

Investigating the Negative Effects of Classroom Anxiety on Learning English as a Foreign Language

A case Study:

Secondary School Students in Port Sudan Locality

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Dedication

I dedicate this study to:

My mother Salwa for her belief in me and her kindness. To my father Samir, the one who is always on my side . It is also dedicate to my dear sisters and brothers.

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I would like to express my sincere gratitude to my supervisor Dr. Ali Muhammed Aballa for his help, encouragement, advice and invaluable comments. I owe him the largest debt for his guidance and supportive manner. I also would express my thanks to dr.Alfadil Altahir for his support and for his rich and detailed data for the study.

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Abstract (English)

Feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language. The current study investigates the impact of classroom anxiety on students' achievement, a case that study secondary school students, in Red Sea State (Port Sudan locality). The subjects of the study are 388 students, 190 are female students and 198 are male students randomly have chosen from six secondary schools in Red Sea State in Port Sudan. The instruments used for data collection, are students' questionnaire and an interview format for English language teachers from secondary schools in Port Sudan.

The study is composed of five chapters. Chapter one is an introductory chapter in nature deals with the objectives, the significance of the study with a background of the hypotheses. Chapter two is the literature review. It covers the process of acquiring a second language and what's meant by second language L2. Definition and types of anxiety are presented. Chapter three deals with the methodology of the study. Chapter four acts as an analytical chapter, which presents the analysis of the data and discusses the results. Chapter five is the last chapter; it presents a summary, conclusion, and suggests recommendations. The findings of the study are the followings:

- The existence of high levels of anxiety in most of the secondary school students.
- Female students have more feeling of anxiety than male students.
- Anxiety affects students' achievement

Based on the findings, the study recommended the following:

- First and foremost, ESL/EFL teachers should recognize the existence of classroom anxiety and apply appropriate strategies to help the students to counteract this feeling.
- For active participation in the classroom it should be ensured that students are provided with friendly and supportive - learning environment.
- English language teachers should encourage students to have more confidence to make mistakes in order to learn from their mistakes.

مستخلص البحث

عادةً ما يشعر متعلم اللغة الأجنبية أو الثانية بالقلق، الخوف والتوتر عند تعلمه التحدث بتلك اللغة. تهدف الدراسة الحالية لقياس مدى تأثير عامل القلق داخل الفصل على تحصيل الطلاب، دراسة تشمل طلاب المرحلة الثانوية بولاية البحر الأحمر (مدينة بورتسودان)، حيث تتألف عينة الدراسة من 388 طالباً. 190 عدد الطالبات الإناث، وبلغ عدد الطلاب الذكور 198 طالباً، تم اختيارهم عشوائياً من ستة مدراس ثانوية بولاية البحر الأحمر. وسيلة جمع البيانات المستخدمة في الدراسة عبارة عن إستبانة لطلاب المرحلة الثانوية و مقابلة أُجريت لأساتذة اللغة الإنجليزية بالمدارس الثانوية

تحتوي الدراسة على خمس فصول، الفصل الأول هو بمثابة المقدمة التي تتعامل مع موضوعية وأهمية الدراسة وكما تعطي خلفية عن الفرضيات. الفصل الثاني هو عبارة عن خلفية أدبية حيث يستعرض عملية اكتساب اللغة الثانية وما المعني باللغة الثانية، كما يعرف مفهوم القلق وأنواعه. الفصل الثالث يتضمن منهجية الدراسة، أما الفصل الرابع فهو الفصل التحليلي الذي يستعرض تحليل البيانات ومناقشة النتائج. الفصل الخامس وهو الفصل الأخير حيث يعرض مُوجز وخاتمة الدراسة ومقترح التوصيات. النتائج التي توصلت إليها الدراسة هي:-

- وجود مستويات عالية من القلق في معظم طلاب المرحلة الثانوية.
- الطالبات الإناث أكثر عرضه للقلق من الطلاب الذكور.
- يؤثر القلق على تحصيل الطلاب.
- بناءً على النتائج، أوصت الدراسة بالآتي:-
- على أساتذة اللغة الأجنبية أو الثانية إدراك وجود القلق الفصلي وذلك من أجل اتباع سياسة تساعد الطلاب على التقليل من هذا القلق.
- تزويد الطلاب ببيئة فصلية ودودة وداعمة لتعلم الطالب وذلك من أجل المشاركة النشطة داخل الفصل.
- تعزيز ثقة الطلاب ف وعدم الخوف من ارتكاب الأخطاء من أجل التعلم من هذه الأخطاء مستقبلاً.

Table of Contents

Title	Page
Dedication	i
Acknowledgments	ii
Abstract (English)	iii
Abstract (Arabic)	iv
Table of Contents	Vi
List of Tables and Figure	xi
Chapter One	
1.0 Overview	1
1.1 Statement of the Problem	3
1.2Research Objectives	4
1.3Research Question	5
1.4Research Hypotheses	5
1.5 Significance of the Research	5
1.6Delimitation of Research	6
1.7 Methodology of the Research	6

1.8 Summary	7
Chapter Two: Literature Review	
2.0 Introduction	8
2.1 Definitions of terms and Abbreviations Used	8
2.2 Definition of Second Language Acquisition	9
2.1.1 Competence vs. Performance	10
2.2 The Role of the First Language	11
2.2.1 The influence of L1 on L2 learning	21
2.2.1.1 Language Transfer	21
2.2.1.2 Interlanguage	14
2.2.1.3 Contrastive Analysis Hypothesis	14
2.2.1.3.1 The psychological Aspect	15
2.2.1.3.2 The linguistic Aspect	16
2.3 Stages of Language Acquisition	17
2.4 Theories of Second Language Acquisition	21
2.4.1 The Acculturation Model	21
2.4.1.1 The Nativization Model	22

2.4.2 The Accommodation Theory	23
2.4.3 Discourse Theory	23
2.4.4 The Monitor Model	24
2.4.4.1 The Acquisition Learning Hypothesis	24
2.4.4.2 The Natural Order Hypothesis	25
2.4.4.3 The Monitor Hypothesis	25
2.4.4.4 The Input Hypothesis	25
2.4.4.5 The Affective Filter Hypothesis	25
2.4.5 The Variable Competence Model	25
2.4.6 The Universal Hypothesis	26
2.4.7 Neurofunctional Theory	27
2.5 Factors Affecting Second Language Acquisition	27
2.5.1 Age	28
2.5.2 Motivation	30
2.5.3 Personality	31
2.5.4 Aptitude	32

2.5.5 Intelligence	32
2.5.6 Attitude	33
2.5.7 The Surrounding Community	34
2.5.8 L2 Classroom	34
2.5.9 The Teacher	35
2.5.10 Anxiety	36
2.5.10.1 Types of Anxiety	36
2.5.10.2 Components of Foreign Language Anxiety and Related Causal Factors	37
2.5.10.2.1 Communication Apprehension	38
2.5.10.2.2 Test Anxiety	38
2.5.10.2.3 Fear of Negative Evaluation	38
Chapter Three: Methodology of the Study	
3.0 Introduction	39
3.1 The Study Community	39
3.2 Subjects	39
3.3 Instruments	40
3.3.1 Students' Questionnaire	40
3.3.2 The Contents of the Questionnaire	40
3.3.2.1 Domain 1: Fear of Communication	40
3.3.2.2 Domain 2: Fear of Making Mistakes and Apprehension about Others' Evaluation	40
3.3.3 Administration of the Questionnaire	41
3.3.2 Teachers' Interview	41

3.4 Procedures	41
Chapter Four: Data Analysis& Discussion of Results	
4.0 Introduction	43
4.1 Domain (1) : Fear of Communication	43
4.2 Domain (2) : Fear of Making Mistakes and Apprehension about Others' Evaluation	48
4.3 Analysis of the Teachers' Interview	26
4.4 Testing the Hypotheses	64
Chapter Five: Conclusion and Recommendations	
5.0 Summary	56
5.1 Conclusion	56
5.2 Recommendations	66
References	76
Appendix (1)	96
Appendix (2)	70
Appendix (3)	73
Appendix (4)	74

List of Tables and Figure

No.	Title	page
Table 2.1	sample teacher prompts for each stage of second language acquisition	19
Figure 2.1	Levels of Bloom's Taxonomy	21
Table 3.1	Description of the subjects according to level and gender:	43
Table 4.1	Students' response to statement (1)	44
Table 4.2	Percentage for statement (1) according to gender	44
Table 4.3	Students' response to statement (4)	45
Table 4.4	Percentage for statement (4) according to gender	46
Table 4.5	Students' response to statement (7)	46
Table 4.6	Percentage for statement (7) according to gender	47
Table 4.7	Students' response to statement (8)	47
Table 4.8	Percentage for statement (8) according to gender	48
Table 4.9	Students' response to statement (2)	49
Table 4.10	Percentage for statement (2) according to gender	49
Table 4.11	Students' response to statement (3)	50
Table 4.12	Percentage for statement (3) according to gender	50
Table 4.13	Students' response to statement (5)	15
Table 4.14	Percentage for statement (5) according to gender	25
Table 4.15	Students' response to statement (6)	25
Table 4.16	Percentage for statement (6) according to gender	35
Table 4.17	Students' response to statement (9)	53
Table 4.18	Percentage for statement (9) according to gender	45
Table 4.19	Students' response to statement (10)	55
Table 4.20	Percentage for statement (10) according to gender	55
Table 4.21	Students' response to statement (11)	56
Table 4.22	Percentage for statement (11) according to gender	56
Table 4.23	Students' response to statement (12)	57
Table 4.24	Percentage for statement (12) according to gender	58
Table 4.25	Students' response to statement (13)	58
Table 4.26	Percentage for statement (13) according to gender	59
Table 4.27	Students' response to statement (14)	59
Table 4.28	Percentage for statement (14) according to gender	06
Table 4.29	Students' response to statement (15)	16
Table 4.30	Percentage for statement (15) according to gender	61

