Abstract
Anxiety, among other affective variables, has stimulated particular interest in the field of language acquisition and learning over the last few decades. Research indicates that it is correlated with English learning achievement among different groups of people in various contexts. (Curran 1976; Stevick 1980; Horwitz, Horwitz, and Cope 1986, 1991; Sparks & Ganschow 1995, 2000; Horwitz 2000, 2001; Hurd 2000, 2002; Hauck 2005). These researches have also focused on speaking and writing as two productive skills, particularly significant in detecting and deciding about the students' achievement in academic settings. This study aims at investigating the role of anxiety on EFL female sophomore university students' speaking and writing performance in order to detect the possible impact of anxiety experienced by the learners on the two skills. To do so, first a standard TOEFL proficiency test was administered to choose a homogeneous group. Then 40 subjects of the same level were randomly selected and two different standard questionnaires (FLCAS scale developed by Horwitz & Cope, 1986 and SL Writing Anxiety Inventory developed by Cheng, 2004) were given to them to identify and compare the participants' perception toward feeling of anxiety experienced during speaking and writing English. The results reveal there is no significant relationship between the anxiety level experienced by the participants writing or speaking English and that experiencing anxiety. In fact the degree of such a feeling can be due to different factors. Hence, learners experience higher level of anxiety while speaking English as compared with writing. In addition, some causes leading to anxiety were detected and suggestions were proposed to reduce it to a manageable degree.
Introduction

"The affective side of the learner is probably one of the most important influences on language learning success or failure" (Oxford 1990:140). The affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. L2 or foreign language learning is a complex task that is susceptible to human anxiety (Brown 1994), which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. It has been observed that many EFL university students experience anxiety in their classes especially when they need to speak or write in English. Anxiety as an important affective factor that affects language learning has been the focus of many studies in recent years and one of the major reasons of concern, particularly among educators and administrators is its potential negative effects on academic achievement (Gardner, 1985; Ehram & Oxford, 1995; MacIntyre, Noels, & Clement, 1997).

Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" in some cultures such as in Iran. Clearly, the sensitivity of adult learners to making mistakes, or fear of "losing face," has been the explanation for their inability to speak English without hesitation.

During the last twenty years, research surrounding the phenomenon of learner anxiety, its antecedents, manifestations, and solutions, has slowly developed into the recognition of the subtle differences among specific types of anxiety and more particularly, anxiety related to specific tasks. The question of anxiety is pertinent to EFL/ESL pedagogy as MacIntyre and Gardner explain: “…such difficulties can lead to the impression that anxious students are not capable communicators in the second language” (1991, p. 296). Researchers such as Cheng, Horwitz, Young, McCroskey, McIntyre, Daly, Gardner, Cope, Sparks, Ganschow, Kleinmann, and in the Japanese context, Takada, Kitano, Sato, Yashima, and Harrison & Kitao (as well as recent research in Arabic, Chinese, Spanish, French, Russian and Hebrew contexts) have explored both origins and responses to L2 anxiety. Suggestions for managing and combating this phenomenon with regard to L2 writing anxiety emphasize re-thinking methods of instructor to student error-correction, community approaches to writing, addressing student self-talk and cognition, and a reconsideration of the importance of traditional concepts of written content and format (Cheng, 2004; Cheng, 1999; Hassan, 2001; McIntyre & Gardner, 1991; Young, 1991). Though these recommendations have been made based upon empirical research, a review of the literature reveals a strikingly disproportionate emphasis on L2 speaking and test anxiety as opposed to writing anxiety, a fact that in this writer’s experience is in keeping with current paradigms emphasizing oral communicative competence in language teaching goals (Horwitz et al., 1986; Young, 1991). McIntyre and Gardner write: "Language anxiety becomes differentiated from general anxiety as the learner gains experience with the L2 tasks of study. Speaking is the most anxiety-provoking activity and this frustration can negatively affect future attempts to communicate" (p.303). It is no wonder that so little attention has been paid to L2 writing anxiety specifically.
Only within the last five years have we witnessed particular attention paid to L2 writing anxiety, most notably due to the work of Cheng et al and Hassan who find ground to criticize the body of research surrounding L2 writing anxiety (also referred to as apprehension, originally coined by Daly, 1977). A decade before their research, Young had reflected that much of the early research into anxiety (in the 1970’s and 80’s) was problematic in regard to specific types of anxiety, or “differentiation” as McIntyre and Gardner might have termed:

Factors often overlooked when deciphering anxiety research results included whether the anxiety definition and measure were harmonious; whether the interpretation of anxiety...had been defined in accordance with the basic purpose of the research; and whether the research was designed to examine one variable or a number of variables....(Creating a Low Anxiety Classroom Environment, p. 427)

Further criticism is aimed at the heterogeneity and sample sizes of subjects in L2 writing research and confusion over the validity and generalizability of results, Cheng writes “Although previous literature has clearly suggested problems of using second language (classroom) anxiety scales with questionable instrument specificity, few, if any, attempts have been made to explore these problems” (Cheng, 2004).

Although most discussions of FL anxiety have centered on the difficulties caused by anxiety with respect to activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety-provoking for foreign language learners (Horwitz, Horwitz, & Cope, 1986; Steinberg & Horwitz, 1986; Mejias, Applbaum, Applbaum, Trotter, 1991; Price, 1991; MacIntyre, Noels, & Clement, 1997), recent studies have provided validation for regarding writing anxiety as a specific type of anxiety, unique to the language-particular skill of writing (Bugoon & Hale, 1983; Daly & Wilson, 1983; Bline, Lowe, Meixin, Nouri, Pearce, 2001). According to Thompson (1980) writing anxiety is a ‘fear of the writing process that outweighs the projected gain from the ability to write’ (p.121). Tsui (1996), further believes that learning to write in the foreign language involves as much anxiety as learning the other skills, because writing is predominantly product-oriented, and it requires individual work, i.e., students are deprived of help, support and encouragement. As a result, learners suffer a ‘distress associated with writing’ and develop ‘a profound distaste for the process’ (Madigan, Linton, Johnson, 1996, p. 295).

To our best knowledge, there have not been any studies on the correlation between writing anxiety and speaking anxiety as two productive skills. Thus, the present study aimed to fill in this gap in the literature as it examined the extent of writing and speaking anxiety experienced by EFL students. The study also focused on the ideas and experiences of the EFL students related to writing anxiety. The major reason for choosing these two skills as the target skills was that learning the writing and speaking anxiety level of the students on these issues seemed to have important implications especially for teachers. In the present study researchers have addressed the following questions:

What are the psycholinguistic factors that cause language anxiety for EFL learners in writing and speaking English?
How is language anxiety manifested in the learners?
Is there any relationship between writing anxiety and speaking anxiety?
Literature Review
Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986). With the shifting of research focus from teachers to learners in SLA (Second Language Acquisition), affective factors, such as attitudes and motivation, were thought to account a lot for language learning outcomes. Anxiety, as a very important affective factor, has been considered very important, and many studies have been undertaken to explore it since the 1970s.

Definition and Types of Anxiety
“Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991: 18). Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001: 113). Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, ‘a more permanent predisposition to be anxious’ (Scovel, 1978: cited in Ellis, 1994: 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983: cited in Horwitz, 2001: 113). The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480).

Second or Foreign Language Anxiety
Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as ‘second/foreign language anxiety’. It is a complex and multidimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al., 1999: 217) and can be defined as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (McIntyre & Gardner, 1994: cited in 1999: 217). It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking (Horwitz et al., 1986: 29) because, in interaction, both the skills can not be separated. Researchers have attempted to identify and define the construct of anxiety, a key individual difference in language learning, for many years. Horwitz et al.(1986) claim that foreign language anxiety is a unique type of anxiety specific to foreign language learning, and their concept has been buttressed by MacIntyre and Gardner(1989) and MacIntyre and Gardner (1991) and other theorists. A great deal of this research has focused on anxiety with respect to classroom activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety-provoking for foreign language learners [Horwitz et al.( 1986), Steinberg & Horwitz(1986) , MacIntyre and Gardner(1994) , Price(1991) and Mejias et al.(1991)].

What Causes Language Anxiety?
What causes language anxiety is a central question of this research study and is of interest to all language teachers and learners, as well as SLA scholars who are interested in anxiety and
learning. As early as 1983, Bailey, through the analysis of the diaries of 11 learners, had found that competitiveness can lead to anxiety. Besides, he (1983) found that tests and learners’ perceived relationship with their teachers also contributed to learners’ anxiety. These three aspects that Bailey identified were supported in subsequent studies, especially in Young’s study. According to Young (1991), there are six potential causes of language anxiety which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. From this list we can see that Young, in fact, identified the causes from three aspects, that is, the aspects of learners, teachers and instructional practice, to which Bailey’s findings also complied. However, to date, findings by Horwitz, Horwitz and Cope (1986) have been the most influential. They identified three causes of language anxiety, that is, communication apprehension, test anxiety and fear of negative evaluation. Based on these three components they also designed a Foreign Language Classroom Anxiety Scale including thirty-three items. This scale was later widely used by researchers to measure foreign language learners’ anxiety and examine the effect of anxiety on learning in different contexts.

Considering anxiety as a highly influential construct in language learning, SLA researchers have tried to investigate the sources or reasons that language anxiety can stem from within both academic and social contexts, and have suggested a variety of strategies to cope with it. The fact that language anxiety is a psychological construct, it most likely stems from the learner’s own ‘self’, i.e., as an intrinsic motivator (Schwartz, 1972; cited in Scovel 1991: 16), e.g., his or her self perceptions, perceptions about others (peers, teachers, interlocutors, etc.) and target language communication situations, his/her beliefs about L2/FL learning etc. Language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001: 118). That is to say it may be experienced due to linguistic difficulties L2/FL learners face in learning and using the target language. Within social contexts, language anxiety may be experienced due to extrinsic motivators (Schwartz, 1972; cited in Scovel, 1991: 16), such as different social and cultural environments, particularly the environments where L1 and L2/FL learning takes place. Also, the target language is a representation of another cultural community; there is a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Gardner cited in Horwitz & Young, 1991: viii). Social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for L2/FL speakers. A further detailed investigation of these factors could potentially assist language teachers to alleviate anxiety in the classroom setting and to make the classroom environment less anxiety-provoking and hence to improve learners’ performance in the target language.

The Effect of Anxiety on Learning

When we explore the effect of anxiety on learning, an important insight to which we can refer is the distinction between debilitative and facilitative anxiety (Alpert and Haber, 1960). Up to now most studies have shown a negative relationship between anxiety and language achievement, that is to say, anxiety is a debilitative factor in language learning. Krashen (1985) once held in his affective filter hypothesis that high anxiety will prevent input that learners receive in the classroom from reaching the language acquisition device. Horwitz (1986) also asserted that language anxiety can cause students to postpone language study indefinitely or to change majors. MacIntyre and Gardner (1994), based on a study of 97 college students that learn French,
concluded that compared with more relaxed learners, those with anxiety find it more difficult to express their own views and tend to underestimate their own abilities. They also found that in the three stages of language acquisition, that is, input, processing and output, anxiety and learning achievement are negatively correlated. Moreover, there have also been some studies conducted to find the negative correlation between anxiety and four aspects of language learning, especially speaking and listening. For example, MacIntyre and Gardner (1991) found that speaking is by far the main agent of anxiety arousal, and that students with high anxiety perform worse than those with low anxiety. However, there have been some studies which found neutral and positive relationships between anxiety and second language achievement. Also, in Bailey’s (1983) study of competitiveness and anxiety, it was found that facilitative anxiety was one of the keys to success, and closely related to competitiveness. In Zhang Baoyan’s (1996) study of English learners in Taiwan, the results showed that there was no relationship between anxiety and learning achievement. So, from these studies it can be seen that the relationship between anxiety and achievement is probably not a simple linear one. It may be influenced by some other factors, such as culture and learners’ proficiency.

**Methodology**

**Subjects**
The participants in this study were 40 EFL female students at their second year at Islamic Azad University of Najafabad. The reason for using students from this level is that these students have already overcome the stress that is the consequence of being a newcomer at college.

**Materials**
A standard TOEFL proficiency test and two different standard questionnaires (FLCAS scale developed by Horwitz & Cope, 1986 and SL Writing Anxiety Inventory developed by Cheng, 2004) were used to identify and compare the participants’ perception toward feeling of anxiety experienced during speaking and writing English. All items on both instruments were answered on a five-point Likert Scale, ranging from “strongly agree” to “strongly disagree.” The FLCAS contained 33 items and Chronbach’s alpha coefficient of .83 was reported for the FLCAS by Horwitz, Horwitz and Cope (1986) and the reliability of the adapted scale was found to be .84 by the researchers. The SLWAI measures the degree to which an individual feels anxious when writing in an L2 and contained 22 items. SLWAI has good internal consistency, with a Cronbach alpha coefficient reported of .91. (Cheng, 2004). The Cronbach alpha for the present study was .82.

In many studies on second language writing anxiety (Hadaway, 1987; Wu, 1992; Lee, 2001) the Daly–Miller Writing Apprehension Test (WAT; Daly & Miller, 1975) and McKain’s Writing Anxiety Questionnaire (WAQ; 1991) were used as the measurement instruments of second language writing anxiety. However, their effectiveness in measuring L2 writing anxiety has been questioned by a number of researchers (Shaver, 1990; Cheng, Horwitz, & Schallert, 1999; Cheng, 2004) as they were both developed with reference to first language learners. The scale items used in SLWAI, on the other hand, were developed based on learners’ reports of L2 writing anxiety experiences as well as with reference to other relevant anxiety scales.
Procedure
A standard TOEFL proficiency test was administered to choose a homogeneous group. Then 40 subjects of the same level were randomly selected and two different standard questionnaires (FLCAS scale developed by Horwitz & Cope, 1986 and SL Writing Anxiety Inventory developed by Cheng, 2004) were given to them to identify and compare the participants' perception toward feeling of anxiety experienced during speaking and writing English. The two questionnaires were given to the subjects attending their writing/speaking classes in English. Researchers were also present for any questions raised by the subjects about the meaning of the items. The subjects were allowed to take any time completing the two scales; all of them finished completing the scales in less than 30 minutes.

Data Analysis
SPSS 13.0 was employed to analyze the data. Firstly, descriptive analysis was performed to compute the means and standard deviations for each item. Then one-Sample Kolmogorov – Smirnov test was applied in order to compare the means.

Table 1: One-Sample Kolmogorov –Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>K-S-Z</th>
<th>Sig(2-tailed)</th>
</tr>
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<tbody>
<tr>
<td>writing</td>
<td>.60</td>
<td>.864</td>
</tr>
<tr>
<td>speaking</td>
<td>.624</td>
<td>.821</td>
</tr>
</tbody>
</table>

p≤.05

Table 2: One-Sample Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>40</td>
<td>2.95</td>
<td>.303</td>
<td>.051</td>
<td>-.926</td>
<td>39</td>
</tr>
<tr>
<td>speaking</td>
<td>40</td>
<td>3.16</td>
<td>.278</td>
<td>.047</td>
<td>3.48</td>
<td>39</td>
</tr>
</tbody>
</table>

Analysis of data collected and studying the means for each item in FLCAS scale for writing and speaking anxiety, reveals that anxiety is comparatively more experienced when learners need to speak rather than to write. T-observed for writing at the level of .05 is lower than t-critical indicating that writing anxiety is less than speaking anxiety. In order to answer to the third research question, Pearson Correlation was applied. The results are presented below:
Table 3: Pearson Correlation between Writing Anxiety and Speaking Anxiety

<table>
<thead>
<tr>
<th>Writing</th>
<th>n</th>
<th>r</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>40</td>
<td>.087</td>
<td>.618</td>
</tr>
</tbody>
</table>

The amount of Pearson Correlation is .087, so there is no significant correlation between writing anxiety and speaking anxiety at the level of 0.05.

**Results and Discussion**

The results of administrating two scales show that there is no significant correlation between speaking anxiety and writing anxiety. Speaking anxiety is higher than writing anxiety. They also depict the existence of considerable levels of anxiety in the foreign language classroom levels that, in certain items, are even higher than those registered by Horwitz et al. (1986) among groups of beginners. As a matter of fact, there are some items whose results exceed those of Horwitz et al.'s study. Some of the most outstanding differences can be appreciated in relation to items 13, 31, 20, 33, and 3, which respectively refer to student's reticence to participate voluntarily, students fear of being evaluated by their mates, the heart rate increase when they are going to be called on in class, feeling anxiety when asked questions for which they have not prepared in advance, trembling when calling in language class. Other comparative differences are those we were able to appreciate in items 14 and 32. As a matter of fact, the answers to these two items seem to indicate that the presence of a native speaker was less intimidating for our subjects than for Horwitz et al.'s. In this regard, it might be reverent to take into account that the students of this study were much more interested to have contact with native speakers because almost always there is no face to face contact with native speakers of their target language. Finally, the results of analyzing items have been explained writing anxiety and speaking anxiety separately.

**Writing Anxiety**

As the results show, the most critical level of writing anxiety was exhibited by items 8, 11, and 13 which refer to time constraint and pressure and some physiological problems. They often feel panic and tremble when they write English compositions under time constraint. Many suffered from physiological arousal when writing in English. That is, many indicated that their minds went blank when facing the essay writing task in English or that they had difficulties to organize their thoughts when writing in English.

Fear of negative evaluation is another factor which causes anxiety in writing class. They are afraid that their English compositions would be rated as very poor. While writing English
compositions, they feel worried and uneasy when they know they will be evaluated. If their English composition is to be evaluated, they would worry about getting a very poor grade. They worry that their English compositions are a lot worse than others. They worry about what other people would think of their English compositions.

Ilona Leki in *Techniques for Reducing Second Language Writing Anxiety* explores anxiety and its impact on writing. The primary sources of writing anxiety stem from an individual’s writing ability, the degree of preparation the writer has to do to successfully complete a writing task, the misconceptions learners have about writing, and the fear of being evaluated and judged on the basis of writing tasks. She offers numerous suggestions for reducing anxiety concerning writing. This is an excellent source for teachers who have a student suffering from second language writing anxiety or simply want to reduce the anxiety associated with writing as a whole (Leki, 1999:66).

**Speaking Anxiety**

**Test Anxiety**
The most critical level of speaking classroom anxiety was exhibited by those items related to the phenomenon of test anxiety. In line with test anxiety item 10 students highly worry about consequences of failing their foreign language class. Test anxiety, as explained by Horwitz et al. (1986), “refers to a type of performance anxiety stemming from a fear of failure”. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

**Manifestation of Language Anxiety**
They get nervous when the language teacher asks questions which they haven’t prepared in advance. Moreover, if they are called on in language class, they have some physiological and psychological problems such as heart pounding, perspiration, headaches, clammy hands, cold fingers, trembling, forgetting things they know and feeling very self-conscious and shy when they speak the foreign language in front of other students. Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. Thus, the study reinforced the findings of the earlier studies by Koch and Terrell (1991), Young (1990, cited in Young, 1991: 429), and Price (1991), who found that a large number of their subjects considered oral presentation as the most anxiety-provoking activity in the class.

This anxiety seems to stem from learners’ perceived inability to make them understood or in Price’s (1991: 105) words, from their “frustration of not being able to communicate effectively”. They also found that students get more anxious when called upon to respond individually. In order to provide a relaxing condition for the students, teachers can make the learning context less stressful by providing a supportive environment, to encourage non-threatening teaching methods, and to use relevant topics seem to augment the foreign language experience. Some students have mentioned that sometimes lack of knowledge about topic of discussion causes anxiety. "I often feel like not going to my language class." is one of the items that were positively responded by to some of the participants. So avoidance can be considered as another fairly common manifestation of anxiety in speaking class. Some specific activities that can be done to improve classroom climate are the use of pair work, small group work, choosing topics in which the students are interested, games and simulations. These activities can alter the communication patterns of the classroom.
Linguistic Difficulties
The SLA researchers have frequently reported students complaining that English pronunciation is too hard to adopt, and that the English language system is so complicated, so irregular, and with so many exceptions in spellings and meanings of vocabulary items. In line with the previous searches, learners feel overwhelmed by the number of rules they have to learn to speak a foreign language. They get nervous and it frightens them when they don’t understand every word the language teacher says in the foreign language. In addition to the fears regarding committing mistakes and being negatively evaluated by one’s teacher or peers in the formal setting of a language classroom, the participants reiterated some of the most common linguistic difficulties, which cause these fears in the first place. Many researchers have pointed out that the skill producing most anxiety is speaking (Macintyre and Gardner 1991)…. This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others .(Arnold, 2000: 3)

Making Mistakes
The evidence gained through past research, “both ethnographic and empirical, supports the notion that language anxiety, for untold number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates” (Jones, 2004: 33). The findings of this study were in agreement in this respect too. The participants frequently expressed that learners feel afraid, and even panic because of the fear of committing mistakes or errors in front of others. Although it is axiomatic that language learning cannot be without errors, errors can be a source of anxiety in some individuals because they draw attention to the difficulty of making positive social impressions when speaking a new language( Macintyre & Gardner, 1989: cited in Horwitz & Gregersen, 2002: 562). One of the reasons is that language teacher is ready to correct every mistake they make. Also they get upset when they don’t understand what the teacher is correcting. Teachers should talk about the role of mistakes in the class. In the same way, teachers’ positive way of providing corrective and constructive feedback on errors rather than interrupting and correcting students when they are communicating is recommended.

One thing that teachers can do is simply telling their students that they are not alone when it comes to language anxiety. By allowing them to realize they are not alone in their fears can, encourage students to relax in their efforts to speak a second language. Teacher should create a sense of community to lower anxiety in the classroom. When the students feel they are part of a group, individual students feel less inhibited to participate and make mistakes.

Communication Anxiety
"It embarrasses me to volunteer answers in my language class." One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly 1991: 3). Horwitz et al. (1986: 128) define communication apprehension (CA) as “a type of shyness characterized by fear or anxiety about communicating with people”. Most of the research in this area is based on McCroskey’s conceptualization of CA as “an individual’s level of fear or anxiety associated with either real or anticipated
communication with another person or persons” (McCroskey’s 1997a, p. 78: cited in Apaibanditkul, 2006: 3).

Conclusion
The findings of this study appear to corroborate other studies in suggesting that anxiety can negatively affect the learning experience in numerous ways. The anxiety scale can be actually used by either researchers interested in the topic of language anxiety or by reflective teachers in what is going on in their classrooms. Therefore, it is suggested that awareness of foreign language anxiety be heightened and taken seriously by teachers and students alike. This may be accomplished by means of workshops or presentations elaborating foreign language anxiety and exploring the positive motivational aspects of anxiety reduction. Noticing students' perception of being evaluated by classmates, which is so commonly connected with feeling of communication apprehension in the classroom context, suggests the importance of giving students opportunities to practice the spoken language in pairs and smaller groups, of introducing activities aimed at creating rapport among learners, or simply of giving them opportunities to prepare well for their oral presentations. Feelings of being constantly evaluated by the teacher, which can result in students' fears of making mistakes and attitudes of reluctance to speak, set a warning about overcorrection and they call as well for the use of positive language when correcting in an attempt to change learners' negative views of the role of errors in language learning or of their own competence as language learners through cognitive restructuring procedures. Fears of being called on to participate in class can be alleviated to some extent by the introduction of predictable patterns of participation or the formulation of a question before asking a specific student to answer in order to reduce the element of surprise, and by asking for volunteers when posing difficult questions or simply by giving students enough time to prepare and give their answers.

Pedagogical Implications
Our suggestions, as those recommended by other researchers and theorists," could certainly work as prescription for anxiety but it might as easily be advice on "what good teachers" should routinely do (Oxford, 1999: cited in Jones, 2004: 37). All such advice is excellent but applicable to students who do not show signs of anxiety (2004: 37).  
- First, EFL/ESL instructors should be acknowledged at the existence of the feeling of anxiety in learning and particularly speaking English language and then should take initiatives for the effective reduction of anxiety. They should identify individuals with sings of anxiety and should apply strategies to counteract this feeling.
- Teachers should try to establish a friendly relationship with the students so that their students feel free to express themselves at their presence.
- Lowering down the competitive atmosphere in class and encouraging a cooperative one instead can contribute a lot in helping students perform more easily.
- Evaluative-nature of the classes has always been anxiety-evoking. Students should be ensured that their acceptable performance would be praised and that it does not mean they would be scorned for the opposite. This way, students would be encouraged to do their best in writing or speaking English without fearing of being punished by the teacher or laughed at by their peers.
- Giving enough time—sometimes even more than needed—to perform, especially at earlier stages of learning can help a lot. Some students say that as they are always afraid of being in short of time and not being able to complete the task in due time, everything escapes from their mind. They say they begin to feel anxious and consequently the physical and psychological symptoms of that feeling appear.

- As language is a process that should be completed step by step, teachers should help their students perform when they get ready instead of forcing them to do so. At the same time students should be kept active and motivated.

- It is recommended to tolerate the students' errors as frequent interruptions would cause students to lose their concentrations and confidence and consequently they feel anxious.

- Students should be encouraged to get together outside the classroom and know each other personally. They should be put in groups. This way they will become familiar with other partners, share their ideas, discuss their comments and exchange comprehensible inputs and outputs. This results in reducing anxiety and students feel relax to express themselves in front of others.

- Positive self-talk and quick relaxation techniques that take just a few minutes, like deep breathing, or letting the muscles of the body relax can also help.

Besides these affective and pedagogical methods, universities should adopt innovative approaches to minimize apprehension and maximize student achievement. Furthermore, the importance of creating a supportive learning atmosphere, acquiring interaction skills, incorporating project work, developing cooperative learning skills and applying computer/technology in enhancing teachers' facilitative skills should be emphasized. The teacher is the guide, organizer, consultant, resource person, and supporter. The teacher's role in oral presentations not only involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, but also the holding of question and answer sessions, providing feedback on the sequencing of ideas, and evaluating their performance.

References


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