

# Language Anxiety Among Students of English Language Departments<sup>1</sup>

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## ABSTRACT

The current study aimed to identify the linguistic anxiety among students of the English language departments at the University of Baghdad according to the variable (gender - and grade), the study sample consisted of (212) male and female students from the English Language Department at the College of Education Ibn Rushd, by (58) males (154) females, were selected in a stratified random proportional method, and the researcher used the correlational descriptive approach in her study.

To achieve the objectives of the current research, the two scales of linguistic anxiety prepared by (Kim, 2000) were adopted, and after verifying the psychometric properties of both scales, they were applied to the current research sample, and through the use of appropriate statistical means with the help of the statistical bag for social sciences (SPSS), the study reached the following most prominent results:

Students of English language departments in general, according to gender and grade variables, have a low level of language anxiety.

**Keywords:** *Language Anxiety; University Students; English Language Departments*

## RESEARCH PROBLEM

Language anxiety is a form of social anxiety, and one of the behavioral problems that hinder the process of communication between the individual and the rest of society, as it is an internal personal feeling of tension, fear and nervousness associated with the stimulation of the autonomic nervous system, and there is no doubt that these negative feelings and sensations lead to a deficit in language communication (Mohammed, 2017: 432) and Abdul Azim (2009) has pointed out Students with language anxiety avoid participating in social interaction activities, and are predominantly shy, introverted, confused, stuttering and intellectually confused, which threatens their positive energy, language ability, and interaction with others (Abdelazim, 2009: 10)..

The study of John and Hebish (2012) indicated that among those factors that strongly influence speaking effectiveness are fear of making mistakes, shyness, anxiety, decreased motivation, poor confidence, and fear of collaborative ridicule (Al-Hebaish, 2012: 1-23), (Juhana)..

### The Significance of the Study:

Anxiety is an influential and important variable that must be focused on in the processes of teaching and learning language, in addition, it must be studied because it may interfere negatively or positively in the learning process at all school levels, and affect the performance and achievement of students, and the study of anxiety in individuals and its

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impact on human behavior of studies that have occupied psychologists for almost half a century, as these studies focused on testing hypotheses derived from the theory of motivation, and this theory has shown that anxiety affects In any performance performed by an individual, negatively or positively, anxiety is largely the primary driver of many types of normal and pathological behavior, and excessive high levels of anxiety hinder performance and its average levels (Al-Issawi and Mohammed, 1996: 161).

English language speaking anxiety is a phenomenon that is generally found in foreign language learners in many classrooms, and learners may feel this feeling in cases of communication and oral expression, and speaking anxiety is related to the inability to express oneself in English, and this feeling arises when the learner realizes that he does not have enough level to express himself authentically or when he seeks to speak and finds obstacles because his language resources are insufficient, as well as if he makes a huge amount of The effort to prepare in advance, his anxiety will prevent him from getting the desired result for fear of criticism and ridicule that he may face from comrades or from the teacher (2016:20), Amina, as students usually think that their colleagues who are involved in speaking with them are better than them, so they decide to avoid speaking in a foreign language other than their own. Ni, 2012: 109)

#### **Aims of the Study:**

The level of language anxiety among students of the English language departments at the University of Baghdad according to two variables: gender (males - females), and grade: (second - fourth).

#### **Limits of the Study:**

The current research was determined by students of the English language departments at the University of Baghdad \ morning study, for the year (2022-2023).

#### **Definition of basic Terms:**

Language anxiety: and defined by:

1.Horwitz et al., 1986): A set of self-perceptions, beliefs, feelings and behaviors related to the language learning process (1986:74), Horwitz et al al)

2. (Garza, 1999&Saito, Horowitz): **It is a complex type of psychological emotion defined by a feeling of discomfort, tension, fear, confusion, discomfort, and psychological instability, accompanied by the process of reading texts in a foreign language, Garza, & (Saito, Horowitz , 1999: 12)**

3- Mohamad& Wahid (2009): as an individual's level of fear or anxiety associated with either actual or expected contact with another person or persons (2009: 55), **Mohamad & Wahid**).

4. **Fushino (2010)**: as the low fear of second-language communication and the high perceived communicative competence of the second language (Fushino, **2010**: 73)

**Procedural definition:** The score obtained by the student in the English Department on the scale (Kim FLLAS-K 2000) for language anxiety in a foreign language.

#### **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:**

Anxiety generally refers to an emotional response to threats to an individual's existence and being, and although generalized anxiety was originally proposed as a personality trait, it is a complex combination of genetic origins (i.e., trait-like anxiety) and socially oriented (i.e., situation-specific) origins on the genetic side (Eysenck, 1970: 32). Cattell (1973) suggests that people who exhibit general tendencies to anxiety tend to have sympathetic nervous systems that can be easily activated by external stimuli (Berberian & Snyder, 1982: 88) and people classified as shy, anxious or introverted have a stronger tendency than people who are not anxious and open to developing health problems such as: eczema, asthma, hay fever and stomach cramps Jasnoski & King. 1990:123), Kagan) Psychiatrists theorized that neurotransmitters and neurochemicals in the brain related to emotional control may be responsible for the relationship between anxiety and physical illness, as well as five traits that predispose people to experience a sense of anxiety in

social situations: general anxiety, self-awareness, approval motivation, self-esteem, and personal confidence (Leary & Kowalski, 1995: 111).

Speech is a productive skill but the nature of speech differs from writing in many ways, for example grammatical style, Ajami style, and discursive style (Balemir, 2009: 22).

Shumin (2002) explained that learning to speak a foreign language fluently needs to develop communicative ability, and that analysis of components of communicative ability can identify important components of second language speech efficiency that learners have found difficult, and on the other hand speech is a major source of language anxiety (Shumin, 2002: 111).

Arnaiz & Luzardo (2014) also emphasized that the main source of language anxiety is related to speech skill in a foreign language, and that one of the difficulties in speaking a foreign language is the complexity of communicative competence involving a number of sub-competencies, which can be reviewed as follows:

First, grammatical efficiency: between (Shumin, 2002), that grammatical competence refers to the assimilation of certain grammatical components such as morphology and grammar, which increased the understanding of meanings, as students of a foreign language should have knowledge about vocabulary and sentences in order to understand how words form a variety of sounds, and how to emphasize sentences in special ways, so it can be said that **grammatical** competence is important, and it enables learners to develop types of competencies Other (Shumin, 2002: 87).

Second, competence in discourse, foreign language learners should develop proficiency in discourse, and they should use the rules of coherence and coherence of any discourse in order to reach

Good communication through the group, and the speaker must understand and process the meanings of the speech and formulate them from previous references (Richards & Renandya, 2002: 56).

**Third, sociolinguistic competence**, learning grammar and fluency may not be sufficient for foreign language learners, but the culture of native speakers should be recognized to be able to use the language socially and culturally acceptable in the society in which it is spoken (2016: 23), Rahnama et al Accordingly, the sociolinguistic aspect must be understood, as learners can know the correct instructions, how to present questions during interaction, and how to respond depending on the objective of the dialogue (Shumin, 2002: 67).

Fourth, strategic **competence**: Strategic competence refers to the skills of using language efficiently and effectively and with correct employment in a way that leads to an effective interpretation of the context of meaning (Klimczak, 2011: 31), and that strategic competence is the way learners maneuver language to obtain the goal of communication, and this competence is hoped to be the most important element of communication efficiency (Brown, 1994: 67).

## THE CONCEPT OF LANGUAGE ANXIETY

Language anxiety is a complex issue that researchers have not been able to define briefly, it is a state of apprehension and tension accompanied by feelings of confusion, and that language anxiety causes failure, frustration and avoidance to perform duties such as doing homework, tests, and even a classroom speaking course, in addition to that in some issues the student feels anxious in certain situations or is facing anxiety at every step of the learning process, Therefore, every language learner should pay great attention to language anxiety because it is one of the obstacles in learning it. Ibid, hal, 1990: 10)

Studies of language anxiety also caused a great stir among language teaching and learning experts, as some scientific studies discovered a positive relationship between language anxiety and linguistic sufficiency, including a study (Chastain, 1975) (Gardner, Smythe & Grunet 1977). (Gardner Smythe, Clement & Glikzman, 1971 (Faith & Howitz, 1977), Merrill & Burnaby, 1976), while another group opposed any correlation ( Nancy 1971, Kristin & Otez 1991, Donald, 1973) as indicated by Hort and Junk's study. 1991) indicated that at least half of the students who enrolled in the foreign language learning program suffer from language anxiety, and since anxiety is a psychological phenomenon that is difficult to observe directly, the majority of studies that dealt with anxiety depend on self-reporting, while the source of language anxiety has been indicated by some points of view, saying that language anxiety is transferred and transformed from other forms of anxiety in different areas, such as: Test anxiety, contact anxiety (Hortiwz & Young, 1991: 22).

As language anxiety is not just a transfer of the three types of anxiety to the classrooms of foreign languages, but it is a complex psychological entity about self-perceptions, beliefs, feeling, and behaviors related to learning foreign languages, and to find solutions to this intractable psychological problem, it is necessary to discuss language anxiety in the contexts of teaching a second or foreign language, and learning it, with language anxiety being considered an independent type of general anxiety, it is important to reveal the links between (language anxiety) and the rest of the types of anxiety (Hortiwz et al, 1991: 76).

## **PREVIOUS STUDIES**

### **Studies on language anxiety**

#### **1-Study (Tangari and Ali, 2017):**

##### **(Language anxiety among learners of Arabic as a foreign language - the Malaysian student as a model)**

The study aimed to reveal the level of language anxiety in each of the two study groups, and to reveal the existence of statistically significant differences between the average scores of the study sample in the sources of language anxiety in each group attributed to the variables of the study, and the study sample included (120) students, and the researchers used the descriptive analytical field approach as a methodology

For the study, the researchers used the questionnaire as a tool for the study, and the researchers reached many results, the most important of which are: that the level of linguistic anxiety among the sample members was moderate, and an overview of the results of the sources of anxiety (Al-Tanqari and Ali, 2017: 9-28).

#### **Foreign Studies:**

##### **1- Bollinger Study (2017, Bollinger)**

##### **(Examining the differences between levels of English proficiency and academic achievement among traditional and distance education data at a community college in Georgia)**

The study aimed to investigate the differences between anxiety levels in the English language and academic achievement among students in traditional and distance learning environments, and the study sample included (147) students from traditional and distance learning environments at the Community College in Georgia, and the researcher used the language anxiety scale, and the language achievement scale in the foreign language among students, and the researcher reached many results, the most important of which are, There are no significant differences in language achievement between students in traditional and distance foreign language classrooms, and there is a higher level of language achievement in the foreign language among students with lower levels of language anxiety than students with higher and middle levels of language anxiety, and there is a decrease in the level of language anxiety among students in learning environments

More traditional students in distance learning environments in the classroom to learn the language

##### **2 - Study Asyisyifa et al. 2019),Asyisyifa et al) (Students' Speaking Anxiety In EFL Classroom) (Anxiety Student Talk in EFL Class)**

The study aimed to reveal the level of anxiety related to speaking English, and the study sample included (30) students in English as a second language classes in schools for the English language, and the researchers used the descriptive and qualitative approach, and the researchers used the questionnaire related to measuring the level of anxiety in English as a foreign language classes and personal interviews that were conducted with students, and the researchers reached many results, the most important of which are: Factors influencing English speaking anxiety are fear of making mistakes, anxiety of peer ridicule while speaking confidence in the spelling, pronunciation and choice of English words and indicated to students a feeling of comfort in speaking English, 12 students also indicated the average level of anxiety in English speaking, while 10 students indicated the disordered level while speaking English.

**RESEARCH METHODOLOGY AND PROCEDURES:**

This chapter includes a review of the procedures followed by the researcher in order to achieve the objectives of her research, which is to identify the research community and choose a representative sample of it and a description of the two approved tools, and the statistical procedures used to verify the validity of the research tools, as well as an explanation of the statistical methods used in the research, and the following is a description of these procedures:

1 - **Research Method** : Research Method The current research adopted the descriptive correlational approach, as the descriptive research is based on the description, interpretation and identification of the circumstances that exist between the facts through the collection of data, tabulation and interpretation of the reasons that indicate what is present and analyzed, as it is appropriate to the nature of the study and its objectives, although it provides the ability to describe the relationship between two or more variables by the set of laws to which it refers, A (Jaber and Kazim, 1987: 134).

2- **Research Population** The research community consists of students of the English language departments at the University of Baghdad for the academic year (2022-2023) morning study, which numbered (3033), by (574) male students and (2459) female students, and table (1) shows this .

**Table (1): The research community is distributed according to grade and gender**

section	College	Row								Total
		First		Second		Third		Fourth		
		males	Female	males	Female	males	Female	males	Female	
English Language	Education Ibn Rushd	58	198	76	120	48	206	46	130	882
	Literature	46	91	47	125	57	143	29	97	635
	Languages	45	159	51	136	43	139	28	66	667
	Education for Girls	--	97	--	150	--	375	--	227	849
	<b>Total</b>	<b>149</b>	<b>545</b>	<b>174</b>	<b>531</b>	<b>148</b>	<b>863</b>	<b>103</b>	<b>520</b>	<b>3033</b>

2- **Research Sample**: The researcher selected the current research sample in a stratified random way, as the total sample was (212), from the students of the Faculty of Education Ibn Rushd for the second and fourth grades of the English Department and of both sexes and table (2) shows that

**Table (2): Research sample from the English Department, Faculty of Education, Ibn Rushd**

section	College	Row				Total
		Second		Fourth		
		males	Female	males	Female	
English Language	Education Ibn Rushd	36	74	21	81	212

**3- Research Tools:**

Achieving the objectives of the current research requires the provision of two tools to measure linguistic anxiety and the other to measure the perceived self-efficacy of students of the Department of English, and the researcher has seen the studies, research and literature related to the subject of the current research, and in light of this has been translated two tools in the current research, and as follows.

#### 4- Linguistic stork scale

Description of the scale after reviewing the studies and research related to language anxiety, the researcher adopted the linguistic anxiety scale prepared by (Kim, 2000) to measure students' responses to describe the situations and events of the individual, as the language anxiety scale was adopted, which describes the style of

\* The researcher used the Department of Statistics at the University of Baghdad, the book to facilitate the task on 9/1/3 202

The student for his responses accompanying negative events, the scale of (27) is of the type of declarative phrases, and each paragraph is followed by five graded alternatives: (always applies to me, applies to me a lot, applies to me sometimes, applies to me rarely, does not apply to me at all), and gives upon correction grades (1,2,3,4,5) respectively.

Logical analysis of paragraphs (virtual honesty) Face Validity: This type of honesty refers to the extent to which the test seems to measure it in the sense that the test includes paragraphs that seem to be related to the variable that is measured, and that the content of the test is consistent with its purpose, and this type of honesty is achieved by a number of experts and specialists to estimate the extent to which the paragraphs of the scale represent the characteristic to be measured (Imam, et al., 1990: 130), and to verify that the scale was presented to a group of arbitrators numbered (13) arbitrators of specialists in educational and psychological sciences, to indicate the extent of their judgment on the formulation of each paragraph, and the degree allocated to it, and the results indicated the agreement of the arbitrators on the paragraphs of the language anxiety scale, in terms of their suitability to measure what was prepared to measure.

**Table No. (3): Validity of Linguistic Anxiety Scale Paragraphs by Chi-Square Value and Percentage of Expert Agreement**

Paragraph numbers	Arbitrators' Responses			square Kay	referee
	Okay	Disagree	Percentage %		
2,3,6,8,9,10,13,15,16,17,18,19,20,21,22,27	13	zero	100	15	function
7,11,1,4,23,24	12	1	93,33	11,26	function
5,12,14,25,26	11	2	86,66	8,066	function

Experience the clarity of instructions and paragraphs: For the purpose of knowing the clarity of the paragraphs of the scale and its instructions and the time it takes to answer the scale, the researcher applied the scale to a random sample of (50) male and female students from the English Department at the Faculty of Education Ibn Rushd, and the results indicated that the paragraphs of the scale were clear, and that the average time taken on the paragraphs of the scale is (15) minutes,

Statistical analysis of paragraphs: It is the process of examining or testing the responses of individuals for each paragraph of the test and this process includes detecting the level of difficulty of the paragraph and the strength of its discrimination, and to conduct the statistical analysis of the paragraphs of the language anxiety scale the scale was applied to a random stratified sample of students of the English Language Department at the Faculty of Education Ibn Rushd and for the second and fourth grades of the morning study, And to check the extent to which these are represented

The sample of the population from which it was withdrawn was calculated some statistical indicators indicating this, and Table (4) illustrate this.

**Table ( 4 ): Statistical indicators for the statistical analysis sample of the paragraphs of the language anxiety scale**

Number	212
Arithmetic mean	81,632
Broker	84
Lines	85
Standard deviation	18,572
Contrast	344,926
Torsion coefficient	0,535-
Standard error of torsion	0,167
Coefficient of kurtosis	0,692
Standard error of kurtosis	0,333
extent	108
Lowest score	27
Highest score	135

In light of these indicators above, it is clear that the distribution of the scores of the statistical analysis sample of the paragraphs of the linguistic anxiety scale is close to the form of normal distribution, and this sample is a representative sample of the student community of English language departments at the University of Baghdad.

The discriminatory power of the paragraphs of the linguistic anxiety scale: The paragraph distinction is intended for the ability of the paragraph to distinguish individual differences between individuals who have the characteristic of those who do not have it (Al-Zobaie et al., 1981: 74), and in order to achieve this, the researcher extracted the discriminatory power through (the method of the two extremist groups) Extreme Groups Method and according to the following steps:

- 1- The linguistic anxiety scale was applied to the statistical analysis sample of (212) male and female students, and the answers of the sample members were corrected and a total degree was determined for each of them
- 2- The total grades obtained by the sample members were arranged in descending manner from the highest degree to the lowest total degree.
- 3- (27%) of the total number of sample members was chosen to represent the two extreme groups in the total degree (upper and lower), and accordingly the number of members of each group was (57) male and female students. .
- 4- To identify the significance of the statistical differences between both the upper and lower groups, and for each paragraph of the scale, the T Test was applied to two independent samples, so the results were as shown in Table (5).

**Table No. (5): T-test results for two independent samples to calculate the discriminatory strength of the language anxiety scale items**

Paragraph	Top Group		Minimum Group		T value		Significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	Calculated	Tabular	
1	3,631	1,276	2,666	0,951	4,576	1,98	function
2	2,912	0,968	1,929	0,775	5,976		function
3	3,000	1,295	2,087	1,228	3,857		function
4	3,666	0,912	2,473	1,119	6,234		function
5	3,175	1,135	1,947	1,140	5,760		function
6	3,929	1,099	2,561	0,963	7,065		function
7	3,754	1,005	2,228	1,085	7,788		function

8	3,596	1,307	2,263	1,445	5,164	function
9	3,210	1,655	1,824	1,119	5,235	function
10	3,684	1,088	1,929	1,083	8,626	function
11	3,982	1,008	2,578	1,209	6,729	function
12	3,614	1,048	2,438	1,295	5,325	function
13	3,736	1,275	2,508	1,103	5,497	function
14	3,228	1,085	2,052	1,076	5,805	function
15	3,894	1,112	2,070	1,099	8,804	function
16	3,789	1,047	2,386	1,264	6,453	function
17	4,245	1,153	2,596	0,794	8,226	function
18	4,245	0,829	2,701	1,267	7,695	function
19	4,122	1,018	2,526	1,087	8,089	function
20	4,245	0,950	2,315	1,136	9,836	function
21	3,964	1,117	2,421	1,194	7,126	function
22	4,000	1,295	2,649	1,172	5,837	function
23	4,140	1,007	2,894	1,291	5,741	function
24	3,807	1,125	2,456	1,225	6,130	function
25	3,561	0,963	2,105	1,128	7,406	function
26	3,701	1,295	2,140	1,287	6,454	function
27	3,824	1,087	2,508	1,255	5,981	function

- Tabular T value with a degree of freedom (112) at a significance level (0.05) = 1,980
- At significance level (0.01) = 2,617 At significance level (0.001) = 3,373

It is clear from the results of the table above that all paragraphs of the scale have a high discriminatory power, as all calculated T values were statistically significant when compared to tabular T values at the three significance levels and with a degree of freedom (210).

Internal consistency (correlation of the degree of the paragraph with the total degree of the scale): The sincerity of the paragraph can be verified by extracting the relationship of the degree of the paragraph with the total degree of the scale, as it is one of the important methods for calculating the internal consistency of the paragraphs of the scale, and indicates the sincerity of consistency, is the extent to which the paragraphs of the scale are consistent with the field to which this paragraph belongs, as well as finding the relationship between the degree of each paragraph with the total degree, If it turns out that there is a correlation between the paragraphs this means that the paragraph measures the same concept, (Anastasi, 1976: 154), and to achieve this was calculated the value of the Pearson correlation coefficient between the scores of each paragraph of the scale and the total degree of it, the results were as shown in Table (6).

**Table (6): Values of the correlation coefficients of the degree of the paragraph with the total score of the paragraphs of the language anxiety scale**

Paragraph	Correlation coefficient	Paragraph	Correlation coefficient
1	0,513	15	0,681
2	0,502	16	0,643
3	0,352	17	0,612
4	0,639	18	0,725
5	0,592	19	0,647
6	0,670	20	0,703

7	0,695	21	0,681
8	0,560	22	0,552
9	0,435	23	0,632
10	0,704	24	0,598
11	0,628	25	0,682
12	0,542	26	0,607
13	0,598	27	0,660
14	0,632		

- The critical value of Pearson's coefficient is related to the degree of freedom (210) at the level of significance (0.05) = 0.139 at the level of significance (0.01) = 0.182 at the level of significance (0.001) = 0.232

It is clear from the results of the above table that all the values of the correlation coefficients calculated between the paragraphs of the language anxiety scale and the total degree of it were statistically significant when compared to the critical values of the Pearson correlation coefficient at the three levels of significance and the degree of freedom (210).

- Psychometric properties of the Language Anxiety Scale:

First: Validity of the scale: The validity of the current scale has been verified through the following procedures:

Virtual honesty: This procedure was achieved by presenting the language anxiety scale to a group of experts and specialists in educational and psychological sciences, and taking their opinions on the validity of each paragraph of the scale to measure the characteristic to be measured and its suitability for the research community.

Constructive honesty: This type of honesty has been achieved through the following indicators::

- 1- Calculating the discriminatory strength of the paragraphs of the scale using the method of the two extreme groups in the total score.
- 2- Calculating the internal consistency of the paragraphs of the scale by calculating the correlation coefficients of the degree of the paragraph with the total degree of the scale.

**Stability and Reliability:** The stability of the scale is intended to be measurement tools on a high degree of accuracy, proficiency and consistency, in providing us with data on the behavior of the examined, and sees Allam (2000), to verify the stability of the scale of linguistic anxiety (amend the paragraph), the researcher adopted the following methods.

Re-test method: To verify the stability of the scale by re-test method, the researcher applied the scale to a random sample of students numbering (30).

- 1- Male and female students, and after a period of time of (15) days, the scale was reapplied to the same sample, and after the completion of both applications, the value of the Pearson correlation coefficient between the degrees of the two applications, which represents the value of the stability coefficient, was calculated at (0.869), and it is considered as a good stability coefficient

2- **The method of analysis of variance using the Cronbach alpha equation:** It is one of the methods that measure the internal consistency between paragraphs, as the stability coefficient calculated in this way (0.946) .

- Description of the scale in its final form: After conducting the statistical analysis of the paragraphs of the linguistic anxiety scale, the scale in **its final form** consists of (27) paragraphs of the type of declarative phrases, and each paragraph corresponds to five graded alternatives to the answer given when correcting the grades (5, 4, 3, 2, 1) respectively, and therefore the range of answer scores on the scale ranges between (27-135) degrees, and a theoretical average of (81) degrees.

## DATA ANALYSIS AND DISCUSSION

This chapter includes a presentation of the results reached in accordance with the specific objectives and interpretation of these results, and discussed according to the theoretical framework and previous studies that have been adopted in the current research, in order to come up with a set of conclusions, recommendations and proposals, and the following is a review of these procedures:

**First Objective: Identify language anxiety among English language students**

To achieve this goal, the language anxiety scale was applied to a sample of English language students numbering (212) male and female students, as the results of the statistical analysis of the data showed that the average scores of the sample members amounted to (58.04) degrees with a standard deviation of (11,075), which is higher than the hypothetical average of the scale of (54) degrees, and when calculating the significance of the differences between the averages of the sample scores on the scale and the hypothetical averages using the T test, It was found that the calculated T values are greater than the tabular (1.96), as students have above-average levels of language anxiety as shown in Table (9).

**Table No. (9) Cognitive Flexibility in Thinking Scale**

Variable	Arithmetic mean	Standard deviation	Hypothetical mean	Calculated		Significance
				Calculated	Tabular	
Language anxiety	58,04	11,075	54	7,296	1,96	function

From an educational perspective, the researcher believes that ineffective reading practices related to misconceptions about reading are what can lead to anxiety, and these concepts are represented in being an answer to comprehension questions, or being a special process, or a linear process, and, that students who show general tendencies to anxiety tend to have friendly nervous systems that can be easily activated through external stimuli. Students classified as shy, anxious, or introverted also have a stronger tendency than people who are not anxious and open to having health problems..

The second objective: to know the level of language anxiety among students of English language departments according to two variables: gender (males - females) and grade (second - fourth):

To achieve this goal, the researcher used the T-test for one sample to know the significance of the statistical differences between the arithmetic mean of the scores of the sample members and according to both variables and between the hypothetical average of the scale, the results were as shown in Table (11)

**Table ( 11 ): The results of the T-test for one sample to know the level of language anxiety among students of English language departments**

Scale	Variables	Number	Arithmetic mean	Standard deviation	Hypothetical mean	T value		Level of significance	Statistical significance
						Calculated	Tabular		
Language anxiety	Male	58	81,637	17,716	81	0,274	1,960	0.05	Non-function
	Female	154	81,629	18,940		0,413	1,960	0.05	Non-function
	Second	91	81,615	18,867	81	0,311	1,960	0.05	Non-function
	fourth	121	81,644	18,425		0,385	1,960	0.05	Non-function
	The scale as a whole	212	81,632	18,572	81	0,496	1,960	0.05	Non-function

Through the results of the above table, it is clear that students of English language departments in general (according to gender and grade variables) have a low level of language anxiety, as all calculated T values were not statistically significant when compared to tabular T values.

This is attributed to the fact that English language students have a self-assessment based on the perceptions of the surrounding society, which makes language anxiety low and more related to oral aspects, especially those related to speaking and listening skills, as anxiety indicates that it is the performance stemming from the speaker's feeling of his little and negative impact on the communicative process, his fear of error, and his focus on grammar and structures during speech to avoid falling into slippage more than focusing on aspects of fluency and that emotional plays an effective role in the success of the language acquisition process. or its failure, through motivation, self-confidence, and anxiety as indicated by the study (Al-Tangari and Ali, 2017), and the study (Bollinger, 2017)).

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