

Foreign Language Anxiety and Teacher Practices in EFL Classes

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ABSTRACT

This research investigates foreign language anxiety among Omani undergraduates. It also examines the gender-based differences between EFL learners with regard foreign language anxiety and explores the relation between language teachers' practices and FLA. Mixed-method design was employed using two instruments i.e., questionnaire and teachers' reports. The FLCAS was adapted and translated into Arabic to indicate the level of foreign language anxiety of the participants who were first year Omani students enrolled to Advanced-Level classes. Using SPSS, the questionnaire data were analyzed to investigate any gender-based differences related to FLA. Many studies dealt with FLA considered the practices of the teacher as one source of anxiety in language classes, thus the techniques and procedures the teachers of the sample employ to handle with anxiety-increasing settings were explored through the analysis of teachers' reflections regarding the strategies they use to correct students' errors, deal with silence in class, assign turns and provide comprehensible input. Overall, there were no significant gender-based differences revealed. Moreover, some practices of the teachers were considered contributing to fear of negative evaluation the participants experienced in class. The study offers a number of effective anxiety-reducing strategies for the EFL teachers at Omani universities.

KEYWORDS: EFL, Foreign Language Anxiety, Oman