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The Influence of EFL Teachers' Behaviors on Pupils' Foreign Language Anxiety Level

-The Case of Zegloul Middle School, Mostaganem-

A dissertation submitted in partial fulfilment of the requirements
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Dedication

*To my family,
and to my best friends.*

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Abstract

Foreign Language Anxiety (FLA) arises in the context of learning a foreign language. There are several sources of FLA, and the teachers' behaviors represent a potential source. The present research work attempts to investigate the influence of Algerian EFL teachers' behaviors on middle school pupils' FLA. The researcher has opted for a mixed-method approach in the investigation: a questionnaire administered to fifty (50) middle school pupils of first- and second-year levels; and an interview conducted with ten (10) EFL middle school teachers. The findings indicated that teachers' behaviors represent a crucial source of EFL young learners' anxiety. Besides, a variety of negative behaviors like negative criticism in front of class, laughing at pupils' mistakes, shouting at them and being unfair are proved to cause an increase in pupils' FLA and a decrease in the learners' interest in learning the language.

Keywords: Teachers' Behaviors, Foreign Language Anxiety, Middle School Pupils.

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List of Acronyms

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

FLLA: Foreign Language Learning Anxiety

General Introduction

The subjective feelings of tension, apprehension, nervousness, discomfort, fear, and worry are all representing what is known as 'anxiety'. The arousal of the autonomic nervous system caused by anxiety prevents people from performing different tasks successfully. In the contexts of language learning, many learners of English as a Foreign Language (EFL) find that foreign language learning in classroom is situationally stressful, anxiety-provoking and even scaring. Besides, learners may feel that they are unable to perform well, especially in oral tasks, classroom interaction and even when having a test.

Foreign Language Anxiety (FLA) is a complex of certain beliefs, feelings and behaviors related to learning a new language. Such kind of anxiety arises from the uniqueness of the language learning process. As noticed in the Algerian EFL contexts, less interest has been shown in checking FLA among learners who study English as a foreign language (EFL) for the first time in elementary levels. Besides, the attention is also drawn to the behaviors of the foreign language teachers as a potential affecting source of FLA. In this respect, and based on the researchers' concerns with detecting the factors contributing to FLA, EFL teachers are spotted as the major factor that is responsible for coping with such kind of anxiety.

This dissertation aims at investigating the influence of EFL teachers' behaviors on the level of middle school pupils' FLA. It also aims at showing how negative and positive behaviors contribute to the decrease and increase of FLA. In order to achieve the study objectives, the researcher raises the following questions:

- To what extent can EFL teachers' behaviors reduce or increase the pupils' language anxiety level?
- How can pupils' Foreign Language Anxiety be affected by the teachers' behaviors?

The researcher hypothesizes that:

- EFL teachers' negative behaviors increase the pupils' FLA, and their positive behaviors decrease it.
- Behaviors like negative criticism in front of class, laughing at pupils' mistakes, shouting at them and being unfair can all contribute to increasing FLA among pupils.

In order to investigate the influence of Algerian EFL middle school teachers' behaviors on pupils' foreign language anxiety (FLA), a mixed-method approach is adopted. A questionnaire was administered to fifty (50) middle school pupils of first- and second-year levels; and an interview was conducted with ten (10) EFL middle school teachers. One middle school was targeted for distributing questionnaires to pupils is Zeghloul middle school (Mostaganem); whereas, the participating teachers are from different middle schools.

This dissertation consists of three chapters. The first chapter reviews the theoretical frameworks. It presents the types of anxiety and highlights FLA. It also deals with the teachers' behaviors in classroom. The second chapter is devoted to the practical issues. It describes the methods and target population, as it provides the quantitative and qualitative analysis of data. The last chapter is devoted to discussing the findings and listing some relevant recommendations.

CHAPTER ONE

THEORETICAL BACKGROUND

Introduction

The learning environment is full of cases where teachers or learners experience various events related -or not- to the educational setting. The actions and behaviors from both parts -learners and teachers- determine different aspects of learning/teaching process. Both learners and teachers' behaviors, indeed, lead to reflections from and on each other. The present chapter tackles the issue of teachers' behaviors and their impacts on the possibilities of learners to learn and participate in the class, also their possibilities to study in safe environment. The chapter presents the roles of the teacher, the psychology and discipline in the classroom, and how the way teachers behave have negative and positive influences on the learning process.

1. The Teacher's Role in the Classroom

The main element in the teaching/learning process is the teacher. The latter must have some qualities and act some missions. Moreover, the knowledge and skills to teach a class are required. A teacher is a source of inspiration and motivation to learners. Stronge (2007) confirms that effective teachers must have content knowledge (p.10). He added that there are several teaching roles like caring, fairness and respect, reflective practice. Teachers, thus, are significant members of the educational process; for that, Kudryashova, Gorbatova, Rybushkina and Ivanova (2016, p.462) consider the roles of teacher according to the instructional models are to engage, explore, explain, elaborate and evaluate.

Kudryashova et al (2016) cite other roles of the teacher. The latter plays many different roles that are shown as follows:

Teacher as a source of knowledge: this means that teachers should always provide their learners with information. In this respect, the teacher is the source to whom learners

come back and ask to make sure that they are well-learning. Learners should trust their teachers in return and prepare their lessons in order to negotiate with them.

Teacher as an expert: Experiencing various cases and events in the classroom, teachers should be always ready and able to cope with different situations with learners. They make decisions depending on such aspects as educational materials, methods, students' abilities and needs, and the planned objectives. (Lunenberg and Hamilton, 2008)

Teacher as a manager: Teachers are administrators of and in their classes. They manage and supervise the learning process as well as learners. Controlling the class as well as supervising activities are also required. During the course, learners' participation, time, lessons and exams should be organized by the teacher. The manager role is represented almost in all actions during the teaching process.

Teacher as a guide: A good guide is a good observer. Teachers observe what their learners are doing, so that they tell them what to do and what not to do. Teachers do immediate intervention when the behavioral or emotional state of learners impedes the teaching/ learning process. Teachers also guide learners to find solutions to the problems they encounter. (Lunenberg and Hamilton, 2008)

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

Teacher as a leader: Teachers should not just give information. They are teaching learners how to achieve their goals. A successful teacher is the one who discovers and uses learners' powers to motivate them, develop their potential, and enhance their self-confidence.

Teacher as a model: Learners' attitudes towards their teachers construct a model of teaching in their minds as how good or bad teacher is. The teacher must be aware that s/he is an example or model to be followed by learners. The latter -especially in young ages- imitate their teachers' steps, treatment to others, morals and ethics and they acquire them.

Teacher as an actor: the good teacher is the one who keeps his personal issues for other contexts outside the classroom. As teachers are on stage, they should act as teachers. A good teacher does not show to his pupils the causes of anxiety or madness in order not to affect them. Throughout all these roles, learners' performance is determined according to the extent to which a teacher is doing his/her roles properly. (Murray and Male, 2005)

2. Teacher's Qualities

Stronge (2007) claims that "the teacher personality is one of the first sets of characteristics to look for in an effective teacher" (p.116). Thus, teachers as persons construct various personalities in the classroom. That makes a teacher unique in their mission of teaching. For that, many scholars listed some qualities of a teacher accordingly. The major teacher qualities discussed and presented by Cunningham and Allington (1999, pp.78-83) are as follows:

The teacher is responsible and organized: Paying attention to class and learners is required. Teachers are also responsible for learners' success or failure. Organizing lessons, managing the classroom and being punctual are qualities of a successful teacher. When the teaching process is progressively taking serious steps forward, the learning will eventually be improving. (Cawelti, 2004)

The teacher is joyful: Severances in teaching are an obstacle to learners. The latter cannot think or participate if there is a source of worry or fear. The joyful teacher, however,

makes learners feel safe and comfortable to learn. Nevertheless, learners enjoy learning if the teacher enjoys teaching. Moreover, the sense of humor is required in the learning/teaching process. The teacher is normally acting as a person who laughs, enjoys, and does her/his best like them, and “is structured, yet flexible and spontaneous” (Stronge, 2007, p.116).

The teacher is sympathetic: Understanding learners’ social and emotional conditions makes a good teacher. That includes the art of listening and answering all kinds of questions. Respect is acted and seeded by the teacher as it builds a special relationship and interaction with learners. (Cawelti, 2004)

The teacher is realistic and equitable: By knowing learners’ capacities, the teacher “uses personal experience to provide real-world examples in teaching” (Stronge, 2007, p.116). That would help learners benefit from the teacher’s real-life experience. Moreover, teachers should be fair with all learners. Advocating them by names, quality teachers address learners without insulting and treat them equally and fairly.

3. Psychology in the Classroom

Essentially, instead of dealing with the learners' psyche, teachers and instructors used to emphasize on the quality of information delivered to learners; that is, teachers attempted at preserving the information as it is and eventually teach it. In addition, school is not the only source of knowledge for the learner, as the latter always learns from his/her surroundings; therefore, the teacher should be willing to fulfil learners' curiosity by teaching them according to their personalities and desires. (Suldo, Shaffer & Riley, 2008)

Van Ryzin, Gravely and Roseth (2009) claim that students who perceive teachers as supportive tend to report better psychological adjustment. So, learners, mainly teenagers, have different ways of dealing with lessons that contain sensitive topics such as violence, divorce

or war. In such cases, the teacher should be able to transmit the lesson with regard to learners' psychology. In fact, the teacher is the one who builds most of learners' psychology and prepare them for the outer world; hence, boosting their self-confidence. In order for the teacher to achieve this, s/he has to emphasize on the learning process: the right method employed to transmit knowledge, rather than just teaching.

Despite the efforts that teachers put in the class, the latter would remain a sample of the outer world. Sometimes, learners in the secondary school fall victims to verbal or physical bullying; sometimes also mocked. Now, those learners can still stand in the face of such challenges and find what they are good at and put more efforts to it; however, it is also compulsory for teachers to behave in an emotional and social way to give those learners with fragile personalities the opportunity to rebuild and enhance their confidence and psyche. (Furrer and Skinner, 2003)

Socio-emotional behaviors, moreover, may be expressed during instruction. As marked by warmth and responsiveness, they encourage learners' feelings of belonging and acceptance in the classroom (Varma, 1993). In simple terms, the teacher should possess the ability of teaching even under pressure or stress; when the teacher is, for instance, feeling exhausted or sad, s/he should know how to teach without affecting the learners. Besides, learners regard the teacher as an example or as an influential figure.

3.1 Learners' Behavior

Consequently, learners' behavior is a reflection of the teacher behavior and the outer world. Moreover, the psychological impact the learners receive from teachers is crucial to building their personalities. For instance, if a teacher becomes careless and fails at establishing order in the classroom, students would also grow careless and misbehave. Now, that might affect every student in a different way, but the effect is generally negative.

Furthermore, teachers should also be aware of the fact that learners' performances are linked to teachers' behavior. Any mistake in the latter, the self-confidence and even morals of the learner would degenerate. In contrast to that, the learner would be more self-reliant in conducting research and enhance his/her proclivity and wiliness to be educated. (Varma, 1993, p.61)

3.2 Teachers' Behaviors

Through time, teaching strategies and methods have developed significantly. Nowadays, some teachers neglect the teaching process, focus only on finishing the syllabus and earn money. This, however, affects the learner in a negative way and may even produce a learner without a critical mind. In this line, Stronge (2007, p.115) states, "the positive and negative behaviors exhibited by teachers determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement" simply said, if a teacher exhibits a negative behavior, a negative effect would be produces, and vice versa.

3.2.1 The Negative Effects

Negative effects are produced directly from the teachers' misbehavior towards their learners. Negative effects, as Varma (1993) claims, can be produced in two ways: First, Physical punishment such as hitting the learner. Second, verbal abuse, such as insulting them or calling them with negative adjectives as to mock them and make them feel ashamed. To illustrate, some teachers use the word "stupid" to refer to a student who obtains bad marks or give false answers. With time, that abused student would grow shy and cease to participate and that would certainly affect his/her scholastic achievements and may even lead to failure. (Varma, 1993, pp.37-38)

In fact, such negative effect would paralyze the learners' creativity in the classroom,

which would eventually decrease his/her desire to study. Moreover, Intelligence is linked to the students' ability to think faster and solve issues without feeling stress or anxiety, but when the teachers produce negative effects this intelligence would also become limited; as the learner would develop fear of participating in social activities or in the classroom. In regard to this, Deborah G Smith argues that any teacher who employs aggressive behavior to establish order and control his/her class will be actually affecting learners' psychologies.

Moreover, some learners tend to exhibit an aggressive behavior since they received negative effect from their teachers. Van Acker, Grant, and Henry (1996) found that "highly aggressive children experienced 'different classrooms' than other children" (2003, p.438). That is to say, aggressive behavior would harm the psychology of learners and even become part of it as the learner would be aggressive even outside the classroom and with close people as parents. That is why it is the job of the teacher to provide the necessary conditions in which the learner feels relaxed and open to knowledge. Teacher's behavior is an important target for preventive intervention because many aspects of the classroom environment have been linked empirically with student aggression. Among these are teacher instructional and behavior management techniques. (Moore, Robertson, Maggin, Oliver, and Wehby, 2010, pp.172-173).

3.2.2 The Positive Effects

Learners always consider their teachers as a successful model to follow especially when they establish a healthy relationship with their teachers. On the one hand, as discussed before, teachers who project their problems and anxiety on their learners, they produce a negative effect that would be instilled in their personalities and would decrease their achievements. On the other hand, praising learners, calling them by their first names and telling them positive adjectives would certainly have a positive effect on them. For instance, when the learner participates, the teacher would say, "good job", "very nice", "you are doing

much better" such verbal behavior is required to keep the learner motivated and inspired.

It is important to establish order and respect in the classroom; however, some teachers act severely and cruel with learners thinking that this is the only way to gain respect. This method would produce a negative effect and implant fear in the psyche of the learner would study only to please the teacher. Moreover, teachers must be aware how to treat their students individually and collectively. Avoiding verbal and physical abuse, explaining to the learner where s/he made the mistake, using right terminology and avoiding negative adjectives. All these would enlighten the hearts of learners and certainly boost their willingness to study. However, sometimes it is important for the teacher to punish the learner; yet, doing it the right way would encourage the learner to improve and participate even with the wrong answer. Because they would grow self-confident and be certain that no one would make fun of them. (Stephens and Crawley, 1994)

Most of learners start discussing and planning for their future goals when they are in the classroom, that is why the teacher asks them to state their plans. However, it is important to provide an effective orientation and explain why such plans may work or not. Furthermore, Rogers (2002) argues, "whenever a group of students meets with their teachers some aspects of behavior management and discipline should not change" (p.5). That is to say, when teachers and students meet outside the classroom, learners would still behave in a respectable way and greet teachers. Simply because, a special bond has been established; one that is built from respect and friendship.

3.3 Learners' (Mis)Behaviors and Learners' Performance

Since earlier ages, learners start creating their personalities as proving their existence through behaving differently. Considering oneself as mature or old, learners may disregard their tasks or homework. Others may not participate in activities as it could be considered as

childish behavior to them. Such learners soon encounter educational and evaluation issues. Friedman (1995) uncover the learner's popularity in school or class by describing active and passive learners.

Lazy learners are demotivated to study as saying jokes about their teachers and annoying their classmates are their common actions. Friedman (1995) describes such kind of learners as intelligent but neglected. Intelligent teachers can recognize them and find a way to guide them. However, active learners are ready and participate so that they become social and known. Unlike the active learner, quiet ones are usually afraid of their teachers and think they would be insulted despite good scoring in exams. (Friedman, 1995, pp.284-285)

4. Definition of Anxiety

The term 'anxiety' has been widely and differently treated in various fields and research areas. Broadly known as a human psychological phenomenon, Oxford Advanced Learner Dictionary defines anxiety as "the state of feeling nervous or worry that something bad is going to happen." Fletcher and Langley (2009) state that every human being can experience anxiety, which is a natural feeling that can occur during an unusual situation or different changes in life like starting a new work. Anxiety can help to either perform better or lead to the feeling of fear that can cause failure to achieve the task (p.35).

According to Dilmac, Hamarta and Arslan (2009), anxiety is seen as "a condition of being stimulated that manifests itself with physical emotional and mental alteration the individual experience against a non-objective danger." (p.144) However, other researchers treated the notion more psychologically. For instance, Yoon (2012) states that anxiety is

a normal feeling to human beings which can be brought about by any internal or external changes, uncertain situations, or feeling of uncertainty. That is,

when people face a particular situation that is not familiar with, it is natural most of them have the same feeling, that is, nervousness, and tense, which can be also considered as anxiety. (p.1100)

That shows anxiety as a complex reaction that goes through ups and downs in terms of intensity according to the situation. There are numerous examples of anxiety situations like oral interviews, presentations or speaking in public.

Moreover, anxiety is sometimes defined as “the subjective feeling of tension, apprehension, nervousness, and worry” (Spielberger, 1983, p.47), and in other times as “a vague fear that is only indirectly associated with an object” (Scovel, 1978, p.134). Hence, anxiety can be seen as a psychological symptom, which happens when any human being can feel nervous in unfamiliar situations. This cannot be expressed statistically due to the deep involvement of and association with feelings and emotions like nervousness, tension, frustration, and uneasiness. (Yoon, 2012)

However, according to Schwarzer, Ploeg and Spielberger (1982, pp.3-4), anxiety is in any particular situation that a person faces such as threatening as it can lead to unpleasant emotional reactions. Therefore, anxiety is a response -to any source of stress or worry- by which one survives while controlling appliances.

Several scholars and researchers tackled the sources of anxiety. In a sociological context, Zeidner (1998) opined that the human body is adjusted to such changes in relation to the social status and threats in order to face as anxiety. Thus, any fear to lose a social position or failure to keep it can lead to anxiety that can also affect the person negatively (Botton, 2004, p.55),

Whatever the quality of anxiety is, Hatloy (2012, p.7) argues that its impact can be

either on a short term or on a long term. In the first case, positive effects are more expected. For example, when a person is nervous before starting an interview, it is a good sign since s/he may feel more attentive; however, the person may feel relaxed after the level of anxiety has diminished. However, if a person has an overwhelming feeling, which can lead negatively to lack of attention, s/he is facing a long-term effect of anxiety (Hatloy, 2012).

5. Types of Anxiety

Manifested in different forms, and related to the individual's psychological state, anxiety has been classified into three categories: trait, state and situation-specific anxiety (MacIntyre & Gardner, 1989)

Spielberger (1983) views state anxiety as “an apprehension expected at a particular moment in time as a response to a definite situation” (p.85). However, state anxiety can manifest in normal daily situations. It is also regarded as a problem to the emotional balance of a person “consisting of subjective feeling of tension, apprehension, nervousness and worry, with associated arousal of the autonomic nervous system” (Spielberger, Reheiser, Owen, and Sydeman, 2004, p.425). It is aroused by some environmental condition such as: punishment, examination, accident and so on. In addition, worry experience at a specific moment of time as a reaction to certain situation like an important test. (Spielberger, 1983)

Another form of anxiety is trait anxiety. While Tsui (1995) refers trait anxiety to the personality characteristic, Eysenck (1992) in this concern suggests that trait anxiety “represents a permanent tendency to react to input from the effective decision mechanism by directing attention towards or away from the location of threat.” (p. 175). It is regarded as a stable tendency; people with high levels of trait anxiety are usually anxious people in varied sorts of settings. Baily and Nunan (1996) describe trait anxiety as a characteristic imprinted permanently into the individual's personality, varies from one to another and has different

effects on each person.

MacIntyre and Gardner (1989, p.272) state that situation-specific anxiety “can be seen as trait anxiety limited to a given context”. Such kind of anxiety is developed by an individual in specific situations as during exams, public speaking, and participation in classroom or speaking in different language. As situational anxiety is stable over time, yet it is unpredictable in different circumstances. In general, trait and situation-specific anxiety are considered stable and permanent forms of anxiety, but state anxiety is an impermanent anxiety that comes in a particular period of time and perishes as times goes. (Spielberger, 1983)

6. Foreign Language Anxiety (FLA)

Anxiety is usually expressed by language learners. Yet, learning a new language is accompanied with apprehension and nervousness. Language anxiety can simply be originated from learning difficulties and the cultures of the language being learnt. (Hashemi, 2001, p.1811). However, anxiety has always been linked to learning foreign or second language(s) rather than the first language.

In foreign language contexts, several researchers have offered different definitions of Foreign Language Anxiety (FLA). Osboe, Fujimura and Hirschel (2007) argue that FLA “has clearly been shown to have a negative impact on performance in the foreign classroom.” (p.1). Also, Duxbury and Tsai (2010) insist that FLA “is universal phenomenon that inhibits students’ achievement in ESL and EFL classrooms. A student’s native language in his/her main coping mechanism, it defines their worth and identity.” (p. 4). Thus, FLA is broadly any feeling of tension and/or apprehension associated particularly with a second or a foreign language context. (Onwuegbuzie, Bailey and Daley. 1999, p.218).

In short, FLA refers to the anxiety that learners may have when they learn a FL. For that, Occhipinti (2009) recognizes the second/foreign language anxiety as “a common debilitating feeling which affects students in a variety of ways.” (p.81). In view of the effect of FLA on both learners and teachers who often confronted with how to alleviate anxiety.

6.1 Foreign Language Learning Anxiety (FLLA)

The anxious students are those who have a history of learning problems, obtain low grades, suffer from difficulties with classrooms’ learning, and exhibit poor development skills (Chen and Chang, 2004, p.282). Among the factors that contributes to FLLA, we mention difficulty in coping with mainstream, classroom environment, lack of teacher engagement, and limited cognitive skills. In English as a Foreign Language (EFL) context, Tsui (1996, p.152) points that a huge number of variables contributed to student anxiety like low English proficiency, lack of practice, and task difficulty, as that may vary from context to context.

Sato (2003, p.4) outlines some basic reasons behind such anxiety experienced by Japanese students. The use of traditional methods of teaching which focuses mainly on grammatical accuracy in the written form of the language. The second is large class sizes, which limits student speaking time and devotes the teacher-centered environment. The third reason for students’ anxiety when speaking a second or foreign language is their typical unwilling nature to stick out. Most of them prefer to blend in with their peers and to remain silent in a lecture-style class.

Other reasons of FLLA can be the tendency to keep silent for the feeling of insecurity, the fearing that the chosen utterances may not make sense or simply may not be correct, the inability to comprehend what is being said in the classroom (Von Würde, 2003, pp.9-10). Therefore, the better policy for them is to be silent. Krashen (1982, p.31) hypothesized that anxiety contributed negatively to an “affective filter”, which made an individual less

responsive to language input.

6.2 Teachers Behaviors and FLA

There are many factors that researchers claim to be interfering in FLA. Students' motivation and their perception of the behaviors of their teachers can also represent a significant factor of FLA. Noels, Clément and Pelletier (1999) conducted a study that demonstrates the tight relationship between the teachers' behaviors and high FLA among students. Their study illustrates how the kinds of behaviors influence students' motivation and, hence, cause them anxiety in their language classroom.

It is crucial that motivation stands between how the teachers behave and how students react to or interact with them. That shows how dynamic the relationship between FLA and students' perception of teachers' behaviors is. Pelletier and Vallerand (1996) gave instance of how controlling and authoritarian teachers contribute to their students' anxiety in classroom. They figured out that the way students perceive behaviors of their teachers can certainly determine their level and type of anxiety. Pelletier and Vallerand (1996) also showed how positive behaviors like autonomy or being supportive can reduce students' anxiety.

Conclusion

As they are affected and affecting elements, teachers and learners contribute to the effectiveness of learning/teaching process. The teacher, as the important factor of his learners' success, can affect learners' performance psychologically and emotionally. FLA is one of the main issues that can be linked to teachers' behaviors. As the Algerian elementary levels are critical to investigate and tackle, and in order to investigate how teachers' behaviors affect the learning process and cause FLA, the following part of the study will be practically testing the impacts of teachers' negative and positive behaviors on learners' FLA.

CHAPTER TWO

RESEARCH METHODOLOGY AND DATA ANALYSIS

Introduction

In order to investigate the influence of Algerian EFL middle school teachers' behaviors on pupils' foreign language anxiety (FLA), a mixed-method approach is adopted. The researcher opted for a questionnaire to be administered to middle school pupils and an interview to be conducted with EFL teachers. The present chapter of the study provides a brief description of the research design, both groups of participants (pupils and teachers) and instruments. Further, the data collection procedures are explained. Finally, the chapter presents the analysis of collected.

1. Research Design

The choice of research instruments, context and population is based on the researcher's hypotheses. The study has been conducted in the third term of the middle school calendar. One middle school was targeted for distributing questionnaires to pupils is Zeghloul middle school (situated in the city of Mostaganem, Algeria). However, some other teachers from two other middle schools participated in addition to the teachers from the aforementioned middle school. More details about the informants and research tools are provided in the following section.

1.1 Participants

In order to test the research hypotheses, the researcher opted for specific research methods. However, it is initially important to describe the population that is targeted in the study. Because the study highlights FLA among EFL learners as affected by teachers' behaviors, the participants are two different groups: pupils and teachers.

The first group consists of fifty (50) pupils studying first and second year middle school (of different genders, ages and social backgrounds). They participated through

answering the questionnaire. The second group consists of ten (10) EFL middle school teachers (of different genders, ages, experiences and social backgrounds). They participated in the interview. These teachers have first- and second-year classes. Choosing these two levels was crucial in the fact that the teachers' behaviors can have an influence on young learners' motivation. Besides, Algerian pupils are exposed to EFL for the first time in these two levels.

1.2 Research Instruments

The researcher adopted a mixed-method approach: a questionnaire and an interview are the tools used in the investigation. The questionnaire aims at exploring the pupils' views on their teachers' behaviors and factors of FLA. It was addressed to fifty (50) pupils. It consists of a part of general information (age, gender, level), a second part of close-ended questions about teachers' behaviors, and a last part about the pupils' opinions on their FLA.

The second research tool is the interview. It aims at exploring EFL teachers' views on the influence teachers' behaviors can have on increasing or decreasing pupils' FLA. A starting part in the interview is for general information (gender, teaching level and experience). A second part includes five open-ended questions that help the researcher get insights and supportive information from the teachers.

2. Data Collection Procedures

First, the questionnaires administered to fifty (50) EFL middle school pupils. The researcher explained the questions to pupils and translated them into Arabic for a better understanding. Then, the answers of all informants were received from more than one class.

Second, the interviews with ten (10) EFL teachers have been conducted in three different middle schools in the city of Mostaganem. Data have been collected after being filled. The results of the teachers' interview are brought to mirror the pupils' insights and

considerations related to teachers' behaviors and FLA. The actual administrations of the research instruments and data collection have been conducted in the third term of the middle school calendar. The collected data is quantitatively and qualitatively analyzed

3. Data Analysis

In this section, the researcher presents the results gained from both the pupils' questionnaire and the teachers' interview.

3.1 Analysis of the Pupils' Questionnaire

This section presents the data collected from the pupils' questionnaire. First, some general statistics are first provided, then the pupils' answers on items and statements related to FLA are demonstrated.

Part One: Personal information

Male	Female
15 (30%)	35 (70%)

Table 1. Pupils' Gender

The majority of participating pupils are females (70%). Male pupils are just fifteen.

11 years old	12 years old	13 years old
14 (28%)	25 (50%)	11 (22%)

Table 2. Pupils' Age

The ages of pupils are approximate to twelve (+/-1 year). There are some pupils who are aged thirteen (22%) and others aged eleven (28%).

First Year	Second Year
27 (54%)	23 (46%)

Table 3. Pupils' Levels

The number of participants from each level is almost equivalent. Twenty-seven (54%) are first-year middle school pupils, and twenty-three (46%) are second-year pupils.

Part Two: Teachers' Behaviors

Very Bad	Bad	Good	Very Good
8 (16%)	12 (24%)	18 (36%)	12 (24%)

Table 4. Pupils' Perception of the Interaction with Teachers

More than one-third of the pupils (36%) described their interaction with EFL teachers as 'good'. Twelve (24%) others considered it very good. However, there are other pupils who considered the interaction with their EFL teachers as bad (24%) and very bad (16%). Noticeably, there is a considerable number of informants who confirmed that EFL teachers are not effectively and well-interacting with their pupils.

Normal	Tension	Anger	Sorrow
13 (26%)	13 (26%)	14 (28%)	10 (20%)

Table 5. Pupils' Feelings when Criticized by Teachers

Teachers' criticism to pupils is one of the reflections of their behaviors. When pupils were asked about their reactions when criticized by teachers, variant answers were obtained. Fourteen (28%) pupils reported that they feel angry; thirteen (26%) pupils opted for 'tension'. Other pupils (26%) feel normal when their teachers criticize them, and some others feel sorrow (20%). The fact that such single act (criticism) influences on pupils' reactions differently denotes that FLA can be a subsequent state encountered by pupils.

Normal	Tension	Shyness	Happiness
6 (12%)	7 (14%)	16 (32%)	21 (42%)

Table 6. Pupils' Feelings when Praised by Teachers

Unlike the previous item, table 6 shows that the positive act of praising can lead to different reactions from the pupils' part as well. Twenty-one (42%) claimed that they feel happy when praised; sixteen (32%) others described their state as shyness; seven (14%) informants feel tense; and other six (12%) ones feel normal. Shyness and tension can implicitly be related to anxiety. The reason pupils opted for them is relevant to the times and conditions of the teachers' praising.

Normal	Tension	Anger	Fear	Laughter
5 (10%)	5 (10%)	17 (34%)	17 (34%)	6 (12%)

Table 7. Pupils' reactions when the teacher insults a classmate

Insulting is a possibly-occurring behavior that teachers commit when managing the classroom. When pupils were asked about their reactions in case the teacher insults one of their mates, seventeen (34%) responded that they feel angry, and seventeen (34%) others feel afraid. However, only five (10%) pupils reported that they feel normal, and other five (10%) ones feel tense. Notably, six (12%) participants mentioned that they react by laughing. In this regard, answers of 'fear', 'anger' and 'tension' are crucial for that they reflect FLA.

Part Three: Pupils' Language Anxiety

Poor	Good	Excellent
35 (70%)	11 (22%)	4 (8%)

Table 8. Pupils' self-evaluation of speaking

It is necessary to have an idea about pupils' level of speaking even though it was the first or second year of learning English. When pupils were asked about their level of speaking, the majority self-evaluated their speaking as 'poor' (70%). Eleven (22%) pupils opted for 'good' and only four ones chose 'excellent'. The level of the pupils is normal and expected, thus, it is the teacher's role to motivate them to speak more. However, some of the informants

may refer to their levels as a result of teachers' behaviors.

Speak without problem	Hesitate	Get embarrassed	Avoid answering
7 (14%)	16 (32%)	16 (32%)	11 (22%)

Table 9. Pupils' reactions when the teacher asks them to speak

In this respect, it was necessary to ask pupils about their reactions when they are asked to speak. Pupils answered differently; sixteen (32%) said they hesitate, other sixteen (32%) said they get embarrassed; and eleven (22%) replied they avoid answering. Only seven (14%) informants confirmed that they speak without problems when they are asked. For those who get embarrassed, it could be due to pupils' emotional and personal reasons; however, for those who hesitate or avoid answering, the teacher's influence is potentially there.

Factors	Percentage
Teachers fairness in treating pupils	9 (18%)
Teachers' fun way of explaining	11 (22%)
Participation of other pupils	7 (14%)
Praising participants by teachers	14 (28%)
Teachers' motivational actions	9 (18%)

Table 10. Factors that motivate pupils to participate and speak

Table 10 demonstrates how pupils reflect on some factors that are related to the EFL teacher and contribute to FLA. The most motivating factor opted by pupils is 'praising'. Fourteen (28%) pupils considered it motivating when praised by their teachers. Teachers' fun is also a common way that motivates pupils to speak (opted by 22%). Nine (18%) pupils reported that they are motivated when the teacher is fair, while seven pupils (14%) get motivated when their mates participate effectively.

Teachers' behaviors and actions	Percentage
Shouting at you (or pupils).	11 (22%)
Addressing and Staring at you.	18 (36%)
Standing close to you.	17 (14%)
Movement in the class.	4 (8%)

Table 11. Teachers' behaviors and actions that increase anxiety

Table 11 demonstrates the teachers' behaviors that make the pupils anxious. The most demotivating and anxiety-increasing factor opted by pupils is being addressed by the teacher. Eighteen (36%) pupils considered the way teachers address them and stare at them as provocative act to any fear, tension, stress or anxiety. The anxiety, hence, is when they think of replying or participating in English. Besides, seventeen (34%) pupils reported that they feel anxious when the teacher stands close to them. That makes them weirdly interested in the activity or thinking insecure when closely monitored. However, the negative behavior of shouting at pupils was opted by eleven (22%) informants as a factor of anxiety, while four (8%) others related anxiety to the teacher's movement in the class.

Yes	No
36 (72%)	14 (28%)

Table 12. Anxiety as a cause of speaking difficulties

The majority of pupils (72%) agreed on the idea that anxiety can put learners in speaking troubles. When feeling tense or anxious due to any personal or social factor, it is difficult to participate or speak even if the pupil has high proficiency level. Yet, fourteen (28%) pupils did not consider anxiety as a factor that stop learners from speaking at ease.

Never	Rarely	Sometimes	Always
7 (14%)	16 (32%)	16 (32%)	11 (22%)

Table 13. Frequency of anxiety when speaking in class

Pupils were asked about the level of anxiety when they are speaking English in class. Eleven (22%) pupils claimed that they always feel anxious when speaking. Sixteen (32%) pupils sometimes feel anxious and other sixteen (32%) ones rarely do. Only seven (14%) pupils responded that they never feel anxious when speaking in class. The degrees of anxiety were understood clearly by pupils. The latter answered freely about their abilities and proficiency as sources of anxiety.

Teachers' Behaviors	Teachers' Evaluation	Lack of Proficiency
17 (34%)	12 (24%)	11 (22%)

Table 14. Pupils' sources of foreign language anxiety

Table 14 consists of three global sources of FLA. Pupils were asked to opt for the one they think most relevant to their FLA. Only eleven (22%) pupils claimed that their low proficiency of English makes them tense and anxious on occasions like speaking in class, doing an activity or responding to teachers' questions. Twelve (24%) informants considered the teachers' evaluation as a source of their anxiety. That is, praising, punishment, scoring, and assessments are always related to increasing/ decreasing their anxieties. Notably, seventeen (34%) pupils reported that how the teacher behaves (negatively or positively) can determine the level of their anxiety. That is, for them, the teachers' behaviors can even influence their ways of evaluation and thus the pupils' proficiency.

3.2 Analysis of the Teachers' Interview

This section presents the data collected from the teachers' interview. First, some general statistics are first provided, then the teachers' opinions and views FLA are demonstrated.

Part One: Personal information

Male	Female
3 (30%)	7 (70%)

Table 15. Teachers' Gender

The female participating EFL teachers are more than male ones. As shown in table 15, only three participants in the interview are male.

Less than 5	5 to 10 years	More than 10
2 (20%)	4 (60%)	4 (20%)

Table 16. Teachers' Experience

The teacher's experience is important to be noted. Through table 16, the majority of teachers seem to have enough experience in the domain of teaching EFL in middle schools. For teachers have more than ten years of experience, and other four ones are experienced from five to ten years. Only two teachers responded that they have just experienced EFL teaching less than five years.

First Year	Second Year
6 (60%)	4 (40%)

Table 17. Levels taught by teachers

As mentioned earlier, the interviewed teachers are those who teach only first and second year levels. Table 17. Demonstrates that six teachers have first-year classes, and the others are teaching second year pupils.

Part Two: Teachers' views on FLA

Teachers were asked few open-ended questions. Their answers are as follows:

Q.1- How do you motivate your pupils not to be anxious when speaking in EFL classroom?

Teachers responded that there are several ways to motivate pupils to speak such as bringing a variety of activities, practicing listening activities, singing, etc. Some teachers highlighted the need of motivating pupils to learn and speak English through fun, praising, giving them opportunities to speak and making pupils involved in activities.

Q.2- What are the factors that affect pupils' anxiety in speaking?

Teachers stated different responses about the reason that lead pupils feel anxious. The major factors mentioned by teachers are: lack of proficiency, fearing teachers or mates' reactions, facing the teacher or audience, not being prepared, low self-esteem and self-confidence. Some teachers stressed that some pupils get anxious because teachers do not effectively motivate them or make them feel secure in the learning environment.

Q.3- Do you think that your behaviors contribute to your pupils' language anxiety?**Justify**

All teachers confirmed that positive behaviors like smiling, talking to and listening to all pupils, praising, and making safety space help the pupils be more motivated to learn the language. Some teachers emphasized that when teachers impose things on pupils, shout at them frequently, or hitting them, thus, making them more silent and less interested in the language. One teacher claimed that the pupil-teacher interaction is based primarily on how the teacher behaves in and outside the classroom (how pupils see he/him).

Q.4- To what extent is the pupils' speaking anxiety independent from any influence by the teacher?

Respondents explained the situation by pupils having any other class (Physics or Science); the level of the pupil, being exposed to new teachers, the social and classroom conditions and their motivation can all be anxiety factors; however, FLA is limited to the EFL teacher and the English classes, and there are other factors that are surely related to the teacher. Some informants added that being an EFL teacher is a mere fact that makes the teacher quite stranger to the pupils as they are having such subject for the first time. Thus, the teacher's practices, behaviors and ways of teaching and communicating with pupils are not separated from FLA. One informant claimed that a pupil may feel free speaking in Mathematics or Arabic class, yet they feel tense and weird when they think of the foreign language obstacles. Hence, the EFL teacher's role in decreasing pupils' speaking anxiety is crucial.

Q.5- What behaviors that should teachers perform to reduce their pupils' anxiety while performing the language?

Teachers provided some suggestions to help their pupils minimize their language performance. They recommended that pupils practice the language at home, increase their self-confidence, get rewarded when they answer right and never punished or laughed at when they make mistakes. Teachers recommended also that some space of freedom must be given to pupils to speak in the way they like. Some informants mentioned that they lead their pupils to correct themselves, be enthusiastic about the English class and interested in learning the language.

Conclusion

This chapter has dealt with the practical issues of the study. The research design has presented the description of the tools used in order to investigate the influence of EFL teachers' behaviors on pupils FLA. The questionnaires addressed to the pupils and the interviews conducted with the teachers have been analyzed quantitatively and qualitatively. After analyzing data, the following chapter will discuss the major findings and provide some pedagogical implications relevant to FLA in the Algerian middle schools.

CHAPTER THREE

FINDINGS AND RECOMMENDATIONS

Introduction

The investigation of how EFL middle school teachers' behaviors affect pupils' FLA has been conducted through two methods. A questionnaire was administered to pupils and an interview was designed for teachers. In this respect, the present chapter attempts to interpret the results obtained from both data collection tools. It presents and discusses the major findings from the pupils' questionnaire and the teachers' interview. After highlighting the results of the study, the researcher provides a set of recommendations to both young pupils who study EFL for the first time, and to EFL teachers at middle schools. The chapter also consists of some limitations encountered while conducting this research.

1. Findings

In this section, the results obtained from the collected data are interpreted and critically reviewed. First, the pupils' questionnaire results are provided, then the insights offered from the interviews with teachers are presented.

1.1 Results of the Pupils' Questionnaire

Based on the pupils' answers, there are teachers who behave badly and very badly. Besides, pupils show usually anger and tension whenever they experience a bad behavior from their teachers. If the teacher praises the pupil, the latter reacts with tension and anxiety, that demonstrates that shouting at pupils or criticizing them negatively in front of their mates will cause much tension and much anxiety.

Pupils' lack of proficiency was proved to be among the factors of FLA. The majority of pupils noted that their level is average or poor. However, when focusing on other factors, pupils were showing more reliable and logical answers. For instance, the acts of being praised, insulted, shouted at or rewarded have all been marked by pupils as the most relevant

causes of their tension, stress, anger and anxiety.

Pupils who reported their shyness, hesitation and embarrassment can be an evidence that the fact of learning a foreign language could cause numerous learners to be anxiously silent or active in the class. That is, even when they are interacting with their peers and teachers actively, they still have such anxiety of speaking or performing the foreign language. All that have been mentioned can be simply proved through the answers of pupils (see tables 8,9,10).

The study has found that most of the pupils' FLA sources are the behaviors that demotivate them and stop them even from concentrating on the lesson or liking the language. Further, among the factors that motivate pupils to speak and participate, participants stressed the fun way that teachers perform while teaching. That is to say, implementing humor and interacting with smooth and light talk helped pupils to participate, speak and interact with the teacher. That also indicates serious strictness and aggressiveness from teachers would increase pupils' language performance anxiety.

1.2 Results of the Teachers' Interview

The results from the teachers' interviews indicate that the majority of teachers suffer from the negative beliefs that their pupils have about their abilities to speak English. Besides, the majority claimed that they know how to behave with pupils. Teachers kept insisting on the fact that FLA is caused by pupils' fears of making mistakes. Further, most of teachers consider anxiety as a serious obstacle that prevents learners from initiating any efforts in the course of learning a foreign language.

Teachers have showed that, despite implementing activities that motivate learners to speak and participate, learners can easily be anxious due to the reactions of their peers rather

than the teacher's behaviors or remarks. Some factors of FLA indicated from the teachers' interview are similar to the ones from the pupils' questionnaire such as lack of proficiency, fearing teachers or mates' reactions, facing the teacher or audience, not being prepared, low self-esteem and self-confidence.

The findings of the interviews also indicate that positive behaviors like smiling, talking to and listening to all pupils, praising, and making smooth and safe sphere in the learning environment would motivate the pupils to make efforts and initiate participating and speaking. The results also indicate that imposing orders, shouting at pupils, hitting them, and treating them unfairly would surely make them anxious, thus, more silent and less interested in learning the foreign language. In sum, the way teachers behave -in or outside the class- can either construct or destroy the effective pupil-teacher interaction.

Teachers believe that the most reflecting mirror of anxiety is the speaking tasks. Unlike practicing writing, even when pupils are reading, teachers note that some FLA anxiety may be referred to the teacher's feedback and the peers' comments. Teachers, moreover, related FLA to other sources. For instance, the fact that English is a new language to them and that can be a source of FLA and not the teacher. However, through the pupils' and teachers' responses, the EFL teacher is not perceived as a known or familiar teacher to the pupils for the simple fact that they use English in class and they may not understand what they say.

2. Discussion of Findings

The aim of this study was not to detect the level of FLA, yet it aimed at investigating the influence that teachers' behaviors have on pupils, and how such influence increases pupils' FLA. Through the analysis and interpretations of both tools, the pupils' questionnaire and the teachers' interview, the major finding of the study is that negative behaviors from the teachers' part raise the anxiety of pupils in foreign language context. It is noteworthy that

EFL pupils' already have some sort of anxiety towards learning EFL and interacting with the EFL teacher.

Revolving around teachers' behaviors and anxiety, the research highlights the psychological factor in the learning environment. However, language is still a prominent element in the research. That is, speaking and producing language is a step to be discussed especially among young learners. Besides, since the language is foreign and new to these learners, the existence of some emotional and psychological factors is normal and natural. That kind of factors motivate or demotivate learners to interact, speak and learn the foreign language.

In the light of what has been found, a number of implications resulted from this study. First of all, the current study indicated that FLA is an important issue within the context of foreign language learning. The research results indicated that the young learners' FLA is more easily affected by the way their teachers contribute to (de)motivating them, and is more easily affecting their English performance and learning.

It has been clearly found that FLA existed in the classroom, and could become a learning obstacle for young learners. Therefore, pupils may not be able to perform efficiently in their tasks, tests and examinations. Teachers' insistence on behaving negatively with pupils could even stop them from liking or learning the language.

3. Recommendations

In this section, and based on the study implications, it is necessary to provide readers, learners and teachers with insightful suggestions that help teachers and learners decrease FLA. First, some recommendations are given to the pupils, then some others are offered to foreign language teachers.

3.1 Recommendations for Pupils

Based on their answers and the results of the questionnaire, EFL middle school pupils are invited to read some insights and tips in order to be ready for any anxiety-provoking activity or behavior.

- Pupils should express what they do not like about their teachers, and even complain when necessary.
- Being self-confident and establishing personal relationships with the teacher are helpful for them.
- Anxious pupils must be aware that they are not alone in their struggles. That is, they should be convinced that anxiety is natural and should not be laughing at each other's mistakes.
- Pupils should learn to practice the language at home through listening and speaking activities to reduce the degree of anxiety caused by their lack of proficiency and practice.
- Learners should focus less on what they are doing wrong and more on what they are doing right.
- Silence is good at times when the teacher is managing the classroom or performing discipline, yet it is not recommended when pupils have opportunities to answer, read, speak, write on board, etc.

3.2 Recommendations for Teachers

In the light of the results discussed earlier, and in order to help pupils decrease their FLA, the researcher provides some recommendations for the teachers as follows:

- FLA should be attentively considered as an important factor in the learning environment. The way foreign language teachers conduct classes can unconsciously make an FLA seed to impact learners
- Teachers need to be aware and conscious that language proficiency, environmental and situational factors, time limit, gender, ethnic and socio-economic backgrounds are significantly correlated with pupils' psychological status, thus, with the level of pupils' FLA.
- Anxiety-provoking activities and behaviors should be avoided. Learners' feelings in the classroom should also be cared about.
- Teachers should be relaxed, patient and friendly with learners.
- Teachers should reward pupils emotionally and praise them when they answer right and never punish or laugh at them when they make mistakes.
- Using appropriate materials in the class according to their teaching styles in order to motivate learners be more interactive.
- Teachers should speak slowly and use the first language when necessary in order to clarify ambiguous points and homework assignment. The use of first language is crucial when there is a misunderstanding.
- Teachers should pay attention to any potentials of foreign language anxiety (FLA);

students who sit in the back without saying anything in the class, and to the way learners interact with one another.

- Teachers should lead their pupils to correct themselves in clever ways without hurting them.
- The major role of the teacher is to make enthusiastic learners about the English class who are interested in learning the language.
- Focusing on the pupil's characteristics would help teachers know how to behave or act and react in class.
- Encouraging learners to always have positive expectation about their language learning (he should tell them that through time you will improve your level of speaking).
- Teachers should train pupils to have positive attitudes towards the language, speaking the foreign language, making mistakes and facing obstacles.
- Teachers should give time to all pupils to speak freely and volunteer in participating and doing tasks.
- Teachers must offer some space of freedom to pupils to initiate, try and speak in the way they like.
- Teachers should appreciate pupils' ideas and should not underestimate them or negatively criticize them, particularly in front of their peers.
- Teachers should try to create a comfortable learning environment in the classroom for learners. It is important to have such a comfortable atmosphere especially for young

learners. That will make them feel at ease, released and less anxious during their learning process.

- Teachers should not neglect the FLA factor, nor should they talk about openly in classroom. Teacher should know who anxious pupils are, yet they should not be discussing their cases in class so that all pupils would either make no initiative or laugh at their peer's reasons of anxiety.
- Reducing FLA is the teacher's role. Teachers should be mindful about the interaction with the learners. In order to decrease learners' FLA, teachers should also provide them with appropriate coping skills such as positive thinking and preferring making mistakes over being silent.

4. Limitations

The study has a number of limitations. The major ones are identified as follows:

- Some difficulties were encountered when opting for the context of the study. Some teachers and administrators were not supportive enough.
- It was difficult to convince some teachers about the objective of the study. They rejected talking about the cases of their classes and their good and bad behaviors.
- Contradictions in the answers of some participants (pupils and teachers) due to either quick responding or just filling the gap. Some contradictions also appeared in the way some teachers understood the questions.

Conclusion

This chapter has dealt with the findings of the study. The research has finally proved that any negative behavior from the EFL teacher will cause an increase in pupils' FLA. That was proved through the interpretations of results gained from pupils and teachers. The chapter has listed and discussed the major results from both tools (questionnaire and interview). However, it is necessary to claim that anxiety is hard to be measured qualitatively. The chapter has closed with some suggestions for teachers and pupils in the foreign language context. It has also mentioned the major limitations of the study.

General Conclusion

Aiming at showing the effects of teachers' behaviors on pupils' FLA, the present research work has reviewed the major theoretical frameworks of FLA and teachers' behaviors. Then, the investigation was driven through a questionnaire administered to middle school pupils and an interview with EFL teachers.

The major findings of the present study indicated that EFL middle school pupils have different sorts and degrees of FLA due to several factors like lack of proficiency, teachers' evaluation and teachers' behaviors. The latter have been proved to contribute to increasing and decreasing the level of pupils' FLA accordingly.

This research has provided valuable insights into FLA through both statistical and descriptive aspects. However, the phenomenon is complicated and multi-faceted. That is, FLA cannot be easily measured because there must be further exploration from a variety of perspectives and through a variety of approaches. The present study, conducted through a questionnaire and an interview, was a mere attempt of revealing the impact of teachers' behaviors on pupils' FLA. It also aimed at illustrating such impacts, yet not measuring the level of FLA.

The researcher significantly highlights the need for checking EFL young learners' speaking anxiety. The oral performance is still attracting researchers and educators as a field of study, namely in foreign language learning environments. Nonetheless, attention should also be drawn to the role of the foreign language teachers in dealing with their learners' anxiety. Foreign language teachers are also required to raise their awareness on how to deal with FLA cases and improve their learners' performance in language class.

It is noteworthy that anxiety can more apparently be shaped in learners' oral performance. Thus, the concern and attention of researchers should be directed to the causes that lead to speaking anxiety, particularly among young learners. Making mistakes, working individually, group and pair work, lack of self-esteem, lack of motivation, public speaking and interacting with the teacher can all be spotted in further research as the micro-sources of FLA.

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Appendices

Appendix A: Pupils' Questionnaire

Dear pupil,

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

Part One: Personal information

Gender: Male Female

Age:

Level:

Part Two: Teachers' Behaviors

1- How do you consider the interaction with your teacher?

Good very good bad very bad

2- How do you feel when your teacher criticizes you inside the classroom?

Normal Tension Anger Sorrow

3- What is your reaction when your teacher praises you in front of your classmates?

Normal Tension Shyness Happiness

4- What is your reaction when your teacher insults one of your classmates?

Normal Tension Anger Fear Laughter

Part Three: Pupils' Language Anxiety (you can tick more than one option)

1- How do you evaluate your speaking in EFL classroom?

Poor Good Excellent.

2- When your teacher asks you to speak in the classroom, you:

Speak without problem

Hesitate

- Get embarrassed
- Avoid answering

3- What motivates you to participate and speak in the class?

- Teachers fairness in treating pupils.
- Teachers' fun way of explaining.
- Participation of other pupils.
- Praising participants by teachers.
- Teachers' motivational actions

4- What teachers' behaviors do you think they make you anxious when speaking in the class?

- Shouting at you (or pupils).
- Addressing and Staring at you.
- Standing close to you.
- Movement in the class.

5- Is anxiety among the causes of your speaking skill difficulties?

- Yes No

6- Do you feel anxious when you speak in front of the whole class?

- Always Rarely Sometimes Never

7- You relate your anxiety to:

- Teachers' behaviors Teachers' Evaluation Lack of proficiency

Thanks for your collaboration.

Appendix B: Teachers' Interview

Dear teacher,

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

Part One: Personal information

Gender: Male Female

Age:

Years of Experience:

Part Two: Answer the following questions briefly:

1- How do you motivate your pupils not to be anxious when speaking in EFL classroom?

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.....

2- What are the factors that affect pupils' anxiety in speaking?

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3- Do you think that your behaviors contribute to your pupils' language anxiety? Justify

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.....
.....

4- To what extent is the pupils' speaking anxiety independent from any influence by the teacher?

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5- What behaviors that should teachers perform to reduce their pupils' anxiety while performing the language?

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Thanks for your collaboration.