

Examining the Effectiveness of Group Counseling in Reducing Anxiety for Jordanian EFL Learners

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Abstract—This study aimed at examining the effectiveness of Rational Emotive Behavior Therapy (REBT) as used in group counseling to reduce the level of anxiety for Jordanian learners of English as a foreign language. The study sample consisted of 32 male and female students at Ajloun National University. The students were all at the undergraduate level and have received the highest anxiety scores on the foreign language anxiety scale. The students were randomly divided into two groups; an experimental group and a controlled group. Each group consisted of 16 male and female students. The experimental group received training on REBT, while no remedial training was given to the controlled group. Results of the study revealed that REBT was more effective in reducing the anxiety level for learners of English compared to the absence of using the remedial program for members of the controlled group. Statistical analysis showed a statistically significant difference between the experimental group and the controlled group ($\alpha= 0.05$). The use of REBT was not gender specific since statistical analysis revealed no statistically significant difference between males and females ($\alpha= 0.05$).

Index Terms—anxiety, English language, foreign language anxiety, REBT, Jordanian students

I. INTRODUCTION

Language is a very crucial component of any culture. It is the most important means of communication and understanding among people. Members of any society attempt to prove themselves primarily through their language at the level of intercultural dialogue and exchange of knowledge among different societies. The process of first language acquisition takes place under natural circumstances as an indivisible part of the development of an individual and his/her social and psychological maturity (Aly & Walker, 2007).

Learning a second or foreign language is different from acquiring the native language since it is acquired under normal and completely natural circumstances as mentioned above. The age factor in which a foreign language is learned is one of the most important factors in the process of foreign language learning (Bialystok & Hakuta, 1994). This is due to the flexibility of the brain before the age of puberty which enables the child to acquire language more effectively and easily. It becomes more difficult for the learner to acquire language after the age of puberty especially the phonetic system of language (Singleton & Lengyel, 1995).

Motivation is one of the most important factors in foreign language learning which stands behind the goal of learning a target language coupled with intelligence, readiness, hard work as well as the strategies used in second or foreign language learning (Al-Damegh, 2011). This is in addition to other emotive factors such as anxiety, which is considered as one of the most effective factors in foreign language learning and causes an obstacle that prohibits the learner from becoming fully competent.

II. STUDY PROBLEM

Foreign language anxiety may be considered as one of the most common psychological disorders among foreign language learners at the university level in particular. A considerable number of university students complain from the symptoms of foreign language anxiety which could become severe and serve as an obstacle on the way of learners when learning or acquiring a foreign language.

Former theoretical studies in this field point to the fact that there is a lack of studies in Arabic or any other language that attempted to examine the effectiveness of group counseling in dealing with the issue of foreign language anxiety. This is exactly what justifies the authors to carry out this study. This is done as an attempt to investigate the effectiveness of REBT as a treatment program to university students who attempt to learn English as a foreign language.

III. PURPOSE

The purpose of this study is to examine the effectiveness of REBT in treating the phenomenon of foreign language anxiety for male and female undergraduate university students at Ajloun National University in Jordan. The study attempted to investigate the following hypothesis: "There are statistically significant differences ($\alpha= 0.05$) in the treatment of foreign language anxiety which is due to the impact of the group or gender or the interaction between them".

IV. SIGNIFICANCE

This study may be considered important and significant due to the following reasons:

- It is concerned with discovering the individuals who suffer from foreign language anxiety and attempts to help them in restoring self-esteem and confidence and enables them to get rid of the problems and obstacles that hinder their learning process.
- It provides psychological counselors with a treatment program which can be utilized to help learners who seek counseling due to foreign language anxiety.
- It contributes to the encouragement of researchers and educators in designing additional counseling programs that are preventable, developmental and remedial in nature and which are suitable and effective in reducing the level of anxiety for learners of English as a foreign language. This undoubtedly contributes to fostering and achieving a higher level of performance.
- It is hoped that this study will serve as a new beginning and a steppingstone for further educational and scientific research that specifically deal with the very issue of foreign language anxiety in general and anxiety associated with learning English as a foreign language in particular.

V. DEFINITIONS

Foreign language anxiety: A number of physiological, behavioral and knowledge related responses that accompany an individual's feelings as a result of his or her own negative expectations and of failure in terms of negative performance related to foreign language learning. This concept of anxiety is measured in this study by a foreign language anxiety scale adopted by the authors for this particular purpose.

Rational Emotive Behavior Therapy (REBT): This is one of the approaches of psychological treatment which relies primarily on teaching individuals how to prioritize their belief systems to a great extent and how they feel towards events in their life and surrounding environment and how they react towards such events (Bachman & Palmer, 1996). Irrational beliefs that cause foreign language anxiety are identified and justified and later replaced by other beliefs that are considered to be rational through a treatment program which consists of ten group counseling sessions.

VI. METHODOLOGY

For purposes of this study, 32 male and female undergraduate students were chosen from those university students enrolled at Ajloun National University during the Fall semester of the academic year 2013-2014. Participants in the study based on their foreign language anxiety scores. Students with the highest anxiety scores were selected and asked to take part in the study. Participants were randomly divided into two groups: An experimental group and a controlled group. The REBT treatment program was administered to students participating in the experimental group leaving participants in the controlled group without any treatment programs. Each group consisted of 16 participants.

For purposes of this study, the authors used the foreign language anxiety scale (Horwitz, E., Horwitz, M. & Cope, 1986). The scale consisted of 33 items. The scale was translated into Arabic, the students' native language, then distributed to participants who were asked to respond in a 5-level gradual grading system (0= strongly disagree - 5= strongly agree). The lowest score on the scale is; therefore, 0, while the highest score was 165.

The foreign language anxiety scale may be described as a scale which measures the level of anxiety of learners in a situation where they attempt to learn English as a foreign language. The scale consists of 33 items (please see appendix).

The researchers translated the original language anxiety scale from English into Arabic. The scale was then evaluated by a number of specialists in the areas of educational psychology, psychological counseling and English language. They were all requested to offer their opinions regarding language style, clarity of meaning and any other modifications they may feel necessary based on their experience and knowledge. The items on the scale were modified according to the comments and suggestions of the reviewers.

The researchers applied REBT as a remedial program on the experimental group which consisted of 16 students. Participants in the group received a total of 10 treatment sessions over a period of five weeks. Students received two sessions a week with each session lasting for approximately 50 minutes.

The application of REBT aimed at assisting students who suffer from foreign language anxiety by getting rid of negative destructive thoughts which cause them anxiety and make them feel discouraged when attempting to learn English as a foreign language. The REBT program consisted of the following sessions:

- First session: Getting to know each other. This session was concerned with fostering the relationship between the counselor and members of the group. The purpose of the treatment program was explained and an explanation of REBT was given to participants. Possible activities were discussed and a homework assignment was given to students.
- Second session: Foreign language anxiety. In this session, the previous homework assignment was reviewed; foreign language anxiety was explained including its definition, causes and consequences through lecturing, discussing and interaction. The session was concluded with a homework assignment.
- The third session: Explaining REBT. In this session, the previous homework assignment was reviewed. The theoretical concepts of REBT were discussed. Irrational thoughts that cause foreign language anxiety were discussed through dialogue and interaction. The session was concluded with giving a homework assignment.
- The fourth session: The importance of relaxation in facing language anxiety. In this session, the previous homework assignment was reviewed. The method of relaxation was discussed along with its importance in facing English language anxiety learning. This was primarily conducted through discussion and dialogue along with exercises related to relaxation. The session was concluded with giving a homework assignment.
- The fifth session: Relaxation training. In the beginning of this session, the previous homework assignment was reviewed. It consisted mainly of using the practical method of relaxation training through explain what relaxation means and how it may be achieved along with applying it to members of the group. This session was also concluded with a homework assignment.
- The sixth session: Rebuilding constructive knowledge. The session consisted of reviewing the previous homework and explained the meaning of rebuilding constructive knowledge along with logical analysis of thoughts. Irrational thoughts were investigated. This was conducted also through discussion and dialogue and concluded with a homework assignment.
- The seventh session: Training on the method of reconstructing knowledge. This session started with reviewing the previous homework. It discussed the method of rebuilding knowledge through discussion, dialogue and self suggestion. Focus was given to distinguishing between irrational thoughts and associating that with REBT and how irrational thoughts can be turned into rational ones. The session was also concluded with another homework assignment.
- The eighth session: Argumentative dialogue. This session began with reviewing the previous homework. Questions were directed to members of the group to clarify the irrational beliefs and their approval of these misconceptions and the approval of the rational beliefs instead. The session was concluded with another homework assignment.
- The ninth session: Facing self talk. The session began with reviewing the previous assignment. Individuals were taught how to face negative self talk and how to replace it with a more positive talk. It was also concluded with another homework assignment.
- The final session: Evaluating the program and thanking participants for their participation and discipline. In this session, participants were thanked for their efforts and participation after the program was evaluated. Students were urged to stay in touch with the counselor and asked not to hesitate in asking for any future counseling if it is ever needed.

VII. LIMITATIONS

This study is limited to a sample of 32 male and female students currently enrolled at Ajloun National University at various undergraduate programs. The study was conducted during the Fall semester of the academic year 2013-2014. The study dealt with anxiety related to learning English as a foreign language leaving out any other foreign languages.

VIII. LITERATURE REVIEW

A number of previous studies point to the significant, but negative role that anxiety plays in the process of learning a foreign language (Supon, 2004). Spielberger (1983) defines anxiety as an emotional state that triggers the natural nervous system at a given moment characterized by fear, stress and nervousness. It is also defined as a state of exhaustion at the knowledge level as well as the emotional, behavioral and physiological levels (Scholing & Emmelkamp, 1993). Moreover, anxiety may be defined as a state of annoyance and discomfort accompanied with physiological responses such as accelerated heart beats and irregular breathing. Other behavioral responses include weakness in performance and the deliberate avoidance of being in certain situations (Barlow, 1988).

Anxiety differs according to its types which include anxiety about the future, marital anxiety, death anxiety, social anxiety, test anxiety and foreign language learning anxiety among other kinds of anxiety which different people in society face at relatively different levels of seriousness including university students who have to face anxiety as a result of psychological and academic pressure related to the different life circumstances that they have to face which includes the process of foreign language learning.

The process of foreign language learning in general and learning English in particular is considered the gateway to different cultures, sciences and technologies. Thus, studying the obstacles that hinder the learning of English is extremely important and represents one of the most important ways of learning and acquiring the language. Therefore, Foreign Language Anxiety (FLA) is one of the factors that affect the level of competence for students in the process of foreign language learning especially the English language.

The English language has a special status and importance in the life of university students. This is true since it is extremely important for university students to pass university placement tests especially at the graduate level since passing an English proficiency test with a certain score is now a prerequisite for graduate admission for Jordanian students at all levels of graduate studies and applies to all majors. This makes it crucial for Jordanian college students to be proficient in English in order to pass such exams. However, there are so many challenges that go along with learning English as a foreign language at Jordanian universities. Anxiety may be considered as one of the most salient challenges that students have to face when learning English since it makes them feel unqualified to pass English placement tests. This feeling is negatively reflected on the level of achievement and empowerment.

In a study conducted on Chinese students learning English as a foreign language, the results of the study showed that anxiety was one of the most important factors affecting language learning (Xu & Li, 2010). In another study conducted on American students learning Arabic as a foreign language, the study results revealed that anxiety was negatively associated with achievement and the ability to learn a foreign language (Campbell, 1995). Foreign language anxiety was given a lot of attention by scholars and linguistic researchers since it is a determining factor in the learning process (Hu, 2003).

Foreign language anxiety may be defined as an emotional state accompanied by physiological and behavioral aspects that become apparent on the case of the individual learning languages other than his or her native language. Anxiety is also defined as a state of instability on the knowledge and cognitive aspects which negatively affects students' performance when attempting to learn a foreign language (Horwitz, E., Horwitz, M. & Cope, 1986).

There are several factors that contribute to foreign language anxiety: Aly & Walker (2007), for example claims that the methods and approaches of foreign language teaching, the lack of time set aside to language learners and the unavailability of native language speakers constitute the most important reasons behind foreign language anxiety (Tanveer, 2007).

There are also other factors associated with foreign language anxiety which include: Age, gender and personal traits of learners (Campbell, 1995 & Dewaele, 2002). Chazan & Jackson (1971) claims that factors which cause foreign language anxiety may be classified into two major categories namely: Factors directly related to the teaching process and factors directly related to the learners. Factors related to the teaching process are represented by activities that accompany the learning process, methods of teaching and the interaction between learners themselves. As for factors related to the learners themselves, they include variables associated with such language learners, age, educational level, gender and personal traits (Baron, 1993).

There is a negative impact associated with foreign language anxiety and the factors that cause it. These negative factors cause the learners to lose their sense of self effectiveness which is extremely important to possess a strong will and motivation. This kind of motivation enables the learners to reach a high level of performance. Some of the consequences associated with foreign language anxiety, as stated by (MacIntyre & Gardner, 1994), are directly related to academic, knowledge and social consequences. Academically, foreign language anxiety affects the sense of accomplishment, performance and the ability to pronounce English words correctly, or even using the grammatical rules of language properly. Knowledge wise, information processing is influenced by the expected speed with which language is learned or acquired. Socially, foreign language learners who suffer from a high level of anxiety may face ridicule by other individuals with whom they deal on a regular basis.

In order to deal effectively with the phenomenon of foreign language anxiety that affects the learners when attempting to learn English, this study executes a group counseling program which relies on the application of REBT. This treatment program was used on a number of students who constitute the sample of the study from Ajloun National University in Jordan. The application of the treatment program lasted for ten sessions. Group counseling here may be defined as a series of meetings between counselors and students systematically. Such groups are usually small and those students usually suffer from similar obstacles and desire to reach solutions for their problems.

The benefits of group counseling are most apparent in saving effort, cost and giving each participant the chance to participate others in the same group sharing their feelings and emotions. A group is usually considered as a source of positive modeling. Members of the same group usually support each other and if one member succeeds in a certain skill, the remaining members reinforce this success and appreciate it highly. The group in this case becomes a source of support. Another benefit of group counseling is that it is considered as a good opportunity for feedback from other members which gives the members the chance to see things as they are.

Based on the studies reviewed above, it is noticed that studies that dealt with the concept of foreign language anxiety, it becomes obvious that these studies are for the most part limited to surveying this topic in a shallow manner or in association with other issues. This kind of language anxiety was not dealt with through the use of treatment and counseling programs.

One thing that distinguishes this study from other previous studies is that it seeks to investigate the level of effectiveness of REBT in treating foreign language anxiety for undergraduate university students in Jordan. It may be claimed that this study is the first of its kind which deals with counseling programs and how they may be used in learning English as a foreign language.

IX. RESULTS AND CONCLUSIONS

The study hypotheses were tested using the following statistical procedures:

- The means and standard deviations were calculated for the scores of sampled individuals on the foreign language anxiety scale.
- Dual differentiation analysis was used to investigate if there were any statistically significant differences in the level of foreign language anxiety which are due to group, gender or interaction between the two.

The researchers first calculated the means and standard deviations in light of the variables of group and gender as shown in table I below:

TABLE I.
MEANS AND STANDARD DEVIATIONS FOR FOREIGN LANGUAGE ANXIETY
PRE-TEST ACCORDING TO GROUP AND GENDER

Group	Gender	Mean	Standard Deviation	N
Experimental	Male	3.48	0.252	8
	Female	3.55	0.654	8
	Total	3.51	0.480	16
Control	Male	3.50	0.325	8
	Female	3.26	0.292	8
	Total	3.38	0.323	16
Total	Male	3.49	0.281	16
	Female	3.40	0.511	16
	Total	3.45	0.408	32

Dual differentiation analysis was used to show the statistically significant differences between these means as illustrated in table II below:

TABLE II.
DUAL DIFFERENTIATION ANALYSIS FOR THE IMPACT OF GROUP AND GENDER AND INTERACTION
BETWEEN THE TWO ON FOREIGN LANGUAGE ANXIETY PRE-TEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Group	0.133	1	0.133	0.778	0.385
Gender	0.061	1	0.061	0.356	0.555
Group * Gender	0.193	1	0.193	1.132	0.296
Error	4.772	28	0.170		
Corrected Total	5.159	31			

Data in table II above show that there were no statistically significant differences ($\alpha= 0.05$) which can be due to the impact of the group, gender or interaction between them. This reflects the fact that the groups are equal in terms of group, gender or interaction between the two.

To investigate the reliability of the study hypothesis, means and standard deviations were calculated for the scores of both controlled and experimental groups on the scale of foreign language anxiety in the post test.

Table III below shows that means and standard deviations on the foreign language anxiety scale in light of the variables of group and gender.

TABLE III.
MEANS AND STANDARD DEVIATIONS FOR FOREIGN LANGUAGE ANXIETY POST TEST ACCORDING
TO GROUP AND GENDER

Group	Gender	Mean	Standard Deviation	N
Experimental	Male	2.72	0.412	8
	Female	2.67	0.390	8
	Total	2.70	0.388	16
Control	Male	3.11	0.472	8
	Female	3.21	0.085	8
	Total	3.16	0.332	16
Total	Male	2.92	0.474	16
	Female	2.94	0.389	16
	Total	2.93	0.427	32

Dual differentiation analysis was used to show the statistically significant differences between these means as illustrated in table IV below:

TABLE IV.
DUAL DIFFERENTIATION ANALYSIS FOR THE IMPACT OF GROUP AND GENDER AND INTERACTION BETWEEN
THE TWO ON FOREIGN LANGUAGE ANXIETY POST TEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	1.737	1	1.737	12.575	0.001	0.310
Gender	0.004	1	0.004	0.030	0.864	0.001
Group * Gender	0.041	1	0.041	0.300	0.588	0.011
Error	3.867	28	0.138			
Corrected Total	5.649	31				

Table IV above shows the following:

- The existence of statistically significant differences ($\alpha= 0.05$) due to the impact of the group with a great impact in favor of the experimental group.
- The fact that there are no statistically significant differences ($\alpha= 0.05$) due to gender.
- The fact that there are no statistically significant differences ($\alpha= 0.05$) due to interaction between group and gender.

Based on data analysis as illustrated in the four tables above, results of the study revealed that there were statistically significant differences between the experimental and controlled groups. The results showed that the REBT treatment program was more influential in reducing foreign language anxiety for Jordanian university students with a significantly high level of influence regarding the study sample. This finding supports the hypothesis related to the impact of the group. This result may be interpreted in light of the level of effectiveness in using REBT as a treatment program in reducing foreign language anxiety for Jordanian university students as shown in the study sample. Therefore, it may be claimed that foreign language anxiety in general and English language anxiety in particular can be treated effectively using this particular method. Furthermore, results of the study show that REBT is extremely influential in group therapy as a means to reduce foreign language anxiety since it affects students' knowledge and thinking behavior trends. This in turn shows that foreign language anxiety is not at all justified or realistically substantiated.

The use of REBT works in two parallel directions namely knowledge based and behavior based. The anxious person's knowledge influences his or her information and thoughts. REBT attempts to get rid of such negative feelings and unrealistic thoughts. The behavioral side attempts to work in the same direction to put the anxious person in realistic situations which help him or her realize how to get rid of the feelings of fear regarding different situations.

In an attempt to compare and contrast using or not using REBT as a treatment program, the foreign language learner's feelings of anxiety will no doubt increase if REBT is not used especially in the beginning stages. It may be safely concluded that using REBT as a group therapy program to reduce anxiety will be a very effective tool in helping foreign language learners overcome their fear of learning a foreign language. REBT contributes to extinguishing the fear and anxiety associated with foreign language learning in general and English learning in particular as clearly shown in this study. It does so through effectively reducing sensitivity towards learning English as a foreign language and reducing the fear and anxiety associated with the process of language learning. These findings reaffirm the findings reached by Alghonaim (2014), who conducted a study that involved 52 English major students at Qassim University, Saudi Arabia in an attempt to determine their attitudes towards communicative and non-communicative activities and their relationship to foreign language anxiety. Findings of his study suggested that oral activities which require students to speak before their peers were seen as a source of most anxiety felt by English language learners. On the other hand, group-oriented activities were found to increase the possibility of producing less anxiety.

In relation to the same hypothesis in light of gender and interaction between group and gender, there were no statistically significant differences found in the study which may be specifically due to the impact of gender or the interaction between gender and group. This finding may be interpreted in the sense that male and female students participating in the study have received the same training which results in all students possessing the same concepts and skills and with relatively the same level of proficiency. Program instructions and treatment and whatever activities it included were directed specifically towards participants in the experimental group regardless of gender. This is in addition to the fact that participants from both genders were exposed to the same circumstances and that they belong to the same cultural and educational environment and that they study at the same university.

This may also be interpreted in light of foreign language anxiety that students suffer from regardless of gender. The level of effectiveness for this program is related to the kind of instruction and conditions put forth to insure the success of the treatment program. This success is greatly impacted by the learner's approval, co-operation, acceptance, discipline and motivation. This is not gender specific by any means but rather applies to all learners regardless of gender and it has to be applied to all participants to ensure the success of the treatment program.

Finally, it may be safely stated that gender has no impact whatsoever in achieving the level of effectiveness or success for the treatment program that is used in group therapy since success and effectiveness of such a program depends primarily on following certain instruction and conditions, which is substantiated by a large number of previous studies regarding the appropriate environment for treatment.

X. RECOMMENDATIONS

Based on the results and conclusions discussed above, the following recommendations may be reached:

- REBT should be used in group counseling to reduce the level of anxiety for students learning English as a foreign language based on the positive results of this method as shown by the results of this study.
- Further research dealing with foreign language anxiety should be conducted since studies in this area are relatively scarce. Furthermore, the level of seriousness for the spread of foreign language anxiety should be investigated in order to find better ways to treat it.
- Professional training courses should be held for educational and psychological counselors in order to foster their knowledge and abilities in using special methods and treatment programs to reduce and overcome foreign language anxiety.

APPENDIX. FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

(1) I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(2) I don't worry about making mistakes in language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(3) I tremble when I know that I'm going to be called on in language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(4) It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(5) It wouldn't bother me at all to take more foreign language classes.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(6) During language class, I find myself thinking about things that have nothing to do with the course.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(7) I keep thinking that the other students are better at languages than I am.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(8) I am usually at ease during tests in my language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(9) I start to panic when I have to speak without preparation in language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(10) I worry about the consequences of failing my foreign language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(11) I don't understand why some people get so upset over foreign language classes.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(12) In language class, I can get so nervous I forget things I know.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(13) It embarrasses me to volunteer answers in my language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(14) I would not be nervous speaking the foreign language with native speakers.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(15) I get upset when I don't understand what the teacher is correcting.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(16) Even if I am well prepared for language class, I feel anxious about it.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(17) I often feel like not going to my language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(18) I feel confident when I speak in foreign language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(19) I am afraid that my language teacher is ready to correct every mistake I make.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(20) I can feel my heart pounding when I'm going to be called on in language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(21) The more I study for a language test, the more confused I get.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(22) I don't feel pressure to prepare very well for language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(23) I always feel that the other students speak the foreign language better than I do.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(24) I feel very self-conscious about speaking the foreign language in front of other students.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(25) Language class moves so quickly I worry about getting left behind.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(26) I feel more tense and nervous in my language class than in my other classes.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(27) I get nervous and confused when I am speaking in my language class.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(28) When I'm on my way to language class, I feel very sure and relaxed.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(29) I get nervous when I don't understand every word the language teacher says.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(31) I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(32) I would probably feel comfortable around native speakers of the foreign language.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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(33) I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
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