: motivation, self-confidence, and anxiety. These aspects influence the language acquisition by preventing it from the brain's language acquisition part. For example, when the affective filter increases, students could experience anxiety, stress and lack of self-confidence that prevents success, while sometimes the low filter is not bad because it helps the learner. So, this hypothesis is very important in tutoring that teachers use to reduce anxiety by using different techniques such as focusing on the meaning, neglecting the form and not being persistent. The early production only works if the tutored feels that the learners are ready. With these methods, teachers and learners won't worry about inputting language and adjusting improvements with classroom practices (AWEJ2019).

4.2 Horwitz, Horwitz and Cope's Theory of Language Anxiety

Horwitz and Cope (1986) define foreign language anxiety as: “a featured complex construct of self-perceptions, feelings, beliefs and behaviors related to learning language in classroom arising from the uniqueness language learning process.”(p.128). They mentioned that learning a foreign language results in a situational anxiety which is not the same as general anxiety that is transmitted to learning a foreign language. This theory was proven by observing language learners during their learning sessions. The theory suggests that foreign language self-reactions differ from self-reactions in other academic disciplines. This makes them separate from other types of academic anxiety. When learning a foreign language, learners experience anxiety unlike other subjects where they perform well. Chen and Chang (2004) believed that the anxiety that results from a foreign language is a specific anxiety to that situation. They believed that neither test characteristics nor academic learning history are variables of foreign language anxiety. This indicates that these results support the theory of foreign language anxiety is a particular concern (AWEJ2019).

5- Types of Students' Anxiety

New things, new events and new situations that the person may face is always the cause of stress, when the learner move from a class to another or entering new classes for the first time or even facing public for the first time can be a reason of tension, fear and anxiety. The difficulty exists in these situations and these feelings are all includes in that problem of anxiety. Thus; based on the work of MOR in (2020), there are common types of students' anxiety which are:

CHAPTER ONE : THEORETICAL BAQCKGROUND

Anticipatory Anxiety: All people may face this kind of anxiety not only students and they can experience it in any new events and situations. People get anticipatory anxiety any time and in any moment because this feeling is unpredictable, it can occur when they are waiting for an important phone call, during an exam day, in a wedding day or business meeting.

The solution that psychologists recommend to reduce this feeling is to live the moment and enjoy it and being optimist to what comes later (Morin 2020).

Separation Anxiety: This type of anxiety is also related with school and college anxiety, students who are leaving their homes and live in the campus or live in their own home for the first time are the ones who experience the separation anxiety because it is considered as the first experience of being independent . However, the everyday contact with friends and other students even family will give them support to reduce this kind of anxiety (Morin 2020).

students even family will give them support to reduce this kind of anxiety (Morin 2020).

Social Anxiety: Students who have social anxiety can have challenge in how their can deal with this public and how he could reduce this stress and tension , what he should do to control his behaviors and thoughts it is considered as a challenging time for the learner . A lot of students have a social life because of their participation in class and their everyday contact with learners and friends, also their connection with teachers. Mental health is sought by many students who are experiencing social anxiety. For instance, if the learner is stressed or anxious about presentation in class, he should select a suitable topic that he is passionate about to make it easier or to facilitate sharing knowledge with others and reduce the social anxiety (Morin 2020).

CHAPTER ONE : THEORETICAL BAQCKGROUND

Test Anxiety: The poor post-test performance, the bad learning habits, and the wrong expectations can cause test anxiety as mentioned in the work of Morin (2020). To avoid this anxiety, students should relax before any test exam and being positive about their success; also, they should get enough rest and comfort; in addition to that, they have to take a deep breath when they feel anxious, and do the best to avoid the negative thoughts from their minds (Morin 2020).

4- Cause of Students' Anxiety

All students experience school related stress, and the factors responsible for that may be academic and social factors as well as family issues. Scott.E (2020) stated that the causes of school anxiety might be:

Social Stress: Learners experience different levels of anxiety in social situations they encounter while learning and each student has his own level may be low, average or high. These situations provide the student with important opportunities for growth; students should be handled care by their teachers and they must be aware about it and their anxiety should be an important issue that teachers make efforts to trait (E. Scott 2020).

Teachers: Teachers' care can cause a lasting impression in a student's life especially when the teachers do the best to provide learners with a positive educational experience. This will make the students more comfortable in classrooms. In contrast, the negative behavior or any mismatch between students and teachers will produce a negative feeling about the school, the teacher and their abilities. (E. Scott 2020)

Friends: Friends are among the favorite aspects that students declare they like at university; however; they can be a source or can cause anxiety when they do not have the same class as

CHAPTER ONE : THEORETICAL BAQCKGROUND

friends. Few of the common reasons that make students feel stressed about their social lives at university is the interpersonal conflicts such as the difficulty to make up their thoughts in the right way and peer pressure (E. Scott 2020).

Bullies: Anti-bullying programs exist in the majority of universities. Though students still suffer from bullying while learning and out the classroom, this causes lot of problems and as a danger consequence there is anxiety. Students use internet, cell phones, and other media devices to bully other students, this type of students is very aggressive and many parents are not aware about that so this problem should be addressed because schools always must be a safe place for all the learners (E. Scott 2020).

Lack of Family Time: Many families find that they are too busy to spend time with their children and this is a big mistake because even if they past their teenage years' parents should give them enough time to discuss problems and advise them. This discussions and casual day recap can be so helpful to solve their children's problems especially if they experience psychological problems as anxiety. Because of that lack of family time and care, parents are not aware about what happens to their children and they do not know about the obstacles and the difficulties that the children face while learning (E. Scott 2020).

Not Enough Sleep: Unfortunately, this is not just a problem that adults face. Students often get less sleep than they need because the long time they spend in social media and while doing a research also as known that exams make them spend a long time to revise and the majority revise at night because they attend university courses at day. Operating under a sleep deficit does not just mean sleepiness; it can also lead to poor cognitive functioning, lack of

CHAPTER ONE : THEORETICAL BAQCKGROUND

concentration and lack of coordination moodiness, and a lot of dangerous effects (E. Scott 2020).

Work that is too Hard: Learning more and more in a short period of time cause pressure for students that may cause anxiety and other negative effects, also teachers and the schools or universities are under great pressure to produce high test scores; that pressure can be passed on to learners so they should organize this mess (E. Scott 2020).

Work that is too Easy: Stress can come from work that is not difficult enough. Students can respond by acting out in class, which causes a poor performance, and perpetuates the difficulties, masks the root of the problem (E. Scott 2020).

Learning Style Mismatch: Each student has his own style of learning; there is auditory learners who learn better by listening, visual learners who prefer to see information in a written form in order to keep the information, and kinesthetic learners who prefer learning by doing other things for instance learning and drawing at the same time. If there is a mismatch in learning style and classroom, or the learner has learning disability, academic anxiety will occur (E. Scott 2020).

Homework Problems: Students are being assigned a heavier research and homework load than the past years; the extra work and the busy schedule can cause stress, tension and panic to the student (E. Scott 2020).

Test Anxiety: Regardless that the students are ready or not for tests or exams, all of the learners' experience test anxiety. Some studies confirm that greater levels of test anxiety can

CHAPTER ONE : THEORETICAL BAQCKGROUND

be an obstacle for the learners' performance on exams. As a solution, reducing test anxiety can improve scores in schools and universities (E. Scott 2020).

Poor Diet: he majority of students especially those university learners have lack of energy which is caused by unhealthy food that they eat out side in restaurants that serve fast food and this can lead to mood swings, diseases and other negative effects that impact stress and anxiety levels (E. Scott 2020).

Noise Pollution: Noise pollution from heavy traffic, airports, factories, and other sources have been shown to cause anxiety that impacts the students' performance and cause a big lack of focus and concentration (E.Scott 2020).

Lack of Preparation: Most of students do not have necessary provisions and they do not prepare well for their studies. This will cause a stressful experience for them especially the young ones (E.Scott 2020).

6- Top 10 Signs of Students' Anxiety in the Classroom

Students' feeling anxious at schools is a normal reaction as they pass stressful or new situations; however, students who face anxiety in classroom need a treatment. Anxiety became an issue when it begins holding the student back from opportunities. According to the article of *International Broad of Credentialing and Continuing Education Standards* (2019), there are 10 signs of students' anxiety:

a- Emotional change: Each learner when experiencing anxiety will feel uncomfortable and upset. Students find themselves easily getting anxious by small things that do not deserve that stress. They will have lack of concentration and they will feel restless and make unexpected

CHAPTER ONE : THEORETICAL BAQCKGROUND

actions in unexpected ways. For example, the learner who has anxiety will choose being absent rather than passing the exam. Also it results in changes of mood and fears regarding their everyday activities, consistent nervousness and prevalent low self-esteem (IBCCES 2019).

b- Social Changes: Any learner who experiences anxiety is always trying to ignore friends and avoid social activities. Students always have a mess in their thoughts for instance why they could not organize they plans. This kind of learners or students who get anxious are introvert and they love isolation (IBCCES 2019)..

c- Physical Changes: Headaches, dizziness, nausea, body or muscle aches, sweating, upset stomach, excessive fatigue, change in diet and unexplained illness are some physical changes that can happen to any students while learning and these changes are signs of anxiety (IBCCES 2019)

d- Sleep Disturbance: The good health is related with enough and comfort sleep. Anxiety affects students' sleep habits in a bad way. This can include staying asleep, having trouble falling asleep, nightmares and waking up still feeling tired and this is a great danger that affects the health of the students and affects their learning process and the minds' functions (IBCCES 2019).

e- Poor School Performance: Miss class is one of the results of students' anxiety especially when they have research presentation or exams due the diseases brought on by anxiety and might have a hard concentration due to sleep disturbance and the big stress that influence the learner abilities (IBCCES 2019).

f- Panic Attacks: One thing is for sure, not every student will be subjected to a complete attack of anxiety. Body trembling and sweating are among the strongest indications of a student's anxiety. We also add stomach upset, difficulty breathing, and chest pain. So, the teacher must be aware of these symptoms because in the event of a panic attack in the classroom, teachers need to prepare for how to deal with the student and try reduce his anxiety by taking appropriate measures (IBCCES 2019).

g- Tantrums: Learners of all ages experience this anxiety because they do not have a specific age. The special thing about this feeling is that it can never be expected. It may happen at any moment and anywhere so that the learner has no control over it. (IBCCES 2019).

h- Obsession with Perfection: Perfection and excellence is the goal of all learners with anxiety, as they are not satisfied with their abilities. In this case, the anxious student seeks perfection and does not accept any error that may come from him. This mark is unhealthy and harms students' well-being and self-esteem (IBCCES 2019).

i- Accustomed to Assuming the Worst: As for the situation, he is certainly surrounded by positive thoughts and frustrated fantasies, and this is the biggest evidence that he is facing a crisis of anxiety because he is always assuming the worst (IBCCES 2019).

Section Two: Teachers Behaviors

1- Definition of Teachers

A competent teacher is one who has mastered his subject, has improved his skills in providing adequate and appropriate learning experiences, has gained power in communicating ideas, has developed the ability to make students think, and has gained an understanding of

CHAPTER ONE : THEORETICAL BAQCKGROUND

the educational principles on which education practices and procedures are based and evaluated.

A dynamic teacher is one who understands and processes education; he can relate education to other aspects of life, can eliminate contradictions in educational problems, and suggest improvements and refuses to teach.

True teacher is one who can immediately descend to the level of the student and transfer his soul to the student's soul, as well as see through and understand through his mind. No other teacher can do this. Mr.Upendra Yada v (associate professor, department of child health nursing) B.P Koirala Institute of Health Sciences, Dharan, Nepal. (modification of teachers behavior).

2-Teachers' Role in Classroom

In the 21st century, classroom needs are very different from 20th century; that difference lies in the “teacher”. The teacher is an important element in teaching/learning process. She/he plays a vital role in the lives of the students in their classroom. In the English classroom, the teacher fulfills many roles with different aims. The teacher is a source of knowledge; the effective one must have content knowledge (Strong 2017, p.10). From the view point of perceptual psychologist Arthur W. Combs (1974) the effective teacher is “a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others’ (p.8). teacher are significant members of the educational purposes, for that, Kudryashova, Gorbatova, Hybushkina and Evanova (2016,p.462) consider that the roles of the teacher according to the instructional models are to engage, explore, explain, elaborate and evaluate. For that, they cite other roles of the teacher.

CHAPTER ONE : THEORETICAL BAQCKGROUND

a- Teacher as a Source of Knowledge: the teacher is the main source to whom the learner come back to be sure that they are well learning, he/she must provide learners with information. In return, learners should trust their teachers and prepare their lessons before coming for a successful discussion in the classroom.

b- Teacher as an Expert: unlike learners, teachers, through the process of teaching and years of experience, are able to cope with different situations while considering various aspects such as: educational materials, methods, students' abilities and needs, and the planned objectives.

c- Teacher as a Guid: to be a good guide, teacher have to observant. They guide students through their observation to ensure their students' learning process is in the right direction.

Thus, they can intervent when the learners' behavior or emotional state could affect their learning and find suitable solutions (Meike Lunenberg and Mary Lynn Hamilton, 2008).

d- Teacher as a Manage: the teachers are instructor of and in their classes. They manage and supervise the learning process and the learners, they control the class as well as supervisory activities. During the course, the teacher supervises and organized the learners' participation, time, le0ssons and exams. The manager role is represented almost in all actions during the teaching process.

e- Teacher as a Motivator: earners' motivation is the major element in the learning environment. The teacher's role here is to use motivational ways and styles of teaching. As the acts of the teacher inside the classroom affect the learners in some ways, the teacher is the first responsible of learners' motivation or demotivation (Murray and Male,2005).

CHAPTER ONE : THEORETICAL BAQCKGROUND

f- Teacher as a Leader: the role of the teacher should not only focus on providing information to the learner more than that. They teach learners how to achieve their goals. A successful teacher is someone who discovers the strengths and skills of learners and uses them to motivate them, develop their potential and enhance their self-confidence.

g- Teacher as Model: learners' attitude towards their teachers adopt an educational model in their minds as a good or bad teacher. The teacher must be aware that s/he is an example or model to be followed by learners. The latter imitate and acquire their teachers' steps, treatment of others, moral and ethics.

h- Teacher as an Actor: the good teacher is the one who keeps their issues for other contexts outside the classroom. As teachers are on stage, they should act as teachers. A good teacher does not show to his pupils the causes of anxiety or madness in order not to affect them.

Throughout all these roles, learner's performance is determined according to the extent to which a teacher is doing his/her roles properly (Murray and Male2005).

3-Qualities of an Effective Teacher in the Classroom

Teachers' are one of the components that play a major role in student learning success. They play a very important role in optimizing students' dreams and life goals by helping them grow. Mulyasa (2008) explains that a teacher who is active in education must have a good personality as an educator. To be a good teacher is not an easy job, because the effective teaching entails more than just experience in academic field. You have to be able to interact with students and help them understand a new way of looking at the world. Although there are many different methods of teaching effectively, good instructors have many

CHAPTER ONE : THEORETICAL BAQCKGROUND

characteristics in common. They are adaptability, high expectation, humor, preparation, agreeableness, and caring.

Adaptation: is an instructional interaction where teachers adjust their instruction in response to students' need (Mascarenhas, Parson, & Burrowbridge, 2010), and adaptation promotes student's engagement, processing, and critical thinking (Darling-Hammond & Bransford, 2005). Through experience and awareness, teachers develop their adaptability, especially teachers who are experienced in the teaching profession compared to beginners. Effective teachers are adaptable in providing variety in their teaching activities, aiming to much their manipulation of the teaching and learning environment to the needs of the learner (Mohanna, Chambers, & Wall, 2007).

High Expectation: Successful teachers are also described as having high expectations for their student's performance. Teachers who have a high expectation for their students' performance will push them to succeed (Gill & Reynolds, 1999) and are often cited as successful educators (Malikow. M, 2005-2006). Teachers' expectations can have a positive impact on students and the teachers, the amount and consistency of a student's learning experience (Baumann, 2006-2007; Brophy, 1983; Good, 1981; Jussim & Eccles, 1992).

Humor: Is a top personality trait that contributes to teacher effectiveness (James, 2007). It enhances student pleasure in learning and reducing anxiety (Garner, 2005). Teachers should not take everything seriously. Students needs some humor to change the routine he relies on every day in the class.

Prepared: Effective teachers are responsible for their profession. They come always to the class well prepared for teaching (Aranas, 1985), and they can be easily reached and contacted outside the classroom (Zhang, 2004). They are fair in their assessment, do not distinguish

CHAPTER ONE : THEORETICAL BAQCKGROUND

between students, constantly reflect on their experiences, are active members of learning societies, and are interested in the further development of the learning field (Minor, Onwuegbuzie, Witcher, & James, 2002).

4-Psychology in the Classroom

Essentially, instead of coping with the psyche of the learners, teachers and instructors used to stress the consistency of knowledge provided to learners; that is, teachers tried to maintain and ultimately teach the information as it is. Furthermore, school is not the only source of knowledge for the pupil, as the latter often learns from his/her environment; thus, by teaching them according to their personalities and preferences, the teacher should be able to satisfy the interest of the learners (Suldo, Shaffer & Riley, 2008). According to the Psychologists Van Ryzin, Gravely and Roseth (2009) in the article “*Autonomy, Belongingness, and Engagement in School as Contributors to Adolescent Psychological Well-Being*”, learners who consider teachers to be helpful appear to report better psychological adaptation. Therefore, students, primarily adolescent, have numerous ways of coping with lessons that involve sensitive topics such as crime, divorce, or war.

In such situations, with respect to the psychology of learners, the instructor should be able to pass the lesson. In reality, the teacher is the one who develops the psychology of most learners and prepares them for the outside world, thus boosting their self-confidence. To accomplish this, the teacher must emphasize the learning process: the correct method used to convey information, rather than just teaching. The latter will remain a sample of the outside world, despite the attempts made by teachers in the class.

CHAPTER ONE : THEORETICAL BAQCKGROUND

Sometimes, secondary school learners fall victim of verbal or physical bullying, sometimes they are even ridiculed. Now, these students will still face these obstacles to figure out what they are good at and bring more work into it; however, it is also mandatory for teachers to act in an emotional and social way to provide the opportunity for those learners with fragile personalities to restore and strengthen their confidence and psyche (Furrer and Skinner, 2003).

Moreover, during teaching, socio-emotional attitudes can be conveyed. They promote the feelings of belonging and acceptance of learners in the classroom (Varma, 1993). In simple terms, even under pressure or stress, the teachers should have the opportunity to teach; for example, if the teacher feels tried or depressed, he/she should know how to teach without impacting the learners. In addition, students consider the teacher as an example or as an authoritative figure.

4.1 Learners' Behavior

Consequently, the behavior of learners is a representation of the behavior of teachers and the outside world. In addition, to developing their identities, the psychological influence the learners receive from teachers is essential. For example, if a teacher becomes careless and fails to maintain order in the classroom, students may also become careless and misbehave.

Now, in a different way, that could affect every student, but the effect is generally negative. In addition, teachers should also be aware of the fact that the success of learners is related to the conduct of teachers. Any flaw in the above, the learner's self-confidence and even morality will degenerate. In comparison to that, in conducting a research, the learner will be more self-reliant and develop his/her inclination and desire to be trained.

4.2 Teachers' Behaviors

With time, methods and techniques for teaching have evolved significantly. Some teachers are now neglecting the teaching process, focusing instead on completing the syllabus and earring money. However, this has a detrimental effect on the learner and can even create a learner without a rational mind. Stronge (2007, p, 115) notes in this line that” the positive and negative behaviors exhibited by teachers determine their effectiveness in the classroom to a great extent and, ultimately, the impact they have on student achievement” i.e. if a teacher demonstrates a negative behavior, it will create a negative result, and vice versa.

4.2.1 The Negative Effects

Negative effects are created directly from the misbehavior of teachers towards their students. Negative effects can be generated in two ways, as Varma (1993) claims: First, physical punishment, such as hitting the learner and second, verbal abuse, to ridicule them and make them feel embarrassed, such as mocking them or calling them with derogatory adjectives. To explain, the term “stupid” is used by some educators to refer to a student who earns poor marks or gives wrong answers. Over time, the exploited student will become shy and avoid participating and that would undoubtedly affect his/her academic achievements and may even lead to failure (Varma, 1993, p. 37-38).

The behavior of teachers is a significant preventive intervention target, as many facets of the classroom setting have been empirically linked to student violence. Teacher Instructional and behavior modification strategies are among these (Moore, Robertson, Maggin, Oliver, and Wehby, 2010, p. 172-173).

4.2.2 The Positive Effects

In particular, when they develop a healthy relationship with their teachers, learners often regard their teachers as a good example to follow. On the one hand, teachers who project their difficulties and anxiety on their students, as discussed before, create a detrimental impact that would be infused into their personalities and minimize their achievements. In the other hand, it will definitely have a positive impact on them to compliment learners, call them by their first name and tell them positive adjectives. For example, the teacher will say, “good job”, “very nice”, “you are doing well” to keep the learner motivated and encouraged, such verbal action is important. In the classroom, it is necessary to maintain order and respect; however, some teachers behave severely and cruelly towards learners who believe this is the only way to obtain respect. This approach will create a detrimental impact and implant anxiety in the learner’s psyche to research just to satisfy the instructor.

5-Strategies Used to Reduce Anxiety Factor in EFL Classes

With an increasing number of factors influencing foreign language learning, such as anxiety, there is a great deal of interest in finding solutions to these problems. Teachers would always prefer to see the students achieve the best results possible, and there is much that can be done to help them feel more relaxed and less stressed in their learning environment.

To reduce anxiety in foreign language classes, most research findings suggested that teachers play an important role in reducing their students’ anxiety. The primary role in reducing anxiety is unquestionably associated with teachers, who organize, carry out tasks, and asses students’ performance. Nonetheless, their manners, along with those of their peers, have been reported to be the primary cause of oral anxiety (Riasiti,2011; Subasi, 2010). Price

CHAPTER ONE : THEORETICAL BAQCKGROUND

(1991) also proposed that the teacher has a significant impact on whether or not students are anxious in the foreign language classroom.

One of the most important things to do in second language classrooms is to create a positive atmosphere. According to Dorneiy(2001), teachers must create a pleasant and supportive classroom environment. The classroom environment is regarded as a motivating tool, as learners must be less concerned about communicating in foreign language. The role of teacher is to create and maintain a positive, tolerant, and supportive environment because a relaxed environment helps to reduce students' anxiety in foreign language classes and achieve good results in students' performance.

Teachers, according to Dorneiy (2001), should play the tolerance norm, particularly when dealing with students' mistakes. They should keep in mind that mistakes are a natural part of language learning: "students feel comfortable taking risks because they know they will be rewarded". (p.41) They should not be embarrassed or chastised if they make a mistake avoiding direct, on-the-spot correction in speaking activities because it can undermine students' confidence and discourage learners, particularly anxious one. (Lightbown and Spada, 2006). Therefore, even when students make mistakes teachers should tolerate their errors and provide relaxed environment. Dorneiy (2001) claimed that effective teachers have a good sense of humor, which is a relaxed attitude from the teacher, and if the students can feel that the teacher allows a healthy degree of self-mockery, they will be more comfortable in their learning. It is also beneficial to encourage students to personalize the classroom environment to their preferences in order to reduce anxiety. Many researchers show that growing positive relationships among teacher and student is an important aspect of quality teaching and student

learning; it can positively influence the classroom climate, and thus affect students' performance and engagement.

According to Pianta (1999), a psychologically close relationship between teacher and learner provides students with a sense of security in the classroom environment, which reduces anxiety and leads to higher achievement. Furthermore, the strong bond between teachers and students fosters a sense of school belonging and encourages cooperative participation. Similarly, Birch and Ladd (1997) asserted that students who had more positive relationships with their teachers performed better academically than students who had conflicted teacher-student relationships. As a result of supportive environment, students gain more self-confidence and relaxation, allowing them to be less constrained by their fear of failure. Teachers can help students with motivation and goal setting, and students can seek advice and guidance from them.

According to Hamer and Pianta (2001), students who have a strong personal relationship with their teacher are more likely to talk with them and receive more constructive guidance. The student is more likely to trust the teacher and achieve higher academic levels. Positive teacher-student relationships are critical components of the learning process.

Conclusion

Teachers and students contribute to the effectiveness of the learning/teaching process by being affected and affecting elements. The teacher, as an important factor in his students' success, can have a psychological and emotional impact on their performance. FLA is one of the most serious issues that can be linked to the behaviors of teachers. In order to investigate how teachers affect the learning process and cause FLA, the following section of the study will test the effects of teachers' negative and positive behaviors on students' foreign language anxiety.

Chapter two

Research Methodology/Data Analysis and Findings

Introduction

Teachers and students are two main elements of the teaching/learning process; thus, their attitudes and views play an essential role in developing this process. Interestingly, the present study aims at investigating the influence of Algerian EFL investigating the professors' behaviors on students' foreign language anxiety level. To do this, a mixed method is appropriate to this study. The researcher opted for a questionnaire to be administered to second year students' license and an interview to be conducted with EFL teachers.

The present chapter provides a brief description of the research design and both participants (students and teachers). Further the data collection procedures are explained. The chapter presents the analysis of collected data. Finally, this chapter dealt with the findings of the study. The research proved that any behavior that is negative from the teachers of EFL will be a cause of students' anxiety. That was proved through the results gained from teachers and students. The chapter has closed with recommendations for both teachers and learners of EFL. In addition to that, the chapter includes some limitations of the study.

1- Research Means and Sampling

1.1 Means of Data Collection

A descriptive method is adopted to achieve aims of the present study. In order to gather data, a questionnaire is addressed to students and an interview is addressed to teachers. Choice of this data collection means is essentially underlined by a number of reasons. Initially, owing the time constraints and given the state of instability at university especially throughout the second semester, our initial determination to carry out an experiment- which requires a relatively expanded period of time- is thwarted. Also,

they enabled the collection of data in a very short period. The respondents may feel more ease while expressing their views and attitudes. The questionnaire submitted for EFL students aims at exploring students' views on their teacher's behaviors, and the interview administered to EFL teachers to explore their views on the influence of teachers' behavior that can increase or decrease students' anxiety, at the department of English at Abbes Laghrour-Khenchela-University.

1.2 Population and Sampling

The target population of this research is second year students at the Department of English, University of Abbes Laghrour-Khenchela for the academic year 2020-2021. The first group consist of forty (40) students were randomly selected to compose our sample, representing the whole population. The reason behind choosing second year students is that they rely more on project presentations and cooperative activities and tasks.

The second group consists of six (6) EFL teachers at the Department of English, University of Abbes Laghrour-Khenchela of different gender, age and experiences, they participated in the interview.

2- EFL Students Questionnaire

2.1 description

The questionnaire administered to EFL students begins with an introduction that tends to inform students about the scope and aim of the present research, namely to know the influence of EFL teachers behavior on foreign language students anxiety level. The questionnaire was divided into three sections and contains closed ended and open-ended-questions. It comprises eighteen (18) questions; fourteen (14) which are closed-ended

questions with multiple choice questions. Four (4) questions are open ended questions with a provided space for justification, and explanation. These questions are distributed into three parts: ‘Students Level of Anxiety’ (Q1-Q10), ‘Teachers Influences’ (Q11-Q14), and ‘Peer Influence’ (Q15-Q18).

2.2- Analysis of Questionnaire

This section present the data collected from the students’ questionnaire where the students’ answers are provided on items and statements related to FLA are demonstrated.

Section One: Students Level of Anxiety

Item1: Do you get anxious if you have to present in front of your classmates and professor?

Options	Students number	percentage
Never	4	10%
Sometimes	5	12%
usually	7	18%
always	24	60%
Total responses	40	100%

Table1: Students Anxiety when Present in Front of Their Classmates and Professor.

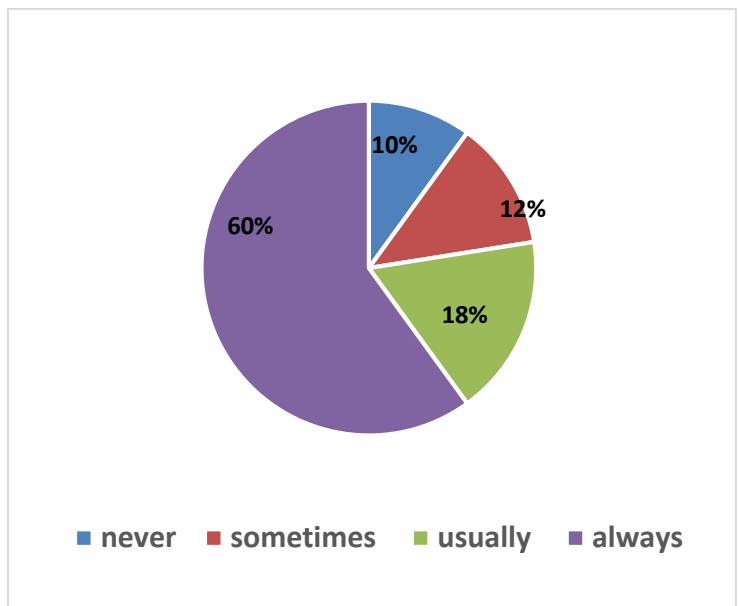


Figure1: Percentage of Students Anxiety when Present in Front of Classmates and Professor.

CHAPTER TWO: Research Methodology/Data Analysis and Findings

The present question intends to gain information about students' Anxiety when they present in front of their classmates and professor. From the data on the table (1) above, and figure (1), it is apparent that a significant number of students get anxious when present in front of their classmates and professor, whereas very few of them feel less anxious. (60%) of the participants stated that they 'always' feel anxious, (18%) of them answer with 'usually', and the remaining with 'sometimes' (12%). (10%) of them never feel anxious. These results indicate that most of students are anxious when they present in front of their classmates and professor.

Item2: Do you feel anxious if the teacher asks you to correct your own mistakes?

Options	Students number	percentage
Never	4	10%
sometimes	5	12%
usually	7	18%
always	24	60%
Total responses	40	100%

Table2: Students Anxiety when Teachers Ask them to Correct their Mistakes.

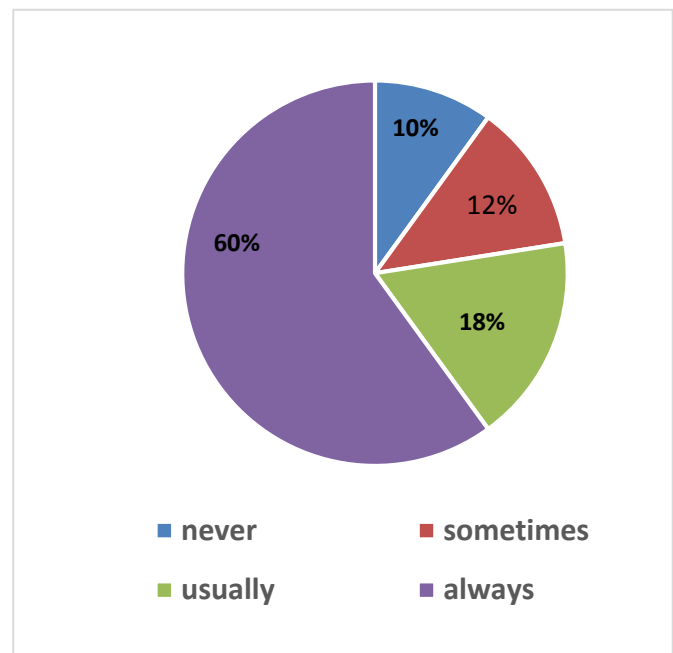


Figure2: Students Anxiety when Teachers Ask to Correct their Mistakes.

CHAPTER TWO: Research Methodology/Data Analysis and Findings

This table shows the answers of students when they are asked if they feel anxious when the teacher asks them to correct their mistakes. The results are not different from the first table. As shown in table (2) and figure (2), the majority answer by always: (60%) feel anxious when the teachers asks them to correct their mistakes, (18%) of students ‘usually’ feel anxious, and (10%) get anxious ‘sometimes’; however, (12%) do not have the feeling of anxiety. Therefore, the overwhelming majority of students are anxious if the teachers ask the learners to correct their mistakes.

Item3: Do you feel anxious if other students correct your written work?

Options	Students number	percentage
Never	5	12%
Sometimes	6	15%
Usually	14	35%
Always	15	37%
Total responses	40	100%

Table3: Students Feeling when other Students Correct their Written Work.

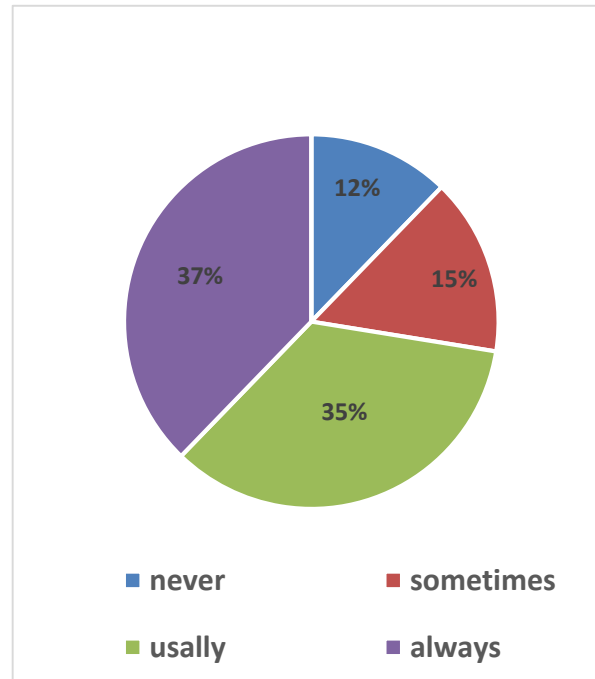


Figure3: Percentage Students who Feel Anxious when other Students Correct their Written Work.

This question seeks information concerning the students’ feeling when other students correct their work. From table (3), we can clearly notice that (37%) of respondents stated that they feel ‘always’ anxious if other students correct their written work. (35%) of them are

CHAPTER TWO: Research Methodology/Data Analysis and Findings

‘Usually’ anxious; (15%) sometimes feel anxious, and (12%) of the participants do not have the feeling of anxiety. The results obtained here prove that the majority of students feel anxious when other students correct their written work.

Item4: Do you feel uncomfortable when you meet new students from other classes?

Options	Students number	Percentage
Never	5	12%
Sometimes	4	10%
Usually	14	35%
Always	17	43%
Total responses	40	100%

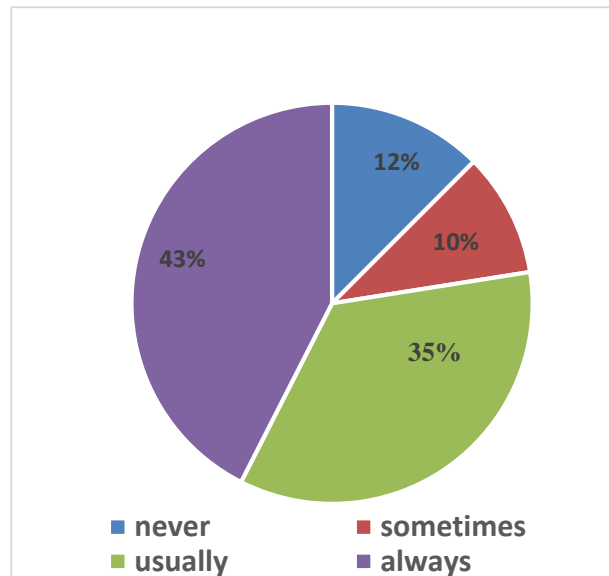


Table4: Student’s Feel Anxiety when Students from Other Classes.

Figure4: Student’s Feel Anxiety Meet New When Meet New Students from Other Classes.

As the table indicates, (43%) of participants feel uncomfortable when they meet new students from other classes. (35%) stated that they feel uncomfortable when face new students from other classes, while (10%) feel uncomfortable, and (12%) did not feel uncomfortable. The results obtained here prove that most or majority of students are uncomfortable when meeting other students who are strangers to them from different classes.

Item5: Do you get discouraged easily, e.g., failure or criticism?

Options	Students number	percentage
Never	2	5%
Sometimes	8	20%
Usually	16	40%
Always	14	35%
Total responses	40	100%

Table5: Students Discouraged

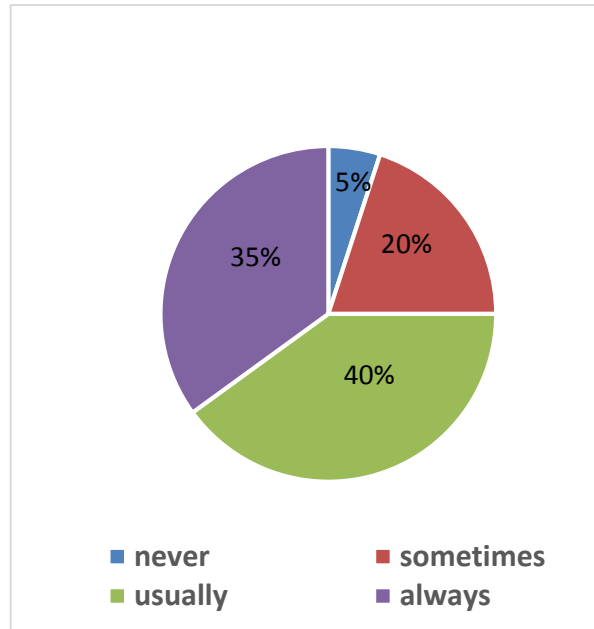


Figure5: Students Discouraged Easily.

Easily.

This question seeks information about students' discouragement. From table (5) the results show that (40%) are 'usually' discouraged; (35%) feel 'always' discouraged easily. (20%) of the participants claimed that they 'sometimes' feel frustrated easily. However, a small number of them (5%) 'Never' feel discouraged easily in classroom. On the basis of the obtained results of question 5, we see that most of students usually face an easy discouragement while learning.

Item6: what are the things that can make you cry in classroom?

From forty (40) students, we find that only two (2) students did not answer this question, while fourteen (14) answer that they do not cry inside the classroom because they prefer to hide their feelings and show that they are strong. However, the rest of students provided

CHAPTER TWO: Research Methodology/Data Analysis and Findings

interesting descriptions. Students find that the most common reasons that make them cry in class are due to these points:

- Injustice and racism.
- When teachers embarrassing them in front of their classmates.
- Teachers' harsh criticism and comments.
- Difficult exams, bad marks, and bad reaction from a teacher
- When the teacher is unfaithful with the paper, and gives marks according to his choice.
- When classmates laugh about their mistakes.

Crying is an important part of students' social emotional development. The classroom is one of only primary places in which one can develop the sense of the self, communicate, and grow in relation to others.

Item7: Does it bother you when your classmates watch you

present your work?

Options	Students number	percentage
Never	3	7%
Sometimes	2	5%
Usually	17	43%
Always	18	45%
Total responses	40	100%

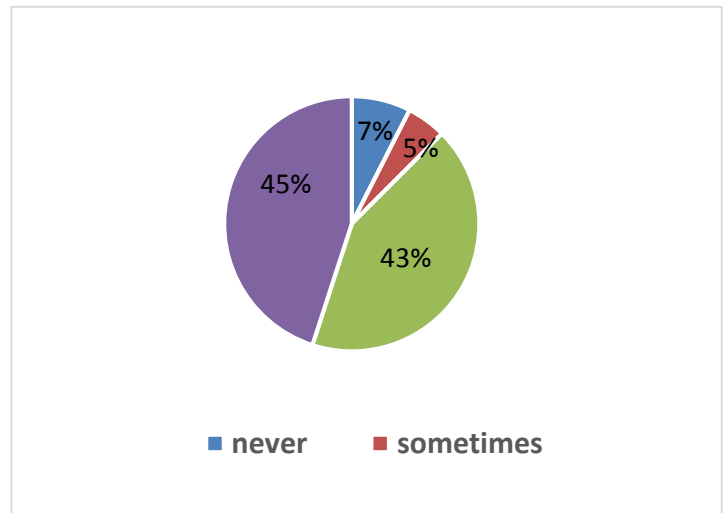


Figure6: Students get bother when doing their Work

Table6: Students Bother when doing their work

Obviously, the results gained in response to this question show that students feel annoyed ‘always’ when their classmates watch them presenting their work (45%). Whereas (43%) of the respondents declared that they ‘usually’ feel bothered when present in front of their classmates, (7%) stated that they face problems during their presentation, (7%) did not have the feeling of discomfort. The results of this question confirm those of the previous one: students do not feel comfortable when they present their work to their classmates in classes and face difficulties in that.

Item8: Do you get absent to avoid presenting your work?

Options	Students number	percentage
Never	2	5%
Sometimes	6	15%
Usually	18	44%
Always	14	35%
Total responses	40	100%

Table7: Students Get Absent to Avoid Present their Work.

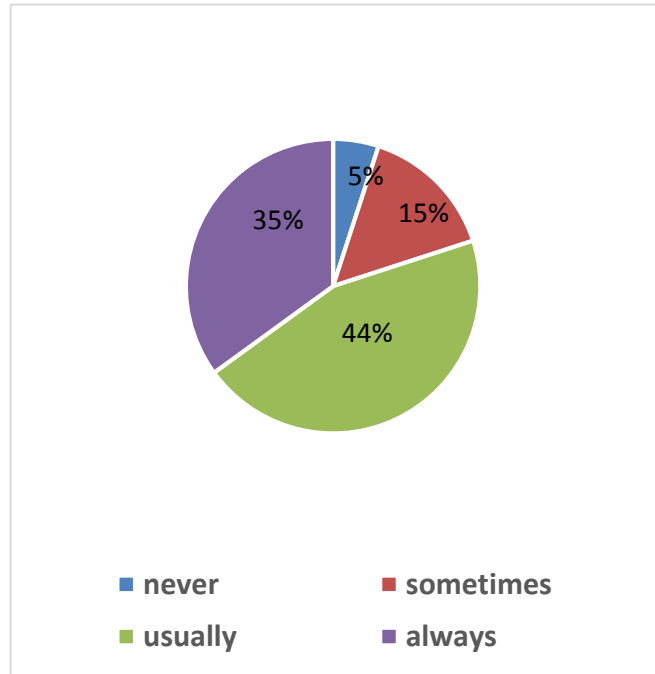


Figure7: Students when get absent to Avoid Present their Work.

(44%) of the students ‘usually’ avoid attendance because of the fear to present their work in class. (35%) of them always prefer not come to the classroom to avoid presenting what was asked to do by the professor. (15%) of them ‘sometimes’ prefer absence to avoid anxiety. Only (5%) stated that they attend and present their work without fear. These results indicate that most of students have the feeling of anxiety when they present their work; thus they prefer absenties to avoid that feeling.

Item9: Do you lack confidence to do things in your class?

Options	Students number	percentage
Never	2	5%
Sometimes	4	10%
Usually	14	35%
Always	20	50%
Total responses	40	100%

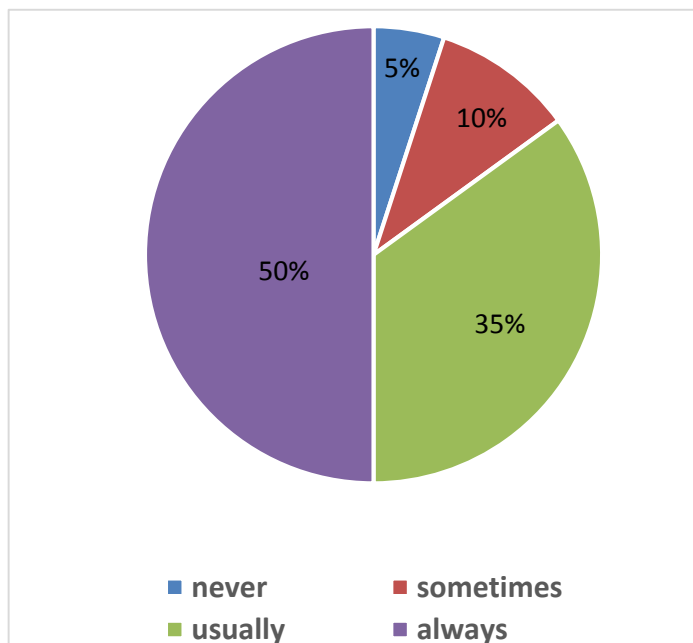


Table8: students Confidence

When they do Things in Class.

Figure8: Students Confidence when do Things in Class.

This question aims to gain information concerning students' lack of confidence when they do things in classroom. From table (8), we can clearly notice that half of participants (50%) experience lack of self-confidence in classroom. However, (35%) are 'usually' suffering from low self confidence in class, whereas (10%) 'Sometimes' face that problem during their learning. The rest of participant (5%) stated that they do not have the feeling of lack confidence. From the obtained results of (Q9), we deduce that the great majority of students' experience lack of confidence when they do things in class.

CHAPTER TWO: Research Methodology/Data Analysis and Findings

Item10: Is it hard for you to organize your thoughts and ideas in exams and presentations?

Options	Students number	Percentage
Never	4	10%
Sometimes	3	10%
Usually	5	10%
Always	28	70%
Total responses	40	100%

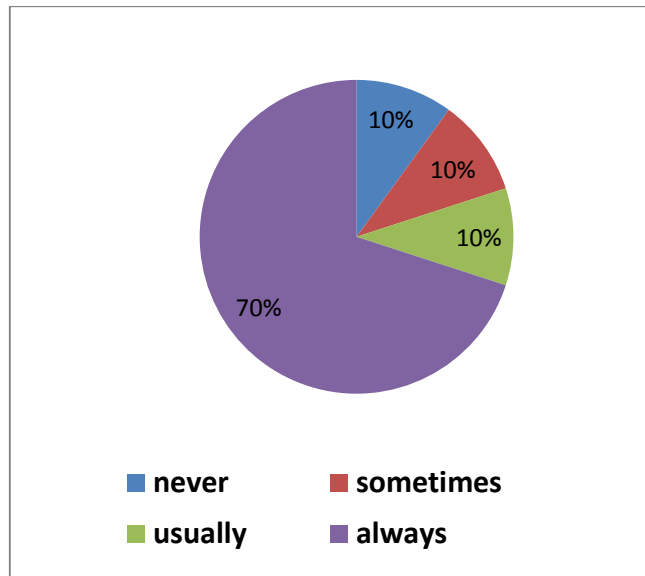


Figure9: How do students Organize their thoughts and ideas during exams and presentations

Tble9: How do students organize their thoughts and ideas during exams

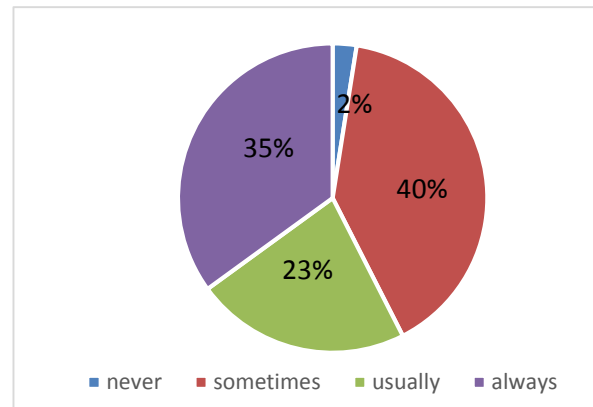
As it is shown in the table, the majority of participants (70%) are always facing problems to organize their thoughts and ideas in their exams and presentation. (10%) stated that they usually suffer from the problems of organization of their ideas and thoughts. However, (10%) said that it is hard to control their ideas and thoughts especially when they pass an exam or present their work in front of their classmates. The last option (never) has been chosen by only (10%) of students.

Section two: teachers' influences

Item11: Do you think that the teachers' behavior is a vital cause of students' anxiety?

Options	Students number	percentage
Never	1	2%
Sometimes	16	40%
Usually	9	23%
Always	14	35%
Total responses	40	100%

Table10: Teachers' Behavior is a



Vital Cause of Students' Anxiety.

Figure10: teachers' behavior is

a vital cause of students' anxiety.

This question aims to know the students' opinion on whether the teacher's behavior has an impact on the students' anxiety within the classroom or not. From the data on the table above, (40%) of students' answers indicate that teachers 'sometimes' influence students' stress. However, (35%) of them show that the teachers behavior is a vital cause of their anxiety. In other hand, we find that (23%) of the learners stated that professors 'usually' influence their anxiety and that influence will be in a positive or a negative way depending on their way of

CHAPTER TWO: Research Methodology/Data Analysis and Findings

teaching. Only (2%) of students show the opposite of what the other students said. Through the results obtained and shown in the table (10), it was found that most of the students assert that the teacher has a key role in influencing their psychology; it may be on a positive or negative way.

Item12: Do your teachers influence you negatively or positively? (When they are asking questions, correcting errors....) what are the effects?

We notice that the majority of students share one opinion, which is that the teacher influences in a positive and a negative way. Some Students stated that teachers influence them in a positive way because the teacher has a significant role in the classroom; so the secret of success is on his/her hand. The teacher is responsible to guide, instruct, and show them the right from the wrong. When the teachers correct their mistakes, they learn from them and do not make the same mistakes again. Students view that all teachers are helpful. When the professor gives new information it will influence the learners positively. When the teachers correct or ask questions smoothly and use logical critics, the influence will be positive. However, the students who said that their teachers influence them in negative way justify their answers with these reasons: (1) they embarrass them in front of their classmates; (2) they make fun of their mistakes and errors; as a result, they will hate that teacher's session and his module.

CHAPTER TWO: Research Methodology/Data Analysis and Findings

Item13: Do you think that teachers are aware about students' anxiety?

Table11: Teachers are Aware

Options	Students Number	Percentage
Never	6	15%
Sometimes	11	27%
Usually	9	23%
Always	14	35%
Total responses	40	100%

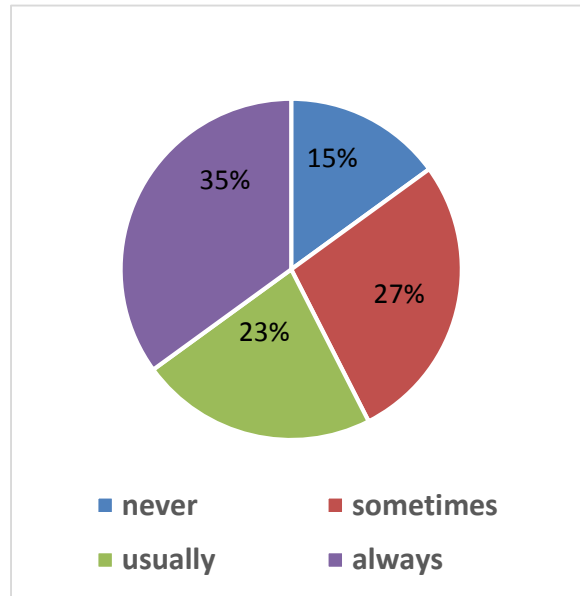


Figure11: Teachers Awareness about

Students Anxiety.

Figure11: Teachers awareness about students' anxiety.

Students were asked if the teachers are aware about their anxiety. (35%) of participants claimed that the teachers are 'always' aware about what happen with their students from anxiety. (27%) of students stated that teachers 'sometimes' know what the learners feel. (23%) show that they are 'usually' aware while just (15%) of them said the opposite. In the light of the obtained results, we may deduce that most of students agree that their teachers are aware of their anxiety.

CHAPTER TWO: Research Methodology/Data Analysis and Findings

Item14: Do your teachers help the Students feel less anxious?

Options	Students number	percentage
Never	4	10%
Sometimes	19	47%
Usually	4	10%
Always	13	33%
Total responses	40	100%

Table12: Teachers help student Feel

Less Anxious.

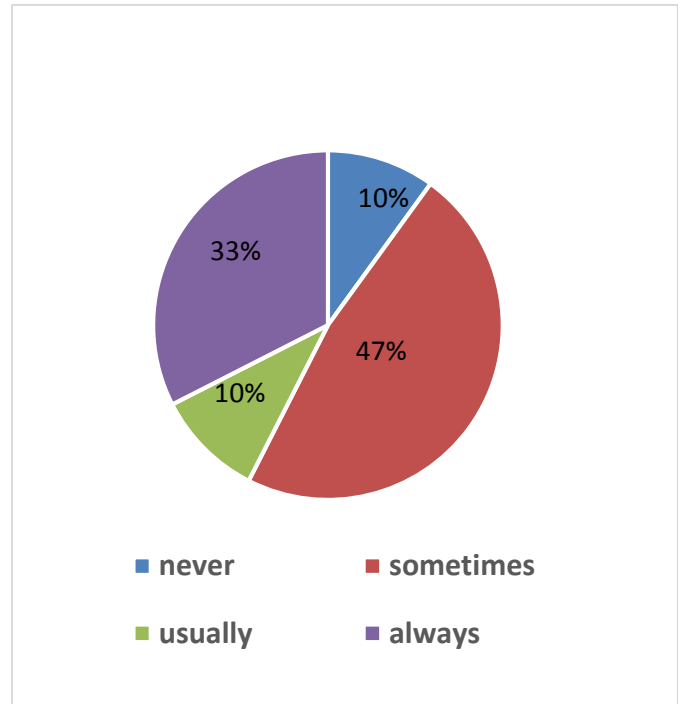


Figure12: Teacher Help Students Feel Less Anxious.

Students were asked if their teachers help them to feel less anxious, variant answers were obtained. (47%) reported that ‘sometimes’ teachers help their learners to low their anxiety. (33%) of them said that they ‘always’ get help from their professors. (10%) opted for ‘usually’. (10%) students said ‘never’ which means that they do not receive any help from the professor to reduce their anxiety in classroom. Noticeably, there is a considerable number of information who confirmed that teachers help students in reducing their feeling in anxiety.

Section Three: Peer Influence

Item15: Do you worry if your classmates speak English better than you?

Options	Students number	percentage
Never	8	20%
Sometimes	9	23%
Usually	11	28%
Always	12	30%
Total responses	40	100%

Table13: How much Student Worry when their Classmates Speak English Better than Him.

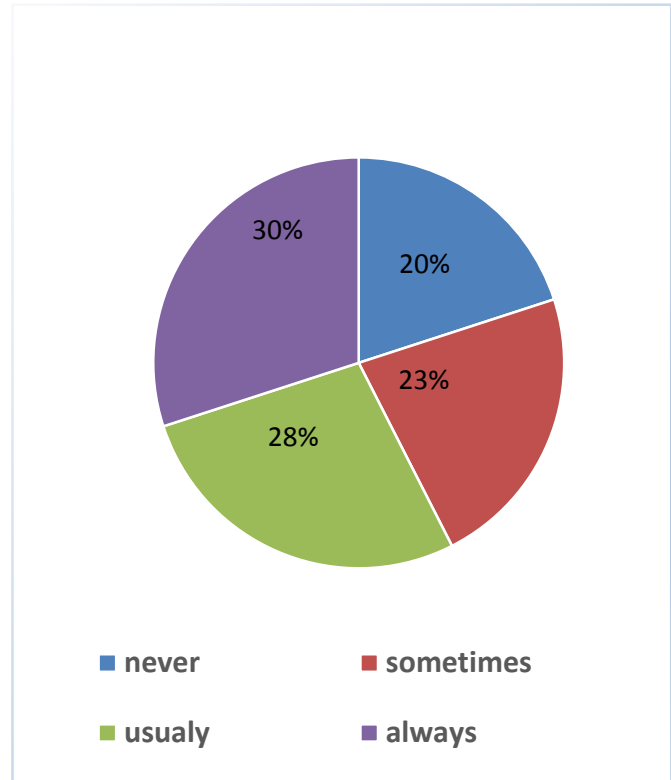


Figure13: How much Students Worry when their Classmates Speak English Better than Him.

Table (13) demonstrates how much students worry when their classmates speak English better than them. (30%) responded with 'always'. (28%) 'Usually' have that feeling, and (23%) stated that they 'sometimes' worry. (20%) of participants mention that they never feel worry if their classmates speak English better than them. Interestingly, this leads us to say that the majority of students worry when their classmates speak English better than him.

Item16: Do you Engage in Debates and Group Discussions?

Options	Students number	percentage
Never	17	42%
Sometimes	10	25%
Usually	6	15%
Always	7	18%
Total responses	40	100%

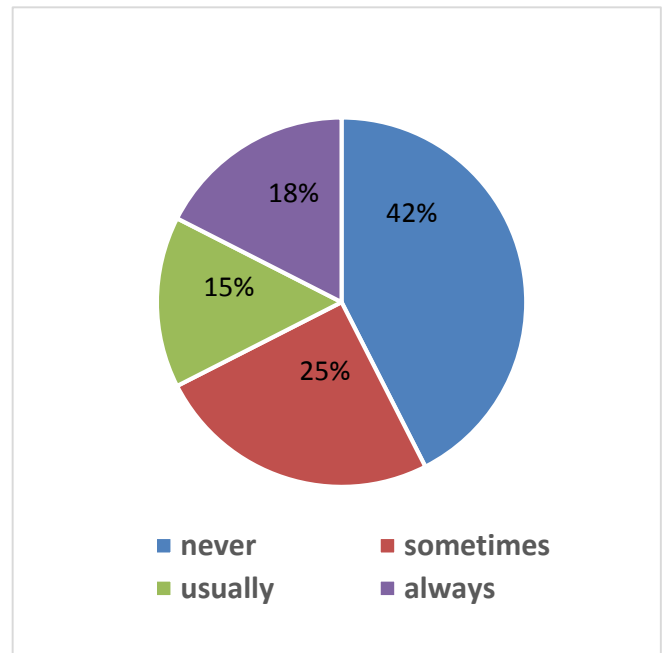


table14: Students ‘Engagement

In Debates and Discussion.

Figure14: Students’ Engagement In Debates and Discussion.

Students were asked about their level in engaging in debates and group discussion. We notice that (42%) of students prefer not to engage in discussion to avoid any feeling of anxiety. (25%) of them participate ‘sometimes’ in debates; however, (15%) ‘Usually’ engage in discussions. A small percentage of students has a high level of engagement responded with ‘always’. From the obtained results of Q16, we deduce that the great majority of participants find difficulties in engaging in debates and discussions and this is caused by anxiety.

Item17: Do your classmates affect you in positive or negative way?

This question seeks information about the classmates’ influence (positive or negative). The majority of students stated that students affect them in both ways. In positive way, through

motivating, encouraging, and helping them before the presentation by giving information.

Classroom is their second house, and classmates are second brothers and sisters; they spend

most of time with them more than the time they spend with their real brothers and sisters.

However, the influence will be in a negative way when their classmates think themselves as native speakers, refuse to give lessons, information, or any help, and laugh on their mistakes.

Item18: In your opinion, what can be other causes of anxiety?

In this item students were asked to seek information about other causes of anxiety.

- Learners see that anxiety is a cause of lack of self-confidence.
- Classmates laugh on their mistakes.
- Family problems.
- Backlog of home works.
- Presentation in front of their classmates and professors.
- Embarrassing comments that come from the students and teachers.
- Comparison between them makes them feel weak.
- Some students stated that anxiety influences only shy people.

3- Teachers' Interview

3.1. Description

The interview was done with (6) EFL teachers at the Department of English, Abbas Laghrour University –Khenchela-. It comprises nine (9) open-ended-questions questions. The results of the teachers' interview are brought to mirror the students' insights and consideration related to teachers' behaviors and FLA.

3.2- Analysis of the Interview

This section provides the data collected from teachers' interview. Teachers' opinions and views about FLA are demonstrated.

-1-Do you think that your students suffer from any kind of anxiety? If yes what kind of anxiety they suffer from?

Teachers responded that the majority of their students suffer from anxiety while learning in classroom. Teachers define this feeling that is natural as a prevalent phenomenon among institutional students. They named some kinds of anxiety: stress, panic, test anxiety, and these are because of the uncomfortable classroom atmosphere.

-2- In your opinion, what are the reasons behind this anxiety?

Teachers mentioned some reasons behind anxiety:

- Students face anxiety when they cannot achieve their academic or non-academic purposes.
- They feel lack of motivation and self-esteem results.
- Some students think only about success; others are new comers to the university setting and face new system (instructions, teachers 'mood, time table, method..... etc.)
- Some psychological and social features play a great role, in addition to readiness and expectations, difficulties in understanding and communicating, and their relationship with family, teachers and friends.
- Students fear from exams marks, and face lack of self-confidence and lack of preparation.
- They may be influenced by the way of teaching and the negative behaviors that teacher may do.

-3-When do the students feel anxious?

Teachers stated that students feel anxious in different situations; they mention: They feel stressed during tests, exams, presentation of exposes and oral expression sessions, when they would like to ask questions, when facing ambiguity in something and also, during participation and sharing points of view.

-4-Do you believe that by any chance your behavior and methods of teaching have something to do with students' anxiety?

Teachers affirmed that their behavior influences students' anxiety because their methods of teaching have a fundamental role to decrease and increase it; they affect students' reactions either positively or negatively.

-5-According to your personal experience as a teacher, what kind of teachers' behaviors are most likely to reduce students' anxiety?

According to teachers' experiences, the best behavior that can reduce students' anxiety lies on:

- Teachers should-make students more comfortable, do not force them to speak. They must be friendly and helpful instructors to their students support them especially when they feel anxious. Also, they assert that teachers must help them to solve their problems in/out classroom. I.e, teachers have to take into consideration students social circumstances with various assistance possibilities.

-6- What kind of teachers' behaviors is most likely to raise students' anxiety?

The majority of teachers confirmed that there are some teachers' behaviors that may contribute in increasing the learners' anxiety as it the case with ignoring them, insulting them

CHAPTER TWO: Research Methodology/Data Analysis and Findings

in public by giving negative remarks, not giving them opportunity to speak, not being patient with them, and not making them feel comfortable during the session.

-7-Based on your own teaching skills; can you name some methods that you use to reduce students' anxiety?

Teachers provided some skills and methods that can reduce students' anxiety:

- Teachers can assist learners with anxiety via promoting their self-esteem through offering praise for small accomplishments and rewarding participation.
- They try to create a relaxing environment.
- They should help the students to recognize and modify anxious self-talk and anxious thinking.
- They have to open discussions and debates about the problems of the study.
- They have to create a comfortable and calm atmosphere for all learners and eventually give them the chance to talk openly about their problems and concerns.
- Teachers try to avoid negative remarks and seek to integrate all students with within tasks.
- They should encourage them to do their best and use their capacities.

-8-Which gender is more affected by anxiety, males or females?

The majority of teachers said that females are more affected by anxiety, while others said that both genders can experience anxiety depending on each one's private life.

-9-Do you think that the other teachers are aware that their behaviors can have positive or negative effects on students' anxiety?

Most teachers said that the majority of teachers are aware of students' anxiety, and others mentioned that this depends on each teacher's mood, personality and age.

4- Findings and Recommendation

4.1- Findings

4.1.1- Results of Students Questionnaire

Based on the students' answers, there are some teachers who behave in a bad way; they give criticisms and bad comments that make the students feel anxious especially when they embarrass them during correcting their errors. If the teacher treats the student friendly and take care about his or her problems this will help to reduce anxiety because many students confirm that the good behavior of the teacher and the friendly relation have a great affect to make them feel comfortable in class. Also, the psychological factors and feelings may encourage or discourage the students to speak and learn EFL.

The present study asserts that anxiety is an important issue in the learning space; this problem is considered as a big obstacle in the students' path. The research results indicated that learners are really affected by the behaviors of their teachers because they consider them as a guide that can motivate or demotivate them in the learning process.

Anxiety still exists in universities, it could be a barrier between the learner and its success; therefore, students may not be able to perform efficiently in their classroom' tasks, exams, and tests. It has different causes. Students' lack of proficiency is proved to be among them. The majority of them declare that they have difficulty to make up their minds while presenting or while passing exams; students were showing reliable answers; for instance, the act of being praised rewarded or insulted have been marked as the most relevant causes of anxiety.

Interactions with classmates may cause tension and stress, but if they have a good and friendly relation, this will create relax and comfort inside each student because the

relationship between teacher and learner, student and colleagues is one of reasons that could raise or reduce the anxiety level.

4.2- Results of Teachers Interview

The results from the teacher's interview indicate that the majority of teachers suffer from the negative thoughts that their students have about themselves and about their abilities to learn and speak English because of the uncomfortable atmosphere in classroom and because of their psychological features. Besides, the majority claim that they know how to behave with the students' anxiety and they make efforts to reduce it by using effective methods and skills; also, they assert that the negative behavior of some teachers and their incorrect way of teaching could be a reason of student's anxiety.

Most of teachers consider anxiety as a serious obstacle that prevents learners from initiating any efforts in the course. They have showed that students can easily be anxious while learning in class with the teacher him/herself and with their classmates. Some factors of FLA indicated from the teacher's interview are similar to the ones from the students' questionnaire such as lack of self-confidence, fearing teachers' or mates' reactions, presentation or oral expression in front of colleagues, not being prepared, low self-esteem, and lack of proficiency.

The findings of the interviews also indicate that the positive behaviors, for example creating friendship with students and listening to their views and understanding their problems in order to solve them, praising and making smooth and safe the learning environment, would motivate the students to make efforts and initiate participating and

speaking. The results also indicate that imposing orders, embarrassing them, treating them unfairly, and being more serious would make them anxious.

Professors confirm that the most reflecting mirror of anxiety is the speaking tasks and oral expressions, even in discussions with teachers or mates. All these symptoms of anxiety.

Are because of the university system and program; other reasons are teacher's behaviors and methods. This could result in a hard path for the students and as teachers said the majority of them are aware about this problem and they do great efforts to reduce it.

5- Discussion of Findings

The aim of this study is to investigate the influence of EFL teachers' behaviors on students' anxiety level through the analysis of both tools, teachers' interview and students' questionnaire. The research shows that the negative behavior from teacher is a big cause to raise the student' anxiety level while the positive behavior is affective to reduce that problem of anxiety because the students really have some sort of anxiety towards learning EFL and interacting with teachers and classmates.

In the light of what has been found, the comfortable classroom atmosphere is an affected variable that can control anxiety of students and as known the teacher is the one who has the responsibility to create a relax atmosphere and change the students' thoughts and emotions into the best or the worst. Among the negative behaviors there is criticism, embarrassment, insulting, over serious, wrong teaching techniques, bad words, unfair treatment, etc..... These behaviors will affect the psychological and the emotional states into the worst; they will raise the level of tension, panic, stress and anxiety, while the positive behaviors for

instance treating them friendly and with justice, using nice words, praising them, being polite, and caring for them will be a great and helpful variable to improve students into the best, feel no fear, no tension and no anxiety, and help in the existence of comfort, courage, and self-confidence. So, the teachers should be aware about these issues and take care of their students in order to give them self-confidence, courage and proficiency in front of their classmates.

6- Recommendations

Based on the implications of the study, it is essential and very important to provide readers with suggestions that help teachers and learners decrease EFL anxiety. Some recommendations are offered for teachers and others are given to students.

5.1- Recommendations for Students

Based on what students responded in the questionnaire, second year students are invited to read tips in order to be ready for any anxiety.

- It is good for students to express their views concerning their teachers' behaviors, and be free to give their opinions.
- Creating friendship with colleagues and also personal relationship with teachers will be very helpful for them.
- The student should know that anxiety is a normal and natural feeling and he/she can overcome it.

-Students should develop their speaking and learning skills at home and make relations with native speakers to get proficiency in EFL because what they get at university is not enough.

-Politeness and silence when the teachers manage the classroom is necessary, yet it is not recommended when students have the chance to participate, speak, or write.

5.2- Recommendations for Teachers

Based on the results discussed earlier, and in order to help the students to reduce their anxiety here are some recommendations for teachers

- The learning environment is an important factor for the students; so, teachers should be aware about that and make efforts to create a calm and comfortable environment for their students

- The teachers should be aware that environment, emotional factors, gender, ethnic and socio-economic backgrounds and language proficiency are correlated with students' psychological status and also with the level of students' anxiety.

- Teachers should be careful when correcting students' errors while doing tasks and activities because anxiety provokes them in these cases.

-Teachers should be friendly, patient, and calm while teaching.

- They should praise students who answer right and never insult and laugh about the students' mistakes

-They have to use appropriate materials in class in order to motivate the learners to be more interactive.

-They should try to understand the students' problems and solve them if they can.

-Discussions are very important to decrease anxiety; so, teachers should make free discussions in classroom.

- Teachers should give time to all students to speak; they must be fair with all students.

-They should appreciate students' ideas and should not criticize them negatively; even criticism must be in a positive way.

6- Limitations

The study has a number of limitations identified as follows:

- Since teachers are too busy and because of corona virus, it was difficult to make the interview with all teachers; some of them prefer answering via Gmail.
- The researchers faced difficulty in distributing the questionnaire; the online questionnaire is used since there are few second year students at university.
- The study normally is directed for first year students but they did not answer the online questionnaire; so, we are obliged to do it with second year students.

General Conclusion

This study aims at shedding light on the influence of EFL teachers' behaviors on students' foreign language anxiety. It is based on a hypothesis that teachers' behavior is one of the major causes which make students feel anxious in the classroom. Moreover, it seeks to describe FLA and make teachers aware of its effects on learners in order to help them overcome their anxiety. Data collection from the present population requires the use of a questionnaire administered to EFL Students University and an interview with EFL Teachers. The questionnaire is conducted to forty second year students in order to get their perception of their anxiety and its effects on their learning. The interview is done with six teachers to obtain information about teachers' awareness of the effects of anxiety and try to suggest techniques which can diminish students' anxiety in class.

This research falls into two chapters as follows: This research falls into two chapters as follows: the first chapter is entitled 'Theoretical Background' which consists of two sections. Section one describes Foreign Language Anxiety, its types and causes, while section two is about teachers' behaviors among their students and their strategies to reduce anxiety. The second chapter of the research is entitled Methodology and Data Analysis; it describes the methods and the target population, as it provides the quantitative and qualitative analysis of data which have collected from the students' and teachers' answers and opinion about students' anxiety and techniques that is used to reduce anxiety in the classroom. It contains also the findings and discussions which the researchers obtained after analyzing the collected data. The findings revealed that language learners can help themselves to feel less anxious by establishing friends with their classmates, communicating their anxiety sensations and participating in English language activities with them, and using positive self-talk. Teachers can also assist learners by being kind, facilitative and optimistic, as well as by fostering a

positive atmosphere. This chapter suggests some recommendations addressed to teachers and learners and the limitations of the study that are encountered during the research.

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Appendices

Appendix A: Students' Questionnaire

Dear Students,

The aim of this questionnaire is to know the influence of English Foreign Languages teachers' behavior on foreign language students' Anxiety level. So, as a student you may suffer from anxiety in your educational path. It would be great if you cooperate and answer the following questions. The responses you provide will be completely private. Thank you in advance.

Definition of Anxiety:

Anxiety refers to an individual's feeling of anxiousness and nervousness during learning and demonstrating the student skills especially when asked to read, write, listen or speak publically. The feeling unease, worry, stress, etc. experienced while learning foreign language is known as foreign language anxiety.

Tick one response (✓)

Section One: Students' Level of Anxiety

1- Do you get anxious if you have to present in front of your classmates and professor?

Never

Sometimes

Usually

Always

2- Do you feel anxious if the teacher asks you to correct your own mistakes?

Never

Sometimes

Usually

Always

3- Do you feel anxious if other students correct your written work?

Never

Sometimes

Usually

Always

4- Do you feel uncomfortable when you meet new students from other classes?

Never

Sometimes

Usually

Always

5- Do you get discouraged easily, e.g., failure or criticism?

Never

Sometimes

Usually

Always

6- What are the things that can make you cry in classroom?

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7- Does it bother you when your classmates watch you present your work?

Never
Sometimes
Usually
Always

8- Do you get absent to avoid presenting your work?

Never
Sometimes
Usually
Always

9- Do you lack confidence to do things in your class?

Never
Sometimes
Usually
Always

10- Is it hard for you to organize your thoughts and ideas in exams and presentations?

- Never
- Sometimes
- Usually
- Always

Section Two: Teacher's Influences

1- Do you think that the teachers' behavior is a vital cause of students' anxiety?

- Never
- Sometimes
- Usually
- Always

2- Do your teachers influence you negatively or positively? (When they are asking questions, correcting errors....) what are the effects?

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3- Do you think that teachers are aware about students' anxiety?

Never

Sometimes

Usually

Always

4- Do your teachers help the students feel less anxious?

Never

Sometimes

Usually

Always

Section Three: Peer Influence

1- Do you worry if your classmates speak English better than you?

Never

Sometimes

Usually

Always

2- Do you engage in debates and group discussions?

Never

Sometimes

Usually

Always

3- Do your classmates affect you in positive or negative way?

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4- In your opinion, what can be other causes of anxiety?

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Appendix B: Teachers Interview

Dear teacher,

This questionnaire is a part of a master dissertation. It aims at checking the influence of EFL teachers' behaviors on students' foreign language anxiety level. You are kindly requested to answer it and comment when necessary.

- 1- Do you think that your students suffer from any kind of anxiety? If yes what kind of anxiety they suffer from?
- 2- In your opinion what are the reasons behind this anxiety?
- 3- When do the students feel anxious?
- 4- Do you believe that by any chance that your behaviors and methods of teaching have something to do with students' anxiety?

-5- According to your personal experience as a teacher, what kind of teachers' behaviors are most likely to reduce students' anxiety?

-6- What kind of teachers' behaviors are most likely to raise students' anxiety?

-7- based on your own teaching skills; can you name us some methods that you use to reduce students' anxiety?

-8- Which gender is more affected by anxiety, males or females?

-9- Do you think that the other teachers are aware that their behaviors can have positive or negative effects on students' anxiety?

المخلص

تهدف هذه الدراسة إلى فحص نسبة قلق الطلاب و الاستراتيجيات التي يتبعها الأساتذة للحد من هذا القلق الذي يصيب الطلبة في أقسام اللغة الانجليزية. هذا القلق يمكن أن يكون سببه مجموعة متنوعة من العوامل . أحدها سلوك المعلمين أثناء إلقاءهم الدرس حيث يتمثل في السلوكيات السلبية أو الخاطئة و من جهة أخرى يمكن للسلوكيات الصحيحة أن تقلل من نسبة التوتر و القلق. ينقسم البحث الحالي إلى مبحثين: المبحث الأول والذي ينقسم إلى قسمين، القسم الأول يهدف إلى التعرف على القلق في اللغة الأجنبية، أنواعه و نسبه و كذلك أسبابه و نتاجه. القسم الثاني يهدف إلى اكتشاف سلوكيات المعلمين التي تؤثر سلبا على الطالب و تزيد نسبة قلقه و من جهة أخرى نتعرف على السلوكيات و الاستراتيجيات الايجابية التي تقلل نسبة قلق المتعلم. في المبحث الثاني: جمع الباحثون بين طريقتين مختلفتين (الكمي والنوعي). جمعوا البيانات الكمية والنوعية. كمي من خلال جمع البيانات الرقمية التي يمكن تحليلها باستخدام الأساليب القائمة على الرياضيات مثل الإحصائيات لتلخيص بياناتنا. يتم استخدام النوعية لتطوير فهم عميق لكيفية تقليل معلمي اللغات الأجنبية لمستوى قلق طالبًا في السنة الثانية من ماجستير في قسم اللغة الإنجليزية الطلاب. من خلال إدارة استبيان لأربعين (40) مدرسين جامعيين في اللغة الإنجليزية. وفقًا للنتائج تعتبر ومقابلة مع ستة (6) لجامعة عباس لغرور خنثلة، سلوكيات المعلمين مصدر قلق كبير لمتعلمي اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك فقد ثبت أن السلوكيات السلبية مثل: النقد السلبي أمام الفصل، الضحك على أخطاء الطلاب، والصراخ عليهم، والظلم، تزيد عدم إحراج الطالب امن قلق الطلاب وتقلل من اهتمامهم بتعلم اللغة بالنسبة للسلوكيات الايجابية مثل المدح، المساواة، خلق علاقة صداقة بين الطالب و الأستاذ و كذلك تصحيح الأخطاء بطريقة لطيفة يؤدي إلى الحد من مشكلة القلق لدى الطالب.