Factors Affecting Students' Anxiety in Language Learning: A Study of Private Universities in Erbil, Kurdistan

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Abstract: Education is considered to be a powerful method which aids to change the behaviour of the students based on their needs and expectation of the society. Student anxiety and attitude are considered an essential part of learning; consequently it becomes an important element of second language learning. The main purpose of this study is to investigate factors influencing students' anxiety in language learning in private universities in Erbil. A quantitative research method was applied to measure students anxiety which consisted of fear of negative evaluation, communication apprehension and test anxiety. The researcher adopted and modified a survey from previous academic scholars and was able to gather necessary information. The researcher was able to gather 92 questionnaires being filled properly. Multiple regression analysis was applied to test each research hypotheses. The findings of this study revealed that students' fear of negative anxiety had the higher level of anxiety towards learning language, on the other hand students test anxiety had lower value among other variables.

Keywords: Students' Anxiety, Language Learning, Private Universities, Kurdistan

1. Introduction

Education is considered to be a powerful method which aids to change the behaviour of the students based on their needs and expectation of the society. Students' anxiety and attitude are considered an essential part of learning; consequently it becomes an important element of second language learning. English language has an important role in many societies as it is the language which separates influential class from the rest of individual who lives in society (Akram & Yasmeen, 2011).

Learning English language is as a complex and difficult phenomenon (Bill, 2001). All language learners experience a novel situation which might affect their whole character. Therefore, successful learning of a language requires total commitment, in-depth focus, and efficient emotion management (Brown, 2007). Many variables are involved which make journeys of learning a second language even more difficult. From the host of factors affecting the course of language acquisition the role of language anxiety is significant (Riasati, 2011). Many English language learners are facing a feeling of anxiety in the language learning process. Even though the intensity of foreign learners' feeling might differ in different language learners, the role of anxiety cannot be ignored. For some students learning English language as

a second language could be a difficult and challenging. According to Riasati (2011), more than half of second language learners are afflicted by some degree of anxiety. Second language learners who struggle with anxiety may perceive language learning less enjoyable and witness how their performance is negatively affected by language anxiety. English language is an important language for many Kurdish students as they do not have an effective access to English language except what they are learning in school.

The concept of anxiety is a major issue in theories of personality (Alrabai, 2014). Anxiety has been the focus of scholarly research in foreign language learning since the early 1970s (Shabani, 2012). However, it is still regarded as a complicated psychological phenomenon. Given the fact above, this study investigates the factors causing anxiety in second/foreign language learning. Many lecturers have different strategies to be used in their classroom in order to recognize the target students' anxiety. Even though we all know what anxiety is and we have experienced some degrees of apprehension and anxiety in different aspect of our living, anxiety is still an elusive concept and it is not easy to define (Shabani, 2012). Anxiety belongs to affective domain which deals with the emotional side of human behaviour (Brown, 2007). Anxiety is perceived as an uncomfortable feeling which makes a person tense and vulnerable, helpless in the face of a danger (Zabardast, 2014). Students in Kurdistan have to attend classroom and maintain their day-to-day activities to successfully respond to their academic demands. English language should be considered as an important international language and this may bring possibilities for students to give more attention and their interest to English language. Furthermore, students should be provided with available opportunities for learning English language in school through writing, reading and conversation skills and improve individual student's language skills. English language has a significant role in the educational system as it serves as a medium of instruction in the English language department at some private universities. Many students began learning English from primary school; some others from kindergarten or even from day care; however the issue is that many of them are not able to accomplish the desired level of English proficiency, the main reason is de-motivation of students in all levels. Learning a new language is the powerful instrument which aids to adjust the behaviour of the student with regard to their desires and expectation of the society. Student's comfort is an essential portion of learning; consequently attitude is considered a vital factor of language learning. Comfort towards learning English is supposed to affect attitude for instance choosing and reading the right material, communicating with a native English speaker and so on.

1.1 Statement of the Problem

Learning English as a second/foreign language has gained unprecedented momentum in recent decades. With the increasing number of learners willing to learn a language, particularly English language as a second or foreign language, it has become extremely important to find out the factors which might hamper the course of language acquisition (Shabani, 2012). Since the constellation of factors that negatively affect second language learning, language learners' anxiety has not received adequate attention (Riasati, 2011).

Another equally important issue is that most language teachers are not aware of the fact that their students are not able to fully exhibit their potential because of the stressful situation they are in, or even if they know the students' anxiety, they pay little, if any, attention to it (Riasati, 2011). That is, anxious

learners make more errors and overestimate the number of their error (Brown, 2007). When a teacher is not aware of the source of this debilitating feeling, he is likely to make faulty judgment of the student's level of competence. Many academic courses are being taught via English. Kurdish learners faced many problems concerning anxiety in the class at the university level. Despite that, many people disregarded the detrimental effect of anxiety on learners which may cause students' attrition in higher education programs. Disregarding such a vital matter would jeopardize the success of the EFL program.

2. Review of Literature

2.1 General Anxiety and Academic Anxiety

According to Deyuan (2011) an anxiety is defined as the individual feeling of fear, nervousness, and tension, associated to stimulation of an automatic nervous. Nonetheless anxiety as practiced by the person when learning a foreign language, is as Suwantarathip and Wichadee (2010) say a new field of study, which currently has a new independent category. Horwitz et al. (1986) defined the anxiety of the foreign language as "an individual complex of feelings, beliefs, behaviour and self-perceptions to language learning classroom consequence from the different of the process of language learning". Shabani (2012) showed how language learning backgrounds mainly influence anxiety arousal.

2.2 Anxiety in Language Learning

Many previous studies have been conducted to investigate different factors of the anxiety in learning foreign language. Generally, these factors are categorized into two main categories; learners' factors and situational factors. Learners' factors comprise "attitudes, self-belief, age, race, personality, gender and motivation" (Shang, 2013). On the other hand, situational factors compromise "social interactions, course activities, course contents, education providers' behaviour and course level" (Salehi & Marfet, 2014). The above mentioned variables factors interrelate in complex ways that cause and increase the level of anxiety of foreign language learners. According to Pichette (2009), facilitative and debilitative anxiety clarifies the association between language and anxiety achievement. Anxiety could be facilitating; nevertheless, in many cases, as many academic scholars have proved, a negative association between language and anxiety achievement has been proved among many foreign language learners. Consequently, due to learners' anxiety many foreign language learners are facing difficulty within the classrooms. Learners' anxiety is considered as one of the main significant traits in foreign language learning (Lian & Mardziah, 2014). Language anxiety is different than other kinds of anxieties. According to Güvendir (2014) language learning anxiety considers different anxiety comparing with all other types of anxieties. In general, language learners have showed that they have certain types of anxiety which results feeling uncomfortable in classroom while learning a language. According to Filza and Tahira (2013), learners of second language having language anxiety and might lead to occur potential problems. Therefore, language anxiety should be eliminated among students of second language or foreign language learning then students' learning process will be more effective. Chen and Chang (2004) proved that if language anxiety level increased among students the level of the effectiveness and efficiency of learning language process will increase. The most effective technique for

recognizing students' learning language process is through surveys. The boundaries are that students might not recall the strategies they have learned or have been used by education providers in the past, might not comprehend the strategy explanations in the survey items. Therefore, some researched have created surveys according to duties that students have just accomplished, seems that students will be more accurate to provide the right and proper answer to survey if only little time passed.

Language learning can be defined as a tactic or an instrument that students employ in executing the learning tasks according to the language skills such as writing skill, listing skill, reading skill and speaking skill. Many scholars defined learning language process, for instance, Boonkongsaen (2012) defined learning as "cognitive abilities, behaviours, plans, habits, steps and learning skills accepted by the learner through the learning processes, and mentioning that strategies usage would be effective in enhancing learner's self-sufficiency. Brown (2007) states that language process as the methods for problem solving faced in second language learning process. Chamot and Kupper (2007) defined learning language process as the method used by learner in obtaining, recollecting and keeping new skills and knowledge.

According to Alrabai (2014), described learning language process as "any groups of processes, phases, routines used by the learner to enable the achievement, storing, recovery, and use of knowledge". Boonkongsaen (2012) discussed that learning language process are worldwide behaviour and feelings that learners are using them while learning to assist learners to learn and recall new knowledge and information. According to Chamot and Malley (1990) learning language process are "extraordinary views or activities that learners use to support them understand, learn, or recall new knowledge and information". Therefore, learning strategies have been viewed as special methods of handling information that enhance and recall understanding, learning, or retaining of the information. While previous explanations of learning language process were interested in materials of learning and behaviours reproducing unobservable cognitive methods, definitions ultimately delivered stronger understanding of the way that learners think and perform while learning language. Moreover, Eren (2012) defined learning language as actions and techniques which are consciously selected via learners and might lead to activities taken to improve the learning or use of a second language through the storing, maintenance, recall, and application of information about that language (Pezhman, 2012). Filza and Tahira (2013) defined vocabulary learning language might be any act which influences this rather broadly-defined process.

At the present time, there has been a huge change of concentration from the students' anxiety education provider dominated method to a student-centered method of vocabulary acquisition. The traditional method for education providers in terms of vocabulary teaching has regularly been evaluated, concerning many other things, it is important to address the significance of the pupil's involvement and engagement in the process (Güvendir, 2014). The main discussion in this matter has been that students are not frequently motivated to provide their own possible for the fruitful growth of their vocabulary and other competencies. Instead, students are relying on education providers, getting whatever learning from education providers. According to Kilickaya and Krahja (2010) learning vocabulary is a very challenging process in teaching second language. Recently, it has been mainly thought that vocabulary; creating will frequently hurt a setback if the student is made to have a secondary role. In order learners to be effective in their vocabulary learning, learners should take the central situation and vigorously

experience the learning actions themselves. One of important factors is to encourage students to expand more responsibilities and concern for their learning, create more and more vocabulary and control daily activities and actions. Lian and Mardziah (2014) discussed another benefit of such a method is that it will help the power to meet pupil needs in enables the pupil to choose and concentrate the verbal items that best fit their needs. According to Lowrence and Lawrence (2013) many researches showed the significance of guiding students to expand their own method of dealing with new vocabulary rather only learning by meaning of single words. Pourshahian (2012) explained another method is research-based methods in language vocabulary expansion is give more attention to pupil's vocabulary learning strategies. Students use a variety of strategies to manage with new vocabulary though few are better than others in acceptably expanding their strategic resources. According to Eren (2012) several social and psychological features and attitude of learning the language toward second language impact the capability of the learners. Baker concentrated on the significance of study regarding the negative impact of anxiety on learning language (Yao, 2011). Soku, et al. (2011) argued the importance of affective component and its effect on learning language behaviour which leads to decrease the level of students' anxiety in the classroom, the main reason the importance of affective component such us values, interests and attitude of students related to effect of future behaviour. This explains the main reason of paying attention to positive attitudes for students toward learning language because positive attitude will have positive impact on students' future learning.

According to Youssef (2012) students' capability, strategy and attitude clarify their accomplishment for learning language. Riasati (2011) mentioned that the capability of the students to learn a second language does not only effect by the language and mental skills, nonetheless likewise on the pupils' attitudes and opinions to the aimed language. Also they pointed that the perception of the attitude can improve the whole language learning process, inducing the environment of pupil's belief and behaviours to the target language, its community and culture, and also it would classify their propensity to obtain the target language. Salehi and Marfet (2014) pointed a theoretical model, concentrating on the significance of accompanying attitudinal study in the field of learning language.

Shang (2013) showed that language teachers, scholars and students should recognize that a positive attitude and positive motivation of students enable language learning. Therefore, if the student does not have the propensity and concentration in obtaining the target language to connect with others, he/she will face a negative attitude and not be encouraged and excited in language learning. Consequently, students' attitudes might include in language learning, the reason is it might have the impact on their performance in obtaining the aimed language (Samson, 2012).

Soku, et al. (2011) explained attitude as component of inspiration in language learning, based on Gardner, 'inspiration ... indicates to the integration of power and aspiration to attain the objective of learning the language and favourable attitudes to the language learning'. He considers the inspiration to adapt a foreign language is classified by simple predispositions and personality characteristics for instance the pupil's attitude to foreigner in general, and on the other hand the aimed language in specific, generalized attitudes and motives for learning generalized attitudes (Arslan & Akbarov, 2012).

Subasi (2014) explains the present matters, pedagogical consequences and new instructions in belief regarding the language learning comprising cognitive, cultural, personal factors, contextual, affective,

and social among which attitudes have a significant affect. Suwantarathip and Wichadee (2010) argued that the main objectives in educating students through contented and language combined learning models is to inspire learner's positive attitude towards the aimed language which will have positive influence in decreasing the level of students' anxiety. Based on the above mentioned it is clear whether the objectives have been accomplished or not (Lowrence & Lawrence, 2013).

2.3 Foreign Language Anxiety

Learning foreign language such as English language considers a complex and difficult process due to the negative impact of students' anxiety of learning foreign language. Horwitz et al. (1986) defined the anxiety of the foreign language as "an individual complex of feelings, beliefs, behaviour and self-perceptions to language learning classroom consequence from the different of the process of language learning ". As a result, FLA could have negative influence on language learners and it delays the whole process of learning English language. Horwitz et al. (1986) have categorized three factors of the anxiety of English language learning which are; test anxiety, fear of negative assessment and communication apprehension. But Boonkongsaen (2012) found out four factors which are; anxieties of English class, test anxiety, fear of negative assessment and communication apprehension. Some English learners who are not comfortable in the classroom or while practicing their English language or having communication apprehension, the reason is mostly low proficiency of English language. While learners of English language who are having a fear of negative assessment might look and review their own mistakes as a risk to their identity and learners who are feeling test anxiety towards English language process particularly when it comes to their oral activities in the classroom as examination or a test instead of enhancing their English language skills and particularly in their speaking skills (Keramida, 2009).

2.4 Reactions to Foreign Language Anxiety

Reactions to language anxiety might create a physical impact on language learners for instance, incapability to replicate the inflection and rhythm of the language, distorting individuals' sound, as well as cognitive impact for instance; forgetting a certain phrases or a certain word while practicing English language just learned (Kilickaya & Krahja, 2010). Moreover, Lian and Mardziah (2014) proved that individuals' dry mouth, weak knees and nausea, sweating are consider some of human symptoms related with language anxiety. Also, it have been indicated that high level of language anxious learners are unsatisfied due to of inability to communicate in the English language, then that learners' unsatisfied causes learners to experience English language anxiety. Additionally, learners' reactions are categorized into two categories as psychological and physical, which comprise the human reactions from the most common category to the least common category to Deyuan (2011): stammer, trembling voice, failing to recall familiar words, or pale face, faster heart beats, feeling embarrassed, red face, unconscious behaviours, being annoyed and being annoyed.

2.5 Sources/Factors of Foreign Language Anxiety

Some academic scholars have proved that the inability of speaking in the English language or any other second language could increase the level of anxiety. Pourshahian (2012) found out that higher level of anxiety in English learners will result in lower level of the ability of speaking English language.

Moreover, paying too much attention to English pronunciation and intonation could also provoke anxiety. Shang (2013) found out that five factors which lead to the increase of anxiety in English classrooms are; fear of failing the English classroom of personal failure, being uncomfortable when the learners speak to a native English speaker, negative self-assessment, speech anxiety and having a negative attitudes towards learning English language in the classroom. Also, Deyuan (2011) demonstrated numerous reasons to provoke anxiety among students in the classrooms such as: worry about intelligibility, lack of vocabulary, lack of conducive FL speaking environment, fear of losing face, lack of oral practice, fear of speaking a FL with others, test anxiety, fear of making mistakes, poor FL proficiency, trait anxiety, having too high self-expectations, lack of confidence, failing to sort one's thinking, fear of negative evaluation, being interrupted unexpectedly and peer pressure. Subasi (2014) showed other many factors recorded by English learners such as; teaching procedures, personal reasons, previous experience and teachers' manners.

3. Conceptual Framework

3.1 Research Model
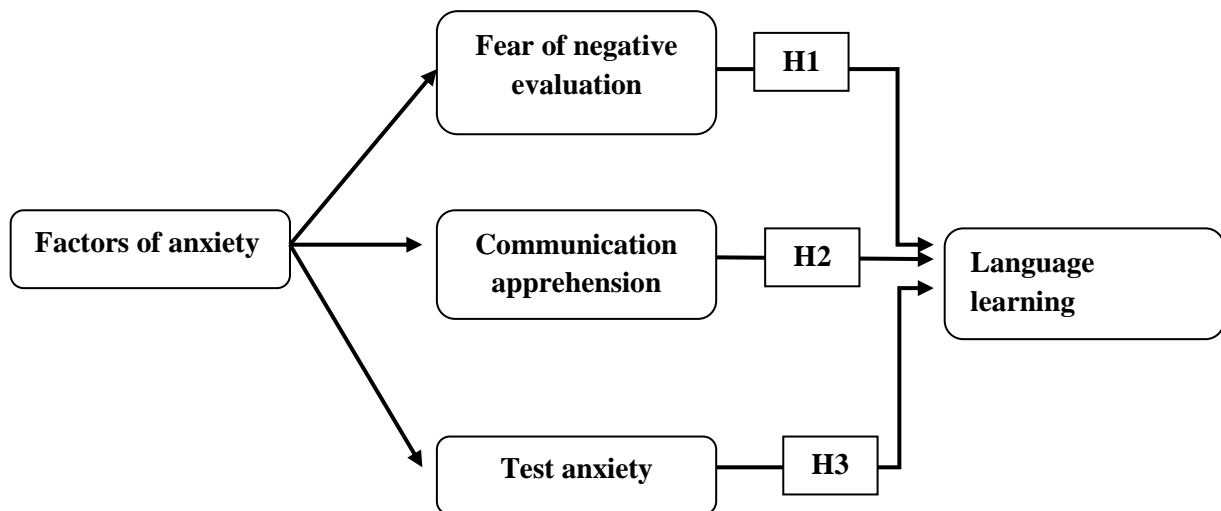

Figure 1: Research Model, created by the author, 2017

3.2 Research Hypotheses

H1: There is a negative impact of students' fear of negative evaluation on learning language achievement.
H2: There is a negative impact of communication apprehension on learning language achievement.
H3: There is a negative impact of test anxiety on learning language achievement.

4. Methodology

The study was carried out in Erbil-Kurdistan through focusing on private universities. The participants of the present study were 92 students of the English Department, at private universities in Kurdistan and particularly in Erbil. The students were from second, third, and fourth grade levels. Students were from group of age 18-30 years old. Furthermore, the factors like gender it also included to determine the possible differences of learners level of anxiety.

The present study employed the FLCAS (The Foreign Language Classroom Anxiety Scale), which was developed by Horwitz et al. (1986) to assess the levels and sources of foreign language anxiety (FLA). The FLCAS comprises of 33 items, each of which utilizes a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) to assess respondents' anxiety in language classrooms. The FLACAS's reliability was confirmed by (Horwitz et al., 1986). A quantitative method was used to gather relevant information regarding to the investigation of the factors that learners believe contribute to their foreign language anxiety in learning an English language. Methods comprise the procedures used for generating, collecting and evaluating data. The researcher gathered data for the study through distributing questionnaires as primary data. Questionnaire was prepared and distributed to students of English Department in private universities; data was required for conducting research work collected from recent academic articles, books and previous studies related to the students' language anxiety's factors in learning a foreign language.

4.1 Data Analysis

The researcher employed SPSS version 23 to measure the developed research hypotheses as mentioned earlier.

Demographic Analysis

Table 1: Demographic Analysis

Items	Group	Frequency	Percentage
Gender	Male	63	68.5
	Female	29	31.5
Age	18-20	37	40.2
	21-22 and over	55	59.8
Level of education	2nd year	26	28.3
	3rd year	29	31.5
	4th year	37	40.2

Source; by the author, 2017

As for demographic analysis for students in private universities in Kurdistan, it was found that (as seen in Table 1) 63 (69%) male students participated in this study and 29(31%) female students participated in this study. As for students' age, it was found that 37 (40%) of students' were from group aged 18-20 years old and 55 (60%) of students were from group aged 21-22 years old. Finally, as for students' level

of education participated in this study, it was found that 26 (28%) of students were from 2nd year, 29 (32%) of students were from 3rd year and 37(40%) of students were from 4th year.

Table 2: Reliability analysis

Variables	Cronbach's Alpha	N of items
Fear of negative evaluation	.740	10
Communication apprehension	.819	11
Test anxiety	.749	11
Language learning	.758	14

Source; by the author, 2017

As for reliability analysis, the main purpose is to measure the reliabilities of each item used to measure students' anxiety towards learning language in private universities. Moreover, the researcher employed three independent variables as seen in (conceptual framework, Figure 1) and a dependent variable to be measured which it was language learning. However, it was found that (as seen in Table 2) the Cronbach's Alpha for factor (fear of negative evaluation) = .740 which is greater than .7 this reveals that the 10 items employed to measure fear of negative evaluation were reliable for the current study, the Cronbach's Alpha for factor (communication apprehension) = .819 which is greater than .7 this reveals that the 11 items employed to measure communication apprehension were reliable for the current study, the Cronbach's Alpha for factor (test anxiety) = .749 which is greater than .7 this reveals that the 11 items employed to measure test anxiety were reliable for the current study, and finally, the Cronbach's Alpha for factor (language learning) as dependent variable = .758 which is greater than .7 this reveals that the 14 items employed to measure language learning were reliable for the current study.

Table 3-Correlation analysis

Correlations

		Fear negative evaluation	Communication apprehension	Test anxiety	Language learning
Fear of negative evaluation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	92			
Communication apprehension	Pearson Correlation	.767**	1		
	Sig. (2-tailed)	.000			
	N	92	92		
Test anxiety	Pearson Correlation	.657**	.456**	1	
	Sig. (2-tailed)	.000	.001		
	N	92	92	92	
Language learning	Pearson Correlation	.701**	.629**	.601**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	92	92	92	92

**. Correlation is significant at the 0.01 level (2-tailed).

Source; by the author, 2017

As for correlation analysis, the main aim is to measure the association between independent variable and dependent variable, as mentioned earlier that the researcher employed three independent variables and a dependent variable. The researcher aim to measure the association between each independent variable and dependent variable, however it was found that the Pearson correlation value between students' fear of negative evaluation and language learning = .701** Sig. (2-tailed)=.000, this reveals that there is a strong correlation between students' fear of negative evaluation and language learning in private universities in Kurdistan, the Pearson correlation value between students' communication apprehension and language learning = .629** Sig. (2-tailed)=.000, this reveals that there is a moderate correlation between students' communication apprehension and language learning in private universities in Kurdistan, and finally, the Pearson correlation value between students' test anxiety and language learning = .601**Sig. (2-tailed)=.000, this reveals that there is a moderate correlation between students' test anxiety and language learning in private universities in Kurdistan. However, the result of correlation analysis revealed (as seen in Table 3) that there are positive correlation between independent variables and dependent variable.

Table 4: Coefficients

Model		Unstandardized Coefficients		t	P-Value
		B	Std. Error		
1	(Constant)	.794	.172	4.606	.000
	Fear of negative evaluation	.373	.150	2.489	.015
	Communication apprehension	.229	.101	2.268	.026
	Test anxiety	.272	.096	2.834	.006
	R^2	.552			
	F value	36.138			

a. Dependent Variable: language learning

Source; by the author, 2017

The researcher employed multiple regression analysis to measure the developed research hypotheses. The results revealed that (as seen in Table 4) the vale *B* for the students' fear of negative evaluation = .373 which greater than .005 along with P-value = .015 this means that there is a negative impact of students' fear of negative evaluation on learning language achievement, however students' fear of negative evaluation will cause an anxiety towards learning language which is considered as one of the barrier that students are facing during the process of language learning, the vale *B* for the students' communication apprehension = .229 which greater than .005 along with P-value = .026 this means that there is a negative impact of students' communication apprehension on learning language achievement, however students' communication apprehension will cause an anxiety towards learning language which is considered as a barrier that students are facing during the process of language learning, and finally, the vale *B* for the students' test anxiety = .227 which greater than .006 along with P-value = .015 this means that there is a negative impact of students' test anxiety on learning language achievement, however students' test anxiety will cause an anxiety towards learning language which is considered as one of the barrier that students are facing during the process of language learning,

5. Conclusion

This research pointed out the importance of English in undergraduate students in Kurdistan. The researcher examined variables influencing students' level of anxiety in Kurdistan and particularly in Erbil city. The researcher employed three variables to be investigated; these variables are (communication apprehension, fear of negative evaluation and test anxiety). A quantitative method was employed to analyze and measure factors affecting students' anxiety in language learning of private universities in Kurdistan. The researcher employed multiple regression analysis to measure the developed research hypotheses. The results revealed that the highest value was for the students' fear of negative evaluation which indicates that there is a negative impact of students' fear of negative evaluation on learning language achievement. However students' fear of negative evaluation will cause an anxiety towards learning language which is considered as one of the barrier that students are facing during the process of language learning. The second highest value causing students' anxiety in language

learning was communication apprehension which indicates that there is a negative impact of students' communication apprehension on learning language achievement. However, students' communication apprehension will cause an anxiety towards learning language which is considered as a barrier that students are facing during the process of language learning. Communication apprehension factor is the second highest influential factor that causes anxiety; students are lack of confidence while practicing language during their foreign language classes, furthermore, student's nervousness while practising their foreign language with a native speaker, and finally, the lowest value was for test anxiety. However the result reveals that there is a negative impact of students' test anxiety on learning language achievement.

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Questionnaire

Investigation of the factors that cause language anxiety for EFL learners in learning language
Personal information

Gender

☐ Male ☐ Female

Grade: (Please tick (√))

☐ First ☐ Second ☐ Third ☐ Fourth

Please tick (√) one cell for each statement that most closely describes your overall opinion of each item.

SD= Strongly Disagree, D=Disagree, N= Neutral, A= Agree, SA= Strongly Agree

NO.	Items	SD	D	N	A	SA
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class					
3	I tremble when I know that I'm going to be called on in language class					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					

14	I would not be nervous speaking the foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting					
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					
22	I don't feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the foreign language better than I do					
24	I feel very self-conscious about speaking the foreign language in front of other students					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31	I am afraid that the other students will laugh at me when I speak the foreign language					
32	I would probably feel comfortable around native speakers of the foreign language					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					