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**An Investigation of Teachers' and Students' Anxiety Coping Strategies
in EFL Classroom. The Case of Third Year Students of English at
Mohammed Seddik Ben Yahia University**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master
in didactics of foreign languages

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Declaration

I hereby that the dissertation entitled “An Investigation of Teachers’ and Students’ Anxiety Coping Strategies in EFL Classroom. The Case of Third Year Students of English at Mohammed Seddik Ben Yahia University of Jijel” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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05/09/2021

Dedication

To the memory of my beloved **Mother** and to my dearest **Father** who raised me and supported me all along the way.

BOUDRAA Hadjer

I dedicate this work to my beloved **Family**, special thanks to **My Father, My Mother, My Sisters**, and **My Grandmother** for their support and endless patient.

BELGUET Kawther

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Abstract

Anxiety is considered as one of the most effective problem that can prevent students from learning the foreign language appropriately. Therefore, the purpose of the current study is to investigate the strategies that English as a Foreign Language (EFL) teachers and students use to cope with anxiety. It is based on the hypothesis that the coping strategies that are used by teachers and students are effective in reducing anxiety in foreign language settings. To investigate this topic, a case study was conducted at Mohammed Seddik Ben Yahia University, particularly at the department of English where the teachers and third year students were selected as a sample. Two questionnaires were used, one directed to 117 students and the other to 12 teachers. The findings show that teachers and students use different strategies to cope with anxiety such as positive self talk, practice and preparation, relaxation exercises, the use of humor, creating a relaxed atmosphere, tolerating students' mistakes, and providing positive feedback. This study suggested that EFL teachers should raise their students' attention towards the coping strategies and how to use them appropriately to reduce their anxiety in foreign language classrooms.

Key words: Anxiety, Teachers' Strategies, Students' Strategies.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLL: Foreign Language Learners

L1: First Language

L2: Second Language

SL: Second Language

Vs: Versus

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General Introduction

Introduction

Learning a foreign language can be a complicated process in which learners face several obstacles that may inhibit their learning process. Anxiety is one such pervasive obstacle that hinders learners from acquiring the language and also performing successfully in the foreign language class. Horwitz, Horwitz, and Cope (1986) described this feeling as a complex one related to language learning and triggered by the uniqueness of the language learning process (p. 128). Likewise, Krashen (1985) claimed that foreign language learners might have a “mental block” that is caused by the feeling of anxiety towards the foreign language process (As cited in Horwitz, Horwitz, & Cope, 1986, p. 125). Therefore, the learners’ acquisition, retention, and production of the language are affected by anxiety.

Thus, to deeply treat and overcome the phenomenon of anxiety in foreign language classes which is becoming a serious and uncontrolled issue, educators and researchers offer multiple strategies that students and teachers may use to cope with this feeling. The current study seeks to explore teachers’ and students’ coping strategies towards foreign language anxiety.

1. Background of the Study

Over the last few years, a great body of research has been conducted on the strategies used by teachers and learners to cope with the foreign language anxiety. In this vein, Foss and Reitzel (1988) in their study proposed several techniques for reducing language anxiety in relation to learners’ beliefs. They argued that if students can be aware of their fears, they will be able to interpret anxiety-provoking situations in appropriate ways rather than avoiding the anxiety evoking situations. They further recommended that

the teacher should ask learners to verbalize their fears and then write them on the board in order to help them recognize their fears about language learning.

Similarly, Lucas (1984) study in Japan mentioned two steps to reduce students' foreign language anxiety. The first step is to create a warm and easy going atmosphere, including the following methods: to help students become familiar with one another at the outset of a course and to teach students how to get out of troubles or embarrassing situations. The second step is to help students participating in various classroom activities so that they can practice more in the foreign language.

Another case study was conducted by Tsiplakides and Keramida (2009) based on a small sample of junior secondary school students in Greece. The study was intended to investigate the interventions to reduce foreign language anxiety. The first intervention is project work and the second one is establishing a supportive learning community including building a better teacher-student relationship by negotiating a set of classroom rules, providing indirect error correction, and employing both verbal and non-verbal types of teacher immediacy behaviours.

In Japan, Kondo and Ying-Ling (2004) investigated the strategies used by Japanese students to cope with anxiety. They selected 209 Japanese students who enrolled in basic English courses at two universities in Central Japan. The study was divided into three phases, in the first phase Kondo's English Language Classroom Anxiety Scale (KELCAS) was used to measure the students' level of anxiety; in the second phase, an open-ended questionnaire was applied to gather the respondents' personal strategies to cope with their language anxiety; and in the third, one the strategies were clustered. The results showed that there are five categories of strategy: preparation, resignation, positive thinking, relaxation, and peer seeking (p. 258).

Furthermore, Hauck and Hurd (2005) in their study offered a list of 11 strategies. The students were asked to look at the list of the strategies, tick any strategy that applied to them, and then choose the most important one. The findings showed that the three most popular strategies selected by the majority of students were self-encouragement, use of positive self-talk, and managing a friendly chat when speaking in front of their classmates while the rest of the students have other strategies to cope with anxiety.

Contrary to what is happening elsewhere, fewer studies have been conducted and identified teachers' and learners' anxiety coping strategies in the Algerian context. More specifically, none of them have focused on the students and teachers of Mohammed Seddik Ben Yahia University. Hence, this study might complement the previous studies by adding to the body of knowledge concerning the anxiety coping Strategies.

2. Statement of the Problem

Within the context of foreign language learning, students have serious problems in acquiring, producing, and particularly learning the foreign language and anxiety is a common phenomenon that affects EFL learners learning objectives. Therefore, educators and even students use techniques and strategies to overcome this problem in foreign language classes. The purpose of this study is to investigate teachers' and students' anxiety coping strategies.

3. Research Questions

- a. To what extents are third year students at Mohammed Seddik Ben Yahia University affected by anxiety?
- b. What strategies do teachers use to cope with anxiety in the foreign language learning classroom?

- c. What strategies do students use to cope with anxiety in the foreign language classroom?

4. Hypothesis

We hypothesize that the coping strategies that are used by teachers and students are effective in reducing anxiety in foreign language classroom. One of such effective strategies is when the teacher creates a comfortable environment and attempts to have a friendly relationship with his students.

5. Aim and Significance of the Study

This study aims at investigating the coping strategies used by both teachers and students to reduce anxiety in the foreign language classroom. The findings of this study might be beneficial for foreign language teachers by providing them with a number of effective coping strategies. Furthermore, teachers might make students aware of the coping strategies and how to use them appropriately to manage their anxiety in the foreign language classroom.

6. Research Methodology

In order to accomplish this research, two questionnaires are administered. One is directed to 12 teachers of English who have been teaching different modules and the second one is directed to third year students at the English Department of Jijel's University. The data collected is analysed quantitatively.

7. Structure of the Study

The present research is divided into two chapters: the first chapter is devoted to the literature while the second one discusses the practical part. Concerning the theoretical part, it deals with the definitions of anxiety and foreign language anxiety, the types,

components, sources, and effects of foreign language anxiety. Also, it discusses the strategies used by teachers and students to cope with anxiety. The practical part is divided into three sections. The first one is concerned with the research methodology. The second one is devoted to the analysis of the data. Lastly, the third section discusses the results.

Chapter One: Literature Review

Introduction

This chapter is an overview of the issues related to foreign language anxiety. It discusses first the definitions of general anxiety and foreign language anxiety. Additionally, it deals with the different types, components, and sources of anxiety by giving a full description of each one, and the effects of foreign language anxiety are to be discussed. Eventually, it treats the strategies used by teachers and students to reduce anxiety in foreign language classes.

1.1. Definition of Anxiety

Anxiety is one of the most negative psychological phenomenon which has become a universal human experience, that can be experienced by every person in one form or another and in different degrees. As a psychological issue, anxiety can be viewed as an emotional reaction that arouses when the individual feels physically or psychologically under threat (Darwin, 1872 as cited in Jean, 2006, p. 40). As such, anxiety can prevent the ability of concentration and dealing with things in a suitable manner. Early theories of anxiety considered anxiety as a form of fear that was acquired from childhood and developed in later life as a response to exterior threats (Strongman, 1995, p. 4). However, Spielberger (1976) mentioned that although anxiety and fear are both annoying emotional reactions due to danger and threat, it can be differentiated from fear. While fear usually comes from a real objective danger in the environment, the stimulus conditions for anxiety may be unknown (p. 6).

In terms of definitions, many researchers pointed out that anxiety is a complex issue that is difficult or almost impossible to define in a simple sentence (Brown, 2007, p. 148). Some researchers such as Spielberger (1983) defined anxiety as “the subjective

feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (in Awan et al., 2010, p. 33), while others such as Scovel (1978) claimed that anxiety is “a state of apprehension, a vague fear that is only directly associated with an object” (p. 134).

1.2. Foreign Language Anxiety

In association of anxiety with the context of learning English as a foreign language, some researchers introduced a new term called “foreign language anxiety”. Foreign language anxiety refers to anxiety that learners face when they learn the foreign language. It was recognized as one of the most effective variables hindering foreign language learning (Horwitz et al., 1986, p. 128). Numerous researchers found that foreign language anxiety differs from general anxiety and that it should be treated as a unique type of anxiety. One of the first researchers who distinguished FLA (Foreign Language Anxiety) as a separate type of anxiety were Horwitz, Horwitz, and cope (1986). They conceptualized it as “a distinct complex of self- perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the learning process”(p.128).

According to MacIntyre and Gardner (1991), foreign language anxiety is generally experienced by non-native speakers when the learner is supposed to perform in the foreign language (p. 105). In other words, the feeling of anxiety derives from the language context itself, whether it is related to listening and speaking or reading and writing. They further showed that anxiety may negatively influence the language learning outcomes, and therefore they focused more on the importance of reducing anxiety that not only enhances the learners’ motivation, but also promotes their foreign language learning process and leads to better outcomes as well.

1.3. Types of Anxiety

According to MacIntyre and Gardner (1991), anxiety can be categorized as Trait, State, and Situation-Specific anxiety. From another perspective, other types of anxiety have been mentioned as Facilitative and Debilitative anxiety (As cited in Alpert & Haber, 1960, p. 213).

1.3.1. Trait Anxiety

The first type of anxiety is known as trait anxiety. It refers to the general level of anxiety which is considered as a characteristic of an individual form of behavior. It is a constant aspect of personality that is not necessarily aroused by specific situations. According to Spielberger (1983), trait anxiety is “relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions” (p. 1). He further asserted that it is “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1986 as cited in MacIntyre & Gardner, 1991, p. 87).

People who experience trait anxiety are more likely to have an attitude that expresses their ability to comprehend specific environmental stimuli and stressful events as more or less difficult or threatening. An individual who is trait-anxious is generally nervous in many diverse situations; he suffers from lack in emotional stability (Goldberg, 1993, p. 38). Otherwise, an individual with low trait anxiety are psychologically stable and tend to be safe and calm. This form of anxiety might lead to unpleasant consequences such panic attacks, phobias, and other psychological and physical disorders.

1.3.2. State Anxiety

State anxiety refers to the “moment-to-moment experience of anxiety” (MacIntyre, 1999, p. 28). In other words, it is a kind of anxiety triggered by a certain situation or event. It is defined by Spielberger (1983) as:

a transitory emotional state or condition of the human organism that varies intensity and fluctuates over time. This condition is characterized by subjective consciously perceived feeling of tension and apprehension and activation of the autonomic nervous system. (As cited in MacIntyre & Gardner, 1991, p. 90)

The learner who experiences state anxiety is more likely to be emotionally unstable or has not the ability to confront any situation because of its effects on his ability to act in a positive manner. It is thought to be an inhibiting factor that prevents individual's emotional stability, for instance the feeling that the learner experiences while taking an examination. Thus, state anxiety can impact the learners' attitudes in general and their performance in particular.

1.3.3. Situation-Specific Anxiety

The nature of anxiety categorized into trait anxiety, state anxiety, and situation-specific anxiety. However, no clear relation between these types can be claimed; the differences can be identified on a continuum from stability to transience, situation-specific anxiety represents the probability of becoming anxious in a specific situation (Zheng, 2008, p. 2). Situational anxiety is a type of anxiety which is induced by changing events or a specific type of situation. MacIntyre and Gardner (1999) defined situation-specific anxiety as “the probability of becoming anxious in a particular type of situation, such as during tests labeled test anxiety, when solving mathematics problems what is called math Anxiety, or when speaking a second language” (p. 87). In fact, it can be aroused by various

events that make the individual anxious and uncomfortable. As a consequence, the individual might suffer from panic attacks or high anxiety in specific situations.

1.3.4. Facilitative Versus Debilitative Anxiety

Another important view concerning different types of anxiety appears in the distinction between facilitating and debilitating anxiety. This view differs completely from the distinctions of trait, state, and situation-specific anxiety perspectives; these types of anxieties are identified in accordance to the direction of the impacts and outcomes of language anxiety.

Facilitative anxiety, as the name shows, is a type of positive anxiety in which the stress can be a good motivator; it might affect the learner motivation and consciousness towards his/her learning; for example, a bit of anxiety felt by a student exactly before an examination is useful because it can motivate him to study and work harder for the exam. Bailey (1983) clarified in her study of anxiety in foreign language learning anxiety considered as one of the most significant elements of success in association with competitiveness (As cited in Numaya, 2013, p. 24). Similarly, Scovel (1978) confirmed that language anxiety “facilitates students’ learning and also keeps students on alert” (p. 61). He further said that anxiety plays a crucial role in promoting students’ awareness and the way they perform in the foreign language (Scovel, 1978, p. 139). Thus, this type of anxiety allows learners to confront the new learning experiences and also drives them to work harder and devote extra efforts for the purpose of overcoming this feeling of anxiety.

Anxiety can be also harmful and disturbs one’s performance and attitude especially in language learning classes. The latter is called debilitative anxiety. It is the most common type of anxiety that occurs in foreign language classes whereby it leads students to miss and neglect their FL(Foreign Language) classes and even to quit hiding their worry and

stress. It is considered as the harmful kind of anxiety due to its negative effect on students' performance and achievement as well. As such, it may hinder learners from acquiring and learning the target language appropriately. According to researchers' views this harmful anxiety not only influences learner's achievement and performance in the target language, but it could also affect the learners' personalities and behaviors in general.

1.4. Components of Foreign Language Anxiety

Several researchers have investigated the issue of foreign language anxiety and determined the primary factors that contribute anxiety among FLL (foreign language learners). In 1986, Horwitz and other researchers demonstrated a clear description of the components, they stated that "three performance related anxieties: communication apprehension, test anxiety, fear of negative evaluation, provide useful conceptual building blocks for the description of foreign language anxiety" (Horwitz et al, 1986, p. 128). They are detailed as follows:

1.4.1. Communication Apprehension

Communication apprehension is a kind of shyness and fear to communicate with others using a foreign language in specific situations. It was defined by Horwitz (1986) as "a type of shyness characterized by fear or anxiety about communicating with people" (p. 127), a type of shyness occurs as a feeling of frustration and discomfort when communicating in front of people. According to McCrosky (1978), communication apprehension is the level of anxiety learners experience when communicating with other people (As cited in Wang, 1998, p. 17). Shyness, difficulty in speaking in groups or in front of the class, or in learning or listening to a spoken message are suggested to be reflections of communication apprehension which plays an important role in FLA (Horwitz, 1986, p. 127). Foreign language learners may become anxious, frustrated, and

uncomfortable to speak in front of others because they do not feel confident; they always feel that others are evaluating them due to their limited knowledge of the foreign language. As a result of having difficulties in being understood and understanding what others said, anxious language students avoid communicative opportunities. Mostly, communication apprehension appears when the two speakers were from different cultural backgrounds or with different social status.

1.4.2. Test Anxiety

Testing is considered as one of the major causes of foreign language anxiety. Every student experiences many negative feelings and emotions such as frustration, discomfort, and apprehension; which are related to testing and lead them to make nonsense mistakes especially when speaking orally in front of their classmates. In situations where students are obliged to take a talk with others, their clear anxiety and fear will exchange their preparation for the test. Test anxiety as related to EFL (English as a Foreign Language), is described by Horwitz (1986) as “a type of anxiety stemming from fear of failure”; in other words, it is one type of performance anxiety which originated from the fear of failure (p. 128). Learners who suffer from this kind of anxiety consider foreign language learning and oral production as a threatening situation, but not a chance to enhance their communicative competence.

1.4.3. Fear of Negative Evaluation

Learners when being evaluated in a foreign language class become more anxious and apprehensive because evaluation commonly includes teacher's or classmates' criticism. This source of anxiety is defined as “apprehension about other's evaluations, avoidance of evaluative situations, and the expectations that others would evaluate one-self negatively” (Horwitz, 1986, p. 128). Richards (2012) asserted that “many learners may

also be shocked and disappointed when they have to speak in second or foreign language in real interactions with competent speakers of the language” (p.27). Learners should know that the process of making errors is a normal and essential part in language learning; they must improve their language structure, grammar, vocabulary, and pronunciation rules through use in their oral production in the classroom (Gregersen, 2003 as cited in Arnaiz & Guillén, 2012, p. 6-7).

1.5. Sources of Foreign Language Anxiety

The number of factors or sources that leads to foreign language anxiety has been distinguished in many researches. Young (1991) determined three categories:

- 1- Learners characteristics
- 2- teacher characteristics
- 3- Classroom procedures

1.5.1. Learner characteristics

In this category three factors have been identified by researchers. First, the students’ self-esteem and confidence can influence the students’ learning of the foreign language in which students who are more self confident may overcome the fear of speaking more easily than the others. Second, students’ beliefs about the language difficulties may lead them to experience higher level of anxiety. Third, the students’ fear of being negatively evaluated by teacher or students may arouse the stress and inhibit their learning process.

1.5.2. Teacher Characteristics

Teachers can be a further source of students’ anxiety in the classroom. It is believed that teacher’s beliefs and attitudes towards language learning and teaching may increase anxiety in the classroom. Teachers who do not allow their students to make pair work in

fear of losing control of the class arouse the feeling of fear and worry to participate in the foreign language classroom. Young (1991) illustrated that:

instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeants than a facilitators may be contributing to learner language anxiety (p. 428).

1.5.3. Classroom Procedures

Researchers suggested several classroom characteristics that are anxiety producing such as having to speak the foreign language in front of all the class, the feeling of fear to communicate effectively using the foreign language, and the fear of negative evaluation. Furthermore, many of them added that oral activities are the most provoking reason of anxiety. In that, students experience more anxiety when they speak in front of the audience using the foreign language especially when they are not prepared. Young (1990) introduced a list of classroom activities that are believed to be anxiety producing factors: oral presentations, taking part in role-play activities, writing on the board, exchanging ideas, speaking in front of audience, and making errors in pronunciation (As cited in Numaya, 2013, p. 29).

1.6. Effects of Foreign Language Anxiety

MacIntyre (1998) illustrated the effects of FLA on the learner from five different perspectives:

- Academically, one of the best predictors of language competency is language anxiety (Onwuegbuzie et al., 2000). It seems obvious that low levels of academic

achievements in second/foreign language learning are associated with high levels of language anxiety.

- Socially, high anxious learners are not interested in speaking in front of others and they have the tendency to keep away from interpersonal communication more often than learners with lower language anxiety.
- Cognitively, anxiety may occur at any level of language acquisition. Anxiety may turn to an effective filter that hinders certain information from getting into a learner's cognitive processing system.
- Communicatively, anxiety arousal may affect the quality of communication output as the retrieval of information may be interfered by the worry and uneasiness moments that students experience when they are anxious.
- Personally, under some conditions the language learning experience could become a traumatic experience and disturb one's self-esteem and self-confidence as a learner.

1.7. Teachers' and Students' Anxiety Coping Strategies

There are strategies used by teachers and others used by learners.

1.7.1. Teachers' Anxiety Coping Strategies

To reduce anxiety in foreign language classes, most of researchers agreed that the teacher have a crucial role in reducing the students' anxiety. The following are some techniques that help students to cope with anxiety in foreign language settings.

In foreign language learning classrooms, creating a warm and supportive environment is considered as one of the most beneficial strategies that help in minimizing anxiety among students. Dorneiy (2001) stated that “we need to create a pleasant and

supportive classroom atmosphere” (p. 40). Classroom environment is such a motivational instrument in which the learner needs to be less frustrated and anxious to communicate using the foreign language. Because a less stressful learning environment is believed to facilitate the language learning by permitting students to focus more on their language learning; teachers must provide a positive, tolerant, and supportive learning atmosphere which in return alleviates learners’ anxiety.

The relationship between the teacher and students can influence the learning environment and also be considered as a key determiner of the learner success in the foreign language classes. Pianta (1999) demonstrated that a close relationship between the teacher and learners provides students with a feeling of safety in the classroom climate to manage the level of anxiety which leads to gain better achievements. Furthermore, building a friendly and strong relationship between teacher and students will lead to positive and respectful competition between students as well as to success (As cited in Prino, Pasta, Gastaldi & Longobardi, 2014, p. 120). Hamre and Pianta (2001) concluded that students who are closely related to their teachers, talk to them, and guided by their instructions are likely to trust the teacher more and feel more comfortable in sharing their ideas and thoughts (As cited in Prino, Pasta, Gastaldi & Longobardi, 2014, p. 120).

According to Scrivener (2012), the teacher may show his/her support using actions, gestures, and reactions not only by saying supportive things. Using people’s names is one of those positive gestures that the teacher can use to show his/her care for students. Also, saying greetings statements such as “Good morning”, “Thank you”, and “Good luck” in a warm way keeps the relationship between teacher and students warm and respectful. Besides, the teacher should give students a full support when he/she is going to tell them

about bad works or news. Eventually, discussing personal issues and problems of students after class and providing solutions is also helpful (p. 121).

A further instrument which impacts the classroom atmosphere is humor. Dornyei (2001) also stated that good teachers have a good sense of humor; in which the teacher tries to lessen the seriousness in the classroom environment by using jokes. Thus, when learners know that the teacher accepts a certain degree of healthy self-mockery and that school is not always a formal place, they will be more comfortable in learning the foreign language (p. 41).

The way the teacher corrects students' mistakes can be also a negative arousal of FLA in classrooms. Dornyei (2001) clarified that in language class the fear of making mistakes is so strong in some students that they are determined to stay silent rather than risk committing mistakes in front of their peers (p. 93). She added that the teacher should be tolerant with the students' mistakes. They should put into consideration that mistakes are a part of the process of learning a foreign language (p. 93). Brown (1989) said that "you can no more learn a language without making mistakes than you can learn to play tennis without ever hitting the ball into the net" (p. 55). Dornyei confirmed that students cannot learn without making mistakes and that there is a lot of learning from mistakes. Thus, students will feel more comfortable because they know they will not be embarrassed when they commit mistakes (p. 93).

Another strategy used by educators to alleviate anxiety among EFL students is using a variety of interactional activities that should be organized and designed to help students feel less stressful in the classroom. Moreover, the selection of these activities is important and must fit the student's level of proficiency and interests.

Group work or cooperative learning is thought to be a very helpful and motivational activity for students in their learning process. It involves forming several groups that consists of students from different background and ability levels, who work with each other in order to solve various language tasks. Students who experience this strategy reported that they felt less frustrated when they work in groups. They tend to feel more comfortable with such activity, especially because they think that group response is less threatening to share than the individual one. Dornyei (2001) believed that a cooperative work has a positive effect on the learning process and enhances self-esteem and self-confidence (p. 100). Tsui (2001) asserted that when students collaborate and help each other in solving a task by exchanging different ideas and thoughts, this leads to lower the level of anxiety. Group work may be an effective activity that enhances critical thinking of the students, encourages active learning and communication decision-making skills (As cited in Joy, 2010, p. 28-33).

In terms of motivation and support, teachers can also provide their students with motivational feedbacks that might boost their self-confidence and ability levels. When the teacher offers praise and positive comments to the learner this may increase the learner's satisfaction and raise the learning spirit. Ford (1992) asserted that learners cannot make progress toward their learning goals when the relevant feedback information is absent. Goals may lose salience and priority and may never be reached when there is no feedback (p.25). Positive information feedbacks usually shed light on the learners' areas that they need to work on and improve, as such to determine things that they can do to raise the effectiveness of learning (Raffini, 1993). It involves positive descriptive feedbacks concerning students' achievements, attitudes, strengths, and progress. More importantly, those feedbacks supply learners with an amount of information instead of criticizing their external standards or peer achievements.

To reduce anxiety in FL classrooms, teachers use a variety of games as a useful technique where students may utilize the foreign language. In these games, the teacher divides the students into various groups for the purpose of breaking the usual routine and the feeling of boredom in the classroom. Students when playing games are in a positive mood, challenging, motivated, and less tensional to join such kind of activities. Most teachers rely on this strategy because it makes the students active and drives them to participate and use the foreign language especially in the speaking classes. They believe that when students feel joy and relaxation, they will be able to receive the information well without worrying about the conditions and problems in learning.

1.7.2. Students' Anxiety Coping Strategies

Not only teachers have a role in helping students cope with anxiety, but also learners play a vital role in decreasing this feeling. Learners should know how to cope with anxiety, which can inhibit their performance and their learning process as well. The following are some strategies learners need to take into consideration in order to cope or reduce their anxiety in FL classes.

1.7.2.1. Positive Self-Talk

Hackfort and Schwenkmezger (1993) defined self-talk as “a dialogue through which the individual interprets feelings and perceptions regulates and changes evaluation and convictions, and gives him/herself instructions and reinforcement” (p. 355). It is the voice in the person's mind that can determine the way he/she thinks, and the way he/she behaves. Positive self-talk can be functional especially when dealing with state anxiety, that occurs when learners are stressful in specific evaluative situation such as in exams or oral presentations.

Furthermore, students should know that successful learning entails making mistakes. Thus, self-encouragement is required to accept such mistakes. In addition, Bassett (1989) assumed that learners must stop thinking in a negative way “to begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts” (p. 3-1). Therefore, students need to overcome their negative thoughts through talking to their selves using positives dialogues instead of negatives ones.

1.7.2.2. Practice and Preparation

Oral performance is considered as an important aspect of learning a foreign language. In most researches, it is found that oral performance triggers the level of anxiety among learners. Thus, practice and preparation were proposed as two effective ways that may help diminish anxiety. In oral presentations, students need to practice and for many times before presenting in the classroom and in an environment like the classroom environment in front of their peers or friends. Preparation and practice are thought to be a key determiner of students’ self-confidence while giving speech or presenting (Kantar, 2011, p. 293). Good preparation and practice allow students to practice their language and communication skill which will improve it and overcome the feeling of fear in front of people.

1.7.2.3. Relaxation Exercises

One of many strategies that students use to relieve the feeling of anxiety is the relaxation technique. Lloyd (2010) defined it as a mental image that students create when performing in the foreign language “see yourself performing as a confident presenter who is enjoying the performance” (As cited in Bryan, 2001, p. 44).

1.7.2.4. Minimizing Fear of Making Mistakes

In addition to the previous strategies, minimizing the fear of making mistakes is used by students to cope with anxiety in foreign language classes. Bassett (1985) said that students' fear of making mistakes has both bright and dark sides; the former can improve the learner's performance, while the latter refers to an exaggeration of fear that leads to a certain problem (p. 3-9). The negative ideas about making mistakes make the students lose their self-confidence, motivation, and enthusiasm to learn the foreign language. Therefore, they should be aware of how to overcome this fear by knowing that making mistakes is a natural part in human nature and that mistakes are a necessary step in learning a foreign language not a sign of failure. Students should acknowledge that in learning a foreign language, making mistakes and learning from them leads to enhance their skills.

Conclusion

Through this chapter, the concept of anxiety has been discussed in relation to foreign language learning classrooms. Many researchers divided anxiety in terms of four types: trait anxiety, state anxiety, situation-specific anxiety, and facilitative and debilitating anxiety. Besides, in foreign language learning performance anxieties were described in three components: communication apprehension, test anxiety, and fear of negative evaluation. In addition, many studies have been raised about the effects of anxiety in learning classes and that teachers, learners, and classroom were determined as the main sources of anxiety. Finally, discussions on the coping strategies used by both teachers and learners were carried out by giving some beneficial strategies to help students to cope with their anxiety.

Chapter Two: Research Methodology, Data Analysis, and Data Interpretation

Introduction

While the previous chapter has reviewed the literature of the research study, this second chapter is concerned with the practical part. It encompasses three sections. The first section discusses the methodology used to accomplish the current study, including the research paradigm, setting, population and sampling, research instruments, data collection procedures, and the limitation of the study. The second section outlines the analysis of the data collected. The final section discusses the results obtained from the data collected.

2.1. Section One: Research Methodology

The research methodology section discusses the research paradigm, setting, population and sampling, as well as research design. The research design includes the research instruments, the procedures of data collection, and finally the limitation of the study.

2.1.1. Research Paradigm

The current study investigates the strategies used by teachers and students to cope with anxiety in the foreign language classroom. To achieve this purpose, a quantitative research approach is followed. Bryman (2012) defined quantitative research as “a research strategy that emphasises quantification in the collection and analysis of data...” (p. 35). Likewise, Payne and Payne (2004) deemed the qualitative method an effective approach applied in academic research, which aims at seeking regularities in human lives through separating the social world into variables that may be represented numerically as frequencies or rates and their associations with each other can be determined by statistical techniques (p. 180).

Thus, the researchers found it relevant to use the quantitative research method since it seems more appropriate to discuss the strategies used by teachers and students to cope with anxiety in the foreign language classroom. It follows then that in this quantitative study, the researchers attempt to answer the research questions using two questionnaires one addressed for English teachers and the other one for the students at Mohammed Seddik Ben Yahia University, Jijel.

2.1.2. Setting

The present research investigates the strategies used by teachers and students to cope with anxiety. It took place at the English department of Mohammed Seddik Ben Yahia University, Jijel.

2.1.3. Population and Sampling

Since the study is interested in teachers' and students' anxiety coping strategies in the FL classroom, it is obvious that the population is made up of the teachers and third year licence students at Mohammed Seddik Ben Yahia University.

2.1.3.1. The Students

It is practically hard to put the whole population under scrutiny; thus, a sample of 117 students was randomly selected from the entire population at the University of Jijel. The rationale behind choosing third year students is the fact that they have studied English for 3 years; therefore, they are expected to know the concept of foreign language anxiety better than other levels (first year and second year), and the fact that they normally have more advanced level in language.

2.1.3.2. The Teachers

Concerning the teachers, 12 teachers were selected to represent the sample of this study. The participants are Doctorate and Master teachers and they teach different modules (civilization, oral expression, TEFL, literature, etc.) at the department of English.

2.1.4. Research Design

This sub-section introduces the design of this research. It encompasses the data gathering instruments, the data collection procedures, and the data analysis procedures.

2.1.4.1. Data Gathering Instruments

The present research is conducted through the use of two questionnaires one administered to 12 EFL teachers and the second one to third year licence students at Mohammed Seddik Ben Yahia University. In fact, a questionnaire is widely used as a research tool to gather data from a large population within a short period of time. Brown (2001) defined questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”(p. 6). In this vein, Nunan (1992) described the questionnaire as “ an instrument for the collection of data usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects” (as cited in Mebitil, 2011, p. 54).

Thus, the rationale behind using questionnaire rather than other instruments is that the questionnaire seems more adequate for investigating teachers’ and students’ anxiety coping strategies. Besides, one characteristic of the questionnaire is anonymity and privacy, in which the participants feel comfortable in answering the questions honestly and

therefore the results will be more reliable for the researcher. More importantly, it is easy to analyse and interpret its data in a short period of time.

a. Description of Teachers' Questionnaire

The teachers' questionnaire included a collection of 14 questions that were designed to investigate the teachers' anxiety coping strategies. The questions are a mixture of 12 close-ended questions (in which the students have to select Yes or No answers, strongly agree, agree, disagree, or tick the suitable answer among various choices) and 2 open ended questions (in which the respondents are free to express their thoughts, justify their argument, or give more strategies). These questions are grouped in three sections; the first section contains general information (Q1), the second one is made up of 4 closed ended and 2 open ended questions (Q2 to Q7), and the third section includes Q8 to Q14 about the teachers' anxiety coping strategies.

b. Description of Students' Questionnaire

The questionnaire administered to third year students was composed of 16 questions all of them were close-ended questions, in which the students were given a string of options and asked to pick one option without any explanation or justification. It was divided into three sections. The first section sought to collect general information (Q1). The second one entitled "Anxiety in Foreign Language Classroom" contains Q2 to Q5. The third section sought to investigate teachers' and students' anxiety coping strategies (Q6 to Q16).

2.1.4.2. Data Collection Procedures

In order to collect data about teachers' and students' anxiety coping strategies, certain steps have been followed. Firstly, students' questionnaire was distributed online

due to the critical situation ensuring from the Covid-19 pandemic. It was posted on June 14th, 2021 in a Facebook group of third year students. But, the researchers managed only obtain the answers of 5 students because the students were in exams period. Therefore, the questionnaire was reposted after one week. The students were given around two weeks to answer the questionnaire and were provided by the researchers 'emails so that to ask about anything concerning the questions to avoid any misunderstanding. Fortunately 117 answers were gathered from the whole population (around 360 students).

Secondly, teachers' questionnaire was handed out to 12 teachers who were selected randomly. It was administered from June 6th to June 9th, 2021 because it was distributed in circumstances where most of teachers were busy with teaching and exam preparation; hence, they barely had time to answer quickly on the spot. Thus, researchers waited for a considerable period of time until the teachers returned back the questionnaire.

2.1.4.3. Data Analysis Procedures

As far as the nature of data analysis is concerned, the whole data collected from the questionnaires was analyzed by means of quantitative measures. That is to say, closed questions were analyzed manually in teachers' questionnaire and electronically in students' questionnaire, in which the researcher counted the frequency of the questions then reported them in tables. However, in open ended questions, the data was grouped under categories in accordance to their frequency and then reported in tables with a precise analysis of each question.

2.1.5. Limitation of the Study

During the process of conducting this research, one obstacle has hindered the accomplishment of this study; which is the lack of relevant resources at the library of the university and some of online books were not available for free.

2.2. Section Two: Data Analysis

2.2.1. Analysis of Teachers' Questionnaire

Section One: General Information

The sub-section presents the analysis of the students' responses. The results obtained are analyzed and reported in tables and presented through percentages.

Answers to Q1 (How many years have you been teaching English at university?)

Table 1

Teachers' Experience in Teaching English at University

Options	Percentage
01-05	25%
06-10	58.33%
More than 10	16.67%
Total	100%

As the above table shows, 58.33% of the teachers experienced teaching English at university for about 06-10 years; 25% taught English for about 01-05, and only 16.67% of them said that their teaching experience exceeds 10 years. This means that the majority of teachers are familiar with the target topic Foreign Language Anxiety.

Section Two: Anxiety in Foreign Language Classroom

Answers to Q2 (Do you notice when your students are anxious?)

Table 2

Teachers' Awareness of Students' Anxiety

Options	Percentage
Always	50%
Sometimes	50%
Rarely	0 %
Never	0%
Total	100%

The results displayed in table 2 show that all teachers notice their students' anxiety; but they differ with regard to the frequency, with half of them always notice their students' anxiety and the other half noticing it sometimes.

Answers to Q3 (To what extent does anxiety exist among foreign language learners?)

Table 3

The Frequency of Students' Anxiety

Options	Percentage
High	66.66%
Medium	33.33%
Low	0%
Total	100%

As indicated in table 3, 66% of the teachers think that anxiety exists in a high rate among foreign language learners. However, 33.33% of them said that it exists in medium rate.

Answers to Q4 (Which module do you think students are more anxious in? Explain why?)

Table 4 (a)

The Modules that Students Are More Anxious in

Answer	Percentage
Oral Expression	100%

Table 4 indicates that all the teachers said that oral expression is the subject where students are very anxious.

In order to get further insights into the teachers' responses, they were asked to provide explanation for their answers. Teachers' explanations are thematised and presented in the following table.

Table 4 (b)

Teachers' Explanations for Anxiety-Provoking Modules

Answers	Number
a-Fear of Public Speaking	6
b-Lack of Language Proficiency	3
c-Unpreparedness	1

The results from the above table show that most of the teachers think that students are very anxious in the oral expression session because they are expected to express their ideas orally and in front of others and also because they have not yet mastered the language. However, 2 teachers did not give any explanation.

Answers to Q5 (In which kind of activities do students feel more comfortable to participate?)

Table 5

The Kind of Activities in which Students Feel Comfortable to Participate

Options	Percentage
a- Free Discussion	25.3%
b- Circle Talking	0%
c- Playing Games	0%
d- Role plays	8.3%
a+b	8.3%
a+b+c	16.6%
a+c	16.6%
b+c	8.3%
c+d	16.6%
Total	100%

25.3% of the teachers said that their students feel more comfortable to participate in free discussion. However, only 8.3% of them chose role plays as the most comfortable activity for their students.

Answers to Q6 (Do you think anxiety inhibits students' learning? If yes, please justify your argument)

Table 6 (a)

The Role of Anxiety in Inhibiting Students' Learning

Options	Percentage
Yes	100%
No	0%
Total	100%

The table 6 reveals that all the teachers agreed that anxiety inhibits the students' learning process.

With the aim of eliciting more responses from the teachers, they were asked to provide justifications. Teachers' justifications were thematised and presented in the following table.

Table 6 (b)

Teachers' Justification for the Role of Anxiety in Inhibiting Students' Learning

Answers	Number
a-Poor Performance	2
b- Failure to Develop Speaking Skills	2
c- Lack of Understanding	5
d- Bad Marks	2

Based on the teachers' justification, most of the teachers think that anxiety inhibits students learning because it prevents them from understanding the input and developing their speaking skills.

Answers to Q7 (To what extent does anxiety affect students' achievements?)

Table 7

The Frequency of the Effect of Anxiety on Students' Achievements

Options	Percentage
High	58.33%
Medium	41.66%
Low	0%
Total	100%

The results obtained from table 7 indicate that more than a half of teachers (58.33%) reported that the effect of anxiety on students' achievements is high. The rest (41.66%) claimed that it affects their achievements in a medium rate. This proves that teachers are aware of the negative effect of anxiety on their students' achievements.

Section Three: Anxiety Coping Strategies

Answers to Q8 (Do you think creating a relaxed atmosphere reduces students' anxiety?)

Table 8

Teachers' Opinions about Creating a Relaxed Atmosphere

Options	Percentage
Strongly Agree	75%
Agree	25%
Disagree	0%
Strongly Disagree	0%
Total	100%

It is observed from the table above that 75% of the whole number of the sample strongly agreed that creating a relaxed atmosphere diminishes students' feeling of anxiety. Thus, it can be concluded from the findings that teachers should create a warm atmosphere for learners to perform better.

Answers to Q9 (The use of humor helps in reducing students' anxiety?)

Table 9

Teachers' Opinions about the Use of Humor

Options	Percentage
Strongly Agree	25%
Agree	58.33%
Disagree	16.67%
Strongly Disagree	0%
Total	100%

This strategy was viewed by 58.33% of teachers as an effective strategy to decrease stress.

Answers to Q10 (Do you think that activities such as group work, playing games, and role play help students to overcome their anxiety?)

Table 10

Teachers' Opinions about the Use of Motivational Activities

Options	Percentage
Strongly Agree	25%
Agree	58,33%
Disagree	16,67%
Strongly Disagree	0%
Total	100%

According to the results, the majority of teachers agreed on using motivational activities such as group work, role play, and playing games to overcome anxiety. Only two of them (16.67%) disagreed. Hence, it can be said that these activities play a crucial role in alleviating anxiety, in that they give students a chance to participate without fear in a positive and supportive environment. In addition, these activities can promote students' communicative competence.

Answers to Q11 (Does being friendly with students lower their anxiety in the class?)

Table 11

Teachers' Opinions about the Friendly Teacher

Options	Percentage
Strongly Agree	58.33%
Agree	41.67%
Disagree	0%
Strongly Disagree	0%
Total	100%

According to the participants' opinions about the strategy of being friendly with students in the class, the majority (58.33%) strongly agreed. This reflects the fact that most of teachers believe in the effectiveness of this strategy to alleviate the level of stress in the foreign language class.

Answers to Q12 (Do you think that providing students with positive feedback makes them less anxious?)

Table 12

Teachers' Opinions about Positive Feedback

Options	Percentage
Strongly Agree	66.67%
Agree	33.33%
Disagree	0%
Strongly Disagree	0%

As the table shows, 66.67% claimed that providing students with positive feedback lowers their anxiety. We can conclude that teachers are aware of the importance of this strategy and its effect on boosting the learners' self-confidence and their ability levels.

Answers to Q13 (Do you think being tolerant with students' mistakes helps them to overcome the feeling of anxiety?)

Table 13

Teachers' Opinions about Tolerating Students' Mistakes

Options	Percentage
Strongly Agree	41.67%
Agree	58.33%
Disagree	0%
Strongly Disagree	0%
Total	100%

It is noticeable from the results that 58.33% of teachers agreed on being tolerant with students' mistakes. Consequently, we can say that most of teachers know that making mistakes is a part of learning a foreign language. Thus, teachers tend to make students feel less stressful by tolerating their mistakes.

Answers to Q14 (Does teachers' encouragement make students feel less frustrated?)

Table 14

The Role of Teachers' Encouragement in Reducing Students' Frustration

Options	Percentage
Strongly Agree	58.33%
Agree	41.67%
Disagree	0%
Strongly Disagree	0%
Total	100%

Teachers' encouragement was viewed by 58.33% of teachers as the most effective strategy that helps students to reduce anxiety. Therefore, students feel less frustrated when the teacher encourages and motivates them.

Table 15

Other Strategies for Coping with Anxiety Indicated by Teachers

Answers
a- Calling on students using their first names instead of their surnames.
b- Creating a relaxed atmosphere for students to perform better.
c- Open spaces
d- Online conversation
e- Teachers should ask their students questions that are related to their lives.
f- Training students to face audience and to deliver public speaking.
g- Topics that raise debate and discussion.

2.2.2. Analysis of Students' Questionnaire

This sub-section presents the analysis of the students' responses. The results obtained are analyzed and reported in tables and presented through percentages.

Section One: General Information

Answers to Q1 (Was your choice to study English at university?)

Table 16

Students' Choice of Studying English at University

Options	Percentage
Personal Choice	92.3%
Obligatory	7.7%

According to the results, 92.3 % of the participants said that they chose to study English at university as a personal choice and only 7.7 % of them said that they were obliged. Consequently, studying English at university is the desire of the majority of the students.

Section two: Anxiety in Foreign Language Classroom

Answers to Q2 (Do you feel anxious in the foreign language classroom?)

Table 17

The Frequency of Students' Anxiety in Foreign Language Classroom

Options	Percentage
Always	11.1%
Sometimes	68.4%
Never	20.5%

The results in table 17 show that 68.4% of students sometimes feel anxious in the foreign language classroom. Besides, 20.5% of them said that they never face this phenomenon; only 11.1% of students always feel stressed in learning a foreign language. That is to say, that the majority of students feel frustrated in the classroom when learning a foreign language.

Answers to Q3 (In which situation do you feel more anxious?)

Table 18

Students' Anxiety Provoking Situations

Options	Percentage
A	40.17 %
B	8.54 %
C	29.91 %
D	11.96 %
E	6 %
d + e	3.4 %

Note. A= When the teacher provides you with negative feedback; B= When the teacher asks a question; C= Performing in front of classmates; D= In oral presentations; E= In tests

The Data presented in table 18 shows that the option “when the teacher provides you with negative feedback” is situation in which the students are most anxious in (40.17%), then the option “performing in front of classmates” with 29.91% and 3.4 % of the students selected both options (d+e) .

Answers to Q4 (Do you think anxiety affects your foreign language learning? If yes, to what extent does it affect your foreign language learning?)

Table 19 (a)

Students’ Opinions about the Effect of Anxiety on their Learning Process

Options	Percentage
Yes	86.3%
No	13.7%

The results show that the majority (86.3 %) of the students chose the option “Yes” and only 13.7 % of them said “No”. This means that almost all the students are aware of the effect of anxiety on their foreign language learning.

Table19 (b)

The Frequency of the Effect of Anxiety on Students' Learning

Options	Percentage
High	22.2%
Intermediate	43.6%
Low	34.2%

It is clear from the table that nearly half of students (43.6%) think that anxiety can affect their learning moderately. However, 34.2 %of them claimed that it has a low rate. These findings highlight the fact that the students from this sample are affected by anxiety in their learning, but in different amounts; some of the students are aware of its effects while others may not.

Answers to Q5 (How does your teacher treat you when you are anxious?)

Table 20

Teacher's Treatment for Students' Anxiety

Options	Percentage
a- Ignorance	60.8 %
b- Provide encouragement and support	39.2%

Concerning this question, most of the participants (60.8 %) claimed that their teachers ignore their anxiety and 39.2 %of them said that their teachers give them the

support and encouragement to overcome their stress. Maybe, this is due to teachers' unawareness of the effects of anxiety on their students' learning process.

Section Three: Anxiety Coping Strategies

Answers to Q6 (I think positive self-talk reduces my anxiety)

Table 21

Students' Opinions about the Effect of Positive Self-Talk in Reducing anxiety

Options	Percentage
Strongly Agree	36.7%
Agree ⁵⁷ .	3%
Disagree	6%
Strongly Disagree	0%

This table shows that most of the students (57.3%) opted for the same opinion that encouraging oneself using supportive words is helpful to diminish the feeling of anxiety and 36.8% of them strongly agree, only 8 students disagreed. In other words, using supportive words is an effective strategy to cope with anxiety.

Answers to Q7 (When I'm well prepared, I do not feel anxious)

Table 22

Students' Opinions about Preparation to Reduce Anxiety

Options	Percentage
Strongly Agree	39.3 %
Agree	41.9 %
Disagree	16.2 %
Strongly Disagree	2.6 %

The results show clearly that 41.9% of the students agreed on preparation as an adequate strategy to reduce anxiety; however, 16.2 % of them disagreed. From this we retain that preparation may help students to feel less frustrated and be confident when performing in the foreign language.

Answers to Q8 (I think practicing helps me to decrease my anxiety)

Table 23

Students' Opinions about the Strategy of Practicing to Decrease Anxiety

Options	Percentage
Strongly Agree	42.7%
Agree	46.2%
Disagree	11.1%
Strongly Disagree	0%

As it is demonstrated in table 23, 54 students of the sampled population agreed that practicing before presenting helps them to perform without fear in front of the class. 42.7% of the students strongly support this strategy, while only 11.1% of them disagreed. Therefore, we retain that practicing outside the classroom is a beneficial technique to reduce anxiety.

Answers to Q9 (Teacher's encouragement makes me feel less frustrated when learning the foreign language)

Table 24

Students' Opinions about the Effect of Teacher's Encouragement in Reducing Students' Anxiety

Options	Percentage
Strongly Agree	43.6%
Agree	50.4 %
Disagree	6 %
Strongly Disagree	0 %

Half of the participants (50.4%) agreed that the teacher's encouragement makes the students less frustrated and then motivated to learn and 43.6% of them strongly agreed. But only 6% of them do not think so. We can say that the majority of the sample is aware of the importance of this strategy in reducing students' frustration and worry.

Answers to Q10 (I feel more relaxed when the teacher tolerates my mistakes)

Table 25

Students' Opinions about Teachers' Tolerance with Students' Mistakes

Options	Percentage
Strongly Agree	41.9%
Agree	47.9%
Disagree	8.5%
Strongly Disagree	1.7%

As it can be noticed from the table above, 47.9% of students who participated in this questionnaire agreed that they feel more relaxed when the teacher tolerates their mistakes and 41.9% of them strongly agreed. However, only 8.7% of them disagreed. The results show that teachers need to tolerate students' mistakes so that they feel relaxed and comfortable.

Answers to Q11 (Relaxation exercises help to reduce my anxiety)

Table 26

Students' Opinions about the Use of Relaxation Exercises to Reduce Anxiety

Options	Percentage
Strongly Agree	19.7%
Agree	60.6%
Disagree	19.7%
Strongly Disagree	0%

As the table above shows, 60.6% of the students agreed about the use of relaxation exercises to reduce their anxiety and 19.7% strongly agreed. We can conclude that relaxation exercises are considered as an effective technique to help students reduce their anxiety in the classroom.

Answers to Q12 (When teacher is friendly with me, I feel more motivated to learn)

Table 27

Students' Opinions about Friendly Teacher

Options	Percentage
Strongly Agree	72.6%
Agree	25.6%
Disagree	0.9%
Strongly Disagree	0.9%

It seems from the results obtained in the table above that 85% of the students strongly agreed that they feel more motivated when the teacher is friendly with them. However, only 1 student disagreed. That is to say that a good relationship between the teacher and students may help them to decrease the feeling of stress and apprehension in the class.

Answers to Q13 (When the teacher uses humor in the classroom, this diminishes my anxiety)

Table 28

Students' Opinions about Using Humor to Diminish Anxiety

Options	Percentage
Strongly Agree	49.6 %
Agree	46.2 %
Disagree	2.1 %
Strongly Disagree	2.1 %

The students' answers show that 49.6 % of the participants chose the option "Strongly agree" and 2.1 % of them disagreed on the use of humor to alleviate the students' anxiety inside the class. Thus, teachers' use of humor inside the classroom may help the learners to feel more comfortable and relaxed.

Answers to Q14 (Working in groups helps me to feel less stressful)

Table 29

Students' Opinions about the Effect of Group Work in Reducing Stress

Options	Percentage
Strongly Agree	35 %
Agree	42.7 %
Disagree	20.5 %
Strongly Disagree	1.8 %

As it is shown, 42.7 % of the students think that working in groups lessen students stress. Likewise, 35 % of them strongly agreed about this strategy; but 20.5 % of them disagreed. We can conclude that the students from this sample support the strategy of working in groups to reduce the students' apprehension in the classroom.

Answers to Q15 (Using motivational activities helps me to perform without fear)

Table 30

Students' Opinions about the Use of Motivational Activities to Diminish Stress

Options	Percentage
Strongly Agree	24.8%
Agree	63.2%
Disagree	11.1%
Strongly Disagree	0.9%

According to the obtained results, 24.8% of students strongly agreed and 63.2% agreed that motivational activities; such as role plays and playing games have a noticeable role in alleviating their anxiety. 11.1% of students answered with disagree and only one student strongly disagreed. Therefore, we can say that motivational activities are considered as a suitable technique for learners to decrease the feeling of stress and enjoy learning a foreign language.

Answers to Q16 (Teacher's positive feedback helps me to cope with my anxiety)

Table 31

Students' Opinions about the Effect of Teacher's Positive Feedback in Coping with Anxiety

Options	Percentage
StronglyAgree	25%
Agree	64 %
Disagree	11%
StronglyDisagree	0%

As the above table demonstrates, the highest percentage (64%) represents the students who agreed on the importance of teacher's positive feedback in reducing anxiety and those who disagreed represent 11% of the sample. Therefore, teacher's positive feedback can help learners to cope with their anxiety, which boosts their self-confidence and drives them to work harder on their weak areas.

2.3. Section Three: Data Interpretation

Introduction

This section is devoted to discuss and interpret the overall results generated by teachers' and students' questionnaires. More specifically, it aims at answering the research questions put forward in this study using the results obtained from the tools used (teachers' questionnaire and students' questionnaire). The research questions are:

- a. To what extent are third year students at Mohammed Seddik Ben Yahia University affected by anxiety?
- b. What strategies do teachers use to cope with students' anxiety in a foreign language classroom?
- c. What strategies can students use to cope with anxiety in EFL classroom?

2.3.1. Frequency of Anxiety among Third Year Students

The results of this enquiry showed that the frequency of anxiety among foreign language learners is relatively high. This was proven by teachers' answers in the questionnaire, in which the vast majority of teachers claimed that anxiety exists among foreign language learners in a high rate. The results of the students' answers in the questionnaire were no different as a matter of fact that more than a half of them sometimes feel anxious in the foreign language classroom.

2.3.2. Teachers' and Students' Anxiety Coping Strategies

"What strategies used by teachers and students to cope with anxiety?" is, in fact, a central question in this study; it is regarded the rationale of carrying out this research work. The two research tools revealed that teachers and students use various strategies to cope with FLA. Thus, on the basis of the results obtained from the questionnaires, it is

worthwhile to mention the most frequently used strategies by teachers and students to cope with anxiety.

2.3.2.1. Teachers' Strategies

➤ Creating a Relaxed Atmosphere

In the current study, the results revealed that creating a relaxed atmosphere is a successful strategy used by teachers to reduce anxiety and helps students to perform better. In this vein, Dornyei (2001) argued that teacher should establish and maintain an environment that is positive, tolerant, and supportive since a relaxed atmosphere helps to reduce students' anxiety and obtain good results (p. 40).

➤ The Relationship between the Teacher and the Students

Based on the questionnaires, both the teachers and the students agreed that a good and friendly relationship between the teacher and students helps to alleviate students' anxiety in the classroom. This indicates that this strategy can be effective and beneficial since it can boost the feeling of security in the classroom and makes the learners more comfortable. In this concern, Lad and Birch (1997) in their study found that students who share a closer relationship with their teachers may perceive the learning environment as a supportive one, and this may promote positive attitudes towards learning a foreign language and lower their anxiety.

➤ Teachers' Positive Feedback

The results from students' and teachers' questionnaires are consistent with each other in that students agreed on the importance of teachers' positive feedback in coping with anxiety. That was further supported by teachers' answers in the questionnaire who strongly agreed on this strategy. The findings of this study go hand in hand with the

findings of Dornyei (2001) which revealed that the teacher should praise and provide positive feedback that can boost the learners' self-confidence and lift the learners' spirit (p. 123)

➤ **Use of Humor**

The use of humor in the classroom appears to diminish students' anxiety. The results from students' questionnaire revealed that the students believe that this strategy is beneficial. The teachers' answers support students' responses in the questionnaire. As shown in the literature, the current results appear to be similar to the previous studies such as Dornyei (2001) who claimed that students feel more comfortable and motivated to learn.

➤ **Teachers' Tolerance with Students' Mistakes**

Teachers' tolerance with students' mistakes is another strategy that reduces anxiety. The findings from students' questionnaire revealed that the majority of students agreed that they feel more relaxed when the teacher tolerates their mistakes. Similarly, teachers reported that being tolerant with students' mistakes is a helpful strategy to overcome the feeling of anxiety. Likewise, Dornyei (2001) argued that the teacher should be tolerant with students' mistakes and put into consideration that students cannot learn without mistakes (p. 93).

➤ **Motivational Activities**

Using activities such as role plays and playing games appear to be one important strategy that teachers use to cope with students' anxiety. The findings from students' questionnaire revealed that most of the students agreed that motivational activities have a noticeable role in alleviating anxiety. Teachers' answers were similar to students' responses in which more than a half of the teachers support the use of this strategy. This, in

fact, accords with what Harmer (1984) said about motivational activities, which are useful strategies that evolve the interaction among learners and reinforces the ability of performing in front of the audience (p. 352).

2.3.2.2. Students' Strategies

➤ Positive Self-Talk

Positive self-talk appears to be one of the successful strategies that students use to cope with anxiety. The findings from the students' answers revealed that most of the students believed that positive self-talk helps to reduce the feeling of anxiety; positive self-talk encourages students to overcome their negative thoughts and fear. As mentioned in the literature, Bassett (1989) argued that positive self-talk can be a useful way for dealing with anxiety in which students encourage themselves using positive and comforting dialects instead of negative ones such as: "I can handle this, take a deep breathe, relax" (pp. 3-1).

➤ Group Work

Group work is another beneficial strategy that helps in reducing anxiety. The results from students' questionnaire revealed that the students feel less stressful when working in groups. The results of the teachers' questionnaire are in agreement with the students' answers in the questionnaire. Most of the teachers chose group work as an activity where students feel more comfortable to participate in the classroom. These findings are in line with Tsui's study (2001) who asserted that when students collaborate and help each other in solving a task by exchanging different ideas and thoughts, this leads to low level of anxiety.

➤ **Relaxation Exercises**

In the current study, the results from the students' questionnaire revealed that more than a half of the students agreed on the use of relaxation exercises to reduce anxiety. In this regard, Bryan (2001) pointed out that the learner can use several relaxation techniques among them taking a deep breath before the talk with relaxing the muscles that give them a feeling of comfort and calm to alleviate the feeling of anxiety (p. 44).

➤ **Practice and Preparation**

The results obtained from the students' questionnaire revealed that a good number of students believe that when they are well prepared, they feel less anxious. This strategy appears to be an efficient strategy that students can use to cope with anxiety. Another strategy was presented in the students' questionnaire is practice. Many students said that practice is the key to overcome the feeling of stress and perform better in the foreign language. These findings do not contradict what was stated in the literature earlier. In fact, they support the findings of Kanar (2011) that preparation and practice can be the best antidote to stage students' stress and anxiety.

2.3.3. Recommendations

Based on the findings that stemmed from this study, the followings recommendations can be made:

- Teachers should encourage their students to talk about their learning problems without fear.
- Teachers should create the appropriate atmosphere in class for students to learn comfortably.
- Teachers should boost their students' self confidence by using positive feedbacks.

- Students should know that making mistakes is a normal thing and that mistakes are part of learning.
- Students have to prepare and practice the language in advance in order to minimize their fear and stress.
- Teachers should know that varying activities would help learners to participate and be comfortable in the class.
- Teachers and learners should be aware of the coping strategies and how to use these strategies appropriately to reduce the unpleasant feeling of anxiety.

Conclusion

The current study analyzed the strategies used by both teachers and students to cope with anxiety in EFL classes, which are obtained from teachers' and students' questionnaires. The questionnaires were answered by teachers and students of Mohammed Seddik Ben Yahia University of Jijel, analyzed and presented in tables with percentages, and followed by brief commentaries. In light of the findings from data analysis, we identified suitable and effective strategies which are used by teachers and students to minimize the unpleasant feeling of anxiety in EFL classes.

General Conclusion

Anxiety is a feeling that affects every person; for example, English language learners as well can experience heightened levels of anxiety because they are learning a foreign language. Thus, anxiety is considered to be one of the most problematic problems that can inhibit English language learners from learning the language appropriately. The current research attempted to investigate the different strategies used by teachers and students to cope with anxiety through administering two questionnaires, one directed to third year students and the other to English language teachers at the University of Jijel.

The overall research work consisted of two major chapters: one dealt with the theoretical background of the study while the other chapter devoted to the practical part of this research work. As far as the theoretical part is concerned, an overview about anxiety was discussed including a definition, types, sources, components, and the effects of anxiety. Moreover, it discussed the strategies used by teachers and students to cope with anxiety. Correspondingly, the practical part contained three sections. The first section was entitled "Methodology" and the second section dealt with the analysis of the data collected. Eventually, the third section reported the results obtained through interpretations with a brief reference to the results obtained from similar studies.

The findings show that third year students use a number of effective strategies to cope with their anxiety, such as positive self-talk, relaxation exercises, and preparation and practice. Likewise, it was shown that creating a relaxed atmosphere, a good relationship between teachers and students, the use of humor in the class, positive feedback, and tolerating students' mistakes are the most effective strategies used by teachers to cope with students' anxiety. Thus, the results proved the validity of the hypothesis put forward in this study.

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Appendices

Appendix A

Students' Questionnaire

Anxiety has been always a provoking factor for students, in that it inhibits their foreign language learning. Therefore, our research is aimed to find out some strategies to help learners cope with this affective factor. This questionnaire is delivered for Licence third year students, and designed to collect data about students' strategies.

Please dear students tick the option that matches your feelings about each statement.

Section One: General Information

1. Was your choice to study at university?

a. Personal choice ☐ b. Obligatory ☐

Section Two: Anxiety in Foreign Language Learning

2. Do you feel anxious in the foreign language classroom?

a. Always ☐ b. Sometimes ☐ c. Rarely ☐ d. Never ☐

3. In which situations do you feel anxious more?

a. In oral presentations ☐

b. When teacher asks you a question ☐

c. When performing in front of classmates ☐

d. When teacher provides you with negative feedback ☐

e. In tests ☐

4. Do you think anxiety affects your foreign language learning?

Yes ☐ No ☐

-If yes, to what extent does it affect your foreign language learning?

a. High ☐ b. Intermediate ☐ c. Low ☐

5. How does your teacher treat you when you are anxious?

a. Ignorance ☐

b. Provide encouragement and support to overcome this feeling ☐

Section Three: Strategies to Cope with Anxiety

6. I think positive self-talk reduces my anxiety.

a. Strongly agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

7. When I'm well prepared, I do not feel anxious.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

8. I think practicing helps me to decrease my anxiety.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

9. Teacher's encouragement and support makes me feel less frustrated when learning the foreign language.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

10. I feel more relaxed when the teacher tolerates my mistakes.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

11. Relaxation exercises help to reduce my anxiety.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

12. When teacher is friendly and tolerant with me, I feel more motivated to learn.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

13. When the teacher uses humor in the classroom, this diminishes my anxiety.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

14. Working in groups helps me to feel less stressful.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

15. Using motivational activities helps me to perform without fear.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

16. Teacher's positive feedback helps me to cope with my anxiety.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

Thank you for your participation

Appendix B

Teachers' Questionnaire

Anxiety has been always a provoking factor for students, in that it inhibits their foreign language learning. Therefore, our research is aimed to find out some strategies to help learners to cope with this affective factor. This questionnaire is delivered for Licence third year teachers, and designed to collect data about teachers' anxiety coping strategies.

We would be very grateful if you could help us in filling in the questionnaire.

Section One: General Information

1. How many years have you been teaching English at university?

.....

Section Two: Anxiety in Foreign Language Learning

2. Do you notice when your students are anxious?

a. Always ☐ b. Sometimes ☐ c. Never ☐

3. To what extent does anxiety exist among foreign language learners?

a. High ☐ b. Medium ☐ c. Low ☐

4. Which module do you think your students are more anxious in? Explain why.

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

5. In which kind of activities do students feel more comfortable to participate? (You may choose more than one option)

a. Free discussion ☐

b. Circle talking ☐

c. Playing games ☐

d. Role plays ☐

6. Do you think anxiety inhibits students' learning?

Yes ☐ No ☐

-If yes, please justify your argument

.....

.....

7. To what extent does anxiety affect your students' achievements?

a. High ☐ b. Medium ☐ c. Low ☐

Section Three: Strategies to Cope with Anxiety

8. Do you think creating a relaxed atmosphere reduces your students' anxiety?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

9. The use of humor can reduce students' anxiety.

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

10. Do you think that activities such as: group work, playing games, and role plays help students to overcome their anxiety?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

11. Does being friendly with your students lower their anxiety in the class?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

12. Do you think that providing students with positive feedback makes them less anxious?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

13. Do you think being tolerant with students' mistakes helps them to overcome the feeling of anxiety?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

14. Does teacher's encouragement make students less frustrated?

a. Strongly Agree ☐

b. Agree ☐

c. Disagree ☐

d. Strongly Disagree ☐

-If there any other strategies please mention them

.....

.....

.....

Thank you, we really appreciate your participation

Résumé

L'anxiété est considérée comme l'un des problèmes les plus problématiques pouvant empêcher les étudiants d'apprendre la langue étrangère de manière appropriée. Par conséquent, le but de la présente étude est d'étudier les stratégies que les enseignants et les étudiants d'anglais comme langue étrangère (ALE) utilisent pour faire face à l'anxiété. Il est basé sur l'hypothèse que les stratégies d'adaptation utilisées par les enseignants et les étudiants sont efficaces pour réduire l'anxiété dans un contexte de langue étrangère. Pour étudier ce sujet, une étude de cas a été menée à l'Université « Mohammed Seddik Ben Yahia », en particulier au département d'anglais où les enseignants et les étudiants de troisième année ont été sélectionnés comme échantillon. Deux questionnaires ont été utilisés, l'un adressé à 117 étudiants et l'autre à 12 enseignants. Les résultats montrent que les enseignants et les élèves utilisent différentes stratégies pour faire face à l'anxiété, telles que l'autoconversation positive, la pratique et la préparation, les exercices de relaxation, l'utilisation de l'humour, la création d'une atmosphère détendue, la tolérance aux erreurs des élèves, la fourniture de commentaires positifs et autres. Cette étude a suggéré que les enseignants d'anglais comme langue étrangère (ALE) devraient attirer l'attention de leurs élèves sur les stratégies d'adaptation et sur la manière de les utiliser de manière appropriée pour réduire leur anxiété en classe de langue étrangère.

Mots Clés: L'anxiété, Les stratégies des enseignants, stratégies des étudiants.

تلخيص

يعتبر القلق أحد أكثر المشاكل التي تمنع من تعلم اللغة الأجنبية بشكل جيد. لذلك فإن الهدف من هذه الدراسة هو مناقشة الاستراتيجيات التي يستعملها أساتذة و طلبة اللغة الإنجليزية للتغلب على هذا القلق. تنطلق هذه الدراسة من فرضية أن هذه الإستراتيجيات المستعملة من طرف الأساتذة و الطلبة فعالة في التقليل من القلق في أوساط اللغة الإنجليزية. ولمعالجة هذا الموضوع أقيمت دراسة أختير فيها أساتذة و طلبة السنة الثالثة من كلية اللغة الإنجليزية في جامعة محمد الصديق بن يحي كعينة. تم القيام بإستبيانين أحدهما خصص لـ 117 طالب و الآخر لـ 12 أستاذ. أظهرت النتائج أن الأساتذة والطلبة يستعملون مختلف الإستراتيجيات مثل التحدث الإيجابي مع النفس، الممارسة والتحضير، تمارين الإسترخاء، المزاح، خلق جو هادئ، التسامح مع أخطاء الطلبة، التعزيز الإيجابي، وأخرى لخفض القلق. أقتربت هذه الدراسة أن أساتذة اللغة الإنجليزية يجب عليهم لفت إنتباه الطلبة لهذه الإستراتيجيات و كيفية إستعمالها بطريقة صحيحة للتقليل من قلقهم في صفوف اللغة الإنجليزية.

الكلمات المفتاحية: القلق، الإستراتيجيات الخاصة بالأساتذة، الإستراتيجيات الخاصة بالطلبة.