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*Thesis submitted for obtaining the master's degree on*  
*English Linguistics*

*Investigating the Effectiveness of Teacher-Students Rapport into Lowering the*  
*Students' Foreign Language Anxiety.*

*Case Study of First-year Student of English at Kasdi Merbah University*

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## **DEDICATION**

This study is dedicated to:

The always behind the scenes, my pride in life, my parents Hocine and Zohra, for the ultimate encouragement. This would not have been possible without your support. I love you and I appreciate you, this one is for you.

My precious sisters Achouak and Kamilia, for supporting me and helping me along the way.

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## **Abstract**

Taking a foreign language class is not always an easy task; the learner may encounter some kind of uneasiness, anxiety, and even fearsome. However, ensuring a good learning environment requires the cooperation of both teachers and students. The current research is devoted to investigate students' foreign language anxiety experienced by university students; more precisely, the study seeks to determine the efficacy of teacher-student rapport in reducing learners' foreign language anxiety, as well as to clarify what anxiety is, its causes, and effects, as well as to shed light on the impact of teacher-student rapport on students' learning. To confirm the cited hypotheses a mixed-methods approach was used, the quantitative method was used for the sake of Quasi- experimental study by means of the questionnaire; Foreign language classroom anxiety scale, and teacher-student rapport scale; submitted to forty-four (44) first year English language students at Kasdi Merbah Ouargla University, and for the qualitative method, a semi-structured interview is done with small group of English teachers of the same university. The findings of the study revealed that there was a negative correlation between the weak teacher-student rapport and FLA. It was found out that the less teacher-student rapport is maintained the more students' anxiety towards the language exists. Finally, certain recommendation was set for EFL teachers to reduce language anxiety in foreign language classroom settings.

**Key words:** English as foreign language, Teacher-student rapport, foreign language anxiety

## **List of Abbreviations**

**CA:** Communication Apprehension

**EFL:** English as Foreign Language

**FL:** Foreign Language

**FL:** Foreign Learner

**FLA:** Foreign Language Anxiety

**KMOU:** Kasdi Merbah Ouargla University

**T-S R:** Teacher-Students Rapport

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## **General Introduction**

- 1. Statement of the Problem**
- 2. Aims of the Study**
- 3. Research Questions and Hypotheses**
- 4. Means of Research**
- 5. Structure of the Thesis**

## **1. Statement of the Problem**

Just like the conductor of an orchestra, the teacher is in the classroom. Foreign language teachers describe their students as being demotivated and unkeen to use the target language in the classroom. In addition, though teachers try to have a student-centered class, it always goes the other way around. Teachers struggle in implementing students in the learning process. That is why, it is important to shed light on what are the effective factors teachers can use to ensure a successful learning atmosphere.

As far as my personal experience goes, I still remember my fear in the first class at university. Instead of mingling with my new classmates and participating; I preferred refuting in my silence. We were obliged to use only the target language and I was petrified from being judged from both teachers and classmates. Even though, I had the correct answer to my teachers' questions I couldn't participate; I used to feel speechless. Some of my classmates felt the same way and even wanted to change the field. Fortunately, I had the chance to have approachable teachers who helped me overcoming that fear of using the target language. My university teachers paved the way to turn my negative emotions towards the language into positive ones, and that was marked in my learning outcomes.

## **2. Aims of the Study**

This study aims to:

- Discovering foreign language anxiety among first-year English language students at Kasdi Merbah University.
- Explore how the psychological wellness offered by the teacher-students rapport can overcome this impediment.

## **3. Research Questions and Hypotheses**

The current work aims at providing answers to the following questions:

- 1.1 Does foreign language anxiety exist among first year student?
- 1.2 What are the causes of this type of anxiety?
- 1.3 Does the teacher-student rapport have a significant role on easing the students' anxiety?
- 1.4 What classroom strategies/ activities may help language teachers deal with foreign language anxiety?

The Research-Hypotheses:

In the light of the previous research questions, we put forward the following hypotheses:

- If first-year students receive a pile of negative emotions, this would increase their anxiety towards the language.
- If teacher-students rapport is convivial, this would decrease student's anxiety towards the language.

#### **4. Means of Research**

Our primary concern is to investigate the effectiveness of the teacher-student rapport role in reducing the students' foreign language anxiety. Therefore, a mixed-method approach to data collection was called for this research. To conduct our study, we constructed two tools of research: teachers' Interview and a students' questionnaire. The teachers' Interview aims at unveiling teachers' experiences, training, instructional practices and approaches to build a successful rapport with students and what ways they deploy to lower students' foreign language anxiety. We administered the teachers' interview to 10 teachers selected randomly, from the entire population. at the Department of Letters and English at the University of Kasdi Merbah Ouargla.

With reference to the Students' Questionnaire, the spotlight is put on the participants. We endeavour to examine the students' foreign language anxiety and endeavour how teacher-student rapport is effective in lowering their anxiety. We inspect if our participants are anxious, and if so to what extent are they aware of that. The population of our study is First Year university students of the Department of Letters and English at the University of Kasdi Merbah Ouargla during the academic year 2020-2021. The sample consists of Forty-four (44) students. (Males and females) Their age is ranged from eighteen (18) to twenty-four (24) or more years old. Concerning this questionnaire, we relied on self-report questionnaire created by Horwitz et al. (1986) and the adapted questionnaire from Frisby and Myers (2010) in Gremler and Gwiners' study (2000).

#### **5. Structure of the Thesis**

The whole work is organized in three main chapters. In chapter one, "Teacher-Students Rapport", we provide a general overview on rapport. first, we attempt to define rapport according to the previous literature research, then it presents its type and importance to the classroom management. Finally, we join up some strategies were suggested by researchers to help building rapport. In the second chapter, "Foreign-Language Anxiety", we provide an overview of Anxiety. Then, we get a closer look at foreign language Anxiety and its main sources and effects. We also tackle the teacher role on easing the learners' foreign language anxiety. Concerning the field work, in Chapter Three, "The Teachers' and The Students' Attitudes towards Foreign language anxiety", it demonstrates the results and analysis obtained from both the teachers' Interview and the students' questionnaires. Moreover, it offers a detailed description of the teachers' and students' sample. In this chapter, we uncover the teachers' attitudes towards building a successful rapport with students and what ways they use to lower students' foreign language anxiety. The results obtained from the analysis of the Interview show whether teachers are aware of the teacher-student rapport and its positive impact on lowering students' foreign language anxiety. Concerning the students' questionnaire, we inspect if our participants are anxious, and if so to what extent are they aware of that.

## **Chapter One: Teacher-Student Rapport**

### **Introduction**

- 1. Rapport definition**
- 2. Types of Rapport**
  - 2.1 Positive Rapport**
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## **Chapter one: Teacher-student rapport**

### **Introduction**

Students' academic success or failure is due to many factors encountered in the classroom. For that reason, teachers strive to find a way to ensure success. To do so, teachers attempt to create a learning environment that is comfortable, smooth and supportive by managing a class that maintains good interpersonal relations. Hence, students will have positive long-term consequences not only on their learning achievement, but also on their behaviour.

#### **1. Rapport Definition**

Rapport, is a relationship shaped by harmony, respect and mutual understanding between people in different situations (teacher-student; doctor-patient; director-officer) to achieve a successful communication. It is the ability that people develop within themselves to be able to join conversations and share thoughts freely, within whom they share common interest or personality (Youell&YouellL,2013).

Rapport in the educational field, is an important variable, that teachers adapt in their classroom management plan, where interactions with students are highly encouraged for better learning outcomes. "Establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom" (Tsui,1996:164). According to Coupland (2003) rapport is effective to the classroom environment. It decreases anxiety, increase students' motivation and participation.

Rapport has been aligned with the characteristics of an effective teacher, who encourages positive teacher-student interactions in the classroom, incorporating his/her interpersonal skills and sense of humour for an enjoyable environment (Faranda and Clark ,2004). Also, Gremler and Gwinner (2000) state that rapport encompasses two facets, a personal connection, and an enjoyable interaction.

#### **2. Types of Rapport**

The key to an effective teaching is maintained when a teacher -student rapport is established (Linsin,2020). Thus, rapport could be positive or negative:

##### **2.1 Positive Teacher-Students Rapport**

A positive teacher-students rapport make-up a comfortable environment, students enjoy being in, they experience a dozen of emotions which push them to be engaged and develop more positive attitudes toward school. Students are more likely to attend school and avoid absenteeism, when realizing they are valued and welcomed. Teachers approach students showing enthusiasm, care, empathy, and interest when interacting to positively influence their student. (Kay, 2019)

Looking like a leader in front of your students is a way to gain interest in the classroom, their perception about their teacher' confidence, way of talking, personality and behaviour attracts them to you and seek a connection with you, consequently they will be interested on their classes and lessons and be engaged effortlessly.it is also the teacher perception on their students well behaviour and engagement. (Linsin,2020).

## **2.2 Negative Teacher-Student Rapport**

Students develop negative emotions caused by their teachers' behaviour, like being authoritarian, serious all the time which creates a stressful environment that hinders their learning; such Being ridiculed or humiliated in the classroom, in front of classmates by previous teachers. These situations create bad experiences for some students, that probably keep chasing them for long. However, building rapport in this situation will not be an easy task for their current teachers (Marroquin, 2018).

## **3. The Importance of Rapport**

Establishing good teacher-students rapport provide good conditions to a positive learning environment, where students are engaged and disciplines are managed. "An effective teacher-student relationship may be the key stone that allows the other aspects work well" (Marzano,2003:91).

### **3.1 Rapport and Classroom Engagement**

Students vary from one to another, some have different levels of motivation, different interests, and some have learning difficulties, while others learn in different styles, which makes their learning and teaching a daunting task for teachers. Although an awareness of the students' individual differences is required for an engaged classroom environment, wherein students' needs are incorporated to provide equal opportunities for learning by designing lessons that suits their characteristics (Tomlinson, 2003). As claimed by Gardner, 1997 in an interview; that a fair education is the one that teaches all people the same way, if they have one kind of intelligence, unlike an unfair education, which teaches people with different kinds of intelligence the same way. And said "if you think like that, great; if you don't think like that, there is no room on the train for you". Henceforth, building a positive rapport is an effective way that enables teachers to closely analyse students 'needs.

Teacher-Student Rapport is an opportunity to get to know your students as learners, and understand their learning profiles, through conducting supportive interactions with them on their learning preferences, so as to be integrated in their courses." When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoguing, and creating ideas in meaningful ways" (McCarthy,2014). Then students' perception on their teachers' care, efforts, and support increases their motivation to learn.

### **3.2 Rapport and Behavioural Management**

Managing classroom behaviour and procedures is one of the hard tasks that teachers face in every day class (Dollase,1992). Teachers lose control of disruptive students who violate rules, instructions, talks and moves in the classroom, refuses to complete assignments, also show unwillingness to talk in the target language (EFL) (Wadden and MCGovern,1991). Henceforth, effecting the teaching and the learning of students. Maintaining a positive rapport in the classroom, is a smart solution for teachers to take control. Notably, when connections are built up students improve behaviours, and accept rules and procedures. (Walters & Frei,2007).



Teachers who specify a time from their school day; during or after the class courses, in developing a teacher-student relationship by conducting a friendly conversation in which they show care, and interest; Students therefore are supposed to accept the disciplinary actions and follow directions with less arguments (Marzano, 2003) However, some teachers do not give rapport importance, they are much concerned with the knowledge of the subject they teach, which takes all their time. those who spend their time only in preparing courses and presenting knowledge on the subject, as clearly stated by Hargreaves (1994:835):

“Good teaching is charged with positive emotions. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right technique. Good teachers are not just well-oiled machines they are emotional, passionate beings who connect with their student and feel their work and classes with pleasure, creativity, challenge and joy”.

#### **4. Building Rapport**

A huge body of literature has emphasized the importance of T-S rapport and its powerful role in creating a positive learning environment. Consequently, knowing how to build a positive rapport is a crucial task that has been discussed in many teaching books; suggesting strategies and tips to be followed by effective teachers. Besides, establishing a good teacher-student relationship for some teachers comes effortlessly during the first days of school, unlike for others it is not an easy task and it may take time. In spite of the fact that rapport in the classroom generally is known as the cooperation of both teachers and students to satisfy their relational goals (teaching and learning) (Frymier, 2007). However, its creation is left to teachers’ behaviour and personality in making the first move toward building a positive rapport (Hare 2005). These behaviours in turn grab the attention of students to connect with their teachers (Muller,2001). Moreover, it has not been established what kind of behaviours are in response to rapport as Stated by Frisby and Martin (2010:160) “Thus far, rapport seems to be a positive interpersonal construct utilized in the instructional setting. However, it remains unknown exactly which instructor behaviours lead to building rapport with students”.

Teacher-student rapport is an influential variable that enhance students’ learning, and its development requires teachers to act according to a set of verbal and non-verbal behaviours in which they show empathy, enthusiasm, and respect; when interacting with students in and outside the classroom to effectively transmit instructional knowledge and build rapport. (Wilson et al, 2010)

##### **4.1 Demonstrating Immediacy Behaviour**

Teachers work hard to build satisfying rapport, create a comfortable environment conducive to learning, and to engage students in the learning process. Hence their behaviours are of a great impact. Teachers handle classroom interactions smoothly with students, using different ways to communicate messages, knowledge, meaning, etc. In an interesting and creative way through displaying immediacy behaviours that strengthens relationships between teachers and students. These behaviours reduce both the physical and the psychological gaps between teachers and students, conveying a sense of relatedness and connectedness (Christophel & Gorham, 1995). Immediacy was constructed first by Mehrabian (1966). A positive correlation between

immediacy behaviour and teacher-student rapport was found (Wilson et al,2010) and with increased students' motivation, cognitive and affective learning (Christophel, 1990; Frymier, 1993). Teacher immediacy can be verbal behaviours including: (1) engaging in conversations with students, (2) calling students by name, (3) the use of personal stories and examples, (4) the use of humour (Shoulman & Houser,1996). A verbal immediacy according to Velez et al. (2008: 42) is "stylistic verbal expressions used by teachers to develop within students a degree of like or dislike towards the teacher". And non-verbal behaviour include: (1) smiling, (2) eye contact, (3) moving around the class, (4) leaning toward students (5) relaxed body position, (6) vocal variety, (7) gesturing (Witt, et al. 2004).

#### **4.2 The Use of Humour**

Humour in the classroom is an effective teaching tool adapted by teachers to build positive relationships with students. Bringing humour to the classroom changes the tone of the classroom from being serious, and boring to a funny and relaxed tone, allowing students to enjoy attending the course and be actively engaged. According to James (2004:94), "Humour is a characteristic of the best and most effective teachers". students prefer teachers who make their teaching funny, through incorporating jokes, funny stories related to lessons. Gremler and Gwiner (2000) added that, one of the two facets of rapport is to maintain an enjoyable interaction. Students willingly engage more in enjoyable classroom interactions with their teachers, when integrating appropriate humour. Additionally, students will not forget information that were presented humorously in the classroom.

#### **4.3 Learning about Students' Interest and Personalities**

Knowing more about students as individuals provide a clear idea for teachers, about whom they are teaching, and how they can effectively make learning happen. Through targeting their interests, and preferences in lessons. As a result, students will be more appreciated to their teachers' efforts. Therefore, analysing students' needs is a first step toward building rapport. "What counts are relationships between the teacher and each student, as an individual, both in whole class lessons and in individual seat work assignments. Now each student becomes a significant part of the official learning environment" Cazden (2001:131)

#### **4.4 BUSKIST & SAVILLE' Strategies to Build Rapport**

A list of recommended strategies suggested by Buskist & Saville on their article "creating positive emotional contexts for enhancing teaching and learning" (2001:12-13-19) to help teachers build rapport with students:

- Show a sense of humour
- Be available before, after or outside of class
- Encourage class discussion
- Share personal insights and experiences with the class
- Relate course material in everyday terms and examples

- Understand that students occasionally have problems that arise and inadvertently hinder their progress.
- Appreciate your students; remember that every student has his or her own special talents. Take time to recognize those gifts.
- Chat with your students; show an interest in them as individuals.
- Trust your students; unless given cause to do otherwise, give them the benefit of the doubt.
- Show your enthusiasm; let the passion you feel about your subject matter inspire your students.
- Create and use personally relevant class examples.
- Interact more, lecture less - emphasize active learning.
- Be humble and, when appropriate, self-deprecating.
- Make eye contact with each student - without staring, glaring, or flaring.
- Be respectful.
- Be polite; one instance of rude behaviour or harassment can destroy rapport forever.
- Be gentle; if a student performs poorly, take care to communicate clearly that it is the quality of work you find unacceptable, not your student.
- When all else fails, smile a lot - students will think you like them and your job.

## **Conclusion**

We come to conclude that teacher-student rapport is an affective variable that predicts students' motivation and academic success. Its development is a smart step toward successful teaching and learning, and toward developing a supportive learning climate. Research has shown the big role played by teachers to maintain a positive rapport rather than the negative one with students through displaying behaviours that communicate care, respect, and interest on their academic and emotional needs to successfully engage students and manage the classroom.

## **Chapter Two: Foreign Language Anxiety**

### **Introduction**

- 1. The definition and classification of anxiety**
- 2. Foreign Language anxiety**
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    - 2.1.1 Facilitative anxiety**
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    - 2.3.3 The Personal Effects**
- 3. The Teacher Role**

### **Conclusion**

## Chapter Two : Foreign Language Anxiety

### Introduction

Taking a foreign language class is not always an easy task, since there are certain situations in the classroom in which the foreign language learner may feel a certain uneasiness, discomfort and even fearsome. The previous feelings combined are known as anxiety. Researchers in the second and foreign language field associated the anxiety experienced in learning a foreign language as Foreign language anxiety.

#### 1. The Definition and Classification of Anxiety

With more attention being directed to the second and foreign language learning field, anxiety has been identified as a significant challenge for language learners ( Oteir & Al-Otaibi, 2019).According to Spielberger (1972:482) anxiety is “an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry”. In this line ,Scovel (1991:18) states, that “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”.

When anxiety is limited to a specific situation. for instance, when you become anxious by using a foreign language, it refers to specific anxiety. On the other hand, the term general anxiety refers to people who are usually anxious in various situations (Horwitz, Horwitz, & Cope, 1986).However, psychologically, anxiety types has been classified into three types: trait anxiety, state anxiety, and situation- specific anxiety (Speilberger, 1983).

Trait anxiety is a personality trait that refers to whom are anxious in wide range of situations. This type is due to the inherent capabilities or personality traits to become uneasy in challenging situations.The persons facing this type are also predisposed to anxiety in their normal lives as well (Ellis, 1994).While state anxiety, there are particular states in which anxiety becomes prevalent and visible (ibid, 1994). According to Spielberger (1972:489) the state Anxiety refers to be “the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger”.Test anxiety can exemplify the state anxiety in which students may feel anxious from a particular test, but this emotion can change over time. While the third type Situation-specific refers to anxiety experienced in well-defined situations like public speaking, a math class, a language class (Spielberger et al., 1976); in other words, it is“limited to a given context” (MacIntyre & Gardner, 1991:90). According to Ellis (1994),when a person feels anxious about a particular situation then it is a specific situation anxiety.

#### 2. Foreign Language Anxiety

With the major concern being devoted to the foreign language anxiety in the field of second and foreign language education. Researchers as Gardner (1985), Horwitz, Horwitz and Cope (1986) have generally agreed that foreign language anxiety is a situation-specific anxiety distinguished from trait anxiety and state anxiety.(Luo, 2013)

Horwitz, Horwitz and Cope (1986: 128) in their research in “Foreign Language Anxiety,” defined FLA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”.

Furthermore, Macintyre (1999) describes that language anxiety as a feeling of stress, nervousness, emotional reaction, and worry that linked to second/ foreign language learning. Foreign language anxiety reveals in a variety of ways. These symptoms include sound distortion, freezing up when called upon to perform, forgetting recently acquired words and phrases, unable to talk and staying quiet, complaining of difficulty discriminating the sounds and mechanisms of a foreign language message, avoiding eye contact, giving brief answers, avoiding tasks in class, arriving unprepared to class, behaving uncomfortable, skipping class, and crouching in the last row and so forth. ( Young, 1991).

## **2.1 Foreign Language Anxiety Types**

Anxiety is a unique sensation in that can be both positive and negative at the same time. When the effects of foreign language anxiety are positive, it is known as the facilitating anxiety; once the effects are negative, it is referred to as debilitating anxiety ( Alpert & Haber, 1960: 207). In this line, Arnold (1999:8) states :“ the way we feel about ourselves and our capabilities can either facilitate or impede our learning; accordingly, the learner-intrinsic factors will have a basically positive or negative influence”

### **2.1.1 Facilitative Anxiety**

Anxiety can be Facilitative if it maintains an individual alert and provides motivation to improve the learner's learning and performance. Facilitating anxiety arises as the task's difficulty level triggers the appropriate amount of anxiety, i.e. a slight anxiety that can motivate the students to perform better. For instance, it can motivate students to attend class, read the textbook, prepare for tests, and class assignments; it can encourage them to undertake their classwork with consideration and to reflect before responding (Alpert & Haber, 1960). According to Scovel (1978) this type of language anxiety can play a role to keep students aware of what will happen in their performance in the foreign language. (Scovel, 1978, cited in Arnold, 1999:61). In other words, Facilitating anxiety enhances learning and performance; motivates learners to counter new learning experiences. This type encourage learners to use extra effort and work hard in order to overcome their anxiety. Thus, it also encourages students to work harder. (Scovel, 1978)

### **2.1.2 Debilitative Anxiety**

Severe anxiety can be debilitating and greatly hinder one's performance by encouraging them to adopt an avoidance approach, leading them to abandon the learning activity (Scovel, 1978). It is the most common anxiety that students experience; it motivates students to withdraw from foreign language activities and pushes them to avoid learning tasks in order to hide their anxiety. It is regarded as a harmful type of anxiety because it has a negative effect on students' performance and therefore can cause them to overlook critical information during studies. (Scovel, 1978)

## **2.2 Foreign Language Anxiety Sources**

Horwitz et al. (1986) distinguished foreign language anxiety from other types of anxiety by classifying it into three components or sources: communication apprehension, test anxiety and fear of negative evaluation.

### **2.2.1 Communication Apprehension**

Communication apprehension is described as the anxiety of communicating with others, which includes both production apprehension (speaking in front of others or in groups) and reception apprehension (receiving and responding spoken message). Regarding the fact that communication apprehension induces anxiety of interacting, it also causes apprehension about not being able to comprehend what others are saying. (AIDA, 1994)

Horwitz et al., (1986:127-128) define CA as:

A type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension permeating FL learning derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.

### **2.3 Test Anxiety**

The second main source of foreign language anxiety, test anxiety described by Horwitz et al. (1986) as relating to EFL “a type of anxiety stemming from fear of failure”.

Test-anxious students often place unfair expectations on themselves, believing that anything other than perfect test performance is a failure. Students who are test-anxious in foreign language class would most likely struggle because tests and quizzes are frequent in FL classes. (Horwitz et al.,1986)

### **2.4 Fear of Negative Evaluation**

The third main source identified by Horwitz et al. (1986) is fear of negative evaluation. they defined it as “apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one-self negatively”. Students feel anxious and nervous because they are continually evaluated in the foreign language classroom; an evaluation typically includes criticism from classmates and more knowledgeable individuals.

According to Horwitz et al. (1986), fear of negative evaluation differs from test anxiety in that it can occur in any contextual evaluative setting, such as a job interview or public speaking.

### **2.5 Foreign Language Anxiety Effects**

When students experience severe anxiety, it can have a negative impact on them in a variety of ways; for instance, they may be afraid to take foreign language classes. Anxiety, according to researchers such as (Horwitz,1986; MacIntyre,1999), can have a variety of effects (academic impacts ,social impacts, and even personal impacts).

#### **2.3.1 The Academic Effects**

Foreign language Anxiety may have a positive or negative impact on the academic context. The positive effects of foreign language anxiety can be described as facilitating anxiety, which is beneficial anxiety for learners since it motivates them to learn the second language and work hard to accomplish the target language tasks. While the negative effect of anxiety can be described as a debilitating anxiety. Students with debilitating anxiety may face difficulties to learn the target language. It can have an effect on their efforts to improve the foreign language , as a consequence, hinder their learning, affect their motivation, and discourage them from learning. (Scovel,1978)

According to studies, there is a negative correlation between foreign language anxiety and academic achievement (Horwitz, 2001). in which high levels of foreign language anxiety lead to poor academic performance. Students dropping out is another academic effect. High anxious students are more likely than low anxious students to drop out of their classes.(Onwuegbuzie et al., 1999)

#### **2.3.2 The Social Effects**

Students can successfully learn and acquire a foreign language through classroom communication, but due to foreign language anxiety, they often display their inability to interact and behave passively in class. Students may come up with a variety of excuses to avoid giving

an oral presentation, participating in a group discussion, or even simple participating in the class. since they believe that they are the center of attention and have no chance to make mistakes. (Horwitz et al, 1986). In this sense they stated that when students are anxious, they prefer to be "silent" in class. As a result, it can be said that anxiety has a negative impact on student' social interaction in class. (Horwitz et al, 1986)

### **2.3.3 The Personal Effects**

Which the common behavioral trait is a willingness to avoid any speaking activities in front of an audience. When anxious students use a foreign language, Horwitz, Horwitz and cope ( 1986) claim that they "freeze." Consequently, language anxiety can have a negative impact on students' personalities and they may also suffer from psychological issues. (Horwitz et al,1986:126)

### **3 The Teacher Role**

To decrease anxiety in foreign language classes, most research findings stated that teachers play a significant role in reducing their students' foreign language anxiety .The primary role in reducing foreign language anxiety is unquestionably correlated with the teachers who organize, plan tasks, and assess students' performance.(Price,1991)

Many studies indicate that maintaining positive relationships between a teacher and a student is a crucial aspect of quality teaching and student learning; it can positively impact the classroom atmosphere and thus affect students' performance and engagement. (Pianta, 1999)

According to Pianta (1999), a psychologically close relationship between teacher and learner provides students with a sense of comfort in the classroom. In which this lowers anxiety as a results it contributes to better levels of achievement Furthermore, the close relationship between teachers and students fosters a sense of school belonging and encourages cooperative participation.

Consequently, Creating a supportive atmosphere in second language classrooms is one of the most effective methods for minimizing anxiety amongst foreign language learners. According to Dorneiy (2001) teachers must build a cordial and supportive learning environment. The classroom atmosphere is regarded as a motivating tool, as learners must be less concerned regarding interacting in a foreign language. The role of the teacher is to create and maintain a positive, tolerant, and encouraging atmosphere whereas a comfortable environment lowers students' foreign language anxiety and achieve good results in student performance. Furthermore, (Dorneiy,2001:41) states that “ teachers should apply the tolerance norm, particularly when dealing with students' mistakes. They should bear in mind that mistakes are a natural part of language learning. Which made students feel comfortable taking risks because they know they would not be embarrassed or blamed if they make a mistake.”

In this Vein , He added that effective teachers have a good sense of humor, which is a relaxed attitude from the teacher, and therefore the students would feel more comfortable in their learning. It is also useful to encourage students to personalize the classroom atmosphere to their preferences in order to reduce anxiety.

Many researchers recommend for calling students by their first names, nonverbal encouragement such as a big smile, and adequate time for answers. Small steps like these could serve as icebreakers in the struggle against FLA. Creating a pleasant and positive environment in the classroom will therefore assist and encourage students to use the target language with ease (Dörnyei, 2001)

### **Conclusion**

Anxiety is one of the affective factors that pose a significant obstacle to learners' academic progress. According to research; Anxiety is sometimes needed to motivate students to work



harder. Conversely, when anxiety becomes an impediment to students learning; it becomes a critical concern. Foreign language anxiety comes from three primary sources; communicative apprehension, fear of negative evaluation and test anxiety. Moreover, other factors found by researchers, such as the classroom environment and its atmosphere may also have a direct effect. Consequently, without a doubt, the teacher plays one of the most critical roles in increasing or alleviating students' foreign language anxiety.

## **Chapter Three: Methodology and Data Analysis**

### **Introduction**

#### **3.1 The Teachers' Interview**

##### **3.1.1 Description of the Teachers' Interview**

##### **3.1.2 Analysis and Interpretation of the Results of the Teachers' Questionnaire**

#### **3.2 The Students' Questionnaire**

##### **3.2.1 Description of the Students' Questionnaire**

##### **3.2.2 Analysis and Interpretation of the Results of the Students' Questionnaire**

#### **3.4 Overall Analysis of the Results of the Teachers' and the Students' Questionnaire**

#### **3.5 Answers to the Research Questions**

#### **3.6 Limitation of the study**

### **Conclusion**

### **General Conclusion**

## **Introduction**

Our primary concern is to investigate the effectiveness of teacher-student rapport role in reducing the students' foreign language anxiety. We aim at unveiling teachers' experiences, training, instructional practices and approaches to fulfil this task and what ways they deploy to lower students' foreign language anxiety. We administered the teachers' interview to 10 teachers selected randomly, from the entire population. at the Department of Letters and English at the University of "Kasdi Merbah" Ouargla to get a better insight on whether or not they plan for building a rapport with their learners. For that, teachers hold the great responsibilities in a quality teaching.

With reference to the Students' Questionnaire, the spotlight is put on the participants .We endeavour to examine the students' foreign language anxiety and how teacher-student rapport is effective in lowering their anxiety. We inspect if our participants are anxious, and if so to what extent are they aware of that. The population of our study is First Year university students of the Department of Letters and English at the University of Kasdi Merbah Ouargla during the academic year 2020-2021. The sample consists of Forty-four (44) students. (Males and females) Their age is ranged from eighteen (18) to twenty-four (24) or more. The reason behind the choice of First Year rather than other levels is because at this stage learners are more anxious and have absolutely no pervious rapport with the teachers.

### **3.1 The Teachers' Interview**

#### **3.1.1 Description of the Teachers' Interview**

The Teachers 'Interview is presented through Fourteen open questions alienated into two sections. **Section One, Teacher-Student Rapport (Q1-Q7)**, aims to have insights on teachers' point of view on rapport and their awareness of its importance within the learning process (Q1-Q2), the negative and positive rapport according to the teachers' point of view (Q3, Q4), highlights the way to avoid a negative rapport and ensure a positive one in the classroom (Q5, Q6). A real description to their rapport (Q7). **Section Two, Foreign language Anxiety (Q8-Q14)**, to inspect our participants' self-reflection about affective factors, seeks to shed light on the importance of considering the affective factors in the learning process (Q8), description of whether their students are motivated or no (Q9), to know whether their student are anxious or not and how they can spot the anxious ones (Q10, Q 11), Unveiling how our participants manage to deal with the anxious students(12), highlights the way anxious students influence the learning process (Q13), to determine how the teachers' different roles can help in reducing the foreign language anxiety ( Q14).

#### **3.1.2 Analysis and Interpretation of the Results of the Teachers' Interview**

##### **Section One: Teacher-Student Rapport**

###### **Q1. What does it make you think of when I say "Teacher-student rapport"?**

The first question sought insights into teachers' reflections on teacher-student rapport. All interviewees provided similar answers, which were all around the relationship between the teachers and students, emphasizing how it should be a healthy and positive relationship.

**Q2: From your teaching experience, do you think that there should be a focus on teacher-student rapport for better teaching and learning process?**

The second question seeks insights into teachers' awareness of the significance of rapport within the learning process; mainly, all of the interviewees strongly agree that there should be an emphasis on teacher-student rapport for better teaching and learning process. Although its establishment isn't an easy task but it is fundamental, because when the rapport is maintained even the low achievers, and the anxious ones through time will try to get into the class to take part in the learning process.

**Q3: What is a negative teacher-student rapport for you?**

The third question seeks to determine what a negative teacher-student rapport from the teachers' perspective is. Four teachers out of ten believe that a negative teacher-student rapport occurs when there is no communication between the two parties, whereas the other two teachers claimed when misunderstandings occur. In the same train of thoughts, another two teachers report that a negative teacher-students rapport is when there is no mutual understanding, respect, and consideration from both the teacher and the student. Furthermore, negative rapport for the other two teachers is when misunderstanding occurs, especially on the part of students who exceed their boundaries with the teachers and allow slight situations to become more serious ones.

**Q4: What is a positive teacher-student rapport for you?**

The fourth question aims to determine what a positive teacher-student rapport from the teachers' point of view is. On the whole, teachers' responses to this question reveal that a positive rapport is the idea of bridging the gap with students. According to four teachers a positive teacher-students rapport is when the relationship is based on trust and mutual respect. In this vein, a teacher said "to find a balance between building trust with learners and setting high professional standards." Other three teachers stated that a positive teacher-student rapport is maintaining a healthy, motivated classroom atmosphere, and encourages learning. whereas the other three teachers claimed the positive rapport is when students come willingly to the class relaxed, enjoying when attending the classes and when the better the students will do/perform in the classroom.

**Q5: As a teacher, what do you do to make sure to avoid negative rapport?**

The fifth question highlights the ways to avoid a negative rapport. Teachers have suggested some strategies, starting from the teachers attitudes themselves to techniques they use in the classroom, three teachers out of ten agreed on being clear from the beginning by putting limits and conditions above a mutual respect to avoid any misinterpretations from the students. Another interview mentioned that his way is in being humble, being close to students, and accessible to everyone inside and outside the classroom. In the same train of thoughts, another interviewee stated that creating a healthy atmosphere would make the teacher automatically avoid the negative rapport. Whereas another teacher claimed that in order to avoid a negative rapport, we should work hard in establishing ways in which we ensure that the learner and the teacher are doing the learning process. Another two interviewees, shade light on psychology of student and mentioned that they would target isolated students, those who avoid eye contact, try to seek better solutions, and try to satisfy them. As well as trying to cease an opportunity to involve them, and talking to them privately about their concerns.

**Q6: As a teacher, what do you do to ensure a positive rapport ?**

The sixth question highlights the ways to ensure a positive rapport, the majority of the interviewees summoned for applying positive energy inside the classroom since everything turns around psychology and healthy environment. The interviewees have also mentioned various strategies they use in their classrooms, five teachers out of ten claimed that ensuring a positive rapport start from the very first session. They added, motivating students and boosting them up whenever it needed. Also try to put them at ease, smile with them, move in the class, call them by their names, ask them to work in pair, and sometimes in group. However, another participant went beyond all this, stating that establishing rapport can be through feedback, in different forms such as :offering gifts (providing pens, CDs), Involving students in projects inside or outside the classroom, that must be funny, creative, and the most important thing they must be among their interests. Whereas another two teachers mentioned that they start with themselves, the teacher said “I try to have a positive attitude when I come to the classroom because students can feel it” and the other said “I always incline to find fault with myself. Self-criticism is very healthy in order to increase self-awareness and personal growth”.

**Q7: How do you describe your rapport? Explain**

The seventh question seeks insights into a real description to our interviewees’ rapport, all interviewees provided similar answers, in which they were all satisfied with the rapport they make. They view since they do not have problems with students; it is a good sign for a positive and acceptable relationship. In this same perspective they believe that being accessible for everybody, and friendly with students is the key to have and maintain a positive rapport. However, a teacher added that it is worth to say that if teacher could not build a rapport with students, it is due to the students’ attitude toward the type of the course whether it is a content-based or a skill-based course, also due to the large classes, because they do not always permit give and take between all students and teacher.

**Section Two: Foreign Language Anxiety**

**Q8: Affective factors just like the cognitive ones are equally important to the learning process. do you agree?**

The eighth question is intended to probe our participants' self-reflection on affective variables. All of the interviewees firmly agree that they go in parallel. One of the teachers emphasizes student psychology, believing that the student is an affective human being and that as we teach, we should consider their emotions, not in sense to be overly concerned with them but to select the most appropriate ways to provide feedback on their disruptive behaviour without any conflicts between the teacher and the student. Students come to the classroom with family issues, teachers must take care of them, as well as being flexible with all the learners, taking into account learning differences at the same time keeping control of the classroom.

**Q9: Do you describe your students as being motivated?**

The Ninth question tried to determine whether or not the interviewees’ students are motivated. All the teachers provide similar responses, stating that they cannot generalise, students cannot be motivated all the time, some of them come motivated to the classroom, but they may lose their motivation. It depends on the teaching techniques, the way of treating them and even the nature of the subject matter.

**Q10: Does anxiety exist among your students?**

The tenth question tried to determine whether the interviewees identified the anxious students among their students. All the teachers confirm the existence of anxiety, especially among first year students.

**Q11: How can you spot an anxious student?**

The eleventh question aims to unveil how our participant can spot the anxious students. Teachers indicated that these various symptoms help to reveal anxious students, such as: the student who avoids eye contact, who does not want to engage in the classroom, and an anxious student who is unwilling to speak up, participate, or answer questions. Also, those who choose to sit in the back to avoid interaction in the classroom. a teacher added that based on their behaviour, such as facial expressions.

**Q12: Have you ever encountered a highly anxious students? if yes, how did you manage to deal with these anxious students?**

The twelfth question was designed to reveal how our participant deals with the anxious students. The interviewees affirm the presence of highly anxious students during their teaching careers and offer a variety of responses, each with his or her own techniques. One of the teachers relies on engaging the anxious students and making them feel more at ease. While another teacher mentioned that she seeks to identify the causes of their anxiety and diagnose this deficiency, and encourages them when doing even small things in front of others, such as asking classmates to clap for them, she also gives them positive feedback. In a similar vein, another teacher claimed that she attempted to encourage an anxious student to speak up and participate in order to engage him/her in activities and have a social interaction with his/her other peers as well.

**Q13: How can anxious students hinder the learning process?**

The thirteenth question aims to highlight the way anxious students influence the learning process. all the participants agreed on the negative impact of anxiety on the learning process confirming that anxiety becomes an obstacle for their learning, an anxious student cannot be so productive or invested in learning. In general, the anxious students impede the environment and create a sense of tension

**Q14: A teacher is not only a knowledge provider, S/he is also a supporter and facilitator, how do you wear these roles to manage anxious students?**

The fourteenth question seeks to determine how the teachers' different roles can help in reducing the foreign language anxiety. In fact, all the interviewees believe that successful teachers play different roles. changing roles will help breaking the ice between the teacher and the student, the teacher changes roles according to the course/activity he is doing. The more roles the teacher plays in the classroom, the better achievement in the classroom.

### 3.2 The Students' Questionnaire

#### 3.2.1 .Description of the Students' Questionnaire

The students' questionnaire is presented through thirty-three questions (33) alienated into three sections: **Section one, the personal information (Q1-Q4)** was designed to obtain participants' background information: name (Q1), age (Q2), first language (Q3), and the duration of learning English (Q4). **Section Two, Foreign Language Anxiety Scale (Q5-Q24)** is a self-report questionnaire created by Horwitz et al, (1986) to measure the level of anxiety experienced among foreign language learners in the classroom. It contained 5-point Likert scale to express agreement and disagreement on 33 items, which we have modified and eliminated into 20 items to fit our research purpose. Measuring English classroom anxiety (Q5, Q6, Q7, Q8, Q9, Q10), communication apprehension (Q11, Q12, Q13, Q14), fear of negative evaluation (Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22), and test anxiety (Q23, Q24). **Section three, Teacher-Student Rapport Scale(Q25-Q30)** the adaptation of frisky and Myers (2010) from Gremler and Gwiners' study (2000), which was modified to address instructors rather than classmates to measure the degree of rapport between the two parties(instructor-student). It is a 5 Likert-type scale to express agreement and disagreement on 11 items about enjoyable interaction (Q25, 26Q) and personal connection (27Q, 28Q, 29Q, 30Q). In our study we have taken only 6 items.

#### 3.2.2 Analysis and Interpretation of the Results of the Students' Questionnaire

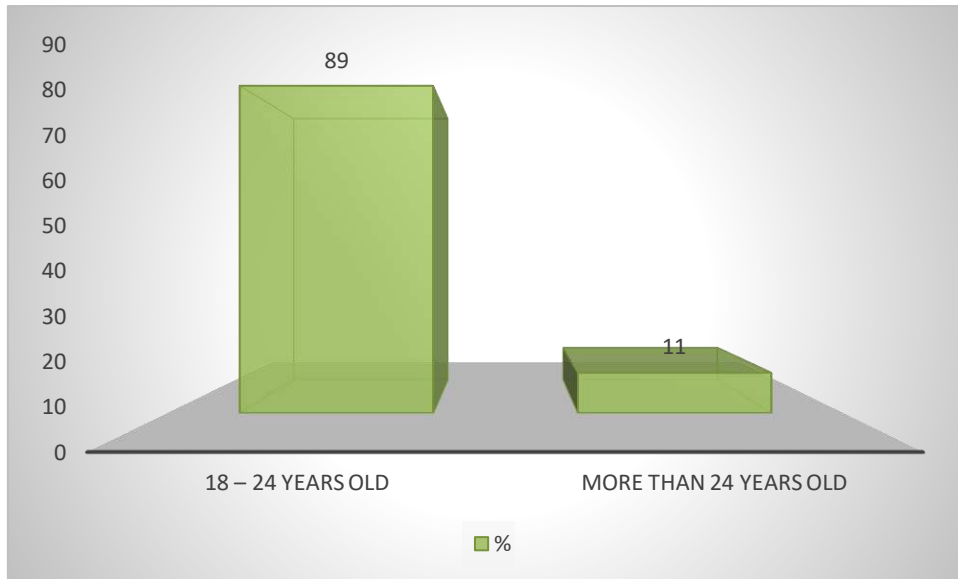
##### Section one: the student's profile

The first Section was designed to obtain the participants' background information: their full name (Q1), their age (Q2), third question is devoted to specify their first language (Q3), duration of learning English (Q4).

##### Q2. Age:

Options	N	%
18 – 24 years old	39	89
More than 24 years old	05	11
Total	44	100

**Table3.1: Students' Age**



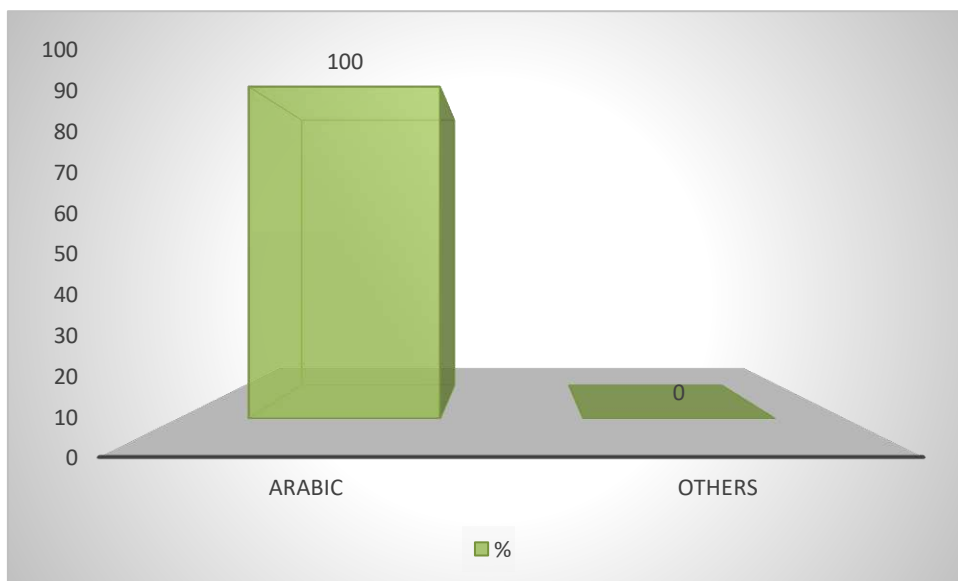
**Figure3.1: Students' Age**

The table above shows that there are two (02) age groups in the selected sample. Students' age varies from 18-24 "who represent a numerical majority 89% With students whose age is more than 24 years old (11%). So, from the results we notice that most learners are adults.

**Q3. First Language: Arabic others**

Options	N	%
Arabic	44	100
Others	00	00
Total	44	100

**Table3.2: Students' First Language**



**Figure3.2: Students' First Language**



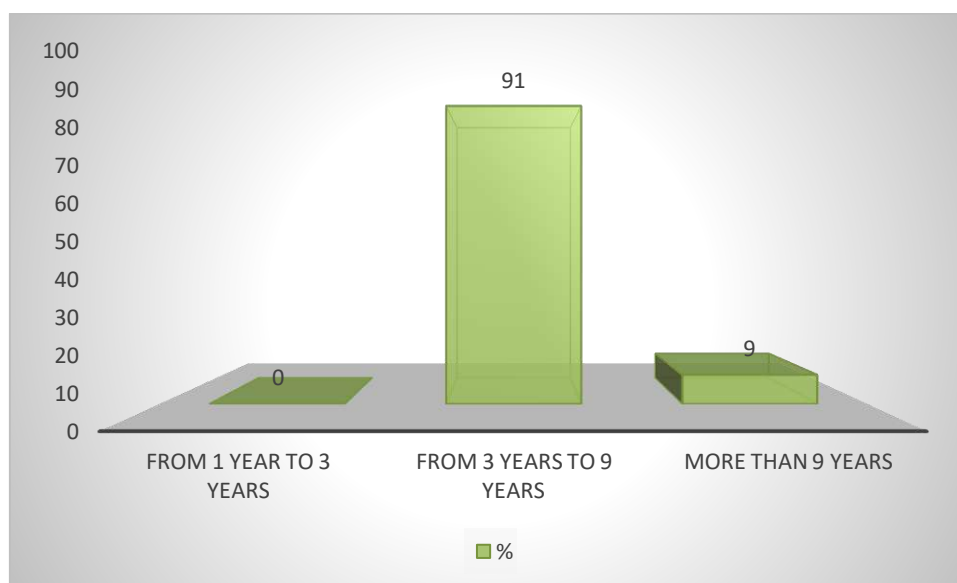
The aim behind this question is to investigate learners' first language, the question is a crucial element to prove that English is a foreign language for our participants.

As it is represented in Table 3.2 (Figure 3.2), the Arabic is the first language of all of our sample learners.

**Q4. How long have you been studying English?**

Options	N	%
From 1 year to 3 years	00	00
From 3 years to 9 years	40	91
More than 9 years	04	09
Total	44	100

**Table3.3: English Learning Duration**



**Figure3.3: English Learning Duration**

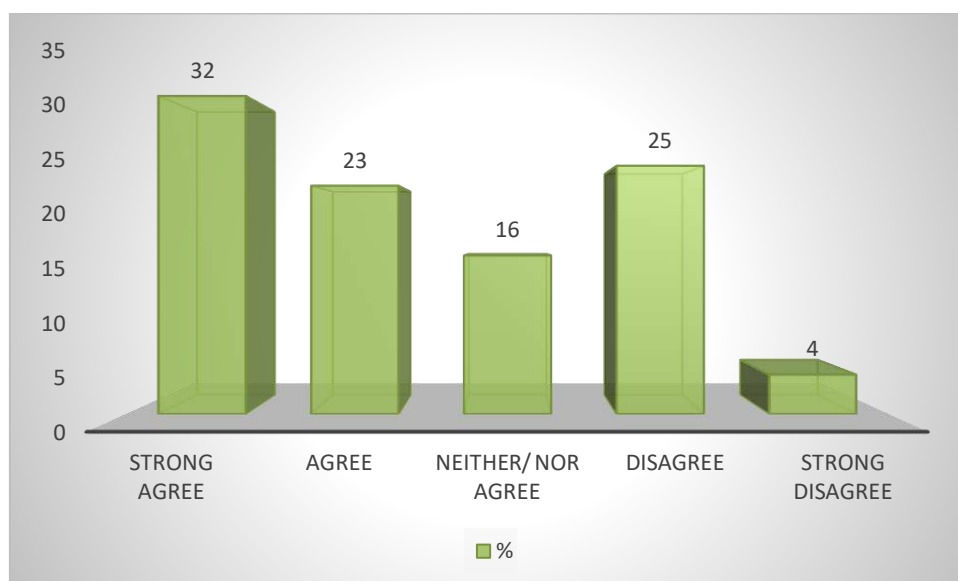
According to Table 3.3 (figure 3.3), 40 out of 44 students (91%) have studied English as a foreign language for three to nine years, with four students (09%) having studied English for more than nine years. This gathered data will shed light on the upcoming questions regarding the effect of learning foreign language duration on foreign language anxiety.

**Section Two: Foreign Language Anxiety Scale**

**Q5. I enjoy coming to class every day.**

Options	N	%
Strong agree	14	32
Agree	10	23
Neither/ Nor agree	07	16
Disagree	11	25
Strong disagree	02	04
Total	44	100

**Table3.4: Students' enjoyment attending the class**



**Figure3.4: Students’ enjoyment attending the class**

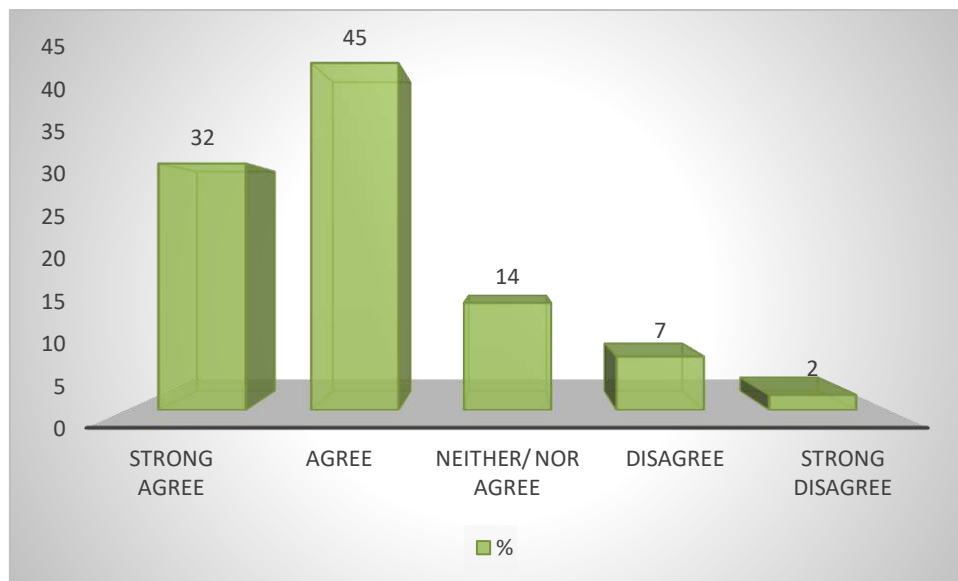
The intended purpose of this question is to check out whether or not the students enjoy coming to the class every day.

The responses indicated in the Table 3.4 (figure 3.4), 14 students strongly agree with the statement, representing (32%). With (23%) agree that they enjoy coming to class every day. Nevertheless, the choice "Neither, nor agree" got (16%) of the responses. While (25%) disagree. This may be an indication of students' motivation and interest on the subject matter.

**Q6. I keep thinking that the other student are English speakers.**

Options	N	%
Strong agree	14	32
Agree	20	45
Neither/ Nor agree	06	14
Disagree	03	07
Strong disagree	01	02
Total	44	100

**Table3.5: Perception of English**



**Figure3.5: Perception of English**

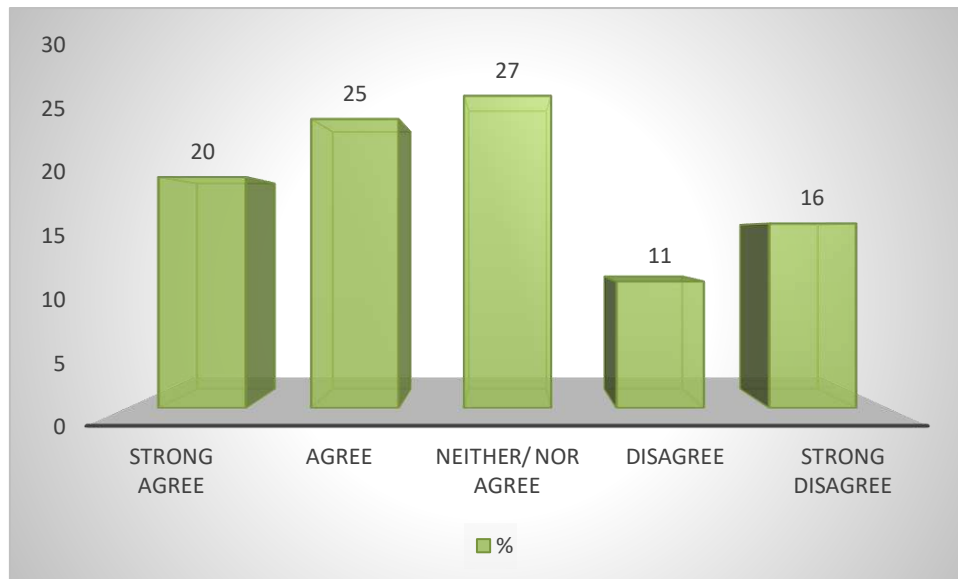
We devised this question for our students to determine whether or not they compare themselves with their classmates.

As seen in Table 3.5 (Figure 3.5), the highest percentile is 'Agree,' reflecting (77%) of students who believe their classmates are better English speakers. Only (2%) of those questioned disagree. To this question, learners' agreeable responses reveal the learners' lack of self-confidence on the language class. Hence, students who lack confidence in their abilities they are more likely to develop anxiety.

**Q7. I feel Anxious about attending class even when I am well prepared.**

Options	N	%
Strong Agree	09	20
Agree	11	25
Neither/ Nor agree	12	27
Disagree	5	11
Strong disagree	7	16
Total	44	100

**Table3.6: Students' Foreign Language class Anxiety**



**Figure3.6: Learner’s Foreign Language Class Anxiety**

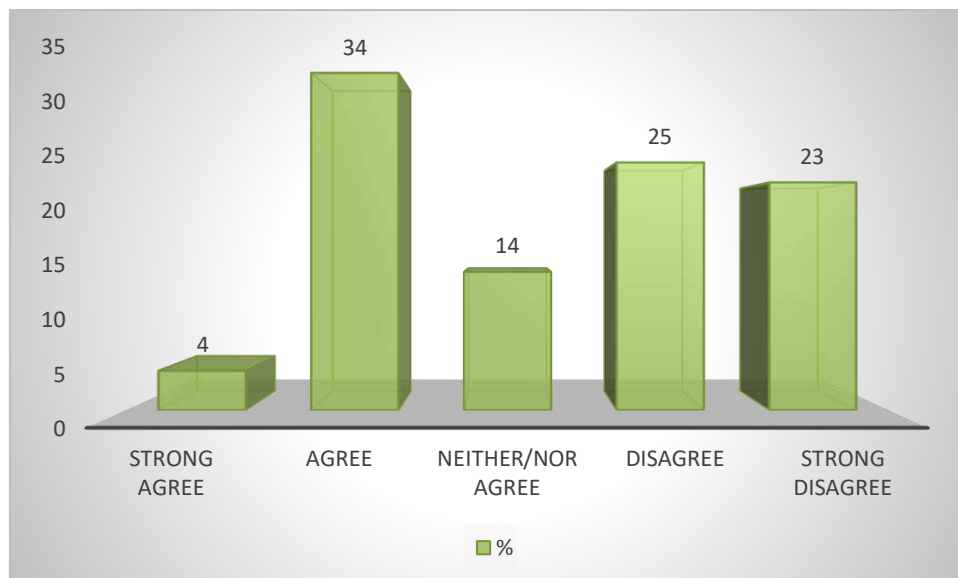
The intended purpose of this question is to explore learners’ anxiety about attending foreign language class.

The responses indicated in the Table 3.6 (figure 3.6), 11 students agree with the statement, representing (25%). With (20%) strongly agree. Nevertheless, the choice "Neither, nor agree" got highest percentage of responses (27%). While (25%) deny that they felt so. This may be an indication of students' concerns about class, even if the students are well prepared.

**Q8. I don’t feel the pressure preparing for the class.**

Options	N	%
Strong agree	02	04
Agree	15	34
Neither/Nor agree	06	14
Disagree	11	25
Strong disagree	10	23
Total	44	100

**Table3.7: Students’ feeling toward the class preparation**



**Figure3.7: Students’ feeling toward the class preparation**

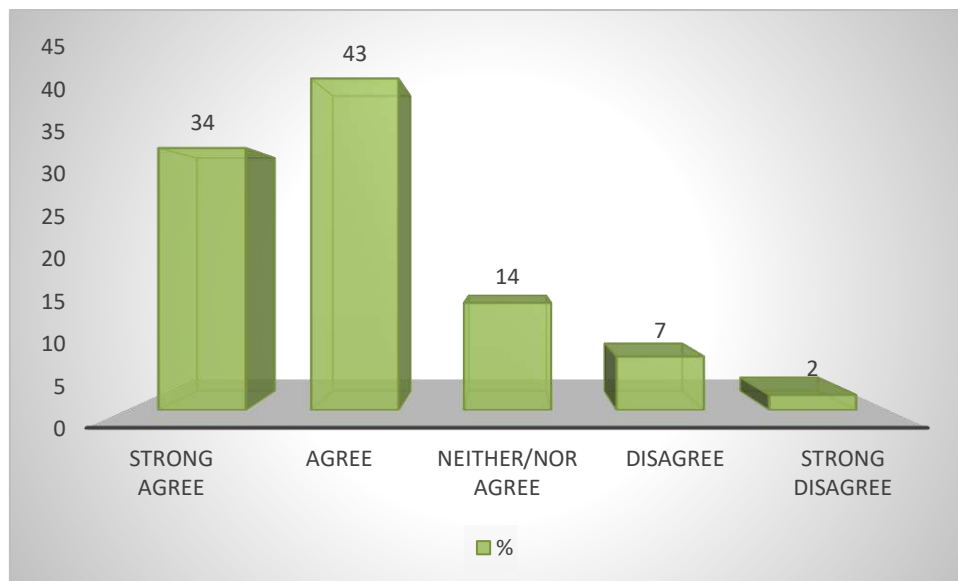
The aim behind this question is to pinpoint students’ worries about class.

The results deduced from Table 3.7 (Figure 3.7) show that (25%) disagree, and (23%) strongly disagree with statement affirming the learners’ classroom anxiety. For those (34%) who agree may be because they know that preparation is a part of the learning process. To this question, learners’ disagreeable responses reveal the foreign language class challenges or the lack of interest or motivation.

**Q9. I get nervous when I don’t understand every word the teacher says.**

Options	N	%
Strong agree	15	34
Agree	19	43
Neither/Nor agree	06	14
Disagree	03	07
Strong disagree	01	02
Total	44	100

**Table3.8: Students’ feeling Toward the teachers’ explanation**



**Figure3.8: Students' feeling toward the teacher's explanation**

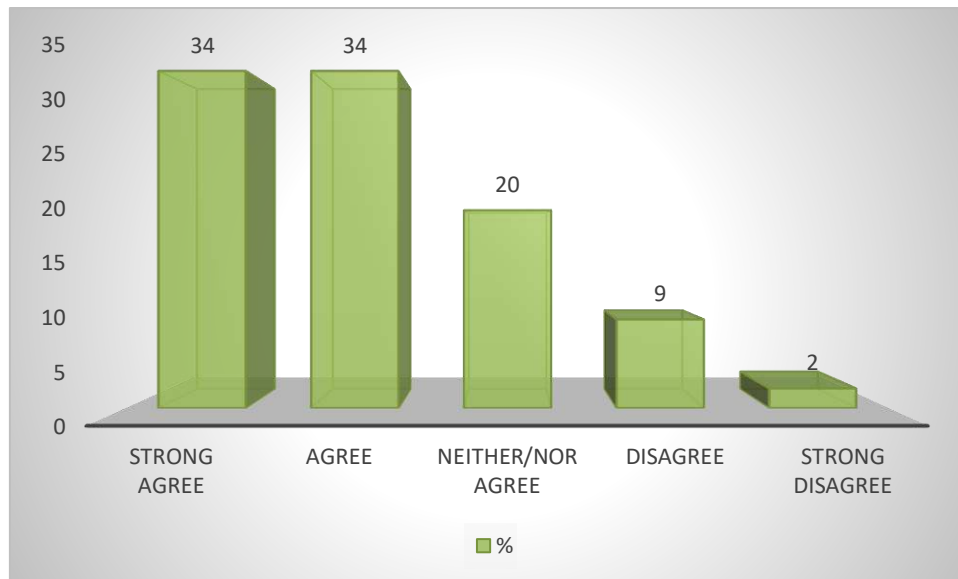
The students' attitude on the teacher's explanation for our research is a crucial element to uncover because it involves one of the anxiety-provoking sources.

As it is indicated in Table 3.8, Nineteen (19) learners of our population get nervous when they do not understand every word the teacher is saying, representing (43%). The other Fifteen (15) learners strongly affirm the feeling of anxiety which corresponds to (34%) of the sample. Concerning the rest, only three (3) learners disagree which stands for (7%) of our sample. The perceived feeling related to inability to comprehend has a great impact on the learner's foreign language anxiety; the more learners experience this, the more they feel anxious.

**Q10. I feel overwhelmed by the number of grammatical rules I have to learn to speak English.**

Options	N	%
Strong agree	15	34
Agree	15	34
Neither/Nor agree	09	20
Disagree	04	09
Strong disagree	01	02
Total	44	100

**Table3.9: Students' concern about EFL huge number of grammar rules**



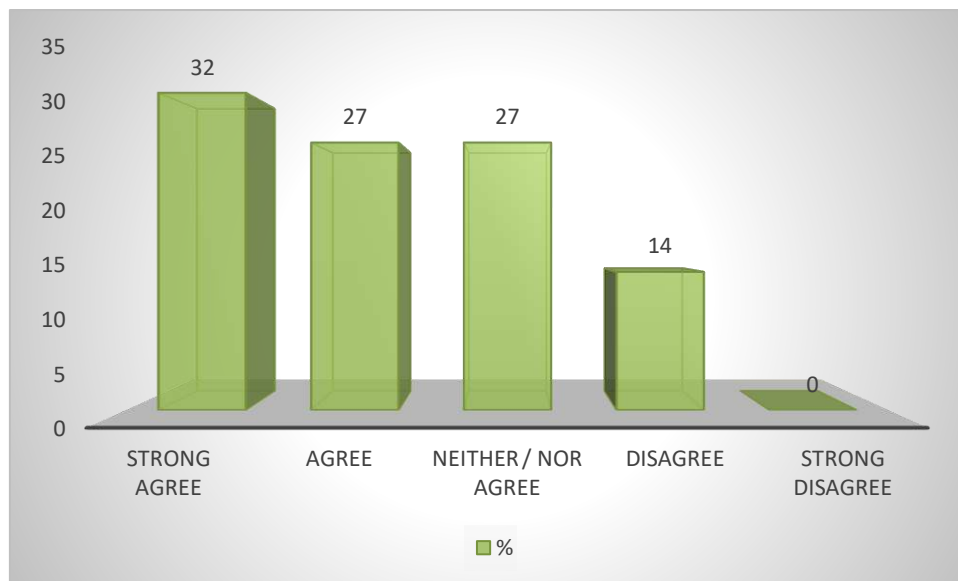
**Figure3.9: Students’ concern about EFL huge number of grammar rules**

The aim behind this question is to pinpoint students’ concern about EFL huge number of grammar rules. The results presented in the table 3.9 and Figure 3.9, (34%), and other (34%) of the sample strongly agree and agree respectively with the statement. While, (9%) disagree means that they have normal attitudes toward perceiving the huge number of EFL grammatical rules. These results prove that the students' poor self-perception of their language abilities would increase the students' anxiety toward the foreign language

**Q11. I never feel quite sure of myself when I speak English in class.**

Options	N	%
Strong agree	14	32
Agree	12	27
Neither / Nor agree	12	27
Disagree	06	14
Strong disagree	00	00
Total	44	100

**Table3.10: Students’ confidence while speaking in English**



**Figure3.10: Students' confidence while speaking in English**

This question aims to reveal whether or not the students feel at ease and confident in group communication as well as oral communication in the target language.

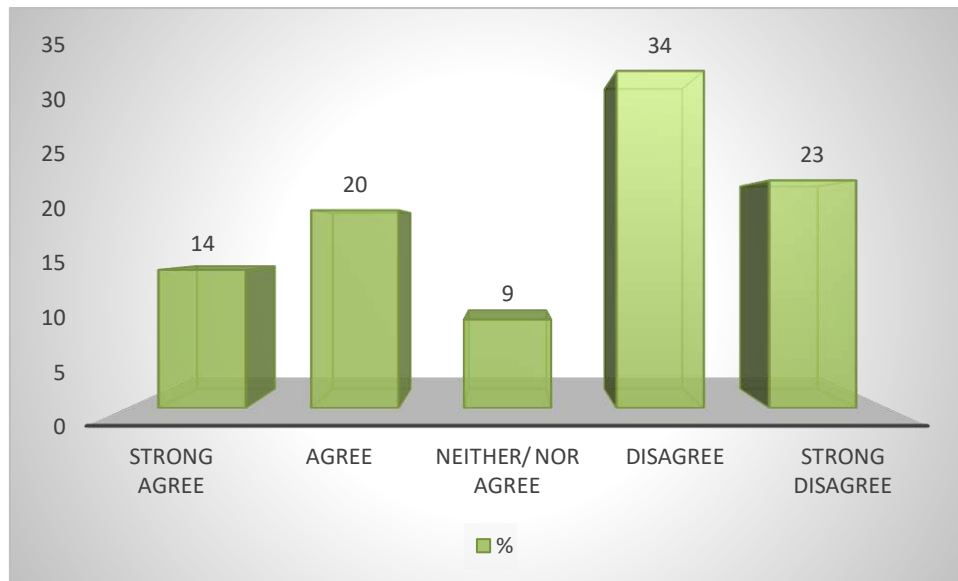
According to the findings in the table above, (32%) of students are unconfident while speaking English in class, while (27%) agree. The other (27%) are undecided about their emotional state when speaking English in class. Only (14%) of those questioned disagree. As a result, the majority of students are afraid to speak in front of others and this could be because they feel they may fail while speaking the foreign language, due to shyness, or low self- perceptions. Thus, there is communication apprehension, which is one of the anxiety-provoking sources.

**Q12. I would not be nervous in conversing with English Native speakers.**

Options	N	%
Strong agree	06	14
Agree	09	20
Neither/ Nor agree	04	09
Disagree	15	34
Strong disagree	10	23
Total	44	100

**Table3.11: Students' Feeling while conversing with English Native speakers**





**Figure3.11: Students' Feeling while conversing with English Native speakers**

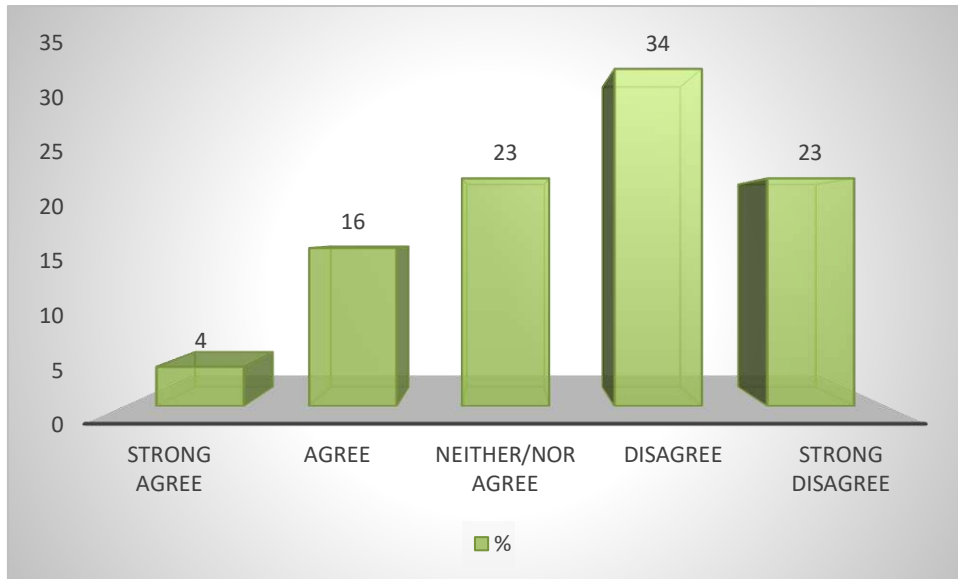
The aim behind the question is to confirm the above one, the students feeling when engaging in conversations with native speakers, related to sensations caused by anticipation of communication in EFL.

Through analysing the collected data, the total of (57%) of the whole population disagree and strongly disagree that they would not feel anxious conversing with native speakers.

**Q13. I feel confident in conversing in English.**

Options	N	%
Strong agree	02	04
Agree	07	16
Neither/Nor agree	10	23
Disagree	15	34
Strong disagree	10	23
Total	44	100

**Table3.12: Students' confidence when conversing with the native speakers**



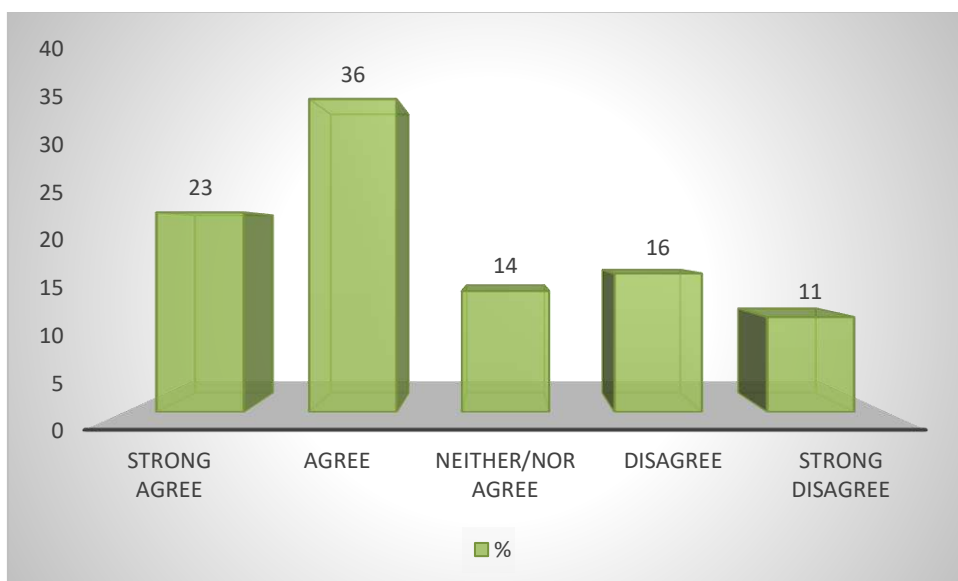
**Figure3.12: Students' confidence when conversing with the native speakers**

This question is related to the previous ones about the learners' emotional state when they converse with the native speakers. To this question, learners' disagreeable responses affirm the FL learners' perceived difficulty in speaking with the target language users.

**Q14. I am afraid that other students will laugh at me when I speak English.**

Options	N	%
Strong agree	10	23
Agree	16	36
Neither/Nor agree	06	14
Disagree	07	16
Strong disagree	05	11
Total	44	100

**Table3.13: Students' feeling when other students laugh at them while speaking English**



**Figure3.13: Students' feeling when other students laugh at them while speaking English**

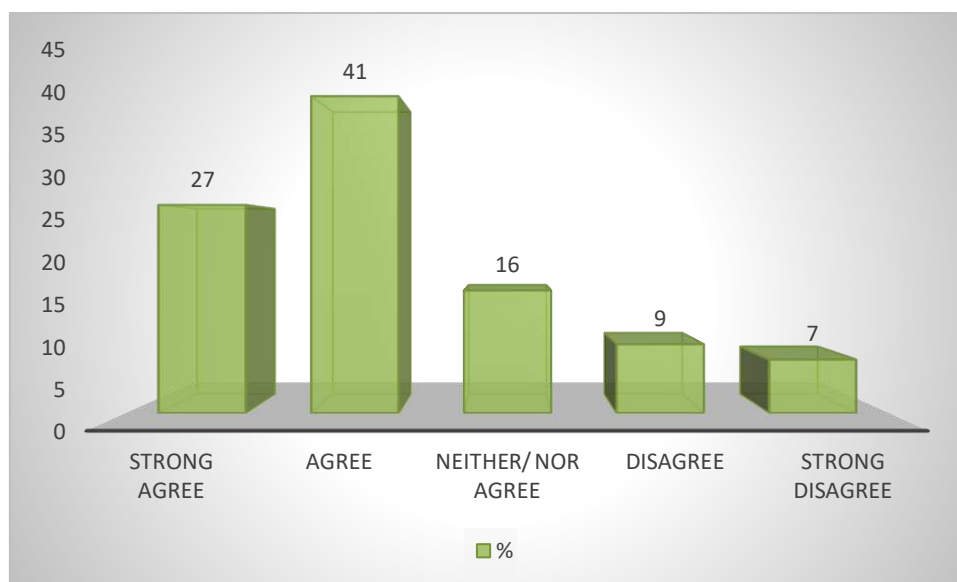
The aim of this question is to pinpoint participants' feeling when other students laugh at them while speaking English.

The highest percentage of learners (36%) are afraid that other students will laugh at them when speaking, as proven earlier, due to lack of self-confidence While (16%) of them they do not feel afraid of being the laughing state by others. And only (14%) are neither agree nor disagree about this item.

**Q15. I tremble when I knew that I am going to be called on in class.**

Options	N	%
Strong agree	12	27
Agree	18	41
Neither/ Nor agree	07	16
Disagree	04	09
Strong disagree	03	07
Total	44	100

**Table3.14: Students' body sensations when called by EFL teacher**



**Figure3.14: Students' body sensations when called by EFL teacher**

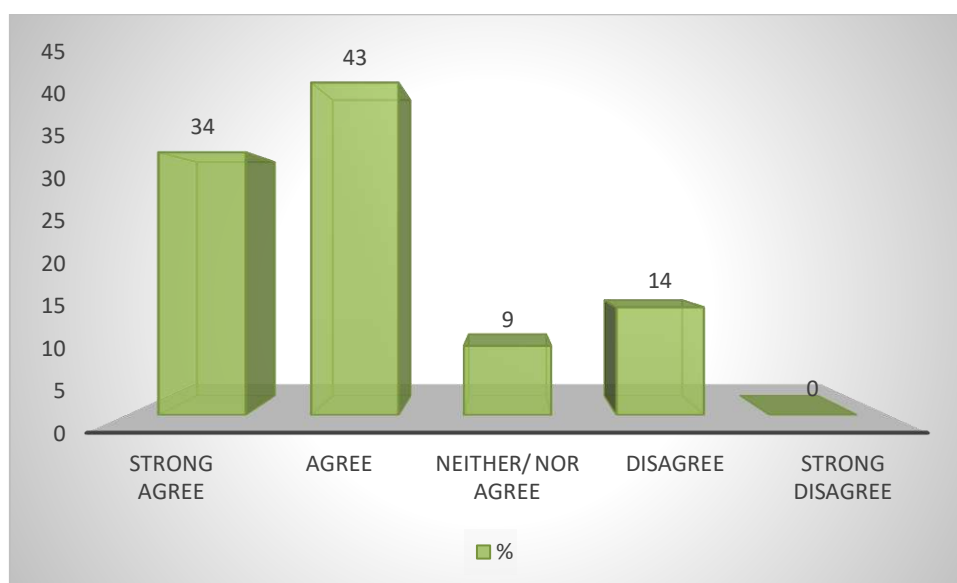
For this question, the aim was to report on learners' body sensations such trembling caused by the fear of negative evaluation in EFL.

The results of the table above indicate that the highest percentage of learners (41%) said that they do shake when the EFL teacher calls their names in the class. Whereas (06%) of participants said that they do not tremble when the teachers o calls their names in the class. (16%) have neither/ nor agree. Thus, from the finding it is noticeable that the majority are anxious, as is it known that the trembling is a sign that reveal anxious students.

**Q16. I can get so nervous when I forget words in class.**

Options	N	%
Strong agree	15	34
Agree	19	43
Neither/ Nor agree	04	09
Disagree	06	14
Strong disagree	00	00
Total	44	100

**Table3.15: Students’ anxiety when forgetting words**



**Figure3.15: Students’ anxiety when forgetting words**

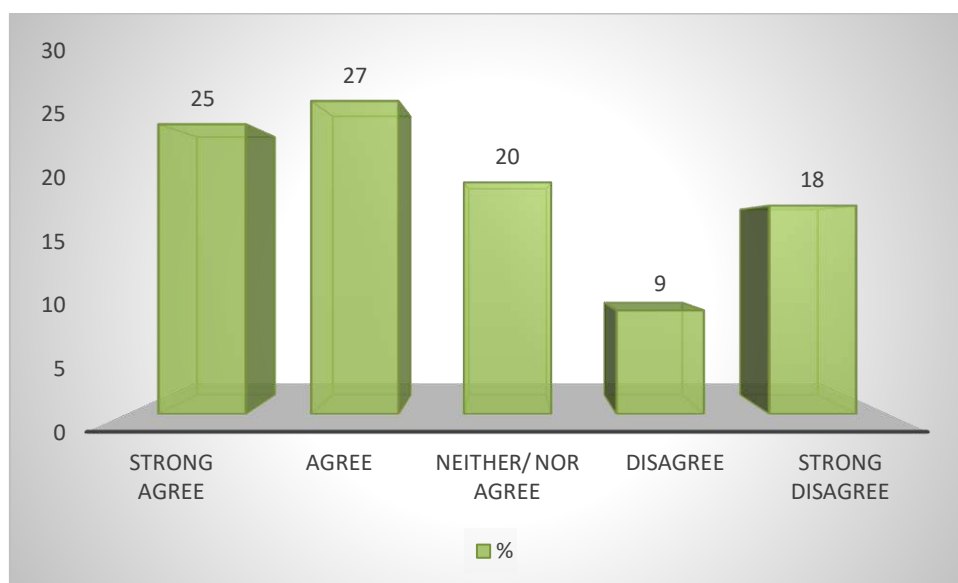
It is central to reflect upon the fear of negative evaluation, from the viewpoints of learners to put our assumptions to light. The aim here is to uncover students fear of negative evaluation when forgetting words .

As it is shown in Table 3.15 (Figure3.15) the percentages reported the majority (43%) agree with the statement whereas only (16%) disagree. This indicates that most learners are afraid to forget words for being negatively evaluated.

**Q17. It embarrasses me to volunteer answers in class.**

Options	N	%
Strong agree	11	25
Agree	12	27
Neither/ Nor agree	09	20
Disagree	04	09
Strong disagree	08	18
Total	44	100

**Table3.16: Students’ Embarrassment to volunteer answers**



**Figure3.16: Students’ Embarrassment to volunteer answers**

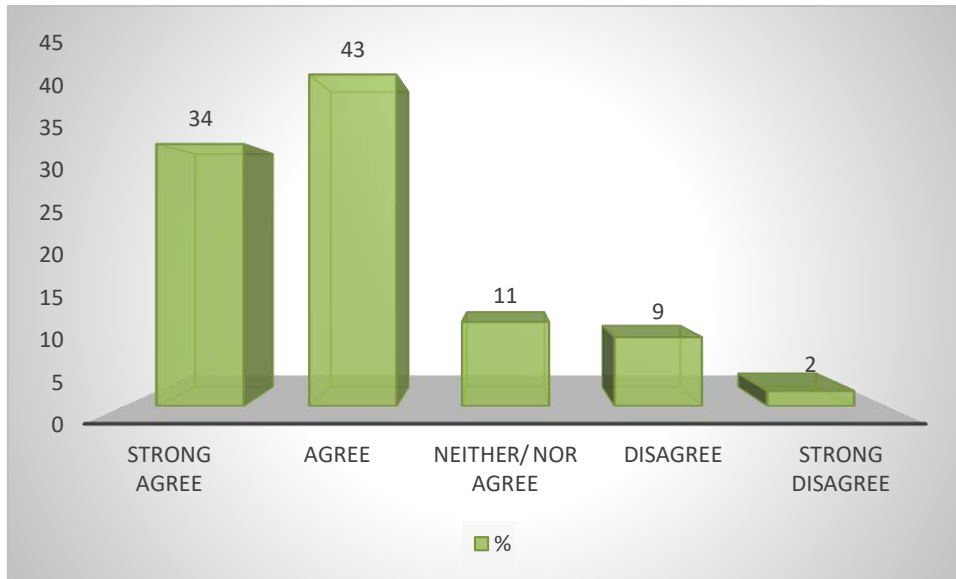
This question seeks to report students' feelings about volunteering answers, especially if they are incorrect. which will be accompanied by a negative evaluation.

results from the table3.16 (Figure3.16) show that (27%) of participants agree that they feel embarrassed and only (9%) disagree. However, (20%) Neither/Nor disagree. we reveal that most learners are afraid of being embarrassed as a result of a negative evaluation. Thus, one becomes more anxious.

**Q18. I get upset when I do not understand the teacher’s correction.**

Options	N	%
Strong agree	15	34
Agree	19	43
Neither/ Nor agree	05	11
Disagree	04	09
Strong disagree	01	02
total	44	100

**Table3.17: Students’ feeling toward the teacher’s correction**



**Figure3.17: Students' feeling toward the teacher's correction**

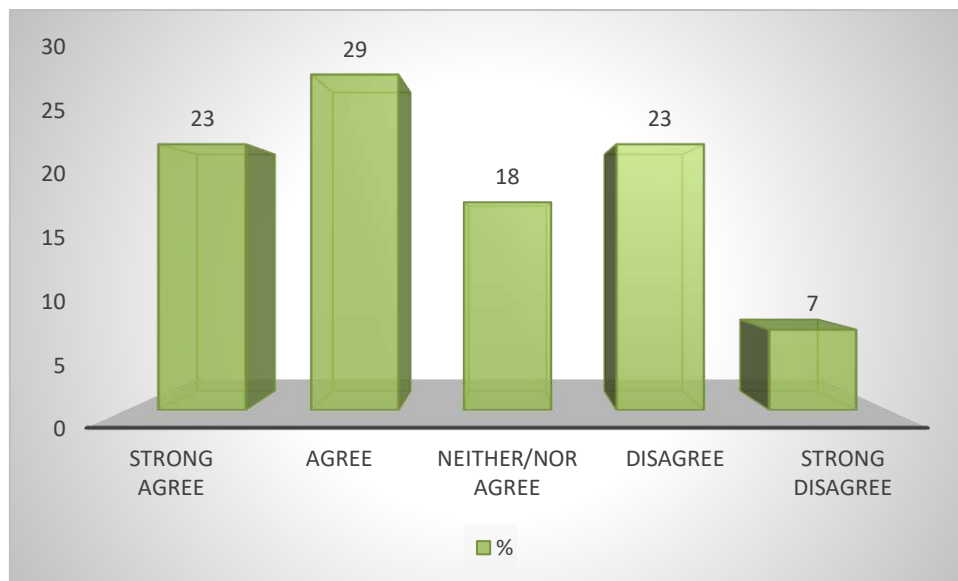
The aim of this question was to report the students' feelings when they did not receive the teacher's correction.

The results of the table above indicate that the highest percentage of learners (43%) get upset when they do not understand the teacher's correction. As a result of their fear of failure. Thus; they develop foreign language anxiety. Whereas, only (09%) of those questioned disagree.

**Q19. I am afraid that my teacher will correct each mistake I make.**

Options	N	%
Strong agree	10	23
Agree	13	29
Neither/Nor agree	08	18
Disagree	10	23
Strong disagree	03	07
Total	44	100

**Table3.18: Students' fear as a result of teacher correction**



**Figure3.18: Students' fear as a result of teacher correction**

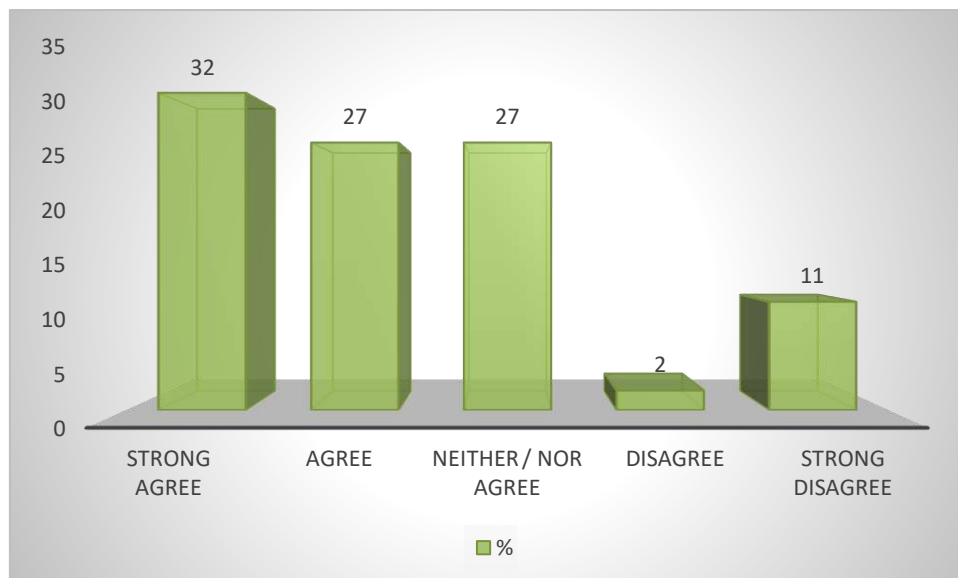
The aim behind this question is to pinpoint the students' fear as a result of teacher intolerance with mistakes.

As represented on the table3.18 (Figure 3.18), (29%) of the students feel afraid that each mistake they make will be corrected, and (23%) strongly agree. Whereas another (23%) disagrees and (18%) Neither agree nor disagree. The results show that tolerance is a part of teaching and FL learners tend to experience less anxiety when teachers have the attitude that mistakes are no big deal and that everyone makes mistakes

**Q20. My teacher speaks so fast that I worry about getting left behind.**

Options	N	%
Strong agree	14	32
Agree	12	27
Neither / Nor agree	12	27
Disagree	01	02
Strong disagree	05	11
Total	44	100

**Table3.19: Teachers' speed impact on the learners' achievement**



**Figure3.19: Teachers’ speed impact on the learners’ achievement**

The question aims to demonstrate the worries of FL learners about being slow receivers of everything taught in the classroom.

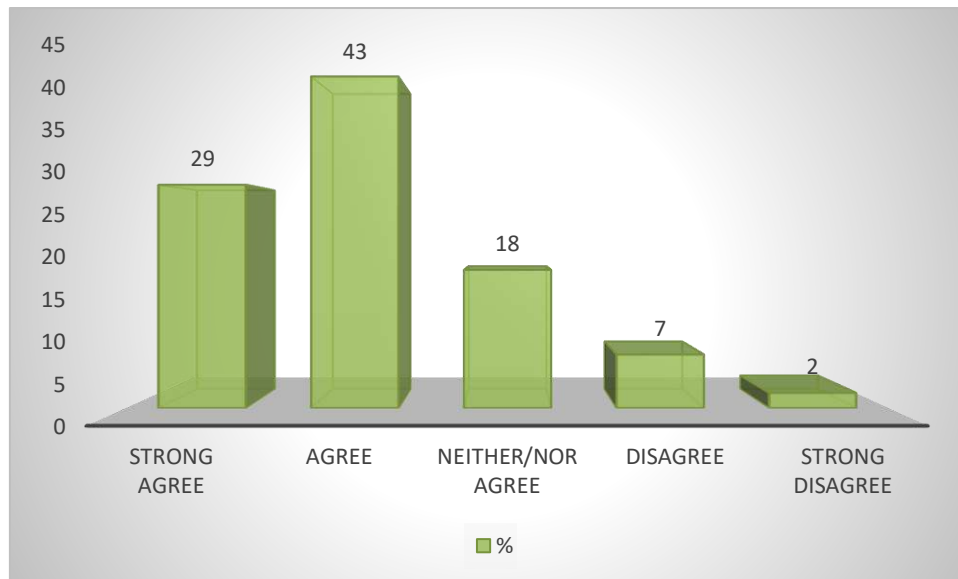
The responses indicated in the Table 3.19 (figure 3.19), (32%) strongly agree. Which could be due to their language proficiency that prevent them from perceiving quickly how teachers present the lecture or to keep up with the teacher's speed while speaking/explaining, or fear of failure that contributes to the development of foreign language anxiety. However, (27%) were undecided about how they feel. Whereas (11%) strongly disagree with the statement.

**Q21. I get nervous when the English teacher asks question which I have not prepared in advance.**

Options	N	%
Strong agree	13	29
Agree	19	43
Neither/Nor agree	08	18
Disagree	03	07
Strong disagree	01	02
Total	44	100

**Table3.20: Students’ feeling when they are asked questions not prepared in advance.**





**Figure3.20: Students’ feeling when they are asked questions not prepared in advance.**

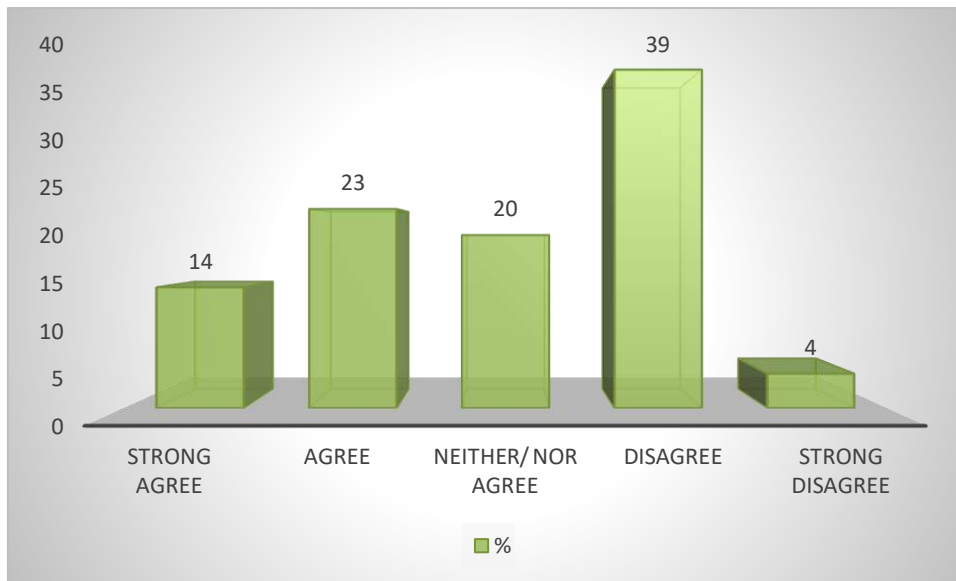
This question sets out to investigate learners’ feeling when they are asked questions without preparing.

From Table (Figure) above, it can be seen that the (43%), (29%) agree and strongly agree respectively that they feel anxious if they asked questions, they do not prepare for before. Only (07%) who disagree, and it worth noting that 18% neither/ nor agree with the statement. This indicates that the more students who are unprepared, the more anxious they will become.

**Q22. I do not worry about making mistakes in class.**

Options	N	%
Strong agree	06	14
Agree	10	23
Neither/ Nor agree	09	20
Disagree	17	39
Strong disagree	02	04
Total	44	100

**Table3.21: Students worries about making mistakes in class.**



**Figure3.21: Students worries about making mistakes in class.**

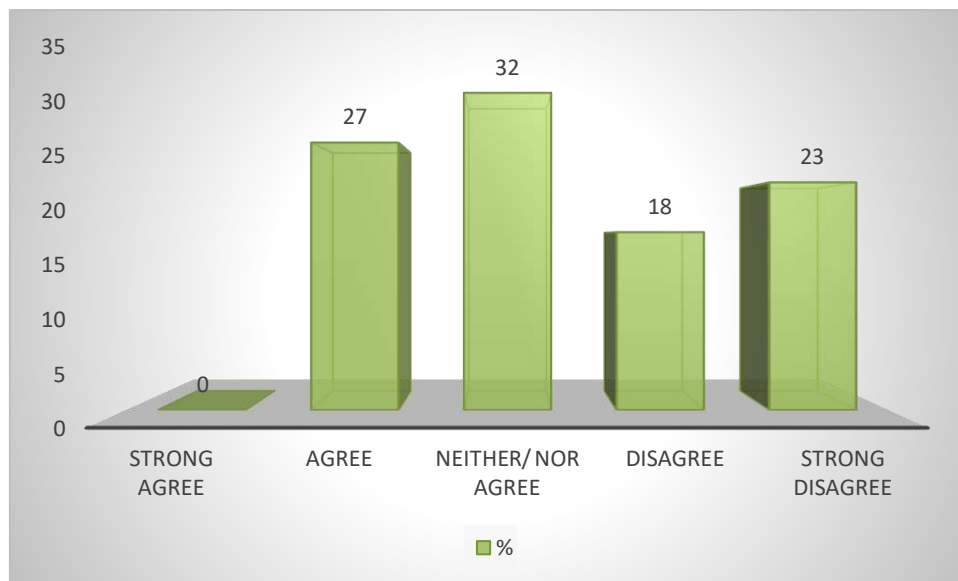
The aim behind this question is to check out the learners concerns about making mistakes in class.

To this question, the results drawn from Table 3.21 (Figure3.21) show (39%) as high percentage disagree with the statement said that they worry about making mistakes on the class. This indicates the teacher’s intolerance attitude which contribute in the students’ anxiety. Whereas (23%) of them agree and another (20%) are neither agree nor disagree. The results show that the more teacher is tolerant with the students’ mistakes, the less anxious they become.

**Q23.I am usually at ease during test in class.**

Options	N	%
Strong agree	00	00
Agree	12	27
Neither/ Nor agree	14	32
Disagree	08	18
Strong disagree	10	23
Total	44	100

**Table3.22: Students’ feeling during test.**



**Figure3.22: Students' feeling during test.**

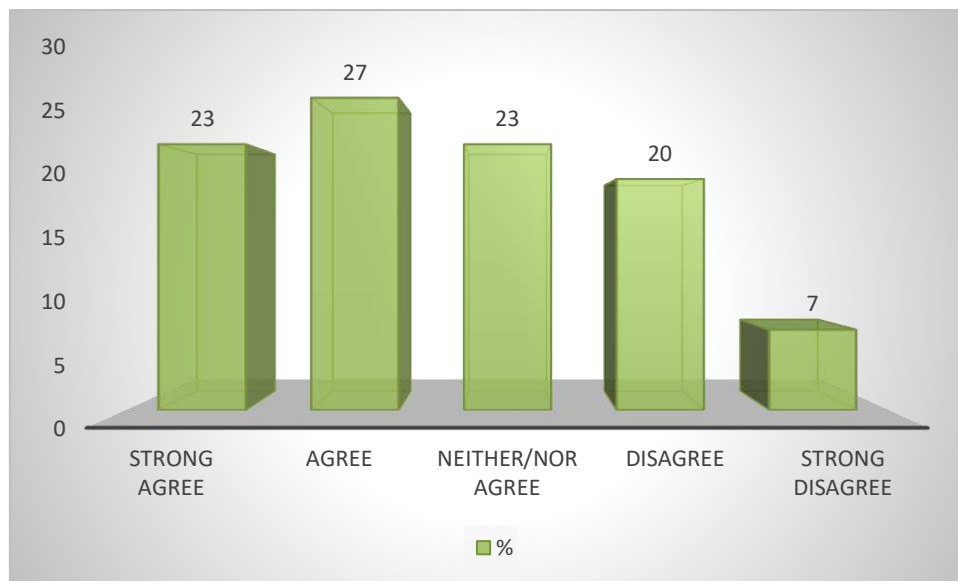
It is known that all students get afraid when passing test, but for some it develops to a serious problem that cannot be controlled. The intended purpose of this question is to explore how easy or difficult it is for learners to take tests.

As seen in Table3.22 (Figure3.22), (27%) respondents feel at ease during tests, while the total of (41%) do not feel at ease. This shows the learners worries regarding foreign language tests due to their negative feeling believing that they will probably fail tests. Thus, learners develop a test anxiety, which is a crucial foreign language anxiety-provoking source.

**Q24. The more I study for the test, the more confused I get.**

Options	N	%
Strong agree	10	23
Agree	12	27
Neither/Nor agree	10	23
Disagree	09	20
Strong disagree	03	07
Total	44	100

**Table3.23: Students' confusion due to tests**



**Figure3.23: Students' confusion due to tests**

is central to reflect upon the test anxiety experienced by FL learners. The aim of the question is to show the reflection of excessive preparation on test takers.

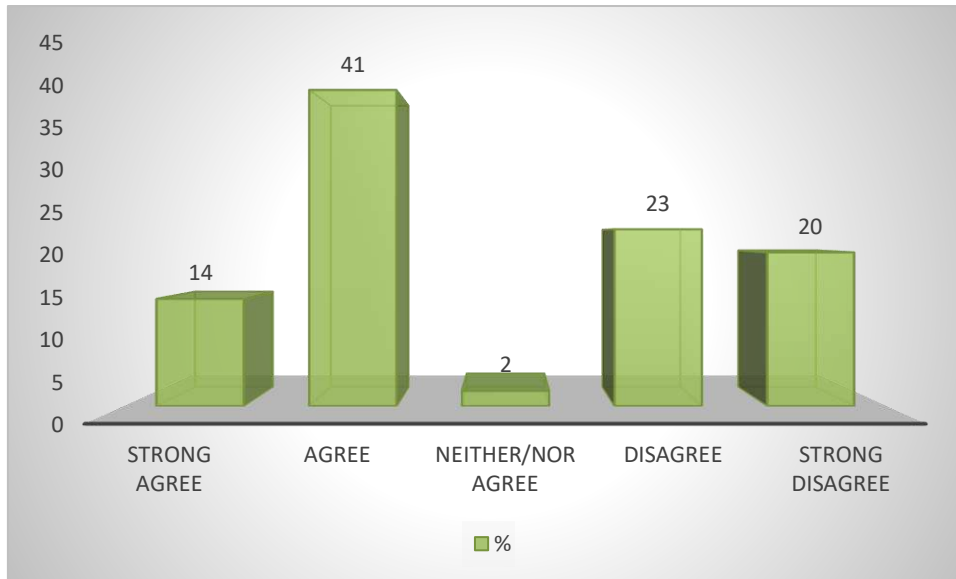
In this question, the results drawn from Table 3.23 (Figure3.23) show that (23%) of the sample agree that the more they study to tests, the more confused they become, due to the FL learners' attitude, in which they memorize material to obtain a high score on examinations or quizzes and too much focus on this requirement is thought to create an unfavourable learning environment in which the students become too anxious about their test performance, and focus less on the acquisition and development of their English capabilities and skills. However, (20%) of the sample disagree and other (23%) Neither agree nor disagree. we come to conclude that Test-anxious students often place unfair expectations on themselves, believing that anything other than perfect test performance is a failure. In which even high achievers may struggle.

**Section Three: Teacher-Student Rapport:**

**Q25. I enjoy interacting with my teachers.**

Options	N	%
Strong agree	06	14
Agree	18	41
Neither/Nor agree	01	02
Disagree	10	23
Strong disagree	09	20
Total	44	100

**Table3.24: Students' enjoyment interacting with teachers**



**Figure3.24: Students’ enjoyment interacting with teachers**

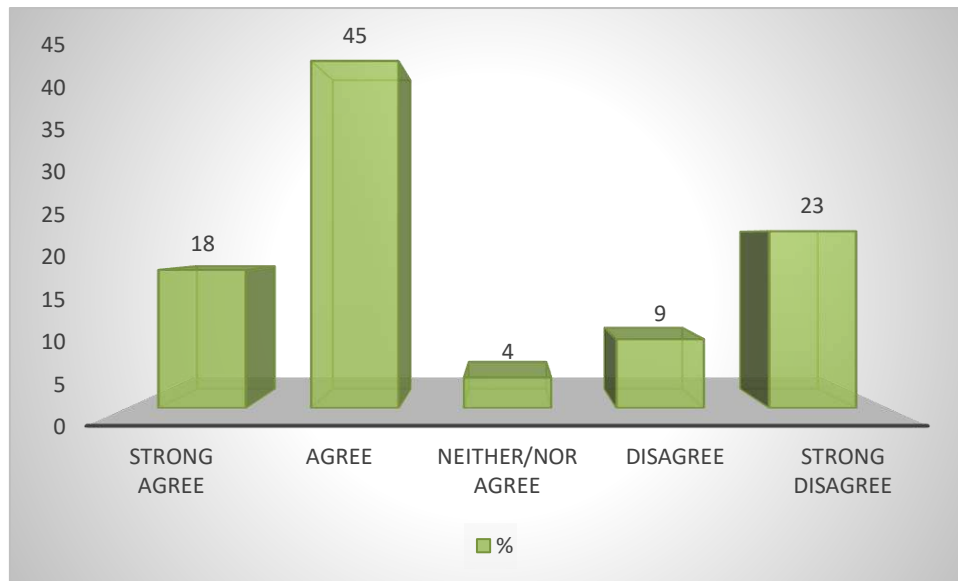
teacher-students Interactions are vital to the students' psychological and educational growth. The aim of this question is to determine whether or not students enjoy engaging with their teachers.

As it is indicated in Table 3.24 (figure3.24), (41%) of the sample do enjoy interacting with teachers. With (14%) strongly agree. However, (23%) and (20%) disagree and strongly disagree respectively. Only (02%) who were undecided. This gathered data emphasis the significance of the Feelings of classroom connectedness in which it increases the students’ participation as a result a low anxiety.

**Q26. My teacher has a good sense of humour.**

Options	N	%
Strong agree	08	18
Agree	20	45
Neither/Nor agree	02	04
Disagree	04	09
Strong disagree	10	23
Total	44	100

**Table3.25: Students’ Perceptions about the Humorous Teacher in the classroom.**



**Figure3.25: Students' Perceptions about the Humorous Teacher in the classroom.**

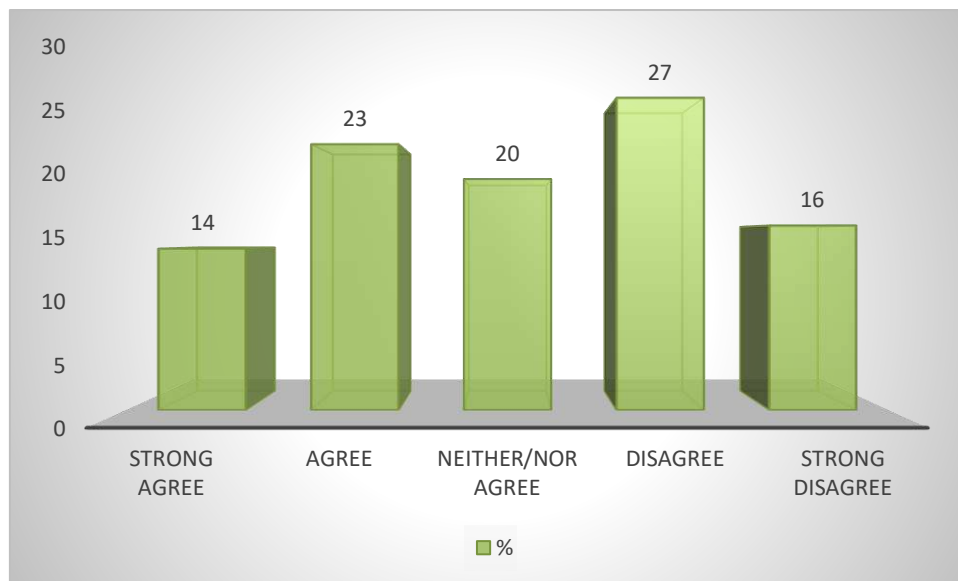
The students enjoy being in an enjoyable atmosphere that encourages them to attain and engage better. The aim of this question is to explore students' perceptions of their teachers' sense of humour in the classroom.

Table3.25 (figure3.25) shows that the majority of students (45%) agree with this item, and (23%) disagree, while (07%) are neither agree nor disagree. We come to conclude that humour is an effective tool to build connections and to reduce anxiety.

**Q27. My teacher creates feeling of warmth in class.**

Options	N	%
Strong agree	06	14
Agree	10	23
Neither/Nor agree	09	20
Disagree	12	27
Strong disagree	07	16
Total	44	100

**Table3.26: Teacher's ability of creating feeling of warmth in class**



**Figure3.26: Teacher’s ability of creating feeling of warmth in class**

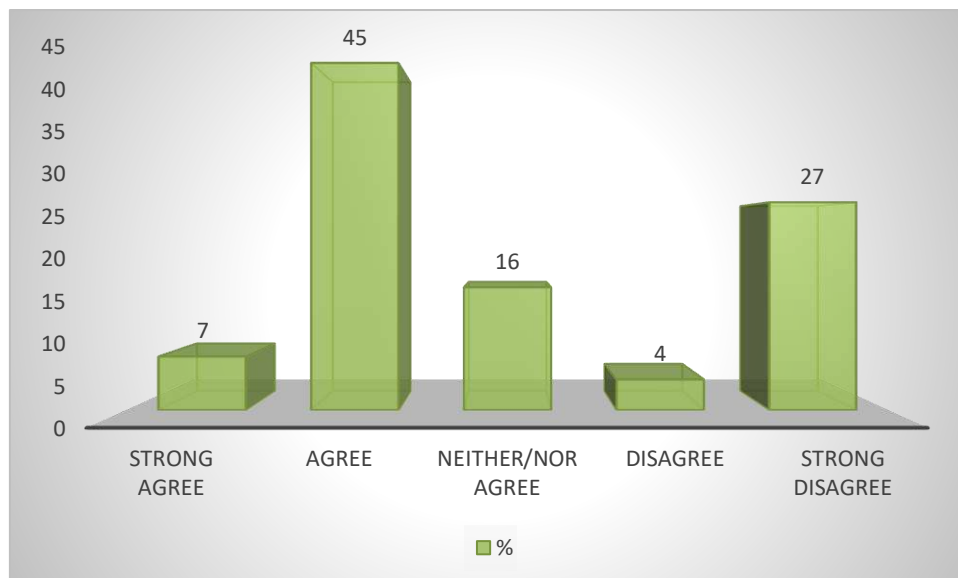
The question was concerned to assess whether or not teachers create a supportive atmosphere in the classroom.

As it is indicated in Table 3.26 (Figure3.26), 12 learners of our population disagree representing (27%). The other (07) learners strongly affirm the absence of positive atmosphere in the classroom which corresponds to (16%) of the sample. Concerning the rest, only (10) learners agree which stands for (23%) of our sample. The perceived feeling related to unsupportive classroom has a great impact on the learner’s foreign language anxiety; the more learners experience this, the more they feel anxious.

**Q28. I strongly care about my teacher’s interpersonal skills.**

Options	N	%
Strong agree	03	07
Agree	20	45
Neither/Nor agree	07	16
Disagree	02	04
Strong disagree	12	27
Total	44	100

**Table3.27: Students’ perception of the teacher’s interpersonal skills**



**Figure3.27: Table3.27: Students' perception of the teacher's interpersonal skills**

the teacher effectiveness in the classroom is the result of incorporating extra skills to his work. this question aims to uncover student's perception of their teacher interpersonal skills.

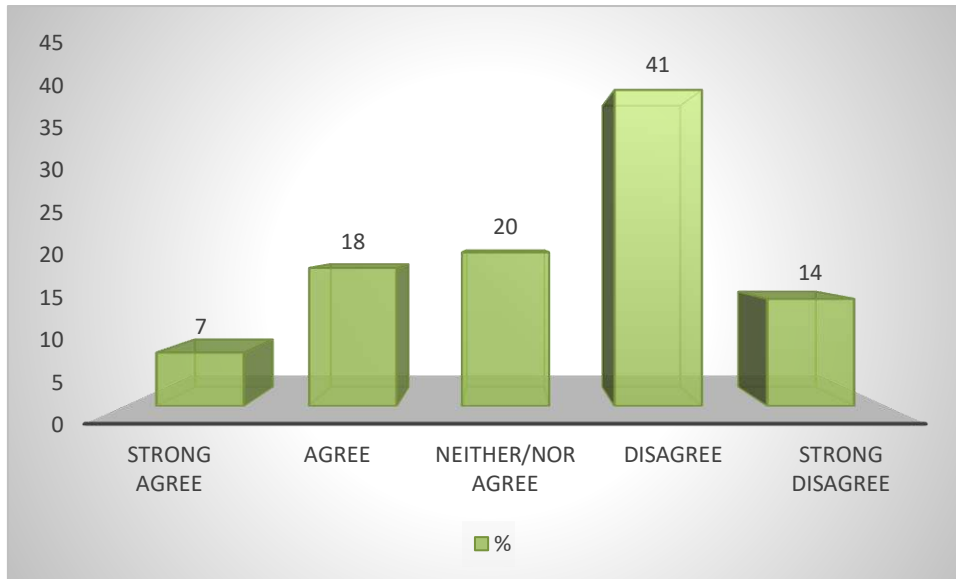
As it is indicated in Table 3.27 (Figure3.27), the highest percentage of learners (45%) agree that they care about their teacher's interpersonal skills. The other (27%) learners strongly disagree. However, (16%) neither agree nor disagree.

**Q29. I look forward to seeing my teacher in class.**

Options	N	%
Strong agree	03	07
Agree	08	18
Neither/Nor agree	09	20
Disagree	18	41
Strong disagree	06	14
Total	44	100

**Table3.28: Students' excitement to see their teachers in the classroom.**





**Figure3.28: Students' excitement to see their teachers in the classroom.**

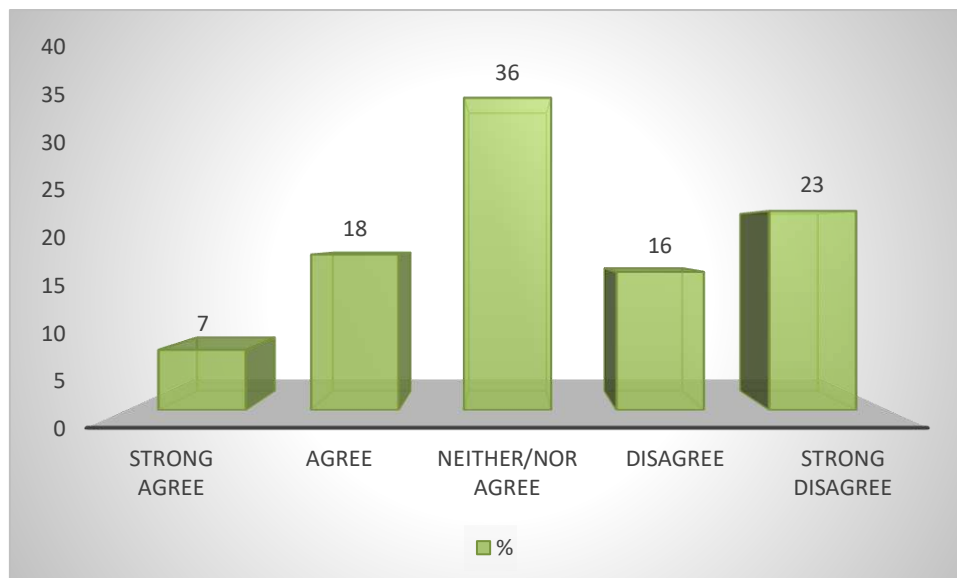
The aim behind this question is to check out whether or not the learners are excited to see their teachers in the classroom .

To this question, the results drawn from Table 3.28 (Figure3.28) show (41%) as high percentage disagree with the statement show that they are not excited. Whereas (18%) of them agree and another (20%) are neither agree nor disagree. The results show that Teachers' lack of encouragement creates uncomfortable learning environment leading students to develop negative attitudes toward teachers and the classroom as a whole.

**Q30. I think my teacher and I have a harmonious relationship.**

Options	N	%
Strong agree	03	07
Agree	08	18
Neither/Nor agree	16	36
Disagree	07	16
Strong disagree	10	23
Total	44	100

**Table3.29: Teacher-Student harmonious relationship.**



**Figure3.29: Teacher-Student harmonious relationship**

Because we are interested in the teacher-student relationships effect on the students' foreign language anxiety, we asked this question to check out whether or not our participants have a harmonious relationship with their students.

As it is indicated in Table 3.29 (Figure3.29), (23%) disagree having that kind of relationship. Whereas (18%). Nevertheless, the choice "Neither, nor agree" got highest percentage of responses (27%). This gathered data emphasis the significance of Teacher-Student harmonious relationship and its impact on FLA, we come to conclude that the less rapport is established, the more learners are anxious.

### 3.3 Overall Analysis of the Results of the Teachers' Interview and the Students' Questionnaire

From the analysis of the results of the teachers' interview and the students' questionnaire, we have uncovered several points for discussion:

From the teachers' interview, we can denote from first and second questions that most of the teachers are aware of rapport, and believe in its effectivity on the teaching and the learning process. In the same truck they differentiated between the negative and the positive rapport with their students; saying that the absence of communication, respect, and understanding is what creates an uncomfortable atmosphere, thus a negative rapport. And their presence is what leads to a positive rapport; which creates an environment student enjoy being in. In the sixth and seventh questions, the teachers were summoned for applying positive energy inside the classroom since everything turns around psychology and healthy environment, they provided some strategies to be applied in since the beginning of the school year to build rapport and avoid any misunderstanding may lead to a negative rapport. Almost all teachers affirmed to have good rapport with the students except one, linking the ability or the inability to build rapport to the students' attitudes toward the course type, and to the number of students in the classroom. Furthermore, in the analysis of the eighth question in the second section, teachers firmly agree that affective variables, like cognitive variables, are equally important in the learning process. In other words, they go in parallel. Moreover, In the 12th question, teachers confirm the presence of highly anxious students in their classes, followed by how can these anxious students hinder the learning process, which all the teachers agreed on the negative impact of anxiety on

the learning process confirming that anxiety impedes the students' learning. Which, in turn, hinders the anxious students learning by preventing him from being so productive or invested in learning, and impeding the classmates' learning by creating a sense of tension in the whole classroom. Eventually, with the general understanding of teachers' Interview results, we can notice that teachers' responses were quite positive. In which that their opinions and attitudes towards our statements are entirely supporting our previous assumptions concerning the teacher-students rapport role in lowering the learners' foreign language anxiety. We can conclude that the questioned teachers are aware of the critical role that positive teacher-student rapport has in enhancing learners' involvement in EFL learning.

However, regarding the students' questionnaire results, we have revealed a number of points for discussion:

The first section was opted to measure our participants' FLA, almost all participants were anxious toward the English language, the analysis was dealt with under the following points:

- English classroom anxiety:

students develop a fear toward the English class because of many expectations as shown in (table3.9), a percentage of (43%) of students expect to not understand teacher's explanation which leads students to be more anxious. Student's fear is engendered from their lack of confidence as shown in table (3.5). Eventually, the students' feeling due to the inability to comprehend, and worries toward the English classroom has a great impact on the learner's; the more they experience this, the more they feel anxious.

- Communication apprehension:

From the obtained results, learners appear to have communication anticipation, anxious students avoid performing using the target language for not being ridiculed as declared by (36%) in the (table3.13) we also found out that (32%) of students are unconfident while speaking English in class (Table3.10), Furthermore, learners get anxious when engaging in conversations with native speakers (Table3.11). the learners' responses affirm the FL learners' perceived difficulty in communication in the target language. Which clearly stated their communication apprehension.

- Fear of Negative Evaluation:

The results obtained from the (table3.14) indicate that the highest percentage of learners (41%) tremble when the teacher calls their names in the class. We also found in (Table4.15) (43%) of learners get upset when they do not understand the teacher's correction. Furthermore (43%) feel anxious if they asked questions, they do not prepare for before (Table3.20). What was deduced from these obtained results, that learners seem to be afraid from other's evaluations, they try to avoid the evaluative situations, and mostly expect that others would evaluate them negatively. Thus, developing a foreign language anxiety.

- Test anxiety:

Table3.22 shows that (41%) do not feel at ease during the tests. And we also found (23%) of the sample the more they study to tests, the more confused they become (Table3.23). What was inferred from this category was that learners sound to also to be Test-anxious learners, which is a crucial foreign language anxiety-provoking source.

Whereas section two was devoted to the teacher-student rapport, the results were expected in light of the first section's findings, but were somewhat surprising in light of what the teachers had stated.

From the questions 25 and 26, we can see that students do enjoy coming to class, interacting and find their teachers humour which again has a significant impact on their learning outcomes, However, as it is indicated in (Table 3.26), (27%) learners affirm the absence of positive atmosphere in the classroom, and in the ( table3.29) learners confirm the absence of Teacher-Student harmonious relationship, which supports the percentage reported in (Table3.28 ) addressing students' dissatisfaction with their teachers.

With reference to the gathered results from the teachers' Interview, we conclude that teachers are fully aware that positive teacher-student rapport is the key for a successful teaching-learning process i.e., a student less anxious, motivated and interested. The Teacher is who can play a vital role in establishing this healthy relationship with the students. Yet, unfortunately the students' questionnaire reveal building such a rapport and classroom atmosphere is a must, but when it comes to practice it's hard and rarely applied by the teachers. They ignore the student's psychology and instead of having a student-centered class it always goes the other way around. Therefore, there is a sharp need for supportive and motivating teachers who can influence the students' social and intellectual experience via their ability to instil values in students such as a less anxious students willing to learn a foreign language, motivation to learn, and improving their academic achievement.

### **3.4 Answers to the Research Questions**

#### **1. does foreign language anxiety exist among first year student?**

the findings obtained from the analysis of the teachers' Interview and students' questionnaire reveal that foreign language anxiety do exist among the first-year students.

#### **2. What are the causes of this type of anxiety?**

The study of the students' questionnaire findings indicates that foreign language anxiety stems from three primary sources: communicative apprehension, which is defined as the anxiety of communicating with others and encompasses both production apprehension (speaking in front of others or in groups) and reception apprehension (receiving and responding spoken message), Fear of negative evaluation is described as anxiety about others' evaluations, avoidance of evaluative situations, and the expectation that others would negatively evaluate oneself, while test anxiety is a sort of anxiety triggered by a fear of failure. Furthermore, other factors, such as the classroom environment and its atmosphere, were identified through questionnaire analysis.

#### **3. Does the teacher-student relation have a significant role on easing the students' anxiety?**

The findings from the analysis of the teachers' interview demonstrate that the teacher-student rapport plays a vital role in easing the students' FLA. In terms of that a positive rapport has a vital role in creating a healthy / comfortable learning environment where students are treated as human being ,and their emotions are taken into consideration as a consequence in such environment where rapport is established anxiety is supposed to diminish. In which we found through the students' questionnaire that, due to the lack of rapport, the students appear more anxious.

#### **4. what classroom strategies/ activities may help language teachers deal with foreign language anxiety?**

To deal with anxious students, the teacher interview findings indicate that the primary role in reducing foreign language anxiety is unquestionably correlated with the teachers who organize, plan tasks, and assess students' performance. Therefore, maintaining positive relationship between a teacher and a student can positively impact the classroom atmosphere and thus affect

students' performance and engagement. Consequently, teachers suggest a several strategies/activities:

- Creating a supportive atmosphere in classroom as one of the most effective methods for minimizing anxiety amongst foreign language learners.
- build motivating learning environment by being humble, being close to students, and accessible to everyone inside and outside the classroom.
- motivate students and boosting them up whenever it needed.
- put them at ease, smile with them, move in the class, call them by their names, these nonverbal encouragements could serve as icebreakers in the struggle against FLA.
- Asking them to work in pair, and sometimes in groups which would encourage students to personalize the classroom atmosphere to their preferences in order to reduce anxiety.
- Targeting isolated students, those who avoid eye contact, try to seek better solutions, and try to satisfy them. As well as trying to cease an opportunity to involve them, and talking to them privately about their concerns.
- Offering gifts (such providing pens, CDs) would greatly help in encouraging anxious students through time to get into the class to take part in the learning process.

### **3.5 Limitations of the Study**

In view of the limitations of the study we highlight some which cropped up along the way; though our research has arrived at its intended aims.

Firstly, the present study was conducted with a small number of participants (44) due to the absentees in the classroom, which could be an obstacle for generalising the results. Unless further studies are carried elsewhere on a large scale and tackled larger populations.

Second, while the study attempted to investigate the rapport that existed between teachers and students in the English department, the negative results obtained may be attributed to the questioned teachers, who were not the same teachers of the sample, and they did build rapport with other students who were not participating in our study.

### **Conclusion**

The main aim of our research is to investigate the effectiveness of rapport among first year English students of Kasdi Merbah University and their teachers in lowering their anxiety toward English. In this chapter the perspectives of both parties were collected, and analysed through qualitative analysis and descriptive statistics by making use of percentage presented in tables and figures followed by discussion .

The content of this chapter discussed three issues first of all, the awareness of teachers toward rapport and how to build it, secondly the analyses drawn from FLCAS which has proven that

the population agreed on many items which confirms their language anxiety. Then results on teacher-student rapport show the weak quality of rapport between teachers and students.

We come to conclude that regardless of teachers' awareness of rapport, and its strategies, students still not perceiving well their teachers' efforts in making connections. Hence their FL Anxiety is the result of an unsupportive environment, where they feel afraid and nervous to perform in the target language consequently effecting their academic achievement.

## **General Conclusion**

The teacher, like the conductor of an orchestra, is in the classroom. Foreign language teachers generally describe their students as unmotivated and uninterested in using the target language in the classroom. Moreover, even when teachers try to have a student-centered class, it always works the other way around. Teachers have difficulty involving students in the learning process. That is why, it is critical to shed light on what beneficial factors teachers might employ to maintain a successful learning environment.

The central aim of the study is to shed light on what causes foreign language anxiety and how the psychological wellness provided by the collaboration of both the teachers and the students can overcome this hindrance.

We conducted an interview with teachers to gain insight into their views on teacher-student rapport and their awareness of the significance of rapport in the learning process. In addition to revealing teachers' experiences, training, instructional practices, and approaches to maintain a successful learning environment, as well as what strategies they deploy to reduce students' foreign language anxiety. We supplied as well questionnaires to students, with the intention of examining the students' foreign language anxiety and endeavour how effective teacher-student rapport is in reducing their anxiety.

Consequently, the research hypotheses "If students receive a pile of negative judgment this would increase their anxiety towards the language." And "If teachers-students rapport is convivial this would decrease student's anxiety towards the language." were definitely confirmed. Our research has revealed that foreign language anxiety is a significant phenomenon among first-year students at KMUO, with numerous reasons and sources of anxiety. Specifically, communication anxiety, fear of negative evaluation, and test anxiety. Teachers, on the other hand, have a critical impact in their students' engagement, motivation, and anxiety decrease. Hence, improving learning outcomes.

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## **Appendix I**

### **The Teachers' Interview**

#### **I. Teacher-Student Rapport:**

1. What does it make you think of when I say “Teacher-student rapport”?
2. From your teaching experience, do you think that there should be a focus on teacher-student rapport for better teaching and learning process?
3. What is a negative teacher-student rapport for you?
4. What is a positive teacher-student rapport for you?
5. As a teacher, what do you do to make sure to avoid negative rapport?
6. As a teacher, what do you do to ensure a positive rapport?
7. How do you describe your rapport? Explain

#### **II. Foreign Language Anxiety:**

1. Affective factors just like the cognitive ones are equally important to the learning process. Do you agree?
2. Do you describe your students as being Motivated?
3. Does anxiety exist among your students?
4. How can you spot an anxious student?
5. Have you ever encountered a highly anxious students? if yes, how did you manage to deal with these anxious students?
6. How can anxious students hinder the learning process?
7. A teacher is not only a knowledge provider, S/he is also a supporter and facilitator, how do you wear these roles to manage anxious students?

## **Appendix II**

### **The Students' Questionnaire**

**Kasdi Merbah University**

**Faculty of Letters and Foreign Languages**

**Department of English Letters and Language**

### **“Investigating the Effectiveness of Teacher-Student Rapport into lowering the Students’ Foreign Language Anxiety”**

#### **Students ‘Questionnaire**

Dear students,

On behalf of our Research, we designed a questionnaire with an aim to measure students’ foreign language anxiety and how teacher-student rapport is effective in lowering their anxiety. Therefore, you are kindly requested to fill in this questionnaire to express your opinions towards English Language Anxiety and your rapport with your teachers.

Your answers are very important for the validity of this research work. As such, we hope that you will give us your full attention and interest and provide straight and sincere answers that enable us to achieve reliable results.

Please, tick (✓) the appropriate box.

May we thank you in advance for your collaboration.

This questionnaire consists of three sections as follows:

**Section 1:** personal Information

**Section 2:** Foreign Language Anxiety

**Section 3:** Teacher-Student Rapport

## SECTION1: Personal Information

Full Name:

Age:

First Language: Arabic  others

How long you have been studying English:

1 to 3 years

1 to 9 years

More than 9 years

## SECTION2: Foreign Language Anxiety

Statement	Strong agree	Agree	Neither nor agree	disagree	Strong Disagree
I enjoy coming to class every day.					
I keep thinking that the other students are better English students.					
I feel anxious about attending class even when I am well prepared.					
I don't feel the pressure preparing for the class.					
I get nervous when I don't understand every word the teacher says.					
I feel overwhelmed by the number of grammatical rules I have to learn to speak English.					
I never feel quite sure of myself when I speak English in class.					
I would not be nervous in conversing with English native speakers.					
I feel confident in conversing in English.					
I am afraid that other students will laugh at me when I speak English.					
I tremble when I know that I am going to be called on in class.					
I can get so nervous when I forget words in class.					
It embarrasses me to volunteer answers in class.					
I get upset when I do not understand the teachers' correction of my mistakes.					
I am afraid that my teacher will correct each mistake I make					
My teacher speaks so fast that I worry about getting left behind.					
I get nervous when the English teacher asks question which I have not prepared in advance.					
I do not worry about making mistakes in class.					

I am usually at ease during test in class.					
The more I study for the test, the more confused I get.					

**SECTION3: Teacher-Students Rapport**

Statements	Strong agree	Agree	Neither/Nor Agree	Disagree	Strong disagree
I enjoy interacting with my teachers.					
My teacher has a good sense of humour					
My teacher creates feeling of warmth in class					
I strongly care about my teacher's interpersonal skills.					
I look forward to seeing my teacher in class.					
I think my teacher and I have a harmonious relationship.					

## Résumé

Suivre un cours de langue étrangère n'est pas toujours une tâche facile ; l'apprenant peut éprouver une certaine forme de malaise, d'anxiété et même de peur. Cependant, assurer un bon environnement d'apprentissage nécessite la coopération des enseignants et des étudiants. La présente recherche est consacrée à l'étude de l'anxiété face à la langue étrangère vécue par les étudiants universitaires ; plus précisément, l'étude cherche à déterminer l'efficacité du rapport enseignant-étudiant dans la réduction de l'anxiété des apprenants d'une langue étrangère, ainsi qu'à clarifier ce qu'est l'anxiété, ses causes et ses effets, et à mettre en lumière l'impact du rapport enseignant-étudiant sur l'apprentissage des étudiants. Pour confirmer les hypothèses citées, une approche mixte a été utilisée, la méthode quantitative a été utilisée pour les besoins de l'étude quasi-expérimentale au moyen de deux questionnaires : l'échelle d'anxiété en classe de langue étrangère et l'échelle de rapport enseignant-étudiant, soumis à quarante-quatre (44) étudiants en première année d'anglais à l'Université de Kasdi Merbah Ouargla, et pour la méthode qualitative, un entretien semi-structuré est réalisé avec un petit groupe d'enseignants d'anglais de la même université. Les résultats de l'étude ont révélé qu'il y avait une corrélation négative entre la relation hebdomadaire entre l'enseignant et l'étudiant et la FLA. Il a été constaté que moins le rapport enseignant-étudiant est maintenu, plus l'anxiété des étudiants envers la langue existe. Enfin, certaines recommandations ont été établies pour les enseignants d'EFL afin de réduire l'anxiété linguistique dans les classes de langues étrangères.

**Mots clés : Anglais langue étrangère, Rapport enseignant-étudiant, Anxiété face à la langue étrangère.**



## الملخص

لا يعد أخذ دروس لغة أجنبية مهمة سهلة دائماً؛ قد يواجه المتعلم نوعاً من عدم الارتياح والقلق وحتى الخوف. ومع ذلك، فإن ضمان بيئة تعليمية جيدة يتطلب تعاون كل من المعلمين والطلاب. البحث الحالي مخصص للبحث في قلق الطلاب من اللغة الأجنبية الذي يعاني منه طلاب الجامعات؛ بشكل أكثر دقة، تسعى الدراسة إلى تحديد فعالية العلاقة بين المعلم والطلاب في الحد من قلق المتعلمين من اللغة الأجنبية، وكذلك لتوضيح ماهية القلق وأسبابه وتأثيراته، بالإضافة إلى تسليط الضوء على تأثير العلاقة بين المعلم والطلاب في تعلم اللغة الأجنبية. لتأكيد الفرضيات المذكورة تم استخدام المنهج المختلط، فقد تم استخدام المنهج الكمي لاحتياجات الدراسة شبه التجريبية من خلال استبيانين: مقياس القلق في فصل اللغة الأجنبية ومقياس علاقة المعلمين والطلاب، تم تقديمها إلى أربعة وأربعين (44) طالباً في السنة الأولى من اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة، ومن أجل الطريقة النوعية، فقد تم إجراء مقابلة شبه منظمة مع مجموعة صغيرة من مدرسي اللغة الإنجليزية من نفس الجامعة. كشفت نتائج الدراسة أن هناك علاقة سلبية بين علاقة المعلم والطلاب وقلق اللغة الأجنبية. لقد وجد أنه كلما كانت العلاقة ضعيفة بين المعلم والطلاب كلما زاد قلق الطلاب تجاه اللغة. أخيراً، تم وضع توصيات معينة لمعلمي اللغة الإنجليزية كلغة أجنبية لتقليل القلق اللغوي في فصول اللغة الأجنبية.

**الكلمات الرئيسية:** اللغة الإنجليزية كلغة أجنبية، العلاقة بين المعلم والطلاب، القلق من اللغة الأجنبية