Chapter One

Introduction

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Overcoming the fear of speaking in a foreign language: A study of the role that selected humanistic techniques play in reducing language anxiety associated with oral performance in the TESOL classroom

I. Research questions

A. Does greater experiential awareness result in a decrease in anxiety levels associated with oral performance in the TESOL classroom?

Experiential awareness consists of the following:

- An emphasis on the holistic nature of language learning in order to stress that language learning is more than merely memorising grammar rules and vocabulary. The aim is to increase the students' awareness of the language learning process by countering traditional beliefs with humanistic beliefs and techniques. The researcher presented selected research about language learning so as to increase the students' awareness of how languages are learned. Students were also provided with material related to time management skills, study skills and goal setting.

- Correction of student's erroneous beliefs about language learning by means of the administration of the Beliefs about Language Learning Inventory followed by class discussions on students' beliefs and expectations.

- All students in the experimental groups kept a weekly journal in which they noted down positive and negative experiences associated with the use of the target language for oral communication purposes. The journal entries formed the basis of weekly discussions about their feelings and experiences related to language learning. Journals enabled the students to express their feelings, identify anxiety-provoking experiences inside

and outside the classroom and encouraged them to take responsibility for their language learning and progress.

The hypothesis was that experiential awareness would result in a decrease in anxiety levels associated with oral performance in the TESOL classroom.

B. Does group awareness result in a decrease in anxiety levels associated with oral performance in the TESOL classroom?

Group awareness consists of the following:

- Creating a sense of belonging to a supportive community working towards a common goal by means of cooperative learning activities, group seating arrangements, group discussions and creating a sense of collective achievement as opposed to a focus on individual achievement.
- Increasing students' opportunities for oral communication practice by means of group work and the implementation of fluency based activities.
- Providing a supportive framework for oral preparation and presentation by using the group as a forum for practicing oral communication such as role plays, discussions and dialogues, practicing for oral examinations within the group and presenting orals to the group before presenting the oral to the class as a whole.

The hypothesis was that group awareness would result in a decrease in anxiety levels associated with oral performance in the TESOL classroom.

C. What is the effect of anxiety associated with oral performance in the TESOL classroom on the students' final results in the course as measured by two written examinations and an oral examination?

The first written examination was administered at the end of the first four week period of the course and the second written examination was administered at the end of the

second four week period of the course. The oral examination was administered during the final week of the course and students were required to present an oral on a selected topic to the class and a panel of teachers.

The hypothesis was that students in the experimental and control groups would receive similar results in the two written examinations, but that students in the experimental groups would achieve higher results in the oral examination.

D. What is the effect of anxiety associated with oral performance in the TESOL classroom on drop-out rates?

The hypothesis was that the drop-out rate for the experimental groups would be lower than for the control groups.

II. Delimitations

A. This study focused on two humanistic techniques - experiential awareness and group awareness- and their role in reducing anxiety associated with oral performance. This study did not attempt to determine the effects of other types of humanistic techniques on anxiety levels associated with oral performance in the TESOL classroom.

B. This study was limited to students at level five or the Upper-Intermediate level of an English language course. Each class consisted of a minimum of six students and a maximum of twenty students.

C. This study was limited to foreign students studying English at Wits Language School. The students were from a variety of countries and language backgrounds. At the time of the study all students had spent less than five years living in an English speaking country.

D. This study was limited to the investigation of humanistic techniques and language anxiety in the TESOL classroom only. Anxiety levels associated with oral performance may produce different results for other languages.

E. This study was concerned with anxiety as it related to oral performance and did not investigate anxiety levels associated with other aspects of language learning such as writing or grammar.

F. The researcher was also the instructor for both the experimental and control groups in this research. It might be argued that this affects the validity of the research since the researcher's heightened awareness of anxiety during oral performance may have led her to compensate in other ways for excluding the key humanistic techniques in the control groups. On the other hand, this could be seen as increasing validity as it will establish whether or not it is enough to be concerned about anxiety in one's students or whether one has to structure classroom activities deliberately to alleviate it.

III. Definition of terms

A. Humanistic techniques

Humanistic techniques refer to classroom activities which lead to:

- The development of human values.
- Growth in self-awareness and in the understanding of others.
- Sensitivity to human feelings and emotions.
- Active student involvement in learning and in the way that learning takes place (Richards et al 1992:169).

B. Experiential awareness

Experiential awareness is a humanistic technique which involves:

- Raising students' awareness of the nature of the language learning process.

- The discovery and correction of erroneous beliefs about language learning.

- The use of learner journals to pinpoint positive and negative experiences related to oral communication inside and outside the classroom.

C. Group awareness

Group awareness is a humanistic technique which involves:

- Students working in small groups on a variety of language tasks in order to create a sense of belonging to a community of learners involved in the pursuit of a common goal.

- Increasing the amount of time students have for oral communication.

- Providing a supportive framework for oral presentation and preparation.

D. Language anxiety

Anxiety is a subjective feeling of tension, apprehension, nervousness and worry (Horwitz and Young 1991:27). Language anxiety refers to a specific anxiety reaction associated with the learning of languages and the highest levels of anxiety tend to be associated with oral performance in a language. Horwitz and Young (1991:31) define language anxiety 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'. Researchers often draw parallels between language anxiety and three related performance anxieties:

- Communication apprehension – the fear and anxiety associated with communicating with other people (Horwitz and Young 1991:30).

- Test anxiety – a performance anxiety which stems from the fear of failure (Horwitz and Young 1991:30).

- Fear of negative evaluation – apprehension associated with others' evaluations, the avoidance of evaluative situations and the expectation that others will evaluate one in a negative way (Horwitz and Young 1991:31).

E. Oral communication

A term used to stress that a spoken form of the language is used (Richards et al 1992:258).

F. TESOL

TESOL is an acronym for Teaching English to Speakers of Other Languages. It is used in this study to refer to a situation where English is taught to speakers of other languages irrespective of whether the learners view English as a foreign or a second language.

G. Level Five or Upper-Intermediate level

Wits Language School offers six full-time levels for English students ranging from beginners to advanced. Students at upper-intermediate level are expected to possess a good operational command of the language in a wide range of real world situations. Tuition covers reading, speaking, writing, listening, pronunciation and grammar. At this level, particular emphasis is placed on the development of oral communication skills. All upper-intermediate students cover a compulsory core text (Headway), submit weekly written assignments, are given two written examinations and have to complete an oral presentation which is presented to the student's class and a panel of teachers.

IV. Assumptions

A. Students enter the TESOL class with high levels of anxiety associated with oral performance.

B. Students undertake a language course with erroneous beliefs about language learning and unreasonable expectations with regard to the time and commitment necessary to achieve success in a language course.

C. Students lack conscious awareness of the language learning process and are not familiar with consciously exploring their anxiety levels in relation to their language learning.

D. Students are familiar with traditional classrooms where:

- Students sit in traditional rows
- The teacher is the sole authority in the class
- There is little oral communication
- There is little or no group work
- Affective needs are not taken into account

Students are not familiar with humanistic language classrooms where:

- Students sit in groups
- The teacher is a facilitator and guide
- There is an emphasis on oral communication
- There is an emphasis on cooperative group work
- Affective needs are always taken into account

E. Students find oral language examinations more anxiety-inducing than written language examinations.

F. Students who experience high anxiety levels are more likely to drop-out of language courses.

V. Methodology

Each level five course consisted of eight weeks of tuition for four hours a day from Monday to Friday. One group was designated as the experimental group and the next group was designated as the control group. The research took place over a twelve month period starting with an experimental group followed by a control group until

data had been collected from three sets of experimental and control groups. The groups were ordered as follows:

- September/October 2003 = Experimental group 1
- November/December 2003 = Control group 1
- January/February 2004 = Experimental group 2
- March/April 2004 = Control group 2
- May/June 2004 = Experimental group 3
- July/August 2004 = Control group 3

The researcher proposed that the experimental groups would show a decrease in anxiety levels associated with oral performance due to the intervention of humanistic techniques, the experimental groups would achieve higher scores on their final oral examination and would experience lower drop-out rates. The control groups would show little or no decrease in anxiety levels associated with oral performance, would achieve lower scores on their final oral examination and would experience higher drop-out rates.

A. Methodology for the experimental groups

1. The Questionnaires (refer Appendix)
The researcher administered five questionnaires. These questionnaires are:

a. The Beliefs about Language Learning Inventory
The BALLI was administered to the experimental groups on day one of the course. The BALLI was developed by Horwitz (1988) to assess students' opinions on a variety of issues related to language learning. The BALLI items resulted from free-recall protocols of foreign language and ESL teachers from different cultural backgrounds and from student observations which were noted during student focus group sessions (Horwitz 1988:284). The BALLI does not have clear-cut right or wrong answers as the researcher is only interested in the extent of the beliefs among students and the consequences of those beliefs for language learning and teaching (Horwitz 1988:284).

In the experimental groups, the BALLI results formed the basis of a class discussion during which erroneous beliefs were challenged by information based on research into second language learning. The BALLI was administered to the experimental groups for a second time at the end of the course to determine whether the BALLI discussion succeeded in changing erroneous beliefs.

b. The Personal Report of Communication Apprehension

The PRCA was administered to the experimental groups on day two of the course. The PRCA was developed by Mc Croskey (1977) and focuses on apprehension concerning oral communication in groups, meetings, dyads and public speaking contexts. Communication apprehension refers to 'an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons' (Mejias et al 1991:88). It is likely that individuals who suffer from communication apprehension will also experience language anxiety and will have 'negative feelings toward oral communication and will likely avoid it' (Mejias et al 1991:88). The PRCA assisted the researcher in identifying those students who experienced high communication apprehension and the researcher was able to offer those students extra assistance with the daunting task of learning how to communicate in another language. The PRCA has high reliability and predictive validity and is considered capable of predicting behaviour associated with the construct of oral communication apprehension (Mc Croskey 1977:203).

c. The Foreign Language Anxiety Scale

The FLAS was administered to the experimental groups on day five of the course. The FLAS was developed by Horwitz (1983) and is considered to be a standard instrument for testing an individual's response to the specific stimulus of language learning (Horwitz and Young 1991:37). The FLAS is a self-report measure which assesses the student's degree of anxiety as measured by negative performance expectancies and social comparisons, psycho-physiological symptoms and avoidance behaviours (Horwitz and Young 1991:37). The items in the FLAS were developed from student self-reports, clinical experience and a review of related instruments and are reflective

of communication apprehension, test anxiety and the fear of negative evaluation (Horwitz and Young 1991:32). The FLAS identifies students who experience debilitating anxiety in the language classroom so that appropriate classroom and individual interventions may be offered. Results to date suggest that foreign language anxiety can be reliably and validly measured by means of the FLAS (Horwitz and Young 1991:39).

d. The Mid-Course Questionnaire

The Mid-Course questionnaire was administered to the experimental groups during week four or the mid-point of the course. The questionnaire was developed by the researcher and consists of five sections which are: language anxiety, classroom activities, instructor behaviour, group awareness and experiential awareness. The rationale behind the questionnaire was to obtain an overall view of the students' anxiety at the mid-course point and to determine what led to these anxiety levels.

e. The Post-Course Questionnaire

The Post-Course questionnaire was administered to the experimental groups during week eight or the final week of the course. The questionnaire was developed by the researcher and consists of the same five sections and questions as the mid-course questionnaire. The wording of the questions has been changed to the past tense, however, as the results of this questionnaire reflects students' feelings at the end of the course. The final questionnaire sums up the students' entire experience and can be used as a point of comparison to the mid-course questionnaire to determine if anxiety levels increased or decreased from the mid-point of the course to the end.

2. Learner Journals (refer Appendix)

Bailey (in Nunan 1992:120) defines a language journal as 'a first-hand account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events'. Learner journals were introduced to the experimental groups on day one of the course. Each

student received a blank journal with a set format on a Monday and returned the journal to the researcher on a Friday.

Students in the experimental groups kept language journals throughout the course. The journal entries provided material for weekly discussions about language learning experiences. The journals consist of a set format of questions relating to positive and negative experiences with oral communication in English. Students were also given space in the journal to add personal thoughts and experiences. The set format is as follows:

- Describe a positive experience you had in the class this week, i.e.: something that made you feel happy, increased your confidence or made you feel proud of yourself.
- Describe a negative experience you had in the class this week, i.e.: something that made you unhappy or uncomfortable, decreased your confidence or made you feel embarrassed.
- Describe a positive experience you had outside the class this week when using English with native speakers or in a social context such as in a restaurant or shop.
- Describe a negative experience you had outside the class this week when using English in a social context, for example: Did you struggle to understand what someone was saying? Did you misunderstand someone or did you feel that people were impatient with you?

The use of learner journals is a means of self-expression which enables students to articulate problems, generate original insights, become more responsible for their language learning experience, develop a personal relationship with their teacher and one another and create material for discussion purposes (Nunan 1992:120).

3. Oral Interviews
Oral interviews took place with selected students in experimental groups who had been identified by means of the questionnaires as experiencing language anxiety. The first

oral interviews took place during week four at the mid-point of the course and the second oral interviews took place during week eight at the end of the course. The researcher used a structured interview format whereby the student was guided though a range of specific questions. The interview began with a general question about previous language learning experiences which led into specific questions relating to language anxiety, experiential awareness and group awareness. Notes were taken by the researcher during all oral interviews and the interview was written up by the researcher directly after it had taken place. The researcher originally wanted to record all oral interviews but found that the presence of the tape recorder created anxiety among interviewees and the majority of interviewees refused the researcher permission to record the interview as they felt more comfortable with the researcher taking notes as they spoke.

4. Examinations

The experimental and control groups received the same written examinations. The first written examination was given at the end of week four of the course and the second written examination was given at the end of week eight of the course. The topics for the oral examination were the same for experimental and control groups.

5. Drop-out rate interview (refer Appendix)

Students in the experimental groups who dropped out of the course were contacted telephonically and a short telephonic interview was conducted in order to determine the reason for the student's failure to complete the course. The drop out interview consists of a set format of questions designed to determine the reason for the student's decision to discontinue his/her studies.

B. Outline of methodology for the experimental groups

Week 1

- BALLI (first administration/class discussion of the results)
- PRCA
- FLAS
- Introduction of learner journals
- Introduction of group activities

Week 2/3

- Intervention of experiential and group awareness

Week 4

- Mid-Course questionnaire
- Mid-Course oral interviews
- Written examination 1
- Intervention of experiential and group awareness

Week 5/6/7

- Intervention of experiential and group awareness

Week 8

- Post-Course questionnaire
- Post-Course oral interviews
- Written examination 2
- Oral examination
- BALLI administration 2
- Drop-out rate interviews (could be conducted at any time it became clear that a students had dropped out of the course)

C. Methodology for the control groups

The methodology for the control groups was different in certain ways as these groups were presented with the normal course content and no intervention of the humanistic techniques of experiential awareness and group awareness.

1. The Questionnaires (refer Appendix)

The researcher administered five questionnaires. The questionnaires are:

a. The Beliefs about Language Learning Inventory

The BALLI (Horwitz 1983) was administered to the control groups on day one of the course. In the control groups there was no discussion of the results obtained and no attempt to correct erroneous beliefs and unrealistic expectations. The BALLI was administered for a second time at the end of the course to determine if there were any changes in students' beliefs and expectations about language learning without the intervention of humanistic techniques and the benefit of a BALLI based discussion.

b. The Personal Report of Communication Apprehension

The PRCA (Mc Croskey 1977) was administered to the control groups on day two of the course. The PRCA assisted the researcher in identifying those students who experienced high levels of communication apprehension. In the control groups, however, there was no intervention of humanistic techniques to try and reduce these levels.

c. The Foreign Language Anxiety Scale

The FLAS (Horwitz 1983) was administered to the control groups on day five of the course. The FLAS was used to identify those students who experienced high levels of language anxiety. In the control groups, however, no attempt was made to try and reduce these anxiety levels by means of the intervention of humanistic techniques.

d. The Mid-Course Questionnaire

The Mid-course questionnaire was administered to the control groups during week four of the course at the mid-point of the course. The questionnaire was developed by the researcher and consists of three sections which are: language anxiety, classroom activities and instructor behaviour. The rationale underlying the questionnaire was to obtain an overall view of students' anxiety levels at the mid-course point and to determine what led to these anxiety levels.

e. The Post-Course Questionnaire

The Post-course questionnaire was administered to the control groups during the last week of the course. The questionnaire was developed by the researcher and consists of the same sections and questions as the mid-course questionnaire. The wording in this questionnaire has been changed to the past tense as the results of this questionnaire reflect students' feelings at the end of the course. The post-course questionnaire is designed to sum up the students' entire experience and is used as a point of comparison to determine if anxiety levels increased or decreased from the mid-point of the course to the end.

2. Oral Interviews

Oral interviews took place with selected students from the control groups who were identified by means of the questionnaires as experiencing language anxiety. The first oral interviews took place at the mid-course point and the second oral interviews took place in the final week of the course. The researcher used a structured interview format consisting of a general question about previous language learning experiences which led on to specific questions about language anxiety, classroom activities and instructor behaviour. Notes were taken by the researcher during the interview and the interview was written up immediately after it had taken place.

3. Examinations

The experimental and control groups received the same written examinations. The first written examination was given at the end of week four of the course and the second written examination was given during week eight of the course. The topics for the oral examination were the same for the experimental and control groups.

4. Drop-Out Rate Interview (refer Appendix)

Students in the control groups who dropped out of the course were contacted telephonically and a short telephonic interview was conducted to determine the reason for the student's failure to complete the course. The telephonic interview consists of a set format of questions designed to determine the reason for the student's decision to discontinue his/her studies.

D. Outline of methodology for the control groups

Week 1

- BALLI (no discussion)
- PRCA
- FLAS

Week 2/3

- Normal course content with no intervention of humanistic techniques

Week 4

- Mid-course questionnaire
- Mid-course oral interview
- Written examination 1

Week 5/6/7

- Normal course content with no intervention of humanistic techniques

Week 8

- Post-course questionnaire
- Post-course oral interview
- BALLI (second administration)
- Written examination 2
- Oral examination
- Drop-out rate interviews (conducted at any time that a student dropped out of the course)

E. Table of similarities and differences between the methodologies presented to the experimental and control groups

Experimental Groups	Control Groups
1. BALLI administration 1 followed by a class discussion about language learning beliefs and expectations.	1. BALLI administration 1 with no discussion or feedback about the results.
2. PRCA questionnaire- used to identify high communication apprehension in individual students.	2. PRCA questionnaire- used to identify high communication apprehension in individual students.
3. FLAS questionnaire- used to identify individual students with high levels of language anxiety.	3. FLAS questionnaire- used to identify individual students with high levels of language anxiety.
4. Weekly journals and discussions about positive and negative experiences associated with oral communication.	4. No journal writing or discussions about experiences associated with using English for oral communication.
5. Mid-Course questionnaire with additional questions on humanistic techniques.	5. Mid-Course questionnaire with no additional questions on humanistic techniques.
6. Mid-Course oral interview with additional questions on humanistic techniques.	6. Mid-Course oral interview with no additional questions on humanistic techniques.
7. Post-Course questionnaire with additional questions on humanistic techniques.	7. Post-Course questionnaire with no additional questions on humanistic techniques.
8. Post-Course oral interview with additional questions on humanistic techniques.	8. Post-Course oral interview with no additional questions on humanistic techniques.
9. BALLI administration 2 to see if beliefs have changed.	9. BALLI administration 2 to see if beliefs have stayed the same.
10. Written examination 1 and 2	10. Written examination 1 and 2

11. Oral Examination	11. Oral Examination
12. Drop-out rate interviews	12. Drop-out rate interview

VI. The importance of the study

In recent years, great interest has arisen in the study of the psychological motivation of adult foreign and second language learners, especially in terms of the students' relationship to their instructors and their learning environment. Research has shown that language anxiety is a significant problem in language classes throughout the world especially in terms of its strong relationship to the skill of speaking in a foreign or second language. The influence of affective factors has become the focus of many research studies as 'what the learner experiences in a language lesson is as important as the teaching method…and the instructional materials' (Bailey in Phillips 1991:1). The shift to a more humanistic approach to language learning and teaching and the use of different humanistic techniques is one method which has been put forward to try and reduce levels of communication apprehension, general feelings of anxiety in the language classroom and test anxiety. It is essential that language instructors take cognizance of language anxiety issues and seriously rethink how languages are being taught. If we, as language teaching professionals, choose to ignore the effects of language anxiety on our students, we may unwittingly thwart those students who aspire to become genuinely proficient in a foreign or second language (Horwitz 1989:65).

I decided to focus on language anxiety associated with oral communication and performance because most people embark on a language course in order to be able to speak the language and the oral skill appears to be the most problematic area in terms of its relationship to anxiety levels and its potentially negative effect on self-esteem and confidence. There is also an increasing emphasis in language classes on developing communicative competence in students. Students who experience language anxiety associated with oral communication are, therefore, at a distinct disadvantage in such classrooms. Campbell and Ortiz (in Young 1999:24) state that anxiety levels in language classrooms are 'alarming' and Horwitz (in Young 1999:24) estimates that at least half of the students enrolled in foreign language courses experience debilitating anxiety levels. Students believe that, in spite of their ability, they are not truly masters of their own fate in the language classroom. Research suggests that despite what

instructors may believe, students feel that anxiety is important and that it can and will affect their performance in class and on tests (Phillips 1991:2). The study of the effects of anxiety on oral performance is, therefore, very important as students' beliefs influence their attitudes towards the classroom, the target language and culture and towards language study in general.

Language anxiety may stem from certain methods, techniques and teaching styles which are used in language classrooms. These include seating students in traditional rows, unrehearsed oral presentations, not allowing students enough time to process information and find the correct answer, an emphasis on 'correct' grammar and pronunciation, little time spent on discussions and a lack of group work. Young (1991:324) proposes that the problem does not lie with the students but in the methodology and teaching styles used by language teachers. Student language anxiety may be a sign that 'we are doing something fundamentally unnatural in our methodology' (Young 1991:324). Adults who are highly competent in other areas of their lives suddenly experience feelings of discomfort, an unwillingness to use the language in oral tasks and poor performance in the classroom (Ely in MacIntyre and Gardner 1991b). Young (1991:322) states that 'the recent literature on foreign and second language anxiety upholds the theory of an anxiety particular to language learning' and it is imperative that language instructors become aware of anxiety levels in their classrooms and develop practical ways of dealing with such anxiety as even the most self-assured individual can find second language communication anxiety-provoking (Horwitz 1989:63).

Brown (1994:86) states that the goal of education should be 'the facilitation of change and learning' and that teachers need to 'establish interpersonal relationships' with their students. The application of humanistic techniques in the TESOL classroom can decrease language anxiety in anxious students and decrease the likelihood that anxiety will manifest itself in other students. Humanistic techniques lead to a greater understanding of oneself and others, the development of greater self-esteem and self-discovery and represent a way of 'getting in touch with the strengths and positive

qualities of ourselves and others' (Moskowitz 1978:14). In an analysis of students' journals about their language learning experience, Samimy and Rardin (1994:387) discovered that if the following factors were present in a language classroom, the majority of students reported that their learning was facilitated. These factors include:

- A supportive and nurturing environment
- A teacher who is non-judgemental and non-condescending
- Group support and a sense of community
- Activities that the learner can relate to personally
- Cooperative activities that promote a sense of community and individual achievement

There is, therefore, a constant interaction between the language instructor, the setting and the students which can be enhanced by the application of humanistic techniques. It is imperative that language anxiety be identified in the classroom and techniques applied to reduce it as there is 'probably no other field that challenges a student's self-concept in the way that language study does' (Horwitz 1989:63). Language anxiety has a profound influence on students' attitudes towards learning a language and on their intentions to continue the study of a language past the most elementary level (Phillips 1992:22). Results reported in the literature are consistent with the notion that negative experiences, both inside and outside the classroom, contribute to the development of language anxiety. Studies of foreign language anxiety consistently show that language anxiety impairs language learning and production as anxious students perceive the language learning situation as an uncomfortable experience, withdraw from voluntary participation, feel social pressure not to make mistakes and are less willing to try uncertain or novel linguistic forms (MacIntyre and Gardner 1991:112). As language teachers we have a responsibility to change the 'stereotypes of the language class' (Moskowitz 1978:1) and help our students to be themselves, accept themselves and be proud of their achievements. Learning another language should be viewed as a positive and life-enhancing experience. Language teachers have the power to give students the gift of a foreign or second language and we can do this if we learn how to identify

negative factors in our classrooms that detract from students' enjoyment of learning another language.

VII. The Structure of the Thesis

The remainder of the thesis is structured as follows:

- Chapter two is a review of the literature concerned with language anxiety and humanistic techniques which provides a theoretical framework for the study and presents the type of research, past and present, which has been conducted in the field of foreign and second language anxiety.

- Chapter three provides insight into the research design and methodology used in the study. The methodology is described and details of how the data will be presented are provided. The chapter also touches on issues concerned with the reliability and validity of the data.

- Chapter four presents the results of the study as per the three research questions. The quantitative data results are presented in the form of statistical tables and discussions and the qualitative data are presented in the form of a discussion.

- Chapter five consists of the conclusions drawn from the study, the proposed contribution the study has made to EFL practice, the limitations of the study, practical implications for the TESOL classroom and suggestions for further research.

- The study is followed by a comprehensive bibliography and appendix. The appendix contains the final results for the experimental and control groups for the questionnaires, written and oral examinations.