University of Sarajevo

Faculty of Philosophy

English Department

Teacher Education Program

Attitudes of University Students towards Language Anxiety in Conversational Classes / Stavovi studenata o strahu od usmenog izražavanja na časovima engleskog jezika

(Master's Thesis)

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Abstract

Recent studies have suggested that Foreign Language Anxiety debilitates the process of successful foreign language learning. This paper examines various factors affecting Foreign Language Anxiety, coping strategies, and the correlation between Foreign Language Anxiety and fear of negative evaluation. The research was designed as a combination of quantitative and qualitative research. Twenty (20) EFL postgraduate students at the Faculty of Philosophy in Sarajevo took part in this research. For the purpose of this research, two questionnaires and a focus group interview were used, that is *Brief Fear of Negative Evaluation Scale* (Leary, 1983) and *Public Speaking Class Anxiety Scale* (Yaikhong & Usaha, 2012). Results suggest that there is no significant correlation between Foreign Language Anxiety and fear of negative evaluation (r =.127, p (.593) > 0.05). Results also shed light on the existence of numerous anxiety-provoking factors among EFL students (for example, making errors and mistakes, providing non-constructive feedback, fear of being negatively judged by others, negative self-perception, reduced vocabulary, overthinking, speaking in front of the group, and unfamiliarity with certain topics). The results of this research were analyzed at the end of the paper for the purpose of developing effective coping strategies that can reduce Foreign Language Anxiety in the teaching process.

Key words: Foreign Language Anxiety, affective factors, fear, evaluation, foreign language, and apprehension.

Abstrakt

Istraživanja novijeg datuma su pokazala da jezička anksioznost pogoršava usvajanje stranog jezika. Ovaj rad istražuje faktore koji utječu na jezičku anksioznost, strategije koje se mogu koristiti da ublaže simptome jezičke anksioznosti, i povezanost jezičke anksioznosti sa strahom od negativne evaluacije. Rad je osmišljen kao kombinacija kvalitativnog i kvantitativnog istraživanja. Ukupno dvadeset (20) studenata postdiplomskog studija kojima je engleski strani jezik i koji studiraju na Odsjeku za anglistiku na Filozofskom fakultetu u Sarajevu je učestvovalo u ovom istraživanju. Za potrebe ovog istraživanja korištena su dva upitnika te intervju, odnosno što se tiče upitnika, u radu su korišteni *Skala straha od negativne evaluacije* (Leary, 1983) i *Skala razredne anksioznosti u javnom govoru* (Yaikhong & Usaha, 2012). Intervju sa ispitanicima je obavljen u obliku fokus grupe. Rezultati su pokazali da ne postoji značajan koeficijent korelacije između jezičke anksioznosti i straha od negativne evaluacije (r =.127, p (.593) > 0.05). Rezultati istraživanja su također ukazali i na niz faktora koji postoje među studentima i koji u ogromnoj mjeri utječu na pojavu razvijanja jezičke anksioznosti (naprimjer, pravljenje grešaka, nekonstruktivno ispravljanje grešaka, strah od negativnih mišljenja, nedostatak vokabulara, ograničeno znanje, prekomjerno razmišljanje, izlaganje pred grupom i slabo poznavanje određenih tema). Rezultati ovog istraživanja su na kraju rada analizirani iz ugla osmišljavanja strategija kojima bi se pojava jezičke anksioznosti u procesu podučavanja mogla smanjiti.

Ključne riječi: jezička anksioznost, afektivni faktori, strah, evaluacija, strani jezik i bojaznost.

Content

1. Introduction

Foreign Language Anxiety (FLA) is a universal problem that affects foreign language learners of all ages. There is a general perception that EFL students suffer less from FLA than middle or high school students. However, a lot of researchers have proved that to be false (Bunrueng, 2008; Dewaele & MacIntyre, 2014; Onwuegbuzie, Bailey, & Daley, 1999), because EFL students are under pressure of reaching native-like proficiency levels. Also, intercultural similarities and differences are very important to be taken into account when discussing the origins of Foreign Language Anxiety. For example, in Bosnia and Herzegovina people are often afraid of expressing their emotions and being vulnerable because they are afraid of being negatively perceived by others, thus they tend to represent themselves in the best way possible (Drače & Kolenović − Đapo, 2017). In context of teaching and/or conversational classes in a foreign language, such cultural environment can create a lot of expectations and a lot of stress and anxiety. Having into consideration the complexity of Foreign Language Anxiety in general, it is often difficult for EFL teachers to notice whether someone is suffering from Foreign Language Anxiety.

1.1. Statement of General Issues and Topic Area

Foreign Language Anxiety has a dual function. It prevents EFL students from reaching their academic goals, while it also encourages and motivates them to study more and to work harder (Scovel, 1978, p. 138). It is also important to outline that there is a significant difference between *fear* and *anxiety*. Fear is created by real-life problems, whereas anxiety is seen as an inner struggle of individuals according to one of the older definitions of fear and anxiety provided by Spielberger (1976). Foreign Language Anxiety has been described differently by various authors. Horwitz & Cope (1986) considered Foreign Language Anxiety to represent a specific type of anxiety which occurs in certain situations - e.g. in a foreign language classroom, unlike *trait anxiety* that occurs generally. Horwitz, Horwitz & Cope (1986) defined three different language anxiety components, a) *communication apprehension, b) test anxiety* and c) *fear of negative evaluation*. There are a lot of different factors causing Foreign Language Anxiety. It is generally believed that people's attitudes are determined by emotions, therefore it is not surprising that affective factors have an enormous influence on

Foreign Language Anxiety. Sadasivan (2002) mentioned some of these affective factors - weaker self-esteem, fragile language ego, lack of desire to achieve higher goals, age, aptitude, and so on. One of the most prominent factors causing Foreign Language Anxiety is making errors and mistakes as stated by Krashen & Terrell (1983). Providing non-constructive feedback causes Foreign Language Anxiety according to Jing et al. (2016), who mentioned the importance of providing positive feedback to EFL students. According to Bunrueng (2008), EFL students are often insecure about their English and they feel embarrassed when they make errors and mistakes. Some of the EFL students are highly sensitive and they have negative self-perceptions that make them anxious in conversational classes according to Onwuegbuzie, Bailey, & Daley (1999). Therefore, it is important to know how to provide constructive criticism that will not make EFL students lose their confidence and make them feel that they have been criticized unfairly. Knowing how to provide positive and negative feedback to EFL students is crucial for the successful foreign language learning (Jing et al., 2016). As pointed out by Wörde (2003), Foreign Language Anxiety can be manifested physically and internally. Some EFL students have severe symptoms of anxiety, while other EFL students have mild symptoms of anxiety. Foreign Language Anxiety influences four language skills according to Jebreil et al. (2015). The four language skills are listening, reading, writing and comprehension. Internal and external strategies are used to cope with symptoms of Foreign Language Anxiety. As stated by Horwitz & Young (1991), various teaching and personal strategies can be used to alleviate symptoms of Foreign Language Anxiety.

According to the author's research, Foreign Language Anxiety has not been explored thoroughly in Bosnia and Herzegovina, but some studies on this topic exist,[1] therefore it was compelling to investigate this phenomenon from the perspective of EFL postgraduate students whose native language is Bosnian.

The purpose of this paper is to identify whether Foreign Language Anxiety exists among EFL postgraduate students at the University of Sarajevo for the purpose of developing efficient and effective strategies that could successfully eliminate Foreign Language Anxiety in a teaching process. The paper is organized as follows, after Introduction, Chapter 2 provides a brief overview of the theoretical background of literary works and studies relevant to the topic of this study. Then, methodology (participants, instruments, and data analysis) is

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[1] For more information see: (Hodžić, 2016); (Dugonjić, 2017).

described and followed by results and the discussion of results. At the end, a brief summary of the main conclusions is given and it includes limitations of the study, recommendations, and pedagogical implications.

1.2. Research Design

The research was designed as a combination of qualitative and quantitative research. Mackey & Gass (2005) stated that qualitative data should be used in quantitative study to provide additional information that readers would not notice at first, if the numerical and descriptive data were analyzed separately and to indicate any unexpected changes in the results. The combined approach offers a new perspective on results, while the results would have been limited if two approaches were analyzed separately (Wörde, 1998, p. 67, as cited in Hodžić, 2016, p. 28). Twenty (20) EFL postgraduate students of English Department (all study programs) at the Faculty of Philosophy in Sarajevo took part in quantitative research.

Two questionnaires and a focus group interview were research instruments used in this study. For the purpose of this research, questionnaires were used because they gather information "on attitude and opinions from a larger group of participants" (Mackey & Gass, 2005, p. 92). The first questionnaire was *Brief Fear of Negative Evaluation Scale* (BFNES) developed by Leary (1983), which has twelve items and measures the levels of apprehension[2] and the levels of fear of being negatively evaluated by others. The second questionnaire was *Public Speaking Class Anxiety Scale* (PSCAS) developed by Yaikhong & Usaha (2012), which has 17 items and measures the levels of FLA and the levels of communication apprehension. These questionnaires were used for the purpose of discovering the correlation between the social factor (fear of being judged by others) and Foreign Language Anxiety. The third instrument was a focus group interview during which six questions were asked. The questions used in this interview were developed by Rafieyan (2016). The focus group interview was used in this research because it gathers information on students' subjective opinions, thoughts, attitudes and experiences, and often includes a facilitator who asks an identical set of questions but allows natural conversation to happen and has the responsibility to inspire the group to stay on certain topic (Mackey & Gass, 2005, p. 173). The interview was used to discover factors and strategies that can reduce Foreign Language Anxiety.

The treatment was administered online because of the COVID-19 pandemic.

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[2] Apprehension means the fear of being negatively judged by others in context of this paper.

1.3. Research Questions

Five research questions were defined for the purpose of this research:

RQ#1: Does Foreign Language Anxiety exist among EFL postgraduate students at the Faculty of Philosophy?

RQ#2: Is Foreign Language Anxiety caused by negative feedback provided by EFL teachers?

RQ#3: Is the level of Foreign Language Anxiety higher or lower in conversational classes taught by a native EFL teacher?

RQ#4: Do native EFL teachers correct students' errors more often than non-native EFL teachers?

RQ#5: What are the main factors causing Foreign Language Anxiety?

1.4. Hypotheses

For the purpose of this research, the following hypotheses were defined:

H1: Fear of negative evaluation is the main factor causing Foreign Language Anxiety among EFL postgraduate students.

H2: The negative feedback exacerbates EFL postgraduate students' Foreign Language Anxiety.

H3: EFL postgraduate students experience higher levels of anxiety in conversational classes with a native EFL teacher.

1.5. Significance of the Paper

This paper is primarily expected to raise awareness among EFL university teachers and students of English Department at the Faculty of Philosophy of the University of Sarajevo on the existence of Foreign Language Anxiety among students, thus promoting the importance of timely identification of Foreign Language Anxiety in a teaching process, as well as the use of strategies for coping with it.

2. Theoretical Background

This chapter provides information on important literary works related to the phenomenon under investigation and recent and relevant studies on Foreign Language Anxiety.

2.1. Anxiety

Many different fields of science give us different perspectives on anxiety. Wilson (2006) defined anxiety as "notions of fear and threats to the people's physical safety, and psychological wellbeing when they are interacting with their environments" (p. 40). Fear and anxiety are often used synonymously, however, according to Spielberger (1976), they have two different meanings. Spielberger (1976) argued that anxiety is caused by unknown factors, while realistic and environmental factors cause fear (p. 6). A lot of different authors have come up with different definitions of anxiety. One of the oldest definitions of anxiety was provided by Spielberger (1983) who defined anxiety as "subjective feelings of tension, apprehension, worry, nervousness, and the arousal of the autonomic nervous system" (p. 1). However, Scovel (1978) defined anxiety as "a vague fear that is indirectly connected with an object" (p. 134). Many researchers consider anxiety to be an internal threat whose origin is not necessarily known to the individual, while they consider fear to be an external threat. According to Morris, Davis, and Hutchings (1981), general anxiety contains *worry* and *emotionality*. The former represents negative emotions related to terrible life experiences and fear of negative consequences, while the latter represents negative emotional feelings related to oversensitivity (Morris, Davis, and Hutchings, 1981, p. 541). Therefore, anxiety has an existential purpose to help individuals and to warn them against external and internal threats.

According to Kráľová (2016), biological, psychological, and social factors influence general anxiety (p. 3). *Specific anxiety* is different from *general anxiety* because it refers to "specific situations", while general anxiety refers to various situations where people are generally anxious according to Horwitz, Horwitz, & Cope (1986). There are three types of anxiety depending on situations when they occur: *1) state anxiety, 2) trait anxiety, and 3) situation-specific anxiety*. MacIntyre & Gardner (1989) conducted research that proved that general anxiety and Foreign Language Anxiety are two distinct types of anxiety that are not mutually related (p. 268). People are often afraid of new things. Therefore, it is not surprising

that there are learners who are more logical and enjoy studying math or physics and dislike learning foreign languages. Meanwhile, there are learners who have linguistic intelligence and enjoy learning foreign languages (Gardner, 1983).

One of the oldest definitions of state anxiety was provided by Spielberger (1966) who defined it as "a transitory state and not an enduring characteristic of an individual's personality" (p. 12), because it only appears in specific situations. It is a transitory reaction to a specific stimulus, for example during social interactions. However, trait anxiety is different and it was described by Levitt (1980) as "a permanent condition without time limitation" (p. 11), meaning that people describe ordinary non-compromising circumstances as threatening. The trait anxiety refers to people who are generally anxious in various situations. Therefore, Scovel (1978) said that trait anxiety is "a stable personality trait" (p. 11), while MacIntyre & Gardner (1994) stated that situation-specific anxiety is related to different situations where individuals have been anxious (p. 2). One of the definitions of Foreign Language Anxiety was provided by Oh (1990) who described Foreign Language Anxiety as "a situation-specific anxiety that students experience in the classroom and is characterized by self-centered thoughts, fears of failure and emotional reactions in the language classroom" (p. 56).

2.1.1. Foreign Language Anxiety

Various authors have provided different definitions of Foreign Language Anxiety. According to Horwitz (2001), Foreign Language Anxiety refers to "negative emotional reactions to second or foreign language learning" (p. 113). Furthermore, Horwitz & Young (1991) have identified two approaches to Foreign Language Anxiety - *transfer approach* where FLA is not an independent component of language anxiety but is related to other components, namely communication apprehension and test anxiety and *unique approach* where FLA is considered to be an independent component of language anxiety. Some authors have investigated factors causing FLA such as Dewaele & Al-Saraj (2014) who stated that negative self-perception, failures, perfectionism and worrying of what others might think exacerbate Foreign Language Anxiety (p. 71). They also argued that personality factors, such as, "high trait emotional intelligence", "second language tolerance of ambiguity", multilingualism, and similarities between L1 and L2 decrease Foreign Language Anxiety among EFL students. EFL students that started learning the foreign language at a later age had

higher levels of anxiety, according to Dewaele & Al-Saraj (2014). Naturalistic EFL students use a foreign language more in real life more than formal EFL students, therefore they tend to be less aware of their errors and FLA increases when people speak on their phones and when they have to give a public speech (Dewaele & Al-Saraj, 2014, p. 73). According to Brown (2001), anxiety appears when EFL students think they are not good EFL speakers and when they think their answers are wrong. As stated by Effiong (2016), the relaxed, friendly and enjoyable classroom atmosphere is a crucial factor in reducing Foreign Language Anxiety. There are two models of Foreign Language Anxiety according to Tobias (1986), an *interference retrieval model*, and an *interference model of anxiety*. As noted by Kráľová (2016), the interference model of anxiety represents EFL learning difficulties that appear because of poor knowledge and bad learning strategies at the input stage of learning, while the interference retrieval model represents difficulties of remembering previously acquired knowledge that appears at the output stage of learning (p. 5). Some researchers like Sparks & Ganschow (1991) believed that poor academic accomplishments and EFL learning problems affects FLA. The debate of whether FLA is a consequence or a cause of poor academic achievement is still relevant and opinions vary. Furthermore, Kráľová (2009) noted two lingual factors - *intralingual* and *interlingual* that affect FLA. She defined intralingual factors as anxiety-provoking factors that are caused by one foreign language structure, while interlingual factors are caused by the correlation between two different language structures. Likewise, Kráľová (2016) stated that "the typological distance between languages increases FLA, while the contrastive approach in teaching foreign language reduces FLA" (p. 9). The actual cause of Foreign Language Anxiety is unknown, however, Alrabai (2015) argued that Foreign Language Anxiety results from identity conflicts rather than from language incompetence. Therefore, psychological factors are more dangerous than language factors when developing FLA. There are three psychological factors, according to Gardner & MacIntyre (1993), that affect Foreign Language Anxiety, and those are, *1) intrapersonal -* factors that refer to learners' own opinions on learning a foreign language, *2) interpersonal -* factors that refer to the teacher-student interactions and *3) impersonal -* factors that refer to other aspects of learning a foreign language. Kráľová (2016) also mentioned the importance of static and dynamic factors that can influence Foreign Language Anxiety. Static factors are not prone to change and they include gender, nationality, native language, and so on, while dynamic factors change over time and they include language proficiency, exposure to language, motivation and so on (Kráľová, 2016, p. 11).

2.1.2. Facilitating and Debilitating Anxiety

Foreign Language Anxiety has a dual purpose according to Wilson (2006). It can facilitate or debilitate the process of foreign language learning. Facilitating anxiety enhances foreign language production, whereas debilitating anxiety decreases it. Wilson (2006) also pointed out the experiment that Yerkes and Dodson did where they tried to prove that learners can learn any foreign language by being given a moderate incentive. Yerkes and Dodson taught mice to enter boxes by delivering low, medium, and strong electric shocks. The Mice learnt the most when they were given the medium intensity shock. They proved that EFL students can improve their language skills by having low or medium levels of Foreign Language Anxiety, however, high levels of Foreign Language Anxiety can disrupt the process of learning. Therefore, it is not surprising that Scovel (1978) favored the idea that "facilitating and debilitating anxiety function together to motivate and to warn learners" (pp. 138-139). Based on this opinion, low levels of anxiety may improve performance and motivate EFL students to study more and to participate actively.

2.1.3. Language Anxiety-related Components

There are three components of language anxiety, *1) communication apprehension*, 2*) test anxiety*, and *3) fear of negative evaluation.* According to Horwitz et al. (1986), the fear that EFL students have when they are interacting with others is called communication apprehension. Children develop communication apprehension in their early childhood, because of the heritage and the environment in which a child grew up in (Horwitz et al., 1986). Meanwhile, Mihaljević-Djigunović (2002) stated that the EFL students that have communication apprehension possess certain characteristics, they avoid communication with others, and they do not have necessary interaction skills. Furthermore, Suzić (2016) mentioned that EFL teachers often encourage EFL students to be quiet in the classroom, which stimulates students that have communication apprehension to stay quiet (p. 351). As explained by Effiong (2016), EFL students are more anxious when they are asked to respond on the spot than when they have meticulously prepared for the language class at home. It is generally known that it is difficult for EFL teachers to distinguish between Foreign Language Anxiety and unmotivated students and students that lack certain knowledge about the topic

being discussed. Kráľová (2016) stated that communication apprehension includes *production apprehension*, which refers to being put on the spot and having to speak in front of the class and *reception apprehension*, which refers to incomprehension of someone's spoken language (p. 11).

As stated by Horwitz et al. (1986), test anxiety refers to notions of fear during exams and the highest levels of anxiety appear when EFL students are writing tests. Furthermore, Kráľová (2016) explained that the test anxiety appears because EFL students are self-aware and are afraid of failing exams and being judged by others, and that is why they put a lot of pressure on themselves to perform well (p. 12).

According to Watson & Friend (1969), fear of negative evaluation refers to "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate negatively" (p. 449). Moreover, Aida (1994) identified six factors that cause Foreign Language Anxiety, "speech anxiety and fear of negative evaluation, fear of failing, uncomfortableness in speaking and negative attitudes towards the class" (pp. 164-168).

2.2. Affective Factors

It is generally believed that human emotions are crucial in deciding a person's success in learning the foreign language. The EFL students could have difficulties learning the target language as a result of affective blocks, therefore various affective factors contribute to Foreign Language Anxiety (Sadasivan, 2002). Sadasivan (2002) mentioned several affective factors that influence Foreign Language Anxiety. Some of these factors are mentioned in the following paragraphs including self-centric, social, psychological, aptitude, attitude, age, and motivation (Sadasivan, 2002, p. 45).

2.2.1. Self-centric Factors

According to Sadasivan (2002), EFL students will have difficulties learning the foreign language without self-confidence and beliefs in their own capabilities. Foreign language

learners often underestimate their language abilities, therefore they become reluctant to use the target language. Sadasivan (2002) stated that children become "self-centric" as they start to distinguish the objective world from themselves. Furthermore, Kráľová (2016) also noted that identities are developed when people become self-conscious and when they start interacting with others and with the environment around them. It is difficult to separate learners' language abilities from their personalities, because if EFL students cannot express themselves in the target language according to their self-image, they might become anxious because language and the self are related (Kráľová, 2016, p. 6).

As mentioned by Sadasivan (2002), *self-esteem* is one of the self-centric factors that was defined as "the worth that people place upon themselves" (p. 47). Weaker self-esteem can create Foreign Language Anxiety, according to Tridinanti (2018). Our knowledge of the world comes from the knowledge of the self ("Gnothi seauton" - a Greek phrase written in the forecourt of the Temple of Apollo at Delphi - meaning to know thyself). Furthermore, we understand the world based on our subjective view of it (Sadasivan, 2002). Therefore, it is not surprising that people with weaker self-esteem tend to think that their language is not good enough and that they are not good English speakers. Sadasivan (2002) noted that ego is related to thinking and feeling. Furthermore, Guiora (1994) said that language learning process includes some degree of *identity conflict* and he called this notion *language ego* (pp. 83-97). According to Brown (1980), a strong language ego is needed to successfully learn the foreign language. People develop their second identities when they are in the process of learning the foreign language. Some people might be more confident when they speak their native language, but might be unwilling to communicate in the foreign language. EFL students are sensitive. They are fragile, and their language egos could be hurt if they cannot recognize certain words, and/or grammatical structures. EFL teachers should be aware of this, and they should not try to ruin someone's confidence (Brown, 1980, p. 61). Therefore, having a more sensitive language ego creates Foreign Language Anxiety. There are three type of self-esteem, *global* - the classroom situation in general, *specific* - refers to second language acquisition, and *task* - refers to a particular exercise - e.g. speaking, writing, etc. (Sadasivan, 2002, p. 47).

As stated by Sadasivan (2002), *self-actualization* is also a self-centric factor. Maslow (1970) introduced this factor and stated that human beings have a system of needs that drives them to fulfill higher goals. These needs vary from basic needs - physical, communal and safety needs, belonging needs (people need to feel that they are the part of the group. Anxiety

could be created if people do not feel like part of the group), needs of esteem, to the highest need, self-actualization (reaching the fullest potential). EFL students with self-actualization can achieve spontaneity and creativity in sending and interpreting linguistic messages according to Maslow (1970). People that reached their highest language potentials tend to have lower Foreign Language Anxiety according to Sadasivan (2002).

As stated by Sadasivan (2002), *inhibition* is a self-centric factor. Brown (1980) mentioned that people build defensive walls to remove negative feelings that challenge their language egos and self-esteem. EFL students with higher self-esteem and strength are more able to withstand Foreign Language Anxiety and their walls are lowered, the people with weaker self-esteem maintain defensive walls to protect their fragile egos (Brown, 1980, p. 16).

It is generally known that making errors is a natural and gradual process of learning the foreign language. By trial and error, EFL students test their language abilities. According to Sadasivan (2002), errors could be internal and external threats. The former type of errors appears when "the critical self" of EFL students starts a conflict with their "performing self" over errors, whereas the latter type of errors appears when EFL students realize that others judge them based on their errors according to Sadasivan (2002). Earl Stevick (1976) said that successful language learning involves various forms of alienation – "alienation between the critical and performing self, alienation between the native and target cultures, and alienation between teachers, learners and fellow learners" (pp. 408–409). Therefore, EFL students that do not use the target language until they are certain of their correctness would never be able to learn language productively.

2.2.2. Psychological Factors

When it comes to psychological factors that affect FLA, *field dependence* and *independence* represent two different ways of how people perceive and organize their worlds according to Sadasivan (2002). Witkin, et al. (1977) said that field dependent individuals tend to be influenced by the whole field, they do not separate parts of their environments from the whole field, while the field independent individuals can successfully separate the parts of their environments, and they are more successful EFL students because they can separate language learning and not be distracted by the total learning environment (pp. 1-61). Therefore, people

who are field dependent individuals tend to be distracted by the learning environment and are more prone to developing Foreign Language Anxiety according to Witkin, et al. (1977).

Additionally, *social spontaneity* can be considered a psychological factor according to Sadasivan (2002). Valette (1964) discovered that children who are communicative and outgoing tend to learn the foreign language faster (p. 92). It is fascinating how social spontaneity separates go-getters from average learners because go-getters usually prefer to work alone and do not enjoy social activities (Sadasivan, 2002, p. 55). Therefore, it can be assumed that people who are socially spontaneous usually have lower Foreign Language Anxiety levels.

As stated by Sadasivan (2002), introverts tend to avoid communication and are more emotional and self-aware. Therefore, they have the habit of correcting their own errors and mistakes – this is called the *Monitor* (Krashen, 2013, pp. 15-18). Extroverts, on the other hand, are people who are opinioned, gregarious, and outspoken (Sadasivan, 2002). According to Sadasivan (2002), cultural background is a very important factor when it comes to *extroversion* and *introversion*, because in some cultures it is perfectly reasonable to be shy and reserved, while in others this is frowned upon. Krashen (2013) also noted that in order to use the monitor, knowledge of the rule, focus on form, and availability of time have to be used. Based on the usage of the monitor, Krashen (1982) distinguished between three types of monitor users, *over-users*, *under-users*, and *optimal users*. Therefore, as stated by Krashen (1982), over-users of the monitor are not fluent speakers because they carefully monitor their linguistic performance and are strictly focused on the formal language learning, while under-users are different because they are not worried about making errors and mistakes and they do not use a monitoring function that often. However, optimal users sometimes use monitoring function that helps them with their language production. Bollinger (2017) stated that EFL students should be optimal users. Introverts are over-users and because of that they tend to be very self-critical and that can create Foreign Language Anxiety (Bollinger, 2017, p. 25).

EFL students can be reflective and impulsive learners (Sadasivan, 2002). Reflective learners tend to give quick and impulsive responses, whereas it takes a lot of time for reflective learners to come up with responses. Therefore, reflective learners tend to make fewer errors and mistakes than impulsive learners (Sadasivan, 2002, p. 58).

2.2.3. Social Factors

As explained by Sadasivan (2002), the social aspect of language is important, therefore *empathy, ego permeability* and *imitation* create successful interactions. Empathy refers to feelings of being sympathetic and understanding of others (Sadasivan, 2002, p. 51). It is important to know that empathy is needed for successful communication according to Brown (1973). However, Guiora (1994) stated that the EFL students have to reduce their ego boundaries to be able to understand other people's emotions and feelings.

Imitation refers to two types of individuals, satellizers - people who influence/imitators, and non-satellizers - imitators according to Sadasivan (2002).

It is generally known that language learning is not just about learning the language because language plays an important role in understanding different cultures, and it demands openness to new linguistic and social norms. According to Sadasivan (2002), EFL students that belong to the higher social class usually receive more parental support when learning the foreign language than EFL students that belong to lower or middle classes (p. 72). As stated by Schumann (1978), EFL students are usually afraid of speaking English because they are afraid of being laughed at, thus, they lose the so-called *narcissistic gratification* that is present when using the first language (p. 32).

2.2.4. Motivation and Attitude

It is generally believed that *motivation* is one of the crucial factors in learning the foreign language. According to Gardner and Lambert (1972), there are two types of motivation – intrinsic and extrinsic, while there are two *orientations* - integrative and instrumental. Orientation and motivation are different terms because orientation refers to learners' goals and aims, while motivation refers to learners' inner drives and desires (Gardner and Lambert, 1972). As stated by Ausubel (1968), six factors influence motivation a) *exploration* – a discovery of something new, b) *manipulation* - change in the environment, c) *activity* - the physical and mental activity, d) *stimulation* - the influence of the environment, e) *knowledge* - the process of internalizing exploration, manipulation, activity and stimulation, resolving contradictions and problem-solving and f) *ego-enhancement* – approval of others. When EFL students want to improve their own careers, get a better job, and graduate, they are motivated

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by instrumental orientation, meanwhile when they want to assimilate to another culture they are motivated by integrative orientation (Sadasivan, 2002, p. 61). Brown (1980) defined extrinsic motivation as "a motivation carried out in an anticipation of rewards", while intrinsic motivation is a motivation where there is "no apparent reward and people tend to do activities for their own sake" (p. 76).

It is generally assumed that *attitude* influences foreign language learning process. As stated by Sadasivan (2002), attitude is a cognitive process that is developed through experience and it influences how one reacts to individuals, items and the environment. EFL students who have positive experiences learning the target language, will less likely develop Foreign Language Anxiety, however EFL students with negative experiences will more likely develop Foreign Language Anxiety according to Gardner and Lambert (1972). As stated by Burstall (1975), women have more positive attitudes towards foreign language learning than men and EFL students with high proficiency levels develop positive attitudes (p. 17). According to Sadasivan (2002), the attitude of parents is very important because they can play an active role, e.g. use the target language at home and monitor the process of learning and also have a passive role: e.g. have positive attitudes about the community whose language the student is learning (Sadasivan, 2002, pp. 65-69).

2.2.5. Aptitude and Age

As stated by Sadasivan (2002), *aptitude* or natural talent is needed to learn the foreign language. According to Carroll (1993) language aptitude (an ability that not everyone possesses) comprises of four parts, a) *phonetic coding* - ability to code phonetic material, b) *grammatical sensitivity* - appreciations of grammatical functions, c*) memory ability -* ability to remember and d) *inductive language learning* - producing patterns of language. It was proven that both nature and nurture contribute to language aptitude because negative attitudes formed from experience result in inability and fear in using the foreign language according to Sadasivan (2002).

It is generally believed that *age* plays an important role in learning the foreign language. However, some studies suggest that children are only superior in learning the foreign language because of the *Critical Period Hypothesis* - the affective filter that prevents the process of input and becomes stronger around the period of puberty (Sadasivan, 2002, p. 79).

2.3. The Manifestation of Foreign Language Anxiety

As stated by Leary (1982), EFL students respond differently to Foreign Language Anxiety, some have *arousal-mediated response*, i.e. they squirm in their seats, fidget, play with their hair, clothes or other objects, stutter and stammer when they talk, and are nervous and jittery, while others show *disaffiliative behaviors* – i.e. they reduce social interactions and avoid conversation with others and some show *image-protection behavior* – i.e. they smile and nod frequently and rarely interrupt others (p. 110). However, Wörde (2003) gave additional examples of physical, internal and functional manifestations of Foreign Language Anxiety. According to Wörde (2003), FLA can be physically manifested and includes headaches, clammy hands, cold fingers, shaking, sweating, pounding heart, foot tapping and desk drumming, whereas internal and functional manifestations of FLA include blanking out, having disordered thoughts, confusion, being petrified, flipping through the book and avoiding teachers and classes (pp. 1-5). Furthermore, Hashemi, & Abbasi (2013) added more symptoms of FLA. They stated that blushing, tension and pain in any part of the body, staggered voice, slow or fast speed of speech, poor performance, less interpretativeness, less eye contact with the teacher can all be manifestations of Foreign Language Anxiety. Additionally, Kráľová (2016) mentioned that EFL students might hide in rows, pretend to be sick, miss the classes, and procrastinate, have memory lapses, forget what they have learnt and freeze up (p. 20). It is important to notice that EFL students have different symptoms of Foreign Language Anxiety - some have severe symptoms and some do not (Kráľová, 2016).

2.4. Krashen's Second Language Acquisition Theory

It is important to state that there are two ways how EFL students develop competence in another language according to Krashen (1982) by *language acquisition* – i.e. by subconsciously acquiring the language without actually being aware of the formal usage and by *language learning* – i.e. formal learning of a language. Additionally, Krashen (2013) came up with *the natural order hypothesis* which states that EFL teachers have to be aware of the order in which students acquire a language to facilitate feelings of frustration and Foreign Language Anxiety. Therefore, the input provided by EFL teachers must be comprehensible

and EFL students can with the help of the teacher, knowledge of the world, linguistic competence move from their current level, *i* to *i+1* - the next level (Krashen, 1985). As stated by Krashen (1982), *the affective filter hypothesis* represents a cognitive block that is either raised or lowered depending on the comprehensible input and affective variables like anxiety, low self-esteem, boredom, stress, anger, and so on. It is important to note that Speh & Ahramjian (2010) argued that Krashen's theory can be used to integrate musical learning with foreign language in the classroom to reduce the level of Foreign Language Anxiety.

2.5. Four Language Skills and Language Anxiety

It is generally believed that four language skills are writing, listening, reading and speaking. As stated by Serraj and Noordin (2013), when Foreign Language Anxiety is increased, the ability to comprehend decreases. Meanwhile, Jebreil et al. (2015) discovered differences in writing anxiety levels – namely that elementary level students are more anxious than intermediate and advanced level students. Important research on writing anxiety was carried out by Lui & Ni (2015) who cited poor vocabulary, the lack of foreign language writing practice, unfamiliarity with the writing genre, desire to write better, and the difficulty of English writing as factors that cause foreign language writing anxiety. As mentioned by a lot of researchers, speaking in English is the worst anxiety-provoking factor. Therefore, Kim (2009) discovered that anxiety level is higher in conversational classes than in reading classes. Researchers like Djigunović (2006) discovered that more anxious EFL students produce less personal and interpretive speech, while Dixon (1991) found out that while listening, anxious EFL students had difficulty comprehending the content of the target language.

2.6. Providing Feedback

It is a known fact that all of the EFL students have at least once made an error in the target language. Therefore, making errors should be considered a normal part of learning. Furthermore, Corder (1967) stated that *mistakes* and *errors* have different meanings because errors represent knowledge and vocabulary that EFL students have not learned yet, whereas mistakes are accidental slips of the tongue. As stated by Jing et. al (2016), EFL students can hardly self-correct an error and native speakers consider errors to represent incomplete

knowledge, whereas mistakes are caused by the lack of performance attention, fatigue, carelessness, or some other aspects of performance and they can be self-corrected if pointed-out (p. 98). According to Nunan (1999), *the contrastive analysis hypothesis* states that the native language (L1) has an influence on the foreign language acquisition because when the rules are similar for both languages, positive transfer occurs and facilitates the target language learning. However, negative transfer occurs as a result of errors that occur because of the negative native language interference – e.g. Spanish speakers using adjectives after the noun like in their native language and Chinese English speakers could say a sentence: "The problem will discuss tomorrow" - as a result of the native language interference (Nunan, 1999, p. 87). The EFL teachers, as it is well known, are often unsure how and when they should correct mistakes. Meanwhile, behaviorists believed that language learning is based on formation of habits, therefore they believed that EFL students should be corrected immediately (Nunan, 1999).

However, a lot of researchers would disagree with behaviorists including Krashen and Terrell (1983) who believed that constant error correction is futile and will not improve anything. They thought that EFL students should self-monitor their mistakes and that EFL teachers should create an anxiety-free environment, but they were aware that if the teacher delays error correction, it would reduce the effect of the error correction. They strongly believed that the correction will become less effective if the time between the performance of the skill and the correction increases. Other researchers stated that if the teacher corrects errors immediately, it might make students feel uncomfortable and it might discourage them from speaking. It is important to point out errors because EFL students will continue making errors (Jing et al., 2016, p. 101). EFL students make errors by generalizing certain grammatical rules - such as that suffix –ly indicates adverbs, but lonely, friendly and lovely are not adverbs (Jing et al., 2016). Furthermore, Jing et al. (2016) mentioned four strategies of error correction, *explicit correction*, *implicit correction*, *confirmation check* and *indication of non-comprehension*. An explicit correction is when the teacher clearly indicates that the student has made an error, while implicit correction is a clarification request and it includes phrases like pardon me, what do you mean by, and so on and students' correction refers to students correcting errors by themselves (Jing et al., 2016, p. 102).

However, other researchers like Morris (n.d.) stated that EFL teachers should focus their feedback on higher order concerns - organization and analysis while assessing written reports. According to Morris (n.d.), feedback should not be focused solely on language-use issues and

EFL teachers should be careful about the language that they are using and should not mark every single error (pp. 1-6).

2.7. Strategies in Reducing Foreign Language Anxiety

Three different approaches can be used to reduce Foreign Language Anxiety according to Horwitz (1990). One of the approaches recommended by Horwitz (2001) is *systematic desensitization* – EFL students learn how to behave when their anxious behavior starts, the other approach is *cognitive modification* – EFL students self-reflect and change their perspectives on anxiety, and the last approach is *skills training*. However, MacIntyre (1995) mentioned additional remedies in order to reduce FLA – i.e. the *intellectual remedy* means that EFL students should be more exposed to language, whereas *the emotional remedy* means that EFL students should do something that can reduce Foreign Language Anxiety. Additionally, Alrabai (2015) also mentioned three different approaches when dealing with FLA - *cognitive, affective* and *behavioral*. According to Alrabai (2015), the cognitive approach is usually used to change people's perspectives and to teach them to create the realistic images of themselves, whereas the affective approach reduces negative experiences in language classrooms and includes relaxation, meditation, drawing, support groups, and recall techniques. Kráľová (2016) stated that the behavioral approach improves poor language skills and applies that techniques, such as *explicit instruction* and *self-analysis* in the foreign language pronunciation and speaking activities in a virtual classroom, should be used to reduce FLA levels (Kráľová, 2016, pp. 42-43).

Other researchers mentioned *internal* and *external* strategies that can be used to reduce Foreign Language Anxiety. External strategies have already been mentioned in this paper and they are behavioral, cognitive and affective, whereas internal strategies are teaching and learning strategies according to Horwitz & Young (1991), thus several teaching strategies can be used to diminish FLA, role-playing activities, pair and group works, interactive games, support groups, and making a presentation on FLA. Furthermore, Hashemi and Abbasi (2013) gave some additional pieces of advice on how to reduce FLA, EFL teachers should look for signs of anxiety, create a friendly and supportive learning environment, encourage development of cooperative skills, use constructive criticism and use more formative assessment than summative assessment, use more speaking activities in the classroom,

encourage students not to be afraid of making errors and mistakes, use interesting activities and tasks, should not correct minor errors, and more training courses on general psychology including Foreign Language Anxiety and learning differences.

Furthermore, there are various methodologies that can be used to diminish FLA including *Community Language Learning* according to Curran (1976). This methodology allows EFL students to use the language in the classroom that they want to use in the circle, EFL teachers are knowers who are outside of the circle and help EFL students use the preferred language, and EFL students speak only when they want to (Curran, 1976). *Suggestopaedia* is another methodology that can be used to reduce FLA and it was developed by Lozanov (1979). This methodology uses comfortable furniture and music, while EFL students are given new identities and have to listen to extended dialogues. Therefore, EFL students acquire language in a relaxed environment according to Lozanov (1979). Additionally, Koch & Terrell (1991) discovered that by using the *Natural Approach*, they can reduce FLA because pair work and personal discussions are less stressful to EFL students. Meanwhile, some researcher such as Horwitz, Horwitz & Cope (1986) proposed *the behavioral contracting* to reduce FLA, where EFL teachers would give additional time to EFL students to complete tasks, and to report back, whereas other researchers proposed using different activities to diminish anxiety (e.g. writing concerns, written reflections and support groups). Some researchers proposed *virtual learning,* where students would have virtual identities that would protect their language egos. A video-stimulated recall technique can help, as well as drawing and recalling negative experiences related to language classes (Kráľová, 2016, pp. 48-49).

Meanwhile, a lot of EFL students mentioned in different research that EFL teachers play an important role in alleviating and debilitating anxiety. According to EFL students' opinions, Tanveer (2007) stated that EFL teachers provide incomprehensible explanations, over-correct students, demonstrate visible favoritism, are authoritarian, and embarrass and humiliate students, and create a stressful environment which can increase the level of anxiety. Furthermore, Young (1990) did a study where he discovered that EFL students appreciate when EFL teachers are friendly, helpful, and patient and when they show that they care. In other studies, EFL students reported that being called on predictably in the classroom provides less stress than being called on randomly (Williams & Andrade, 2008). According to Price (1991), EFL teachers should not be excessively critical because EFL students perceive every correction as a failure and are sensitive.

Some researchers such as Hauck & Hurd (2005) suggested that EFL students should have their own coping strategies and they recommended using positive self-talk (e.g. I can do it, it does not matter if I make mistakes, and so on), taking risks in speaking the language and guessing the meaning of words, use relaxation techniques – e.g. deep breathing and speaking slowly and consciously, share the worries with their classmates, write down the feelings on sheets of paper, tell the teacher about being anxious, and give awards to themselves after successfully finishing the task. According to Kondo & Ying-Ling (2004), there are five strategies that can be used to reduce FLA, preparation (being concentrated, studying hard and using a foreign language outside of the classroom), relaxation (calming-down, taking deep breaths), positive thinking (having positive thoughts, pleasant thoughts, trying not to take it too seriously), peer seeking (talking to friends, asking peers for advice), and resignation (accepting the situation).

It is generally believed that having positive thoughts can improve someone's mood and reduce anxiety. Positive psychology can be used to reduce FLA, thus Seligman (2011) mentioned five "elements of well-being" – Positive emotion (P), Engagement (E), Relationships (R), Meaning (M) and Accomplishment (A). Applying these elements can help EFL students to reduce their level of anxiety and creating a new positive-mindset can reduce self-identified irrational beliefs connected with foreign language learning according to Seligman (2011). A lot of different techniques can be used to reduce stress levels such as visualization, meditation, yoga and tai chi (Robinson, Segal, Segal & Smith, 2015, as cited in Kráľová, 2016, p. 58).

2.8. Previous Research on Foreign Language Anxiety

In the following paragraphs, important studies on Foreign Language Anxiety are going to be mentioned. One of the important studies was carried out by Bunrueng (2008) who investigated factors that caused anxiety at Loei Rajabhat University. Bunrueng (2008) discovered that EFL students were afraid to speak English without preparation, were afraid to volunteer to answer questions, were afraid about using grammar, were afraid about making mistakes and were shy to speak English with their friends. The important study was also carried out by Tananuraksakul (2011) who examined 69 Thai undergraduate EFL students, and found out that students were shy when they had to speak English to domestic and foreign

professors and a lot of EFL students were worried about making mistakes and taking oral exams. Research on Foreign Language Anxiety has been done with college or university students. There have been a lot of studies on the age factor causing Foreign Language Anxiety. One of the studies on the age factor was carried out by Dewaele and MacIntyre (2014) who discovered that age was indeed associated with Foreign Language Anxiety because teenagers had the highest mean anxiety levels, followed by students in their twenties, while pre-teens had the lowest levels of anxiety. In one of the studies on age, Gursoy and Akin (2013) indicated that ten-year-old students were less anxious than the older participants. Some researchers such as Suzić (2016) investigated Foreign Language Anxiety levels by using FLCAS (Foreign Language Classroom Anxiety Scale). 142 middle school students from Novi Sad took part in her research. The research revealed that the students had medium levels of anxiety and medium levels of communication apprehension, and that students thought that there should be more English classes in school and that it could potentially help students to reduce the level of anxiety. The results also proved that students that learnt English outside of the classroom (e.g. had private classes) had lower levels of Foreign Language Anxiety (Suzić, 2016, pp. 353-357).

Some researchers such as Bell and McCallum (2012) compared gifted learners and students with learning disabilities and the results revealed that students with learning disabilities had higher levels of anxiety and lower levels of negative attitudes about learning a foreign language. The levels of anxiety also differ between heritage and non-heritage EFL students because non-heritage EFL students tend to be more anxious according to Jee (2016), whereas heritage speakers have higher levels of anxiety during writing activities than speaking or listening activities according to Xiao & Wong (2014).

Based on a lot of studies on Foreign Language Anxiety, EFL university students are anxious foreign language learners according to Onwuegbuzie, Bailey and Daley (1999). Furthermore, Onwuegbuzie, Bailey and Daley (1999) found out in their research that EFL university students with highest levels of anxiety had certain characteristics, they were older, they had never travelled abroad, they were high academic achievers, they did not take language courses in high school, and they had a negative self-perception and a negative perception of their academic abilities. Foreign Language Anxiety is a universal problem based on various studies carried around the world. It affects all cultures, foreign languages and nationalities according to Week and Ferraro (2011) who discovered that American students of French, German, and Spanish had high anxiety levels that they determined by a final grade.

Meanwhile, Dewaele and MacIntyre (2014) investigated Foreign Language Anxiety among different cultural groups across the world. They discovered that Americans had the lowest levels of anxiety, while Asian students had the highest levels of anxiety and Arabic, South American and European students had medium levels of anxiety. The researchers found out the negative correlation between Foreign Language Anxiety and foreign language enjoyment (Dewaele & McIntyre, 2014, p. 261). However, the negative foreign language attitudes are connected with Foreign Language Anxiety, and students with lower language aptitude have higher levels of anxiety according to Dewaele & McIntyre (2014). According to Bell & McCallum (2012), there is no particular connection between being shy and being willing to communicate in English with Foreign Language Anxiety. In one of the studies on FLA, Zhang (2014) reported that EFL students who are self-efficient and are confident have lower levels of anxiety, but EFL students who believe that they should not be forced to speak in a foreign language classroom and who believe that teachers should explain the tasks in a native language tend to have higher levels of anxiety.

The research on the learning environment and Foreign Language Anxiety was carried out by Bollinger (2017), who discovered that there were no statistically significant differences between EFL students based on the type of learning environment and foreign language achievement (p. 88). Her study also proved that students with low levels of anxiety had better academic achievements and got better grades. Therefore, the low-anxiety students earned higher grades (M = 92.79, SD = 4.44) than moderate-anxiety group (M = 88.44, SD = 9.25) and high-anxiety group (M = 84.81, SD =16.37) (Bollinger, 2017, p. 90).

In one of the interview studies, Ibrahimović (2016) discovered that two EFL teachers were not familiar with the term Foreign Language Anxiety at first. The second teacher said that EFL students had general anxiety, i.e. they were anxious when they had to speak and the language did not play any kind of role. According to their views, EFL students develop anxiety because they are afraid of making errors and are afraid of what their final grades are going to be. Ibrahimović (2016) also stated that providing negative feedback can cause FLA to EFL students and said that it is important for students to know that they are not being assessed all the time, therefore they can feel free to say what is on their minds. EFL teachers in this study suggested giving tasks to students that are not going to be assessed immediately, and would allow students to practice more before being assessed, putting students into small groups because they believe that EFL students will be less anxious

speaking to a small number of people, and having a friendly and professional attitude (Ibrahimović, 2016, pp. 19-21).

Some studies on beliefs about language learning such as the one carried out by Altan (2006) revealed that EFL students created beliefs from unrealistic conceptions about language learning, for example, they want to have native-like accents and they believe that language learning is just memorization and translation. The clash between beliefs and reality can cause FLA according to Altan (2006). Furthermore, Baily (1983) claimed that the competitive nature can lead to anxiety because EFL students tend to compare themselves or idealize their self-images and self-confidence was indicated as a key variable of foreign language performance.

Five highly anxious 1st year students stated that during English classes, they have had negative emotions and feelings because they dreaded being called upon and having to speak up in class according to Tóth (2011). Their psycho-physiological symptoms included trembling, sweating, faster heartbeat, and having a quivering voice. All of the participants tended to stay quiet during English classes, even when they had something to say. Pair work and group activities did not help them to reduce the levels of anxiety. The participants identified major causes of their anxiety, pressure to do well in classes for language majors, aiming at avoiding mistakes, focus on accuracy, potential negative evaluation by the teacher (poor marks, being corrected, critical remarks), potential negative evaluation by peers, fear of appearing less competent than others, classmates' L2 proficiency, and classmates' experience in foreign countries (Tóth, 2011, pp. 44-49).

3. Methodology

This chapter provides information on data collection methods, participants, data collection procedures, and data analysis used in this study.

3.1. Data Collection Methods

The data used in the analysis was collected through two questionnaires and the focus group interview. As it was mentioned previously (see Introduction), two questionnaires were used for the purpose of research, namely Brief Fear of Negative Evaluation Scale (BFNES) by Leary (1983) and Public Speaking Class Anxiety Scale (PSCAS) by Yaikhong and Usaha (2012). BFNES was chosen to assess EFL students' self-awareness, emotions and feelings that they have when they are being negatively evaluated by others. H1 was examined by using this scale. The BFNES contains twelve (12) items with a five (5) point Likert Scale: 1 = not at all characteristic of me, 2 = slightly characteristic of me, 3 = moderately characteristic of me, 4 = very characteristic of me and 5 = extremely characteristic of me (Leary, 1983). The advantage of BFNES is that it uses Likert-type scale. McLeod (2019) stated that Likert type scale is used to measure how much the individual agrees or disagrees with a particular statement. The advantages of using this scale are that it allows the variety of opinions (no simple yes/no answers), it can be easily analyzed, and it reduces social pressure (McLeod, 2019). The BFNES was made up of two factors, eight straightforwardly-worded items (BFNES) - e.g. item 1 "I worry about what other people will think of me even when I know it doesn't make any difference", item 3 "I am frequently afraid of other people noticing my shortcomings", and four reverse-scored items (BFNE-R) - e.g. item 2 "I am unconcerned even if I know people are forming an unfavorable impression of me". Reverse-scored items [3] can cause confusion and lead to wrong answers (Pitarch, 2010, p. 983). The form of the original questionnaire was redone in a Google form for the purpose of the research (see Appendix 1).

Public Speaking Class Anxiety Scale (PSCAS) by Yaikhong and Usaha (2012) was the second questionnaire used in this research to measure the levels of language anxiety in

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[3] The reverse scored items are items whose scores are reversed (high scores become low scores and vice versa) because items have different meaning.

speaking classes. This scale consists of 17 items. Public Speaking Class Anxiety Scale by Yaikhong and Usaha (2012) included components of communication apprehension, test anxiety, fear of negative evaluation, and comfort in using English in a public speaking class. Seventeen items were adopted from Foreign Language Classroom Anxiety Scale (FLCAS). FLCAS was developed by Horwitz et al. (1986). Aida (1994) analyzed the scale and discovered four factors, speech anxiety, fear of failing, comfort, and negative attitudes. Intact versions of the scales were used. PSCAS originally had 25 items. The items were validated by English teachers with years of experience.

The questionnaires were administered to participants in English. All items of both scales were used for the purpose of this research. Both scales were used to measure the correlation between the fear of negative evaluation and Foreign Language Anxiety. These scales tried to determine whether the higher levels of social phobia have any influence on public speaking anxiety. The form of the original questionnaire was redone in a Google form for the purpose of the research (see Appendix 2).

At the end, the focus group interview with six questions was used to collect data. This type of interview was used to investigate non-directly observable phenomena such as learners' attitudes and perceptions on Foreign Language Anxiety. The original interview was created by Rafieyan (2016) and it contained five questions. All five questions were used in this research. The questions were neither altered nor translated. The sixth additional question was included to examine H3, i.e. to examine the EFL students' attitudes towards Foreign Language Anxiety in classes taught by native and non-native EFL teachers. These six questions were used in the interview:

1. What makes you anxious while speaking English in the classroom?

2. What kinds of situations cause stress or anxiety for you in language classrooms?

3. How does your language teacher play a role in creating or reducing anxiety?

4. What can be useful to make you speak voluntarily in language classroom?

5. What do you suggest in order to reduce language anxiety?

6. Are you more anxious when you speak English with native EFL teachers than when you speak English with non-native EFL teachers?

3.2. Participants

A total of twenty (20) participants took part in quantitative research. At the moment of this research study, participants were 1st and 2nd year EFL postgraduate students at the Faculty of Philosophy in Sarajevo. Six participants were 1st year postgraduate students, whereas 14 participants were 2nd year postgraduate students. All of the students are native speakers of Bosnian. The majority of participants, at the time of this research, lived in Sarajevo. The names of participants were not used in the data analysis to protect their privacy (in accordance with Mackey & Gass, 2005). Their identities were numerical coded (from 1 to 20) based on the order in which they responded to the questionnaires.

Five participants took part in qualitative research. The sample size was smaller because of the circumstances when research took place. Because of the COVID-19 pandemic, only five participants were able and willing to participate in qualitative research. The identities of participants were coded to protect their privacy by using alphabetical letters (from A to E) in order how they responded to the questions (i.e. the first person who responded to Q1 was assigned the letter A).

3.3. Data Collection Procedures

The treatment of tasks had to be carried online because of the COVID-19 pandemic. The survey was sent and responded by students' Facebook groups. The purpose of the paper was explained and the respondents were provided with relevant instructions as to a proper understanding of this research.

The treatment of qualitative research was administered online via Zoom. Two focus groups participated. Estimated time for interview sessions was two hours per group. The topic of this research was thoroughly explained to participants. Participants granted the permission to be recorded and filmed. Questions were asked in English, however, if respondents did not understand the question, the question would be explained in Bosnian. Participants were granted permission to respond to questions in English or in Bosnian because the researcher had thought that she would gain more information and the session would be less stressful to participants.

3.4. Data Analysis

Data analysis was carried out in two phases. In the first phase, the focus was on the research design and the selection of appropriate research instruments. Data was collected online via Facebook groups (questionnaires) and Zoom (interview). During the second phase, the data was sorted out and data analysis was carried out. For the purpose of analyzing quantitative data SPSS software was used. During the qualitative data analysis phase, Rafieyan's category classification (2016) was used (see Appendix 3).

4. Results and Discussion

This chapter gives an overview of data analysis including both qualitative and quantitative data results interpretation, as well as a brief explanation of the correlation between two scales (see Data Collection Methods).

4.1. Quantitative Data Results and Discussion

The majority of participants (11) have medium levels of apprehension, as shown in Figure 1. Three (3) participants have high levels of apprehension, whereas six (6) participants have low levels of apprehension. Therefore, fear of negative evaluation exists among EFL postgraduate students at the Faculty of Philosophy.

■ Figure 1. Total Sum of Points Scored in Brief Fear of Negative Evaluation Scale

Figure X. Levels of apprehension among research participants**.**
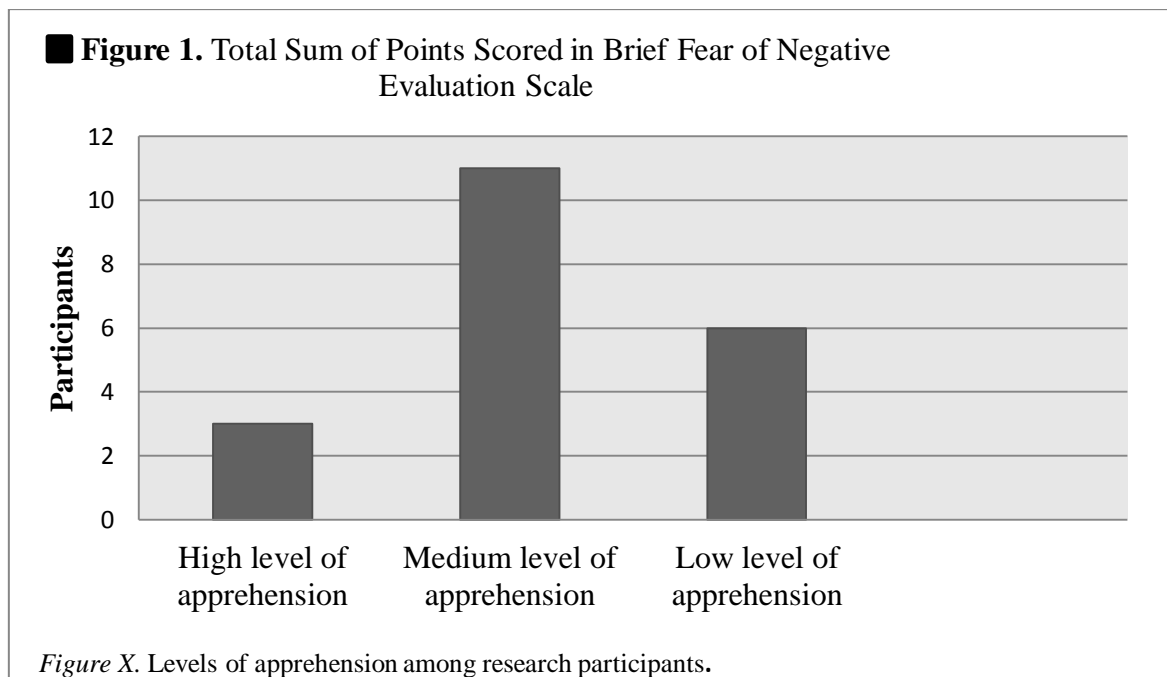
Furthermore, as seen in Figure 1, the majority of participants have strong emotional reactions to being negatively perceived by others. Participants are self-aware,[4] and they worry about what other people think. Based on the responses, EFL postgraduate students are afraid of making errors and mistakes and they are conscious of the language that they are using in conversational classes. EFL students with high and medium levels of apprehension consider

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[4] Self-awareness can be attributed to participants' cultural identities. For more information see: (Džafić and Krčalo, 2019); (Jee, 2016).

themselves to be more reluctant to participate in conversational classes, therefore they are at risk of developing communication apprehension and speaking anxiety. Results suggest that EFL students with high apprehension levels are unwilling to use English, due to fear of being negatively judged by their classmates. As a result, they usually choose to remain quiet and they usually decide not to participate in speaking activities.

Furthermore, as shown in Table 1, some EFL postgraduate students have negative self-perceptions because they have experienced negative and unpleasant comments, thus negative opinions of others on someone's language skills cause Foreign Language Anxiety.

Table 1

Summary of Means, and Standard Deviations for Scores on Brief Fear of Negative Evaluation Scale

N										
Valid	Missing	M	SEM	SD	Variance	Range	Minimum	Maximum	Sum
20	0	38.05	2.28	10.20	104.155	37.00	17.00	54.00	761.00

Note. N = number of participants, M = mean, SEM = standard error of mean, and SD = standard deviation.

As shown in Table 1, the majority of participants are field dependent individuals that depend on approval of others. Therefore, the participants with medium or high apprehension levels have lower self-esteem and motivation to learn English. Likewise, they are at risk of developing negative attitudes towards foreign language learning and in some extreme cases they could drop out from college. Fear of negative evaluation is proven to be one of the factors causing Foreign Language Anxiety based on the responses, which is not surprising because language and self-identity are closely connected.

As shown in Figure 2, ten (10) participants have medium levels of public speaking anxiety, whereas ten (10) participants have low levels of anxiety.

Figure 2. Total Sum of Points Scored in Public Speaking Class Anxiety Scale

Figure X. Charts represent FLA levels among research participants
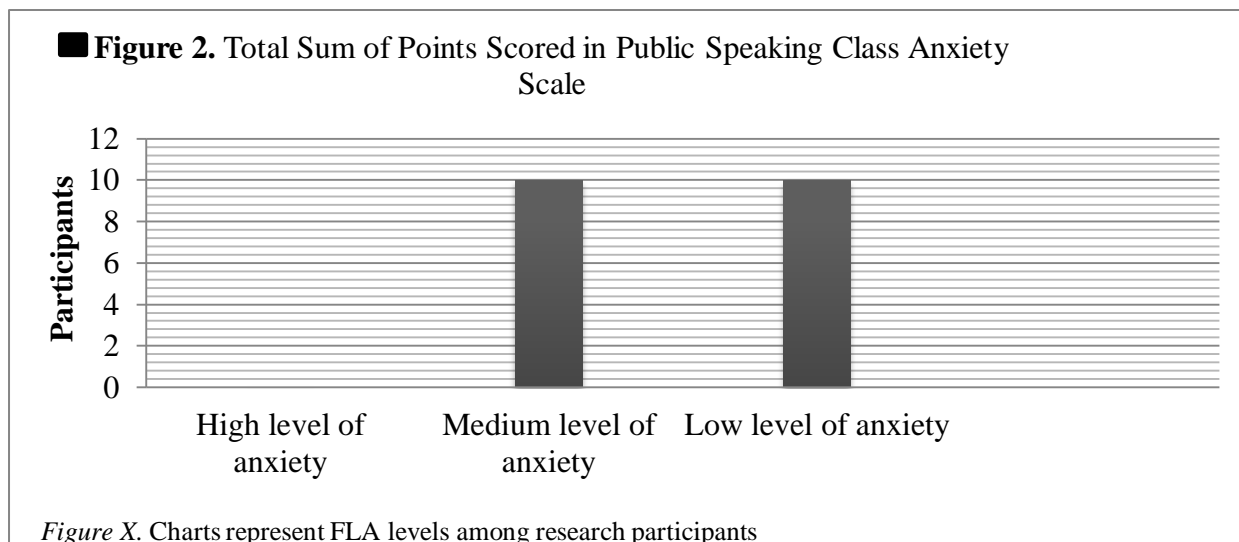
The results revealed that half of the participants (10) were anxious in English speaking conversational classes, based on which it can be concluded that Foreign Language Anxiety exists among EFL postgraduate students. Half of the participants (10) with lower levels of language anxiety are confident in their language skills, and are not afraid of using English in conversational classes. The positive outcome of these results is that there are no participants with high language anxiety levels. This fact can be potentially attributed to the participants' long-time experience studying English, because they have been more exposed to the language, and they have had more practice and speaking lessons. They have developed stronger language egos over time, which could explain the results.

Majority of participants have mild symptoms of Foreign Language Anxiety, and those symptoms include confusion, tension, nervousness, uncontrollable movements, heart pounding, rigid body, and embarrassment. Based on the results, participants with low language anxiety levels do not feel nervous about speaking English without preparation in advance. They have high self-esteem and speak English without preparation in advance.

Table 2

Summary of Means, and Standard Deviations for Scores on Public Speaking Class Anxiety Scale

| N | | | | | | | | | | |
Valid	Missing	M	SEM	SD	Variance	Range	Minimum	Maximum	Sum
20	0	47.10	2.28	10.20	104.200	44.00	17.00	61.00	942.00

Note. N = number of participants, M = mean, SEM = standard error of mean, and SD = standard deviation.

As seen in Table 2, Foreign Language Anxiety is not as prevalent as it was previously considered. The participants with low language anxiety levels are not afraid to participate in speaking activities. They are relaxed when they speak English. Results demonstrated that there were only half of the participants (10) with medium levels of anxiety, therefore, Foreign Language Anxiety does not represent a serious threat to successful foreign language learning.

As shown in Table 3 and Table 4, there is no significant correlation between *Brief Fear of Negative Evaluation* and *Public Speaking Class Anxiety Scales*. Therefore, H1 can be considered neglected. Fear of negative evaluation is not the main factor that causes Foreign Language Anxiety among EFL postgraduate students at the Faculty of Philosophy. Results indicated that the social factor was not crucial in developing FLA. EFL postgraduate students that have fear of negative evaluation do not necessarily have to have Foreign Language Anxiety.

As seen in Table 3 and Table 4, EFL postgraduate students are more worried about being approved by others than about using English in conversational classes. The social factor makes students more anxious than using a foreign language based on the results. This is because a lot of emphasis is put on developing linguistic competences, while communication skills are being ignored.

Table 3

Influence of Social Factors on Foreign Language Anxiety

Participants	BFNES Total Scores	PSCAS Total Scores
1	49.00	53.00
2	17.00	17.00
3	54.00	32.00
4	21.00	61.00
5	45.00	40.00
6	53.00	40.00
7	44.00	54.00
8	31.00	50.00
9	46.00	54.00
10	37.00	52.00
11	39.00	54.00
12	36.00	39.00
13	44.00	47.00
14	36.00	51.00
15	36.00	52.00
16	33.00	38.00
17	35.00	50.00
18	43.00	54.00
19	42.00	57.00
20	20.00	47.00

Thirteen (13) matching results as seen in Table 3 indicate that participants with low levels of apprehension have low levels of language anxiety. Some participants with high levels of apprehension have medium or low levels of language anxiety. This demonstrates that these two types of anxiety are not necessarily related. Different and mixed results prove that fear of negative evaluation is not the main factor causing Foreign Language Anxiety.

Table 4

Correlation between Brief Fear of Negative Evaluation Scale and Public Speaking Class Anxiety Scale

Correlations	BFNES		PSCAS	
Pearson Correlation	1	.127	.127	1
Sig. (2-tailed)		.593	.593	
N	20	20	20	20

Note. The correlation coefficient was r =. 127. The results weren't significant because of the small sample size and p (.593) > 0.05.

As shown in Table 4, fear of negative evaluation and Foreign Language Anxiety are not related. However, because of the small sample size, the results are inconclusive.

Table 5

Influence of Gender Variable on Results

	Gender	M	N	SD
	Male	32.00	5	6.81
BFNES	Female	40.06	15	10.51
	Total	38.05	20	10.20
	Male	45.00	5	6.12
PSCAS	Female	47.80	15	11.34
	Total	47.10	20	10.20

Note. BFNES = Brief Fear of Negative Evaluation Scale, PSCAS = Public Speaking Class Anxiety Scale, N = number of participants, M = mean, and SD = standard deviation.

Female participants have higher levels of language anxiety and apprehension than male participants as shown in Table 5. The results revealed that Foreign Language Anxiety affected female students more than male students, which indicates that female students have higher motivation to study English and they tend to their best during classes. Female participants prefer to prepare for the class in advance.[5]

Different age groups can have different levels of apprehension and language anxiety. Levels of apprehension based on age can be seen in Table 6.

Table 6

Influence of Age Variable on Results

	Age	M	N	SD
	23	39.00	7	10.61
	24	44.66	3	5.13
BFNES	≥25	35.40	10	10.76
	Total	38.05	20	10.20
	23	46.71	7	8.93
	24	53.66	3	.577
PSCAS	≥25	45.40	10	12.20
	Total	47.10	20	10.20

Note. BFNES = Brief Fear of Negative Evaluation Scale, PSCAS = Public Speaking Class Anxiety Scale, N = number of participants, M = mean, and SD = standard deviation.

As seen in Table 6, 24-year-old participants have higher levels of language anxiety and apprehension than other age groups. Older participants have lower levels of language anxiety. Older participants have more confidence and they are more willing to use English in conversational classes.

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[5] For more information see: Csizer and Dornyei (2005).

As shown in Table 7, 1st year EFL postgraduate students have lower levels of apprehension and higher levels of language anxiety than 2nd year students.

Table 7

Influence of Academic Year Variable on Results

	Year	M	N	SD
	1st	36.83	6	9.15
BFNES	2nd	38.57	14	10.91
	Total	38.05	20	10.20
	1st	49.50	6	6.94
PSCAS	2nd	46.07	14	11.39
	Total	47.10	20	10.20

Note. BFNES = Brief Fear of Negative Evaluation Scale, PSCAS = Public Speaking Class Anxiety Scale, N = number of participants, M = mean, and SD = standard deviation.

As seen in Table 7, 2nd year students are more self-aware, and afraid of what others might think about them. 1st year students are more anxious when they have to speak English in conversational classes. However, 1st year participants suffer more from Foreign Language Anxiety than 2nd year participants, even though 2nd year participants are more afraid of being negatively evaluated. According to results, social anxiety poses a greater threat to successful language learning than Foreign Language Anxiety.

When it comes to the analysis of BFNES items individually, results suggest that participants are afraid that others will not approve of them (item 5), as shown in Table 8. Likewise, all of the participants long to be a part of the group, and approval of others is very important to them. Participants think that if someone judges them, that it has an enormous effect on them (item 10) based on the results. As shown in Table 8, the majority of participants have weaker self-esteem (items: 1, 3, 6 and 8). They worry about what others might think and they have a lot of insecurities that can potentially prevent them from achieving their full potentials and academic goals. Based on the results, making mistakes and errors could discourage participants from successfully learning the foreign language. This analysis revealed that the

majority of participants were self-critical and self-centric (i.e. they tend to blame themselves for everything).

Table 8

Social Anxiety among EFL Postgraduate Students at the Faculty of Philosophy in Sarajevo

Items	N	Range	Min.	Max.	M	SD	s^2
1	20	4.00	1.00	5.00	3.3000	1.34164	1.800
2	20	4.00	1.00	5.00	2.8500	1.30888	1.713
3	20	4.00	1.00	5.00	3.3000	1.34164	1.800
4	20	4.00	1.00	5.00	2.9000	1.11921	1.253
5	20	4.00	1.00	5.00	3.3500	1.08942	1.187
6	20	4.00	1.00	5.00	3.2000	1.05631	1.116
7	20	3.00	2.00	5.00	2.8500	.93330	.871
8	20	4.00	1.00	5.00	3.0500	1.23438	1.524
9	20	4.00	1.00	5.00	3.2000	1.00525	1.011
10	20	4.00	1.00	5.00	2.6000	1.09545	1.200
11	20	4.00	1.00	5.00	3.1500	1.22582	1.503
12	20	4.00	1.00	5.00	3.0500	1.23438	1.524
Valid N (listwise)	20						

Note. N = number of participants, M = mean, SD = standard deviation, Min. = minimum, Max. = maximum, and s^2 = variance.

As seen in Table 9, participants like to use their voices and bodies expressively while speaking English (item 15) and that when they are well prepared they do not feel anxious about speaking English (item 17) as shown in Table 9. Physical movement when speaking English is important to participants according to results, therefore more activities that use TPR should be included in the curriculum. Majority of participants feel confident when they speak English (item 4). The participants feel anxious when it is their turn to speak. When they are going to be called on they feel anxious. Being called on randomly in the classroom was listed as one of the worst factors causing FLA. Therefore, students should be encouraged to volunteer and teachers should wait a couple of minutes for students to respond to the questions. Based on results shown in Table 9, participants get nervous and forget things they

know in speaking classes (item 3), and they can feel their hearts pounding when they are going to be called on (item 9).

Table 9

Foreign Language Anxiety among EFL Postgraduate Students at the Faculty of Philosophy in Sarajevo

Items	N	Min.	Max.	M	SD
1	20	1.00	5.00	2.8000	1.28145
2	20	1.00	5.00	2.7500	1.16416
3	20	1.00	5.00	3.1500	.98809
4	20	1.00	5.00	3.5000	1.19208
5	20	1.00	4.00	2.7500	.96655
6	20	1.00	5.00	2.8000	1.10501
7	20	1.00	4.00	2.8000	.83351
8	20	1.00	5.00	3.0000	1.21395
9	20	1.00	5.00	3.1500	1.22582
10	20	1.00	5.00	3.2000	.83351
11	20	1.00	5.00	2.9000	1.02084
12	20	2.00	5.00	3.4000	1.04630
13	20	1.00	4.00	2.7500	.91047
14	20	1.00	5.00	2.8000	1.10501
15	20	1.00	5.00	2.6000	1.18766
16	20	1.00	4.00	2.7000	1.08094
17	20	1.00	4.00	2.6000	.99472
Valid N (listwise)	20				

Note. N = number of participants, M = mean, SD = standard deviation, Min. = minimum, Max. = maximum.

The results revealed that participants were confident in using English in conversational classes. When the participants prepare for the lessons in advance, the levels of language anxiety are lowered. As seen in Table 9, speaking activities and being called on unexpectedly in the classroom are noted as the main factors that cause Foreign Language Anxiety.

4.2. Qualitative Data Results and Discussion

As shown in Table 10, personal factors are the most prominent factors that cause Foreign Language Anxiety based on answers. Majority of participants are self-aware as can be seen in Table 10. Four participants think that reduced vocabulary and poor grammar knowledge can cause Foreign Language Anxiety. Making errors and mistakes can make EFL students feel vulnerable. The usage of elevated English and negative classroom atmosphere are factors influenced by EFL teachers that can cause Foreign Language Anxiety as shown in Table 10. Fear of negative evaluation is the factor mentioned by the most participants as seen in Table 10. EFL students' perceptions of others can cause FLA as well as seen in Table 10.

Table 10

Anxiety-provoking Factors

Part.	Personal Factors			Teachers' Factors		Classmates' Factors	
	SA	Reduced Vocabulary	Errors	EE	NCA	FNE	SP
A	1	1				1	
B	1	1		1	1	1	1
C	1	1				1	1
D	1		1			1	1
E		1	1			1	1
Total:	4	4	2	1	1	5	4

Note. Part. = participants, SA = self-awareness, EE = elevated English, NCA = negative classroom atmosphere, FNE = fear of negative evaluation, and SP = students' perceptions.

Anxiety-provoking factors are going to be interpreted in the following paragraphs by using participants' statements gathered through the focus group interviews. Statements are mentioned first and then analyzed.

Participant A - *"I am anxious when I do not know what I want to say. When I speak aloud I get confused and my thoughts do not sound reasonable. Then, I start stammering, and I cannot remember a certain word."*

Based on this answer, Foreign Language Anxiety manifests itself internally - it causes confusion and memory loss, and externally – e.g. stammering. It can be observed that Foreign Language Anxiety causes a cognitive problem resulting in negative self-evaluation and self-awareness. There is one more negative aspect of Foreign Language Anxiety, i.e. forgetfulness based on this response. Therefore, EFL teachers can think that EFL students who are forgetful do not know answers rather than that they are anxious.

Participant B - *"When the professor asks a question, I feel anxious when I do not have enough time to think about the answer. I immediately blank out and have a frog in my throat. I might sound stupid if I do not use the elevated level of English that teachers require and use. Even, when I have to speak with some of the teachers tête-à-tête (i.e. during the consultation hours), I am anxious but it is not the same level of anxiety as in front of the other students. I suffer from Foreign Language Anxiety when I have to speak in front of the students, I do not know well, but sometimes what causes stress is speaking in front of the colleagues that I know well because if I make a mistake, I am afraid that they will not speak to me again."*

As it can be observed from this response, having a time constraint reduces the language production, meaning that some students need more time to answer certain questions. Foreign Language Anxiety can also be physically manifested - e.g. blanking out and having a frog in one's throat, etc, and internally - e.g. overthinking, disorganized thought and forgetfulness based on this answer. It can be further noted that if EFL students use plain English, EFL teachers might mischaracterize them as bad English speakers and that can cause Foreign Language Anxiety. As can also be observed, fear of making errors and negative self-perception prevent EFL students from using English in the classroom.

Participant C - *"What makes me anxious while I speak English in the classroom depends on how well I know and how much I know about what I am speaking about. If I lack some terminology in certain areas, this makes me more anxious to speak, because the lack of terminology and lexicon affects my Foreign Language Anxiety. On the other hand, if I know a lot about what I am talking about, it does not make me anxious. A lot has to do with how others will perceive us, and if I know what that or this is called, and I am just explaining it in generic terms, how would the others perceive that."*

It is obvious based on this response that being unfamiliar with certain topics causes anxiety and that unfamiliarity is related to the lack of professional vocabulary that causes stress to EFL students. As can also be observed, EFL students' perceptions and assessment of someone's knowledge of English can cause FLA, because EFL students oftentimes underestimate their knowledge of English, and they think that others are better than them, which is often not the case.

Participant D - *"I think about people that are listening to me if I make a mistake. If I think about what I going to say, there is a great possibility that I will make a mistake. It is better to go with the flow."*

Fear of making errors and overthinking cause Foreign Language Anxiety based on this answer. All of the participants believe that they are being assessed by others all the time, and are afraid of failures and incorrect answers, thus they subconsciously believe that they are going to embarrass themselves if they make errors and mistakes. Therefore, some EFL students are highly self-critical and they over-use the monitor function when they correct their errors, which makes them reluctant to speak in conversational classes because they are afraid of being judged by others.

Participant E *- "My fear is also that I am going to make a mistake, but my worst fear is that I am going to forget some of the words. I am anxious when I cannot remember a specific word, the time flies, and the awkward silence begins in the classroom. Everyone is waiting for me to respond to the question, and I cannot remember the word."*

It can be observed that providing the non-supportive correction of errors makes EFL students anxious. The non-supportive error correction is the non-constructive criticism of errors and mistakes and it makes EFL students feel that they have been criticized harshly without a good reason. Based on this answer, poor vocabulary, forgetting words, making errors and mistakes are all factors that develop Foreign Language Anxiety. Based on all of the responses, personal factors are the key factors causing Foreign Language Anxiety. Being self-consciousness and having negative self-perception make EFL postgraduate students reluctant to speak in conversational classes based on results. Negative self-image prevents students from reaching their academic and linguistic goals judging by responses in this study. Participants mentioned some symptoms of language anxiety, stuttering, blanking out and having a frog in one's throat. These manifestations of Foreign Language Anxiety can potentially make EFL teachers feel like students came to the class unprepared, and that they

are not interested in learning. Weaker self-esteem and being afraid that others might negatively perceive us can make EFL students unwilling to participate in conversational classes. Fear of negative evaluation is one of the main factors causing Foreign Language Anxiety based on responses.

As shown in Table 11, situations in which some EFL teachers use negative pedagogical practices (e.g. raise their voices, lack empathy, humiliate students, and call students names) are causing the most stress to EFL students. Providing non-constructive negative feedback, putting students on the spot, not allowing students to have their own opinions and halo-effect are factors mentioned by participants, and these negative factors have been mostly attributed to some EFL teachers who teach literature. Negative experiences in the language classroom and personality traits are student related situations that cause stress and unfamiliar topics are content related situations that cause stress as can be seen in Table 11.

Table 11

Stressful Situations that Cause Language Anxiety

Part.	Teacher Related					Student Related		Content Related
	PP	Negative Feedback	Putting Students on the Spot	Opinions	Halo-effect	Negative Experience	Personality	Unfamiliar Topics
A	1	1	1			1		
B	1	1	1	1		1	1	1
C	1	1	1			1		1
D	1		1		1		1	
E	1			1			1	1
Total:	5	3	4	2	1	3	3	3

Note. Part. = participants, and PP = pedagogical practices.

All of the participants reacted emotionally to this question. They gave detailed descriptions of the situations that caused stress to them. Opinions mentioned in the following paragraphs are all subjective opinions of participants.

Participant B - *"What I think is that our personalities cause anxiety. Also, previous situations and negative experiences with certain teachers that do not use constructive criticism cause stress or anxiety. They were some teachers who pointed out things negatively. If you do not feel the positive energy coming from someone who is explaining something to you, you will not know what to do next time, how to improve yourself, and how to respond and react in any other similar situation. It is also a problem that I am an introvert, and that I suffer from anxiety. What also worsened this anxiety is the situation with a teacher in my 1st year. The teacher would always call students names. She would say that certain students were not supposed to be studying at this Faculty, that they did not speak English well, that they should have studied more and should have thought of some other study programs / faculties. Insecure students experience a lot of problems with these types of teachers. Phlegmatic students would ignore this kind of behavior. There was one non-native EFL teacher whose accent was incomprehensible to students. I had an oral exam, and the teacher asked me a question, and I looked at him, and I did not even know what he asked me, and I said 'what' – he asked me the same question that I did not understand again. I had a lump in my throat and I said 'what' again? I looked at the other teacher, she was pale and she asked me the same question. I felt uncomfortable. I generally have this fear that when the native speakers are speaking that I will not be able to hear anything, that I will not know anything. I did not read the book. I looked down. I did not want the teacher to call me on. He called me on, and he asked me a question, and I did not know the answer. Then, he asked me a question 'what if I can convince you that everything you think is wrong?' However, I did not believe that he could convince me, then he raised his voice and started saying that he could convince me that everything I believed was a lie. My face was red, and the teacher's face was red. I personally experienced one negative situation where I expressed my personal opinion on a private matter that was not related to the topic of the lecture, and in return I got yelled at. I also remember one embarrassing situation when a student left the lecture after being asked 'are you a boy or a girl?' by a teacher. There were more situations but right now I cannot remember."*

Based on this response, EFL students that are introverts are anxious and students' personalities can worsen symptoms of FLA. The participant mentioned one (literature) EFL teacher who called students names, and told them that they were not good enough to study

English. Based on this response, negative pedagogical practices discourage students from learning and studying English. It can be observed that the inability to understand EFL teachers makes EFL students anxious (e.g. not being able to understand a teacher's accent and questions). Based on this answer, EFL teachers could sometimes use a bilingual approach, if they see that students are struggling to understand the lesson. However, using the bilingual approach when teaching has its flaws, mostly EFL students who demand that EFL teachers should explain tasks in the native language have higher levels of anxiety according to Zhang (2014). EFL students would not truly be exposed to the target language if the bilingual approach is used, and that could potentially create problems in their future careers. It should be noted that sometimes EFL students misinterpret teachers' actions and words. In the example provided above, the participant had an impression that the teacher did not allow her to have her own opinion. However, EFL teachers want students to see the different perspectives on certain subjects and that is why sometimes it might appear to EFL students that their opinions are not being valued. It can be observed that some EFL teachers are not being professional by asking private questions as can be seen from the example mentioned in the excerpt. Therefore, EFL students might start to dislike attending lectures and certain subjects and teachers.

Participant C - *"I also agree with participant B, and these situations when you are called on, these surprising situations create stress in classrooms. When I want to say something, the teacher would pinpoint what I have said in front of the students. These situations cause a lot of stress, and there is something that many times after I remember like it was yesterday. One specific situation was during my 1st year, I was just speaking normally, and I do not have a lot of problems saying what I think, because that is just my personality, especially with a group of people I know, but this kind of changed. I used the wrong terminology, 'The play was showing at…', then the teacher said 'never say that', 'what have you just said?', and 'how could you say that?'. I did not even know what I had said, I was speaking naturally, I was not thinking about what I was saying, and I did not know that I was not supposed to say that. The teacher said that I said that the play had been naked, and she started yelling at me. The teacher got angry and said, 'if you don't correct your mistakes, you cannot be here, you will get an F, you will fail this subject. I've just corrected you, how can you be so ignorant'. That was one of the situations that stuck with me, even now I get sweaty thinking about it."*

Being called on unexpectedly in the classroom and pinpointing errors as in the example mentioned in the excerpt increase anxiety based on this response. Likewise, providing

threatening error correction (as in the example above) makes students more anxious and students view that feedback as a personal attack. Based on the example provided by the participant, negative pedagogical practices discourage students from participating actively and attending the class.

Participant A - *"I agree with my colleagues. I remember one stressful situation that happened during my 2nd year. I did not pass a winter course, and I could not take a final exam. However, I was permitted to attend summer course classes and was allowed to submit some assignments and take some tests; however, the exam was possible to be finalized only in September. The teacher came to the class and said 'I see that there are students who did not pass the previous course, and they came today to present their topics to the class. I am just going to say that will not be possible until September, until they pass the previous course.' She did not mention it before, I felt bad because I had prepared the lesson. She said that I could not present my portfolio until September. She also said that she would remind all the students about course requirements, and she offered me, in the end, to present my portfolio (to see if I prepared well). I was almost pushed to tears. If I had started to speak, it would have been a total disaster. The students were encouraging me to try. I stood up and went in front of the class. I blanked out, I started to speak, and I stuttered. Someone entered the classroom because it was the end of the class. I felt uncomfortable. It was not right that she did not inform the students about their obligations. If she had informed the students about the course requirements, I would have been informed and would have not experienced such situation. I was bailing. I felt uncomfortable that the other teacher was there, and he was not aware of what was going on. I could not relax the whole day afterward. I think EFL teachers avoid asking for students' opinions more than forbidding them and students are often afraid to express their opinions because of the consequences that may follow. We were afraid of one teacher's reaction, so we started a petition without addressing her first because she did not let us talk to her. That is why I think students sometimes go along the line of least resistance."*

The problem mentioned in this paragraph was a misunderstanding between the teacher and the student. The participant was unsure of the obligations of the course. The teacher confused the participant by allowing certain obligations to be performed before September. Based on this answer, unclear rules and obligations cause Foreign Language Anxiety. It can be observed that some EFL students are afraid of talking and discussing problems with some EFL teachers because they are afraid of the consequences and reactions . One of the major

issues is the student-teacher rapport because some EFL students do not feel free to complain about inappropriate behavior and problems in conversational classes.

Participant D – *"The situations that cause stress to me are situations when EFL teachers call me on. They call me on randomly, and I am not prepared. Everyone is quiet. The students are waiting for me to respond, to answer the question. The situations when the EFL teachers are scary* (i.e. scary teachers are teachers who do not allow students to express their own opinions and who would raise their voices if students make mistakes) *and when they have strict attitudes towards students, but with the teachers that are not strict, you feel like they encourage you to answer, and whatever you say they will react positively. Some other teachers expect you to answer immediately, and they make you more nervous, and you have to respond specifically as they want you to answer. I agree with Participant E. Favoring students annoys me. For example, if the teacher has this notion that a particular student is worse than other students. They expect that the student will always give bad answers. It happened multiple times that two students would give the same answers but in two different ways. One student would be praised, while the other would be corrected. Favoritism, yelling, and having a negative attitude (e.g. when asking a question) annoy me. The worst and most unpleasant experiences personally happened to me during my undergraduate study cycle. I can safely state that the two EFL teachers, in addition to not allowing students to express any opinions that does not match theirs, also point out errors and mistakes in an ugly way. I myself have experienced how an EFL teacher can make you cry in front of colleagues because you are afraid to give an answer because you are afraid of being embarrassed in front of colleagues. I also attended a lecture when one of the mentioned EFL teachers said in a very ugly way to a student 'I do not know how you got to the 3rd year, can you explain that to me?' It is very ugly to hear something like that and especially to experience it. I have noticed that one EFL teacher favors male students and when a male student does not know the answer to a question, she considers that to be sympathetic, whereas female students who do not know the same answer are being insulted. That teacher also made a comment about how the female student had time to put on make-up but not to learn the lesson. Therefore, I think that there is favoritism and double standards."*

Based on this answer, favoring students creates FLA. It can be noted that some EFL teachers commit errors of judgment, therefore they see students that make errors and have worse grades as being inferior to other students that rarely make errors and have better grades. Additionally, few EFL teachers use personal attacks if they see that the student did not study,

therefore EFL students get the impression that some teachers have favorite students because some students have not been criticized harshly for making mistakes or errors like some other students. However, sometimes EFL students think that if they are being harshly criticized that is because some EFL teachers dislike their make-up or items of clothing, which is not usually the case.

Participant E - *"I agree with everything mentioned before. The teacher causes the most stress and his / her relationship with students. If you are not sure in your language that is mostly in your vocabulary it can cause stress. The vocabulary is more important to me than grammar in communication. Without solid vocabulary, you cannot formulate sentences, and convey messages, without good grammar skills, at least you will be able to understand each other. The situations that cause stress can be situations when teachers yell at you when they do not have empathy when they are inconsiderate towards students as people when they see students as machines that have to answer questions the same way that the teacher want them to, and in that exact moment - maybe not taking into consideration that the student might have a bad day or personal issues. I remember four EFL teachers who teach several subjects that do not allow students to express their personal opinions. I suppressed many of these specific situations from my memory, because they caused a kind of trauma. A couple of EFL teachers set themselves up as an authority that should not be given any further comment or question. The answer that they would always give was, 'Look at the syllabus.' There were also subjects with obligatory unannounced tests, which created unnecessary pressure. It could happen that due to two tests for which you are not ready, you have to repeat the year. No one took your personal situation into account. We are not all always ready for every lecture or task."*

Based on the responses, negative pedagogical practices cause the most stress to EFL students in language classrooms. According to participants, students might feel embarrassed and humiliated, if teachers raise their voices or if they call them names. It can be observed that unclear rules of the course cause stress to EFL students, because if they are not sure when the next test or quiz is going to be, there are always going to be on edge. Likewise, some EFL teachers are not approachable, therefore EFL students are afraid to ask them questions if they do not understand the lesson and obligations because they will get short and cold answers.

EFL teachers play a double role in reducing and exacerbating anxiety. As shown in Table 12, EFL teachers reduce anxiety by creating a supportive classroom environment, by being more considerate and sympathetic, and by using gentle error correction. Teachers also

exacerbate anxiety by being inconsiderate, by putting a lot of pressure on students, and by using threatening error corrections.

Table 12

Role of Teachers in Creating and Reducing Anxiety

Part.		Reducing Anxiety				Exacerbating Anxiety	
	CASE	Being more Considerate and Sympathetic	Using Humor and Casual Approach	Gentle Error Correction	Being Inconsiderate	Putting a lot of Pressure	Threatening Error Corrections
A	1	1	1			1	
B	1	1			1		
C	1	1	1		1	1	1
D		1		1			1
E		1	1	1	1		1
Tot.	3	5	3	2	3	2	3

Note. Part. = participants, CASE = creating a supportive classroom environment and tot. = total.

All of the participants think that EFL teachers play enormous roles in reducing and creating anxiety. The participants think that teachers by being considerate and sympathetic towards students can reduce the levels of Foreign Language Anxiety.

Participant B - *"It depends on EFL teachers. Both EFL teachers and students play a role in creating and reducing anxiety. Pedagogical teachers* (i.e. methodology teachers) *helped me a lot in reducing my anxiety, because they created a supportive environment. EFL teachers indeed play an important role in reducing anxiety. There was one EFL teacher who helped me to reduce my anxiety. When I had health issues, I went to see the teacher during his consultation hours. It meant a lot to me that he recognized me as a person. He told me not to worry, to get better, and to work harder and there will not be any kind of problem with passing the course. When you hear that, and when you see that someone is honest, that surprises you do not expect that from the teacher. I had different expectations from other teachers. When I was sick for two months, one teacher asked me if I were a part-time student,*

and I told her no, and that I could not attend classes because I had health issues. The teacher asked me if I had a legitimate reason for not attending classes. I had a doctor's note. This might feel like a silly situation to someone, but I took it to heart. At that moment, I thought that I was worthless and that my opinion is not important. During her classes, the teacher would stop me and move on to other students after saying just a few words. There was one teacher who we had a special relationship with. She generally helped us; she approached us as people and made us feel as if we were not just her students. We were not treated as just mark-book numbers. The other teacher helped us in reducing anxiety by changing the sitting arrangement. We were sitting in a semi-circle (Socratic circle), which was in a way stressful because we had to know each other better, but later I realized that the teacher wanted to create a sense of community in us. We are a group. We'll become teachers. This teacher left a good impression on me. She helped me to reduce my level of anxiety, even though sometimes, she would make us work in groups, which was not easy. I think that teachers play a significant role and that the teachers can make the difference. I have examples of caring literature course EFL teachers and assistants. I was going through a very difficult health situation and one teacher was almost the only person at that moment who first gave me words of comfort and support to focus on my health, and stated that the rest would slowly be resolved and sorted out. It means a lot to a student because at that moment you still see that someone is a caring person / pedagogue and only then a teacher and that he understands that students have their own private lives and therefore problems. Also, I had a situation where I lost all my work due to a system crash, but the teacher extended the deadline for writing the paper, which meant a lot to me at the time because these things happen to students and effort was put into it. The teacher is caring because he understood my situation at the time and provided an opportunity, without that segment my grade would have been significantly lower (I would not have failed the subject), but with this procedure the teacher showed me that he really appreciates the work and effort of students. Also, I would like to single out another assistant who saw that I was struggling with anxiety so he was mindful when it came to calling students on which gave me the extra will to work and to participate in his class. These are examples of pedagogues at our faculty and only then teachers / assistants to whom I am really grateful and happy that they taught me because they left a very important mark in my life. I would like to mention another literature course assistant who during the presentation even said that he also learned from the students. For me, he was caring at that moment because my colleague and I were preparing for the presentation, and when the assistant entered the cabinet we were abruptly interrupted, but the assistant stated 'feel free until we

start, I love when I see that the student is working hard', while in some other classes, we were not allowed to have a notebook / notes during the tasks or exercises (undergraduate study). Also, I would like to single out a teacher who is not from English Department but who taught us. She was truly a person who lived her job and vocation and who was always ready to listen to her students and to cooperate with them and to show compassion in very difficult situations."

Based on this participant's opinion, EFL teachers who reassure students (after they had health issues) that they will complete the course and make up for lost time are considered to be more sympathetic and caring. However, teachers who think that students are just skipping classes on purpose and do not have actual health issues are considered to be insensitive based on this response. Based on this answer, EFL teachers are more considerate if they understand that EFL students did not have a lot or time to complete their assignments and had private issues that prevented them from studying. Showing the human factor, extending the deadline if the student had health issues can make EFL students like the subject and the teacher. It is generally believed that EFL university teachers should be strict and formal with their students. However, a lot of studies, including this one, suggest that EFL students that have a friendly and professional relationship with their teachers are more motivated to learn and have lower levels of anxiety. It can be observed that teachers who teach teaching-oriented subjects create a better and supportive atmosphere by using more group and student-oriented activities, which create a bonding atmosphere. Sitting arrangement creates a relaxing atmosphere and helps students feel like part of the group based on this response, because students who are recognized as the part of the community might participate and use English in conversational classes more often.

Participant C - *"I will mention one EFL teacher, who focuses on language, translation, and that is EFL at its finest. He reduces anxiety by having this relaxed approach (*i.e. the teacher allows students to communicate freely without harshly criticizing errors) *and He is considerate, even if we do not know something. He has this casual approach* (i.e. he is not strict) *to teaching. All of the oral examinations are casual. Some other EFL teachers use different approaches. I was afraid of speaking activities in some classes because I did not know what was going to happen next. But with this teacher, even if I say something that does not make sense, we will laugh it out, and learn some values. I always had this problem translating English texts into Bosnian, and my anxiety is the highest when I have to translate (both languages, esp. from English into Bosnian). I always suffered from Foreign Language*

Anxiety when there was my turn to speak, and I asked the EFL teacher not to call me on. The teacher asked me to read first, then to translate, that was painful to me. With the other EFL teacher, it is easier and I am less afraid to translate on the spot. The classroom environment is better, and even if the teacher has high expectations, he doesn't have a dictatorial attitude. The teacher has the - 'we are all friends, and we will try to do this together' attitude. On the other hand, there was a strict teacher and I was afraid that she would correct my every mistake. I became more aware of the language that I was using. I thought more about what I was saying in her classes. I thought that I was going to make more mistakes and that the teacher will correct them more. With other teachers, where there is a natural environment, even if you make a mistake, you will not be aware of it because teachers will not bother you a lot. They will not remind you of your mistakes and errors. One EFL teacher embarrassed a student because she would constantly touch her hair during lessons, and this behavior would annoy the teacher who then called her out in front of the whole class."

Based on this answer, EFL teachers who do not harshly criticize errors, have casual approaches to teaching (students are not afraid of participating and responding to questions) and motivate EFL students to express themselves in English without being afraid of being judged by others decrease the levels of anxiety. It can be noted from this response that students who make errors think that some teachers will develop negative attitudes towards them and their language skills. The problem is that students consider making errors a big issue, and they project that idea onto teachers, even though teachers probably understand that making errors is natural for foreign language learners. Therefore, if students get the impression that EFL teachers are unfairly criticizing them, they start to dislike the teacher and the subject and view teachers that are less strict as better lecturers. Likewise, some characteristics like using humor and creating a positive learning environment reduce levels of Foreign Language Anxiety, as it can be seen from this example. Self-awareness is a major issue mentioned in this example, where approval and reassurance of teachers that students can learn by making errors are important.

Participant A - *"EFL teachers, first of all, need to establish a relaxed atmosphere in the classroom* (i.e. the teacher allows students to communicate freely without harshly criticizing errors). *They should not differentiate between students* (i.e. have favorite students). *They should not put pressure on students who do not want to speak, but rather allow them the opportunity to write, for example, since by writing they can also express their opinions if they do not want to speak at the certain point. Teachers should give students enough time to*

process their thoughts. I do not mind being called on in class if the question is asked casually - e.g. does anyone want to add anything. I do not like it when EFL teachers say 'you did not say anything, why are you being quiet?' They push for the answer, and the student blanks out. Sometimes, if I am the last in the row to say something, I do not have anything to add, and I have to think about something new to say. I am not interested in the topic, and I do not have any particular opinion about something sometimes. I like the fact that one EFL teacher said that in the classroom, there are students that like to be active, there are students who like to listen more, and in our culture, people like to speak more than to listen. There is a proverb that says - God gave us one mouth to speak, and two ears to listen. I am more of a person that likes to listen than to speak. This does not mean that I cannot be productive. I am happy that the teacher recognized this. Everyone is focused mostly on speaking, but not enough on listening. Most of us do not listen to one another, and we just repeat each other, because it is just important to say something. One EFL teacher would raise her voice when students did not prepare materials needed for the lesson and somehow got hysterical about it. She would pressure students to read or translate something. There was an EFL teacher who really wanted a complete silence during her lessons, so then she sometimes exaggerated with some comments, and sometimes did not allow students to turn around.

Based on this response, developing speaking skills is as important as developing speaking skills. The participant believes that sometimes EFL students do not have particular opinions on the topic and they agree with their colleagues and do not have anything new to add. Putting a lot of pressure on students by demanding that all students should answer questions creates Foreign Language Anxiety, even though teaching practices suggest that all students should participate in activities. Based on the response, the following strategies can be used to reduce FLA, writing down notes, asking additional questions, and giving additional time to think. It can be observed that some EFL students are reluctant to participate in classes where EFL teachers expect a complete silence, and where they are afraid if they make a sound that they would be yelled at as shown in the examples mentioned in the previous paragraph.

Participant D – *"What I like is when EFL teachers use positive feedback (e.g. yes, you are right, but I would add...), where your answers would not be rejected, instead, they would be recognized as good answers but that could have been said differently. If the teacher would accept my answers, it would reduce my anxiety. One EFL teacher accepts whatever we say, she does not say that our answers are wrong, but that they could be formulated differently. The immediate negative feedback would just worsen my anxiety. I have a lot of problems with*

this. EFL teachers should try to walk in students' shoes. Teachers are of course more knowledgeable than students, but they should not expect our answers to be as eloquent as theirs. They should accept that students do not have nearly as much experience as them and that the students will improve in time. There is a teacher in Spain who does not ever say a good job, she just sends corrections. I try hard, and I am one of the better students in her course, but she never praises me. There is also a teacher that uses a different tactic, she told me not to have my arms crossed, she wanted me to open up, to be more relaxed, and not to be stiff."

Based on this response, the participant thinks that teachers should provide negative feedback, but she does not agree with the approach that some teachers use when they address errors, i.e. some teachers criticize students just to put them down and not to make them realize their errors so that they can improve their language skills. It can be observed that some EFL students have lower self-esteem and they do not see errors and mistakes as a normal part of learning but as their failures. Therefore, EFL teachers who provide immediate, harsh and negative feedback could further lower the confidence of students and thus create Foreign Language Anxiety. More EFL teachers should use positive correction strategies – such as "did you mean to say this?", and so on.

Participant E - *"I agree. I would like to add that it is important for EFL teachers to listen carefully to students, regardless if they have made mistakes. One teacher has this habit of asking a question, and when she does not like the answer - she ignores that student and moves to other students. She knows that you have made a mistake, but she does not tell you directly, and she looks for other students with correct answers. There is an EFL teacher who always nods her head as a sign of approval, and she always thinks that your answer is good. The Spanish teacher always writes positive, motivational messages to us, e.g. cheer up guys! You can do it! and so on. There is also an EFL teacher that likes to raise her voice, and she immediately corrects mistakes resulting in the fact that students are avoiding her classes. The teacher told us that the only way to learn was through fear, or by being afraid. On the other hand, there is a teacher who is grounded and relaxed. I agree that humor is good at reducing anxiety. We are not in high school, therefore there is no need for someone to play some kind of authority. There were some subjects where we were all afraid that the EFL teacher would call us on, because we knew that we would blank out and not be able to answer the question, because when that happens, the student would get a comment like, 'How did you get to this year of study'?"*

Based on the observation made by Participant E, EFL students do not feel that their opinions and views matter. The problem is that some EFL students do not feel respected and appreciated by some EFL teachers based on the response. It can be noted that some EFL teachers see themselves as authorities and not as people who will ease the process of learning the foreign language. It can be observed that a stressful learning environment where students are afraid of expressing their opinions and being insulted creates Foreign Language Anxiety. EFL university teachers are generally seen as authorities, however, this study suggests that it is more important to create a supportive learning environment where EFL students would know that making errors and mistakes is natural and that there is nothing to be embarrassed about.

Based on all responses, EFL teachers are not aware of their influence on students and FLA levels. Some teachers debilitate the symptoms of Foreign Language Anxiety by creating a supportive learning environment, by using motivational speeches, and by using positive feedback while some teachers exacerbate the symptoms of Foreign Language Anxiety by using non-constructive error correction that puts students down.

As shown in Table 13, the teacher's rapport is one of the external factors that can make EFL students voluntarily participate in conversational classes. Having a friendly and professional relationship with the EFL teachers, could make students feel more relaxed to express their opinions. Group work, games and interesting topics are all external factors that might influence EFL students to actively participate in the classroom as seen in Table 13. When the topic is being discussed within groups, it could potentially make students more relaxed and might make them have more confidence to speak in front of the whole class. Games could help students relax. When the topic is interesting and is related to students' interests and goals, it could influence students to participate more in conversational classes. Familiarity with the topic, having more time to think and the lack of fear of negative evaluation are personal factors that could make students be more active in conversational classes as shown in Table 13.

Table 13

Factors that Would Make EFL Students Voluntarily Speak in the Classroom

Part.	Personal Factors			External Factors				
	Familiarity with the topic	FNE	Additional time to think	CE	Teacher's rapport	Group work	Interesting topics	Games
A				1		1	1	1
B		1	1		1	1		
C	1	1		1	1			
D		1			1			
E	1				1		1	
Total:	2	3	1	2	4	2	2	1

Note. Part. = participants, FNE = fear of negative evaluation, and CE = classroom environment.

Participant C - *"I think for me, it is mostly the classroom environment, so if I know a lot of students, if I know the EFL teacher very well* (i.e. had a lot of classes with that teacher), *and if I also know about the subject that is being discussed, that would make me speak voluntarily. I really wouldn't raise my hand if I felt that I am going to be criticized for what I am saying, so I think the classroom environment is useful. I think that it is useful for teachers to come up with some kind of way where everyone can share their thoughts and ideas, and not just the few that raised their hands first. I feel that it would be more useful if most students would be called on, also, sometimes I think that it is hard to raise your hand and say something, even if you do have something to say. Teachers could say something like, do you have something to say? Do you have anything to add? What do you think about this? - therefore the teacher could only ask for our opinions. The teacher's rapport that the teacher has with the student can be useful to make me voluntarily speak in the classroom."*

Based on this response, understanding the topic, being familiar with the EFL teacher and his/her teaching methods can make EFL students voluntarily speak in conversational classes. It can be noted that the supportive learning environment, where EFL students will not be judged for their opinions, could influence more students to participate in discussions.

Participant B - *"What can also be useful is when the EFL teacher proposes a question, to give us a certain amount of time to think about it, and not just out of nowhere to expect the answer. Let us think first, and also write down some sentences, so I could look at it at some point, so I can remind myself what I wanted to say. We had the lesson with the EFL teacher who said - 'do not look at the notebooks, look at me', even though I knew some things, I immediately forgot them because I was just paying attention to the teacher who said to us not to look at the notebook. I did not like it as I was afraid that the teacher might have thought that I knew nothing ant that class would have been over for me. I would appreciate if teachers would give us some time, they don't have to give us half an hour, but ask a question, and wait for half a minute or a minute. That is good for exams because all of us have this stream of consciousness, when we hear a question, we just have many things popping up in our minds. We have to reflect on the question for a few seconds, if not minutes. I also love when teachers say that there are no wrong answers, let me hear what you think, and then we will brainstorm, will extract some ideas, and we will come up together to some kind of conclusion. If we make a mistake, we will feel stupid or anything. I mean that was something similar to what they said, that it would make me feel to speak freely and to just raise a hand, and say this and that. I think that using a group work teaching strategy can make it easier for people who do not like to speak or present the topic. If you do not like to be in the center of attention, group activities are great solutions. Someone else can represent the topic that we did together, so it would not be bothersome. Some EFL teachers used to ask us how we managed to get to the 3rd year of undergraduate study and it happened once that a student answered the question correctly but the EFL teacher ignored it and praised the other student who gave the same answer, she then scolded the previous student and asked 'How hard was this?' Because of these situations, many were afraid, including me, to attend the class at all, and I regularly read the required and additional literature. Therefore, in most cases, I was ready for class, but I did not dare to raise my hand, and I hoped that the EFL teacher would never call me on because I could not cope with that stress."*

Based on this response, EFL students will not voluntarily participate in conversational classes, if they feel that their answers might be wrong or if they think that EFL teachers will not agree with their critical opinions. It can be noted that group work activities reduce Foreign Language Anxiety, however, it is important to state that it is not possible to organize group work activities on all subjects. It can be noted that some EFL students will not want to participate and do tasks, if they are afraid that some EFL teachers are going to criticize their

answers immediately. Some EFL teachers look down on students if they do not know the answer as seen from the previous excerpt.

Participant A - *"It is a lot easier for people that are anxious to work in groups. When the EFL students are put equally into groups, they can share their ideas and opinions. Communication is easier. The teacher called us one by one to translate, everyone was afraid to be called on next, but when the teacher put us into groups, it became easier for everyone to say something, to write notes, and share ideas. Therefore, I think that group activities can reduce anxiety. Games can also help us relax, and I think that it is good to start every lecture with a game just to create a relaxing atmosphere, and then to continue the lesson. Likewise, some interesting and relevant topics can be used, but they also depend on the age of the students. We have to research what activities would be interesting to students. Of course, there are always topics that we have to go through, but there is always space to investigate topics that could be interesting to students. It is good to prepare materials that we can focus on - e.g. a story, a video, a picture book, or a song, and then we can give our own opinions. Therefore, we can see the visual aspect, and hear something that we can comment on. This is better than to have a boring lesson* (i.e. a traditional teacher-oriented lesson) *and to speak endlessly about it."*

As mentioned before, being called on unexpectedly increases FLA, therefore group work helps EFL teachers because students would know which group is performing first, and they would not be surprised when the teacher calls them on. Based on this response, using relevant and interesting topic outside of the curriculum could make EFL students volunteer to speak in the conversational classes.

Participant E - *"When what is being talked about is interesting, when I am interested in the topic, when the teacher is open-minded, when I have something to say, and when I think that I can bring something new to the discussion."*

It can be noted that EFL students have subjective opinions about topics that are interesting to them and inspire them to participate in conversational classes.

Participant D - *"The teacher's approach is the most important to me, i.e. when they accept our answers. When I see that the teacher is waiting for the response, and no one is raising their hands, I have to respond, I have to raise my hand, even though, I might say the stupidest thing, I would feel like I helped a bit."*

It can be observed that Participant D likes to volunteer first to break the ice for other EFL students.

It can be noted that a lot of EFL students consider making errors embarrassing, and they see wrong answers as their personal failures. Therefore, providing non-constructive feedback makes students more anxious. EFL students do not have a positive attitude towards making errors as a normal part of learning. As shown in Table 14, participants mention personal and teacher's strategies that can reduce Foreign Language Anxiety. Leaving the comfort zone is one of the most prominent strategies that EFL students can use to reduce Foreign Language Anxiety. Other personal strategies that EFL students can use to reduce their levels of anxiety are to practice more, to do self-reflections, and to use English more in their daily lives. As seen in Table 14, EFL teachers can reduce Foreign Language Anxiety by providing a non-threatening and supportive environment and by encouraging students to speak and do research on FLA.

Table 14

Foreign Language Anxiety Coping Strategies

Participants	Personal Strategies				Teachers' Strategies	
	Practicing More	To Do Self-reflections	To Leave the Comfort Zone	To Use English in Daily Life	To Provide a Non-threatening and Supportive Environment	To Encourage Students to Speak, and Do Research
A	1		1		1	1
B	1	1	1			
C		1	1	1		
D			1		1	
E				1	1	1
Total:	2	2	4	2	3	2

Participant B – *"I cannot emphasize enough that the EFL teachers have to educate themselves on anxiety in general, on speaking anxiety, and test anxiety. It is disappointing*

that out of many EFL teachers in our department (Participant B surveyed test anxiety), *only few responded to our survey and the few that responded said that test anxiety does not exist. EFL teachers responded that students do not want to answer questions, because they do not know the answer, not because they suffer from anxiety. I realized that some teachers, who are supposed to be academic citizens who work with people and not robots, have that kind of opinion about students who they do not know very well. I think that when EFL teachers acquire more knowledge about anxiety, they will know how to behave with their students. This strategy would reduce our anxiety. People that are pedagogues have at least some sort of knowledge on anxiety, and it is obvious that they love their profession and the people that they work with. Other EFL teachers care only about the content, they ignore problems and think if students don't know the answer in the classroom - they are stupid, they did not study, and they do not have any kind of anxiety. That is the number one suggestion, as far as I am concerned. When it comes to presenting the topic, what helps me is thorough preparation. I practiced presenting the presentation at home. This is one of the ways I deal with my anxiety. It is a good idea to prepare some notes beforehand, but you will find yourself in multiple situations where this would not be possible, you will have to speak (caught up in the moment). That is something I would recommend if you are preparing the presentation. I want to also mention looking for professional help. A lot of people equate anxiety with fear. Fear is something completely different. It is important to differentiate fear from something, and anxiety (having panic attacks, and physically manifested anxiety - meaning that you are not just afraid of something). If we suffered from anxiety - we would need professional help. We ask each other 'why would you go to a psychologist?' Anxiety is not a banal thing. We should just relax, practice more, and have more positive thoughts, which are affirmations - e.g. to think positively - even if I make a mistake, nothing bad will happen. We are all humans, we make mistakes. We should have positive thoughts on the spot, in the classroom. I think that these things will help us – students, we should just reflect on ourselves, we should try to find out why the anxiety appeared, and not just to suppress it. We cannot deal with anxiety sometimes in the given moment, but it is important to know that anxiety doesn't last forever. We have to make a self-reflection: why is something happening to us, and to know that not all teachers are inconsiderate. We just have to relax, and calm ourselves. It is impossible to plan; life is unpredictable. Reducing anxiety should be a gradual process. We should take the first step in reducing anxiety. We should progressively expose ourselves to our fears. We all react differently to certain circumstances and I think that most of our EFL teachers need to go through additional training programs on anxiety and understand exactly what I have stated. I*

often blank out in class, exams, etc. I even have a fever when I am afraid, and my anxiety affected me so much that it manifested itself physically, and many EFL teachers would say 'who knows, there is no reason why she should be afraid and blank out. '"

Based on observations made by Participant B, it can be concluded that one of anxiety-provoking factors is the lack of appropriate skills and knowledge of EFL teachers on the phenomenon under investigation, whereas it is also notable that EFL teachers are generally uninterested in the subject being discussed in this paper based on this response. EFL students describe EFL teachers' indifference by stating their personal views that EFL teachers should attend additional courses on Foreign Language Anxiety. There are a lot of helpful strategies that EFL students can use to reduce their levels of Foreign Language Anxiety – e.g. do self-reflections and leave the comfort zone. Based on all the answers, some EFL teachers are not aware of the existence of FLA and they think that anxious behavior of EFL students is just an excuse for being lazy, ignorant and unmotivated.

Participant A – *"Teachers should provide a non-threatening and supportive environment. Teachers should ask students what kind of activities they like the most, perhaps, even encourage students to do small research on anxiety, to see what they could do to reduce it. They can find some tips and tricks to overcome their anxiety, and maybe find a way to deal with it. I do not think that teachers can give lessons on anxiety, because a lot of teachers are not educated enough on anxiety. If we see that students have difficulties dealing with anxiety, we should first and foremost raise awareness about the problem, and teach them that they are not the only ones dealing with the issue, and we should describe and state the situations when we were anxious, and discuss together how we can deal with the problem. We should talk to students first, then prepare the presentation on anxiety, then maybe show some videos on anxiety so that the students can look for pieces of advice and tricks that can at least help them a little bit to reduce anxiety. I do not think that anxiety could be eradicated. I believe that anxiety is a human trait that we can control and suppress at least to some extent. I noticed that before I was also nervous when I had to speak, and I would have a lump in my throat, my hands would start to shake, and I hated the fact when I would hold a sheet of paper, the shaking would have been noticeable. I realized that with time, the more that I expose myself to my fear, the more that I speak with people or with children that I work with - I reduce my anxiety. I think that practice is important. A lot of people do not want to leave the comfort zone, and I was like that. I was bothered by it, and I thought that I will never change. I will avoid change. I realized that one day, and I will have to be confident. It is better to confront*

the problem early on, not to ignore, and avoid it. We should not find justification, we should expose ourselves as much as possible to our fears. It will not always be good, but you just have to learn how to overcome it. For example, when I start giving a lecture to children, I am nervous for the first five minutes, and then later I forget about my fear because something else occupies my mind. "

Based on Participant's suggestions, EFL teachers are not qualified to teach anxiety. It can be observed that being more exposed to our fears would reduce anxiety levels. Based on this response, EFL students cannot completely eradicate symptoms of anxiety, but they can at least reduce it to some extent by being more exposed to the target language.

Participant C - *"I agree with Participant A. Students have to get out of the comfort zone that is the most important thing. When I started to work with children, I was a little bit afraid. It is terrible to say that I was afraid of children, but then I realized that we - as university students are afraid of other students, what they are going to say and think about us, and because of it we do not even want to try to change. It is easier to choose the line of least resistance than to try. We should push ourselves to speak more in English and to have more conversational activities in the classroom. We should have more lessons where we could discuss various topics. We should just start a conversation with someone in a foreign language. I think this is more important than the prior preparation of the topic because we would have more difficulties using casual conversations - i.e. non-structured conversations. When we start to learn a foreign language, we have to listen to it before speaking it. That is a good way, and I also think that we should differentiate between different types of anxiety. We should pinpoint the problem - e.g. speaking or the perception of others. It is important to find out why we have fear. If we are generally anxious, communication with others wouldn't help us. The reduction of anxiety should be a step-by-step process. We should gradually introduce new things that can help us reduce anxiety, even subconsciously. We should introduce strategies to reduce it, even though, it is impossible to eliminate anxiety. We should come up with daily goals. My goal is to come up to someone and to say one sentence in English, or any other foreign language. The next day we should say two or three sentences. We cannot think that we can get rid of our fears right away, it is a gradual process."*

Based on this response, EFL teachers need to include more speaking activities in their lessons plans. Therefore, the current curriculum that EFL teachers are using needs to be modified to include more conversational activities and oral exams that would help EFL

students to become more exposed to the language. EFL students that are more exposed to the target language are less likely to develop Foreign Language Anxiety (see Exposure to Language). It can be noted that lessons need to be more student-oriented, i.e. students should actively participate, while teachers should moderate discussions. Based on this response, reducing Foreign Language Anxiety is a gradual process in which everyone has to be involved.

Participant E - *"Students should practice a conversational language in a more relaxing environment, for example at home, or with friends in a relaxing setting. Teachers should have a better relationship with students to create a more relaxing environment in the classroom. Creating a relaxing environment could open doors for students to speak freely. Teachers should not raise their voices."*

Based on this response, some EFL teachers behave inappropriately because they raise their voices, which suggest that an unacceptable pattern of behavior is present at the Department of English in Sarajevo. Most of the EFL students ignore this kind of behavior because they are afraid of standing up to teachers.

Participant D - *"It is hard to reduce fear. I feel that my level of anxiety was lower before studying English. The negative experiences created anxiety. I came out of my comfort zone to reduce my anxiety, come hell or high water, why should I hesitate to speak? We all breathe the same air. When I think that we are all equal, it is easier to speak. Maybe others are more knowledgeable than me, but that doesn't mean that I cannot learn things that they know. Teachers should utilize positive corrections, and view students as equals, they should not raise their voices, and they should realize that making mistakes is a normal path of learning, that it does not prevent learning."*

Based on this answer, some EFL teachers have favorite students which makes other students feel insecure because they do not think that their opinions and answers matter. It can be observed that negative experiences prevent students from reaching their personal and academic goals and having a more positive outlook on life can help students to cope with Foreign Language Anxiety.

As shown in Table 15, opinions on language anxiety levels among EFL students in conversational classes taught by native EFL teachers and non-native EFL teachers vary. The majority of participants think that it is easier to communicate with the "best" (by "best"

participants mean their favorite EFL teachers who possess great language skills, provide positive feedback and create a positive learning environment where EFL students are not afraid to state their opinions and actively participate / a strict teacher is the opposite) non-native EFL teacher because s/he has the background knowledge of L1, and s/he is more aware of the students' interlanguage. Table 15 reveals some characteristics of native and non-native EFL teachers.

Table 15

Foreign Language Anxiety Levels Among Students in Conversational Classes Taught by Native and Non-native EFL Teachers

Part.	Native EFL Teachers				Non-native EFL Teachers		
	More Relaxed	Rarely Correct Errors	Target Language Awareness	Easier Communication	The Attitude	Correct Errors More Often	Background Knowledge of the Native Language
A		1		1		1	
B	1	1	1		1	1	
C		1	1		1	1	1
D		1			1	1	
E	1	1		1	1	1	
Total:	2	5	2	2	4	5	1

Note. Part. = participants.

Participant B - *"I was not afraid of speaking with the native EFL teacher. She was nice, and she would always crack jokes. She had this relaxed approach, and she knew how to create a relaxing atmosphere in the classroom. I was more anxious, and afraid of what my colleagues are going to think than the teacher, especially because it was my 1st year. That being said, I felt that I was never going to be able to sound like her because she is a native speaker. Sometimes, I felt like she was here to pinpoint my errors. Therefore, it is neither here nor there for me on this issue. I could understand her completely, even though she was from London* (i.e. the participant thought that it would be difficult to understand the teacher's accent). *I had more difficulties understanding the native EFL teacher that came to work after*

her. It was his 1ˢᵗ year. I remember that he brought some poems for us to translate. I could not understand him, and I did not hear and see well. The poems were difficult to translate. I did not understand half of the words. The native EFL teachers do not correct mistakes more often than the non-native EFL teachers. I remember that the native EFL teacher corrected one of my mistakes. It was not a mistake, I had just blanked out and pronounced "neither" as /ˈnʌɪðə/, while everyone else pronounced it as /ˈniːðə/. This baffled me, and while I was reading, I stammered for a couple of seconds, and I started saying /ˈnʌɪðə/ and /ˈniːðə/ interchangeably. The teacher stopped me and said that the word "neither" can be pronounced in both ways. I apologized and said that I was just confused. I cannot compare native to non-native EFL teachers because we do not have a lot of classes with the native EFL teacher, and we do not have a lot of native EFL teachers. We have been more corrected by non-native EFL teachers that have their heads in the clouds than by non-native EFL teachers who just pin-point our mistakes, which I do not think is that bad. My level of anxiety depends on the teacher. It also depends on the context. There are a lot of factors in play. It does not matter if someone is a native EFL teacher or not. The teacher's attitude is more important. One non-native EFL teacher told us that the native EFL teacher does not have a practice of correcting mistakes because he is well aware that we are foreign English speakers. He said that our main problem is that we cannot describe everyday situations in English, i.e. we should learn to use English when we are talking about everyday situations. Academic knowledge is not a problem. I think if someone would stop me on the street, and ask about Modernism, I would know. The non-native EFL teacher said that she had to explain to the native teacher the procedure of going to the post office for 30 minutes. She said that she sweated a lot and that in Bosnian it would have taken her only five minutes, but in English, it took her half an hour. It was because she could not remember certain words. The native EFL teacher thinks more about the things we can improve on. He thinks that we have to improve our everyday English based on his personal opinion. He has this constructive criticism. He does not think that by being a native speaker, he is better than the rest of us."

Based on this response, it can be concluded that Foreign Language Anxiety levels depend on the personality of the teacher and the context rather than the teacher being the native speaker of English. It is obvious from this answer that fear of negative evaluation is present and students are afraid that they are never going to be able to sound like native English speakers which causes them to be anxious among native EFL teachers. Based on this response, the participant believes that non-native EFL teachers correct errors more often,

while native EFL teachers are more subtle when they correct errors and they choose better words when they provide feedback to EFL students. Likewise, some non-native EFL teachers harshly criticize students' errors because they want to compensate for their insecurities of not being native speakers of English according to this Participant. Based on this response, current curriculum is mostly focused on teaching academic English. Therefore, it needs to be slightly modified to include activities related to everyday English – e.g. going to the post office.

Participant C - *"It depends. There is only one native EFL teacher, and there are a lot more non-native EFL teachers. In general, I think that it is easier to speak to people who are not native speakers. They have the "multilingual consciousness". I do not think this answer will be relevant, but if I had to compare the best non-native and native EFL teacher, I would say that the multilingual speakers would know that you are going to say something that does not make sense in English. The multilingual speaker is going to understand you because s/he has the background knowledge of L1. It is easier to speak with the non-native speakers. If we compare a non-native strict EFL teacher with a native EFL teacher, it is easier to speak with the native EFL teacher. If you have this mindset that someone speaks only one language, and you speak two languages fluently, then you should not be afraid to speak with native speakers. I do not have a concrete answer. By the best non-native EFL teacher, I do not mean the best speaker, but the teacher whose English is perfect, and with whom you can communicate freely. I do not think that the native EFL teacher notices mistakes more than the non-native EFL teachers. I think that what matters to the native EFL teacher is to be able to understand us. We see non-native B/C/S speakers the same way. If I understand you, I will not correct you because I understood you. It is a foreign language to you. I would only correct some critical mistakes to help you, but I would never notice insignificant mistakes. Students should randomly start a conversation that is what I meant in the previous question. Students should talk more about everyday situations in English. Casual language is very important."*

Based on this response, non-native EFL teachers are more aware that the errors might occur as a result of developing interlanguage, and they understand why a certain type of error occurred. Therefore, EFL students are less anxious when they have to communicate with non-native EFL teachers, because teachers have background knowledge of Bosnian. However, Participant believes that it is easier to speak to a native EFL teacher than to a strict non-native EFL teacher. According to Participant, there should be more native EFL teachers at the Faculty of Philosophy because they know the importance of learning everyday English.

Participant A - *"I think that it is easier to speak with the native teacher. There is only one native EFL teacher, and there are 20 or so non-native EFL teachers. I do not think that it is difficult to speak with native EFL teachers. I think that they are grateful when you start a conversation with them, and they will not correct your mistakes. I do not remember any situations where the native EFL teacher corrected someone. They always think that they did not hear well, that they did not understand well, and did not understand what you wanted to say. They will never say, 'you cannot say that', 'you are incorrect', and so on like some of our non-native EFL teachers would. We could reprimand students by saying 'did you mean this?' 'Did you want to say that?' and not by abruptly saying, 'that is not good', 'what are you saying?' and so on. There are other nicer ways to let others know if they have made a mistake. I do not think it is good to stay silent if we notice someone is making a mistake, but we shouldn't create chaos because of it. We say in B/C/S: došo (came), pošo (went) which are spoken language forms, therefore it is wrong to correct a foreigner for saying the same things that they have heard."*

Based on this response, EFL students are less anxious when they communicate with native EFL teachers than with non-native EFL teachers because native EFL teachers provide constructive feedback and they do not blame students directly for their errors.

Participant E - *"All of the native EFL teachers that I had the experience of working with were open-minded, they were full of understanding towards us because we are not native speakers of English. It was easier to speak with native EFL teachers than with the ones that are not native speakers but wish they were. They are insecure about it; therefore they like to implement anxiety. The native EFL teacher has never said that something was wrong; the native EFL teacher would react only if a critical mistake was made. They would use the positive feedback - they always use phrases / questions such as: what did you mean to say? It is also the same in Spain. My teacher would never correct my mistakes, and would never say that I did not know something. I don't know what to say sometimes, and I have no opinion and that is why I am silent, not because I am afraid. Spanish native speakers have never given us a condescending look when we said that we did not speak Spanish. Our native EFL teacher is a person full of understanding who is ready and willing to help students at all times. As far as I know, he also graduated from the Faculty of Pedagogy. Not all non-native EFL teachers are insecure. This applies to only a small number of EFL teachers who create anxiety. They probably never wanted to be pedagogues and to transfer knowledge, nor did they undergo the necessary training for that, but exclusively wanted to engage in their field of science."*

Based on this response, some non-native EFL teachers are more insecure and therefore they are judgmental and tend to harshly criticize students. It can be observed that students view native EFL teachers as being humble because they use subtle error correction, while non-native EFL teachers project their own fears and insecurities on students by using negative error correction. It can be observed that some non-native EFL teachers are maybe strict because they have never wanted to be teachers, but chose this profession because they wanted to further expand their knowledge and their field of interest – e.g. literature or something else.

Participant D - *"It depends. I would be more nervous if I knew that the EFL teacher has a great education, I would be more self-conscious. It also depends on the age, if someone is my age, I would not be that nervous to talk with that person. If the person is older, I would feel like I have to prove something, and share my knowledge. Several factors influence this. I think that non-native speakers are more rigorous than native speakers. I think all EFL teachers have worked hard to get where they are and I think they have had to study more, therefore they think all EFL students should be like that as well. Sometimes they do not take into account that we have certain advantages, such as availability of e-libraries, pdf versions of almost every possible book, availability of scientific articles, recent research and the like. So I think they might be angry at the fact that they had to "suffer" more given the conditions. Also, I think that by not being native speakers they create an extra effort to constantly prove that they are just as valuable as native speakers if not more because they have achieved greater career success than native EFL teachers."*

Based on this response, EFL teachers demand a lot from students because today it is a lot easier to find the materials needed for lessons – such as short manuscripts, books and articles. EFL university teachers had to work harder to achieve their goals than students today, and therefore some of EFL teachers are strict and demanding based on this response.

Based on all of the answers, EFL students experience higher levels of Foreign Language Anxiety with non-native EFL teachers. However, it can be observed that the context and the personality of the EFL teacher are more important than his/her place of origin. It is notable that some EFL students are more anxious when they are communicating with native EFL teachers because they are conscious about their language, and they have difficulties understanding the native speaker, while other EFL students are more anxious when they are communication with non-native EFL teachers because they are more demanding and they correct errors more frequently.

5. Conclusion

According to the analysis done in this paper, it can be concluded that Foreign Language Anxiety exists among EFL postgraduate students at the Faculty of Philosophy. It is quite astonishing that even EFL postgraduate students who have been more exposed to English, and have had a lot of experience using English in conversational classes suffer from Foreign Language Anxiety. However, the results of the analysis revealed that a lot of different factors contributed to this fact, namely the teacher-student rapport in conversational classes being the most prominent factor mentioned by EFL students. The non-constructive negative feedback exacerbates EFL students' Foreign Language Anxiety based on the results, which confirms H2. The non-constructive negative feedback provided by EFL teachers increase levels of anxiety.

Based on the results, a lot of EFL postgraduate students believe that they are being assessed by teachers and others all the time, and therefore they consider making errors and mistakes as their personal failures. Some of the EFL postgraduate students tend to over-use their monitor function, which means that they are highly self-critical, self-aware and afraid of negative opinions. Some EFL postgraduate students feel embarrassed and humiliated if they have been put on the spot in front of the whole class, therefore they start avoiding classes, they stop participating and using English in conversational classes. Based on the analysis, EFL university teachers have a dual function. They can both increase and reduce anxiety. Some EFL teachers decrease Foreign Language Anxiety by being more considerate and sympathetic - that is by showing a human factor - e.g. by being able to understand that an EFL student could not study for the exam because of private issues, and so on. However, EFL teachers can increase Foreign Language Anxiety by raising their voices on students, and by humiliating and calling students names. This paper revealed that what EFL students disliked the most was when EFL teachers raised their voices and when they insulted them. Some EFL teachers are not aware of the existence of FLA and they attribute the anxious behavior to ignorance, laziness, and amotivation. Providing non-constructive feedback has a negative impact on EFL students because EFL students see harsh critiques as personal attacks, and think that EFL teachers have something against them. EFL students believe that some EFL teachers are insecure about their language skills and that is why they use harsh words when correcting students' errors and mistakes. Likewise, EFL students think that some EFL teachers are insecure because it is easier for students today to prepare for the lessons and exams than it

was in the past. EFL university teachers had to put more effort into achieving their goals, and some EFL teachers did not want to become teachers originally but they believed that by becoming university teachers, they will expand their knowledge on their field of interest. Some EFL students are afraid to communicate with certain EFL teachers because they are afraid of how EFL teachers are going to react. Therefore, EFL students do not want to get into an argument with EFL teachers, and as a result of that some EFL teachers are never going to change the behavior that EFL students dislike. In this culture, people generally do not like standing up to authorities, and therefore it is not surprising that EFL students like to stay quiet and they do not want to communicate with EFL teachers to solve problems and issues. Likewise, some EFL university teachers consider themselves to represent some kind of culturally determined authority, and therefore they think that no one has the right to stand up to them.

With regard to hypotheses that were defined in this paper, H1 and H3 were neglected. Fear of negative evaluation is not the main factor causing Foreign Language Anxiety among EFL postgraduate students at the Faculty of Philosophy. Fear of negative evaluation is proven to be a significant factor causing Foreign Language Anxiety, but is not the main one. There is no significant correlation between Foreign Language Anxiety and fear of negative evaluation. Social and Foreign Language anxiety are two different types of anxiety that are not mutually exclusive. They influence each other but it is possible to have social anxiety without having FLA, and vice versa. Some EFL students are self-aware, and are afraid of negative opinions of others. In this culture, people tend to represent themselves in the best way possible, and therefore they tend to hide their flaws and do not like making errors and mistakes because they think that they are going to be judged by others. It appears that to some EFL students, it is more important to get the approval of others rather than to learn from mistakes. Therefore, some EFL students do not want to volunteer to participate in classes. Being worried of what others think might potentially be problematic for EFL students because they will not feel free to communicate in English. Sometimes, the foreign language identity might be stronger than the native one resulting in the lack of Foreign Language Anxiety and appearance of social anxiety. EFL students experience higher levels of anxiety in conversational classes with non-native EFL teachers. Native EFL teachers use subtle error correction and positive feedback strategies. Therefore, native EFL teachers do not judge students' language harshly, while some non-native EFL teachers correct errors more because they want their students to be as proficient as possible and they are insecure about their own language skills. However, the

context, personalities and rapport of EFL teachers are more important to students than where EFL teachers are from. EFL students believe that Foreign Language Anxiety cannot be completely eradicated, it can just be reduced. The reduction process is not easy, it is gradual, and it requires a lot of patience and the power of will. Both EFL teachers and students need to work together to reduce anxiety. There are a lot of strategies that can be used to reduce anxiety. One of the more prominent strategies is to be more exposed to the target language. EFL students need to expose themselves to their fears and use English more in their daily lives. Doing self-reflections, having positive affirmations and more practice are some strategies that EFL students can use to reduce symptoms of FLA. EFL teachers need to provide a supportive learning environment and use more positive error corrections – such as, ask students to rephrase, or they could ask them additional questions, e.g., *did you mean to say that*? and explain to them why something is wrong without directly blaming them.

There were a lot of limitations of this study. One of the more prominent ones was a small sample size. It was probably because it was the end of the academic year and EFL students might have been under stress over the exams. The COVID-19 pandemic limited the research component of the paper because the treatment had to be carried online.

5.1. Pedagogical Implication

This paper can first of all help EFL university teachers that work at the Department of English Language and Literature to become aware of the existence of the phenomenon under investigation. There should be additional training programs on Foreign Language Anxiety and workshops that would spread awareness on dangers of this phenomenon. EFL teachers should normalize making errors and mistakes, and EFL students should become aware that they are not being assessed by others all the time and that making errors and mistakes is a natural part of learning. EFL teachers should create a supportive learning environment where they would use positive feedback strategies and subtle error correction that would not insult EFL students. Communication between EFL teachers and students needs to be improved. They should work together and solve problems and issues. This paper can be useful to raise awareness on this issue and to find effective strategies that can alleviate the symptoms of Foreign Language Anxiety. The teaching curriculum needs to be modified to include more speaking activities, casual English and practical classes. This would help EFL students to be more exposed to

English and thus could help them improve their language skills drastically and reduce their anxiety levels. EFL students should leave the comfort zone and try to use English more in everyday life. EFL teachers should not put students on the spot when they make errors and should talk to students individually and explain to them why they cannot say certain things. To avoid confusion, EFL students should know all the obligations of the course in advance. EFL teachers should not try to implement their opinion on students. It is better to accept the diversity of opinions even if we do not agree with them. EFL students should be given additional time to think before answering the question, if no one wants to volunteer and respond to the question.

Speaking of suggestions for future research: it would be interesting to investigate this phenomenon on a larger sample size, to compare undergraduate and postgraduate anxiety levels among students and to explore anxiety levels among EFL teachers to come up with concrete strategies in overcoming this problem.

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Appendix 1

Brief Fear of Negative Evaluation Scale

Read each of the following statements carefully and indicate how
characteristic it is of you according to the following scale:
  1 = Not at all characteristic of me 2 =
Slightly characteristic of me
  3 = Moderately characteristic of me 4 =
Very characteristic of me
  5 = Extremely characteristic of me
* Required

1. Gender *

    Mark only one oval.

    ◯ Female
    ◯ Male
    ◯ Other: _____

2. Age *

    Mark only one oval.

    ◯ 22
    ◯ 23
    ◯ 24
    ◯ 25-30

3. Academic year *

    Mark only one oval.

    ◯ Fourth year Fifth
    ◯ year

4. 1. I worry about what other people will think of me even when I know it doesn't make any difference. *

    Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

5. 2. I am unconcerned even if I know people are forming an unfavorable impression of me. *

    Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

6. 3. I am frequently afraid of other people noticing my shortcomings. *

    Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

7. 4. I rarely worry about what kind of impression I am making on someone. *

    Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

8.   5. I am afraid others will not approve of me. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

9.   6. I am afraid that people will find fault with me. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

10.   7. Other people's opinions of me do not bother me. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

11.   8. When I am talking to someone, I worry about what they may be thinking about me *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

12.   9. I am usually worried about what kind of impression I make. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

13.   10. If I know someone is judging me, it has little effect on me. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

14.   11. Sometimes I think I am too concerned with what other people think of me. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

15.   12. I often worry that I will say or do the wrong things. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

Appendix 2

Public Speaking Class Anxiety Scale (PSCAS)

Read each of the following statements carefully and indicate how characteristic it is of you according to the following scale:
1=Strongly Disagree
2=Disagree
3=Undecided
4=Agree
5=Strongly Agree
* Required

1. Gender *

   Mark only one oval.

   ◯ Female
   ◯ Male
   ◯ Other: _____

2. Age *

   Mark only one oval.

   ◯ 22
   ◯ 23
   ◯ 24
   ◯ 25-30

3. Academic year *

   Mark only one oval.

   ◯ Fourth year
   ◯ Fifth year

4. 1. I never feel quite sure of myself while I am speaking English. *

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

5. 2. I start to panic when I have to speak English without a preparation in advance. *

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

6. 3. In a speaking class, I can get so nervous I forget things I know. *

   Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

7.   4. I feel confident while I am speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

8.   5. I get nervous and confused when I am speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

9.   6. I am afraid that other students will laugh at me while I am speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

10.   7. I get so nervous when the language teacher asks me to speak English which I have prepared in advance. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

11.   8. I have no fear of speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

12.   9. I can feel my heart pounding when I am going to be called on. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

13.   10. I feel relaxed while I am speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

14.   11. It embarrasses me to volunteer to go out first tospeak English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

15.   12. I face the prospect of speaking English with confidence. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

16.   13. Certain parts of my body feel very tense and rigid while speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

17.   14. I feel anxious while waiting to speak English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

18.   15. I dislike using my voice and body expressively while speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

19.   16. I have trouble to coordinate my movements while speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

20.   17. Even if I am very well-prepared I feel anxious about speaking English. *

Mark only one oval.

	1	2	3	4	5
	◯	◯	◯	◯	◯

Appendix 3

Foreign Language Speaking Anxiety: Students' Perceptions

1. What makes you anxious while speaking English in the classroom?

2. What kinds of situations cause stress or anxiety for you in language classrooms?

3. How does your language teacher play a role in creating or reducing anxiety?

4. What can be useful to make you speak voluntarily in language classroom?

5. What do you suggest in order to reduce language anxiety?

6. Are you more anxious when you speak English with native EFL teachers than when you speak English with non-native EFL teachers?

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