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Analysis of the relationship between economic growth and growth of foreign trade in Libya during the period (1980-2015)

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Abstract

This study aims to identify the relationship between the growth of foreign trade and economic growth represented in the growth of per capita real non-oil output in the Libyan economy during the period (1980 - 2015). This study was based on using an econometric model examines and analyzes the causal relationship between foreign trade growth and economic growth in the Libyan economy by using two variables to determine the direction of causal relationship between growth in these variables using the Granger Method of Causality. This study reached the conclusion that there is a positive bidirectional relationship between economic growth and foreign trade growth in the Libyan economy.

Keywords: Economic Growth, Foreign Trade, Causality, Libyan Economy.

ملخص

تهدف هذه الدراسة إلى تحليل العلاقة بين النمو في التجارة الخارجية والنمو الاقتصادي المتمثل في النمو الحقيقي في نصيب الفرد من الناتج المحلي الإجمالي في الاقتصاد الليبي خلال الفترة (1980 - 2015). اعتمدت هذه الدراسة على المنهج الكمي باستخدام نموذج قياسي يختبر ويحلل العلاقة السببية بين النمو في التجارة الخارجية والنمو في الاقتصاد الليبي باستخدام متغيرين لتحديد اتجاه تلك العلاقة بين المتغيرين مستخدمة منهج سببية جرانجر (Granger Method of Causality).

توصلت الدراسة لنتيجة هامة مفادها إن هناك موجبة ذات اتجاهين بين النمو في التجارة الخارجية والنمو الاقتصادي للاقتصاد الليبي، أي أن النمو في التجارة الخارجية يؤثر في النمو الاقتصادي، والنمو الاقتصادي أيضا له أثر موجب على النمو في التجارة الخارجية لليبييا من ناحية أخرى.

Introduction:

Since the time of Adam Smith, economists have been studying the impact of trade aspects of foreign trade on capital accumulation and productive factors, noting that the two theories of economic growth and foreign trade during the "classical period" formed two main branches of economics. In that era, where the classic think that foreign trade has a positive impact on economic growth, another group came to believe that economic growth is affecting foreign trade, and later, during the "new classical period," these two theories of economic thought became

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relatively independent of each other. As a result, the importance of foreign trade was relatively modest in the context of economic growth, especially until 1960 (Sun and Heshmati, 2010).

The Mercantilist derives its ideas from the assumption the most effective means of achieving the greatest amount of wealth and growth is foreign trade, the source of this wealth is precious metals. The achievement of a continuous surplus in exports is the main source of purchasing power through which the state can obtain its needs from abroad (Magnusson, 1994). Classical thought presented its interpretation based on absolute and relative advantage, as well as the cost of opportunity as a basis for foreign trade (Gomes, 1987). All these ideas were formulated in three theories: Adam Smith's absolute advantage theory, David Ricardo's theory of relative expenditure, and modern theory (BinZhang, 2008).

Classical Modern trade theory has differed in its view of the relationship between foreign trade and economic growth, believing that liberalizing foreign trade stimulates economic growth, while a number of modern foreign trade theories believe that interest in economic growth will lead to growth in foreign trade (Chen, 2009).

Many studies attempt to analyze the causal relationship between the growth of foreign trade and economic growth, for instance, some studies have concluded that causality is moving from economic growth to foreign trade (Bernard and Jersem, 1995; Zestos& Tao, 2002; Nushiwat, 2008; Shihab&Kaliq, 2014). While some other studies have concluded that foreign trade is an effecting variable for economic growth (see Sothan& Zhang, 2014; Shahid, 2014; Li & et al., 2010; Yucef, 2009; Malefane&Odhiambo, 2018; Tsurai&Odhiambo, 2012; Emilio & Smith ,2010; Alavinasab, 2013).

Some other studies recognized that there is a two way directions reciprocal relationship (bi-directional causal relationship)between foreign trade and economic growth (see Iqbal & et al. 2016; Karahasan, 2001; Idris & et al, 2016; Jordaan& Eita, 2009).

In some studies, it depends on other factors such as time, as reported in (Pestorsil&Renaldi, 2011)where in the period prior to WW1 the growth of the Italian economy led that of exports, while in the post-WW2 period the causal relationship was reversed with the expansion of exports that determined the growth of the Italian economy.

Other local studies on the Libyan economy, such as the (Mehni, 2016) aimed to what exports contribute GDP growth during the period (1980-2010), which found that the Libyan economy depends only on oil

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exports. Also, (Balazzi, 2012) aimed to analyse the relationship between exports and economic growth in Libya during the period 1985-2009, concluded there is a bidirectional relationship between exports and GDP growth in Libyan.

Development of the relationship between variables:

According to (CBL, 1988), economic growth in Libya has fluctuated from year to other, influenced by several factors including foreign trade which has a positive direct relationship between them, especially in the period (1980-1988), may due to adoption the socialist system and intervention in economic life, where real growth rate reached (-0.03%) in 1987, affected by the decline in oil revenues during that period.

In the 1990s, there was a slight improvement in economic growth, especially after adopting some plans to encourage domestic and foreign trade especially in 1992. However, this growth was soon relapsed by the sanction imposed on Libya by the UN.

In 2003, the real growth in non-oil GDP was about 2.5%, the main reasons for this increase were the abolition of economic sanctions, the growth of commercial activities and the adoption of some plans of political and economic reform. In 2010, the non-oil economic sectors registered (5.8%) (CBL, 2010) as a result of continuing to support commercial activities, real estate and telecommunications activities.

After February Revolution, 2011, real per capita GDP growth rate reached (4.12%), affected by growth of domestic and foreign trade sectors activities, after which the real growth rate in the following years declined to (-0.2%) in 2015 due to some factors referred by (CBL, 2015), including the security situation, political and economic deterioration.

Testing Analysis:

The study model and related economic variables will be defined, where economic growth is expressed by real per capita non-oil GDP growth. and foreign trade growth, expressed by the average growth of exports and imports in the Libyan economy, the both at constant prices (2003) during the period (1980- 2015). As we discussed, this relationship is based on the economic theory, as well as the previous studies that dealt with this relationship. Thus, the model of the study will be as follows:

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$$(GROWTH = f(GINTR))$$

Where:

GROWTH = Libya's economic growth expressed in per capita GDP growth.

GINTR = Growth in Foreign Trade (Growth of Exports and Imports)

After testing the stationarity of time series of the two variables (non-oil economic per capita GDP growth and foreign trade growth) during the period (1980 - 2015) by ADF Unit Root Test (), it is shown in Table (1) that the series is non-stationary at the level of both variables, but they are integrated after taking the first differences, which are first order I(1).

Table 1. Unit Root Test Result by ADF

Variables	Critical Value 1%		level	1 st difference
	1 st	level		
In Growth	-4.11	-3.52	-1.71	-5.46
In Gintr	-3.41	-2.910	-0.95	-4.90

All results of the tests were obtained by using Eviews 10.

Granger Causality Test:

Granger defines the causal relationship between variables in an economy, the change in current or past values in a variable causes change in another variable (Kirchgassner& Wolters, 2007).

The main objective is to know the causal relationship between economic growth and growth of foreign trade, because causality test will be used to indicate whether the relationship between the two variables of this study will be one-way or bidirectional causal relationship where cause each other (Wang, 2019). In Table (2), which shows the results of Granger causality test, the estimated results indicate the causal relationship between the variables as follows:

Table 2. Granger Causality Test Results

The null hypothesis	F Statistics	Probability
Economic growth does not cause trade growth	8.21	0.0058
Trade growth does not cause economic growth	6.32	0.0071

The null hypothesis for the initial case assumes that economic growth does not cause the growth of foreign trade, since the (F) statistic is significant (8.21) with probability (0.0078), we reject the null hypothesis

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and accept the hypothesis which supposes economic growth causes changes in foreign trade growth in a positive direct relationship.

As for the second case, the null hypothesis assumes growth of foreign trade does not cause economic growth, since the (F) statistic is also significant (6.32), with probability of (0.0051), we reject the null hypothesis and accept the alternative hypothesis assumes growth foreign trade growth causes according positively changes in non-oil economic growth in the Libyan economy. This shows a positive bidirectional causal relationship between non-oil economic growth and the growth of foreign trade in the Libyan economy.

As for the long-term relationship, the results of T-test of parameters showed changes in the variables of the study cause each other, and changes in each of them help explain the changes in the other variable with a positive effect for both.

Results:

- The aggregate economic growth rate in Libya has been strongly related to the level of oil revenues. However, the real non-oil economic growth was clearly dependent on the level of productivity of the non-oil sectors, especially the local trade and services sectors.
- There is a positive bidirectional relationship between economic growth and foreign trade growth in the Libyan economy, ie, economic growth has a positive direct impact on the growth of foreign trade, and the growth of foreign trade has a positive direct impact on economic growth in the short and long term.

Table 3. International Trade & Economic Growth in Libya during (1980-2015)

Year	Exports	Imports	Economic growth*
1980	10,271.00	6,486.38	1.73
1981	9,013.10	4,609.83	1.82
1982	8,780.60	3,908.82	0.14
1983	8,481.90	3,654.20	0.22
1984	7,681.10	3,262.30	0.44
1985	8,050.20	3,062.61	0.38
1986	6,577.00	1,789.52	0.08
1987	6,871.80	1,663.49	(0.03)
1988	6,693.50	1,906.72	0.39
1989	7,223.50	1,903.78	0.60
1990	7,672.00	1,510.90	0.63
1991	8,900.00	2,261.00	1.05
1992	10,789.00	2,140.00	3.28
1993	11,353.50	2,584.00	0.93
1994	9,913.50	2,353.00	(1.80)
1995	10,048.70	2,149.00	0.31
1996	11,631.30	2,564.00	1.30
1997	12,887.90	2,739.00	1.30
1998	11,985.90	2,267.00	0.31
1999	14,285.80	2,199.00	1.05
2000	17,775.70	2,106.00	(0.31)
2001	17,640.70	2,895.00	0.56
2002	25,246.00	9,493.00	0.55
2003	31,000.00	9,386.00	0.25
2004	48,105.40	13,110.00	4.12
2005	66,450.70	15,683.00	1.73
2006	80,729.90	16,659.00	1.05
2007	89,260.30	21,698.00	2.26
2008	102,242.90	25,938.00	(2.07)
2009	70,493.30	27,503.00	0.89
2010	92,978.30	31,881.00	0.62
2011	47,549.50	13,664.00	0.12
2012	112,591.10	32,243.00	1.73
2013	79,952.50	43,242.90	1.05
2014	43,030.20	38,631.70	2.26
2015	-	22,684.50	(2.07)

Source: CBL, Various Annual Reports, 1980-2016.

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Affixation Knowledge Strategy In Teaching English Vocabulary For Secondary Schools

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معرفة استراتيجيات تدريس بادئات ولاحققات الكلمة في تعلم مفردات اللغة الانجليزية لدى طلبة التعليم الثانوي

Abstrac

My experience in teaching English language to Secondary school learners indicated that understanding how to handle prefixes and suffixes in learning vocabulary (inflectional and derivational suffixes , using negative prefixes... etc)is either learned in random way, or not learned at all.

This study is expected to draw the teachers attention to the importance of affixation when teaching English as a foreign language .Moreover it is investigating the extent to which teachers focus on affixation in their teaching at secondary schools .Data for this study was collected by using a questionnaire for language teachers of both sexes and all of them teach English language in secondary schools.

الملخص :

من خلال خبرتنا في تدريس اللغة الانجليزية في مرحلة التعليم المتوسط لاحظنا أن المعرفة باستخدام بادئات ولاحققات الكلمة في تعليم مفردات اللغة الانجليزية (لاحقات الصرف و الاشتقاق ، استخدام بادئات النفي الخ) اما أنها تدرس بطريقة عشوائية أو لا تدرس مطلقا . هذه الدراسة تهدف إلى تنبيه المعلمين إلى أهمية هذه الجزئية عند تدريس اللغة الانجليزية كلغة ثانية بالأضافة الى معرفة مدى تركيز المعلمين على هذه الجزئية اللغوية في تدريسهم للغة الانجليزية في هذه المرحلة من التعليم . اعتمدت هذه الدراسة في تجميع البيانات على استبيانات قدمت لعدد من مدرسي اللغة الانجليزية من الجنسين في مرحلة التعليم المتوسط.

Introduction

Due to the important role affixation plays in the process of vocabulary learning, special attention should be paid to the treatment of this linguistic phenomenon. According to Nation (2001), treatment lies in explicit presentation. In particular, we need an affective vocabulary learning strategy by using word parts to help learners remember the meaning of a word. This strategy requires learners learners to know the

most frequent and regular affixes well, to be able to recognize them in words; and to be able to re-express the meaning of the word using the meanings of its word parts.

The field of psycholinguistics (which actually has very close ties with the area of language learning and processing) has given us an important concept related to explicit language learning: The more one manipulates, thinks about and uses mental information, the more likely it is that one will retain that information (Richards,2000). In the case of affixation Richards (2000: 65) asserts that:

“ affixes defiantly worth explicit attention from the teacher, because using word parts is one of three major strategies that can help students become independent vocabulary learners . This explicit learning can be achieved Only through constant and conscious exposure to the language which is highly important to acquire affixes knowledge.”

Literature Review

Schmitt and McArthur (1979) emphasize the importance of what s termed rich instruction in vocabulary teaching. Instructional conditions should be arranged to provide opportunities for a maximum amount of processing of the words. Students should be given chance to manipulate words in varied and rich ways, for example , by describing how they relate to other words and their own familiar experience . To promote and reinforce deep processing , activities should include much discussion of the words and require students to create justification for the relationships and association that they discover.

Nation (2001) asserts that the learners need to know several things to make use of word parts. For receptive use, they have to be able to recognize that a complex word, such as unhappiness , is made of parts, and that these parts can occur in other words, such as unpleasant, happily and sadness. For productive use, the learner needs more detail awareness of the formal changes to the stem and the affix that can occur when they are combined to form complex word. These formal changes can affect the pronunciation: *flirt / flirtation* (stress change), *quantity / quantify*, *describe / description* They may also affect the written form: *legal /illegal*. Also, for productive use the learner needs to be aware which form class of stem can take certain affix.

Before looking at activities to develop each of these kinds of knowledge, Nation(2001)suggests some general principles worth considering. Firstly ,it is probably the most efficient to deal with word

parts after learners have already acquired substantial number of complex words as unanalyzed wholes. These can act as familiar items to attach their new knowledge of word parts to. Secondly it is important to see the development of knowledge of word parts as being a long-term process. Thirdly, the use of word parts in understanding and producing words is essentially a creative activities. Fourthly, there are large numbers of stems and affixes but some are much more useful than others.

Considering the instructions the students receive McKeown and Curtis(1987) pointed out that there is good deal of confusion about what affixes are and consequently about teaching them Thus the first thing is needed is full description and consideration of the sorts of elements that might be taught. They suggest a list including inflectional suffixes, derivational suffixes ,prefixes attached to regular English words, prefixes attached to non-English roots, and non English roots them-selves. McKeown and Curtis(1987:175) go on to say

“ deciding on grade levels for teaching specific word parts is partly a matter of arbitrarily establishing certain grade levels for certain elements, and partly a matter of deciding when and for what sorts of students certain elements might be useful. For example, instruction in non-English roots may be appropriate only at the high school level.

Nation(2001) recommended a list divided into five stages () of very usefull accessible affixes that learners could be introduced to at appropriate levels of their language development. Stage (1) can be used with low intermediate learners.

Allen(1983) asserts that when dealing with the affix that signal the grammatical function, the correspondence between forms and function, must be learned. For example, having learned the verbs accept , allow, and appear the class learns the related nouns: acceptance, allowance, and appearance. It is helpful to teach a group of (-ance) nouns like those three together, then on another day teach nouns like the (ment) suffix in common .

Rechards (2000) claims that if affixes are regular and behave as would be expected, such as the affix (-dom) always form nouns e.g **freedom** / **kingdom** then their acquisition should be facilitated. But affixes that are not regular can clearly cause problem. He suggests that, in general, exception should not be introduced until any rule and / or regularity in patterning has been acquired. This implies that the most regular affixes should be taught initially, and only after students are comfortable, with them should the more irregular affixes be focused on.

Ayers (1986) in his appraising of the role of affixes in inferring the meaning of unfamiliar words, he advocates the technique of word analysis. He claims that by developing this technique i.e breaking the word down into base, prefix, and suffix students will acquire a valuable method for gussing the meaning of strange words with the help of the context.

Pitman (2003) claimed that the best method in teaching this aspect of the language is to extract complex words from the text, write them in the board, and tell the students that these words are made up of word parts, and studying these parts increases vocabulary. The teacher breaks the words down into their parts and writes what each part means; defines the prefixes and suffixes of these words; quizzes the students on how to break down the given words into prefixes, roots, suffixes and what each word part mean. After the quiz, or during the reading time in class, introduce a group of word parts for the following week, and so on. It does not matter what skill the teacher teaches.

Methodology

Data for this study were collected by using a questionnaire for language teachers. The subjects of the questionnaire are Libyan teachers of English of both sexes and all of them teach English in secondary schools.

Hypothesis

The study presupposes that the teachers, generally, have a limited focus on the teaching of prefixes and suffixes, For example, they do not explain in details what affixation is, its types, how affixes change the grammatical class of the word or how some prefixes signal negative forms, etc.

Teachers' Questionnaire:

The questionnaire aimed to establish the extent to which teachers focus on affixation in their teaching at secondary schools. It also aimed to determine the teachers' views regarding the student's ability with respect to the teaching and understanding of affixation; moreover, to obtain information about their viewpoints towards this study.

Preparation of the questionnaire:

The questionnaire consisted of 10 multiple-choice questions (). It requires the teachers to select one of the given alternatives. These questions were based on my experience in the teaching field as well as on my background of the English curriculum for secondary school level.

Procedures of the Questionnaire:

The opinions of 20 teachers were elicited through a questionnaire. The results of each item and the percentages will be calculated and introduced in a separate table according to teacher's answers to obtain responses.

Analysis and Evaluation of the Questionnaire Results:

The first question asked whether the teaching of prefixes and suffixes is (a) very important (b) important (c) not important, when teaching vocabulary. (see table 1).

Table 1: Answers to Q1 on the importance of using affixation in teaching vocabulary.

Options	Very important	%	important	%	Not important	%
No of teacher percentage	13	65%	7	35%	0	0%

The majority of teachers (65) emphasize the importance of using affixation in vocabulary teaching. Table (1) Shows the results of this question.

The second question asked the teachers whether they (a) always (b) usually (c) sometimes (d) never teach affixation when teaching vocabulary. Table (2) shows that the majority of the teachers were not really concerned with teaching of affixation, except for when they came across it by chance as question four show

Table 2: Answers to Q2 on the frequency of teaching affixation when teaching vocabulary

Options	always	%	usually	%	sometimes	%	never	%
No of teachers percentage	3	15%	3	15%	4	20%	10	50%

In question three, the teachers were asked about their opinions on whether the teaching of affixation facilitates vocabulary learning. Half of

the teachers (50%) answered “I think so” but non of the teachers answered “ I don’t think so”. The other teachers had different viewpoints, such as 20% of them emphasize facilitation. Table (3) shows the results of this question:

Table 3: Answers to Q3 on whether the teaching of affixation facilitate vocabulary learning.

options	certainly	%	I think so	%	probably	%	I don't think so	%
No of teachers percentage	4	20%	10	50%	6	30%	0	0%

This table is concerned with the way of how teachers deal with affixation when come across it in their teaching as required in question four, (40%) of them answered that they teach it, while (35%) neglect the teaching of this aspect of the grammar. However (10%) said it depends on the context of the word. Table (4) shows the results of this question

Table 4: Answers to Q 4 on how the teachers deal with affixation, when they come across it in their teaching.

options	Explain it in details	%	Teach it	%	Depends on the word	%	Neglect it	%
No of teachers percentage	3	15%	8	40%	2	10%	7	35%

Question five asked the teachers how the textbooks deal with affixation. A high percentage of the teachers asserted that the textbooks neglect this aspect of grammar which may not encourage teachers to teach it.

Table (5) shows the answers of this question:

options	Very good	%	good	%	Not bad	%	poor	%
No of teachers percentage	2	10%	6	30%	2	10%	10	50%

The answers to question six which asked the teachers about the percentage of the affixed words included in texts in their textbooks show that the majority of the teachers 65% confirmed that texts included only 20% of affixed words. Table (6) shows the results of this question:

Table 6: Answers to Q6 on percentage of the affixed words included in texts:

option	20%	%	40%	%	60%	%	80%	%
No of teacher percentage	13	65%	6	30%	1	5%	0	0%

The seventh question is concerned with the students' ability to recognize the existence of affixation .(65%) of the teacher answered that some of the students could recognize the existence of affixation, and (35%) of them thought it was "few" The table bellow shows the results of this question.

Table 7: Answers to Q7 on the ability of the students to recognize the existence of affixation:

options	All of them	%	Some of them	%	Few of them	%	Non of them	%
No of teacher	0		13		7		0	
percentage		0%		65%		35%		0%

In question eight, the teacher were asked if their students encountered any problems with any the productive suffixes. The majority of them (65%) emphasized that their students had faced difficulty with this aspect. Table (8) shows the results of this question:

Table 8: Answers to Q8 on the problems that the students have with any of the common prefixes or suffixes.

options	always	%	usually	%	Some times	%	Never	%
No Of teachers	3		13		3		1	
percentage		15%		65%		15%		5%

Question nine asked the teachers whether their students (a) always (b) usually (c) some times (d) never misuse affixes. Most of the teacher (65%) answered “usually” and only one answered “ never”. Table (9) shows the results of this questions:

Table 9: Answers to Q9 on how often the students misuse affixes.

options	always	%	usually	%	sometimes	%	Never	%
No of teachers	3		13		3		1	
percentage		65%		65%		15%		5%

Question ten asked the teachers whether their students (a) always (b) usually (c) some times (d) never ask them about words in reading comprehension built with affixes. Most of the teachers confirmed that students do ask about words in reading comprehension built with affixes.

Table (10) shows the answers of the teachers.

options	always	%	usually	%	sometimes	%	Never	%
No of teachers	3		10		4		3	
percentage		15%		50%		20%		15%

Questionnaire Conclusion:

From the analysis of teacher's questionnaire, the following conclusions can be derived:

- Most of the teachers (65%) said that the teaching of prefixes and suffixes is very important.
- Half of the teachers (50%) indicated that they had never taught affixation when teaching vocabulary, where as the other half had different views. This result indicates that a high percentage of the teachers don't focus on affixation
- (50%) of the teachers think that teaching affixation facilitate vocabulary comprehension and (20%) said "certainly" whereas no

one answered “I don’t think so”. This result assured that the teaching of affixation is a very helpful way of teaching vocabulary.

- (40%) of the teachers said that they teach affixation while (35%) neglect to teach this aspect of grammar.
- Half of the teachers (65%) said that the textbooks deal poorly with affixation.
- Most of the teachers (60%) think that the percentage of the affixed words included in texts in their textbooks is only (20%). That is textbooks have not covered this grammatical aspect adequately.
- Most of the teachers (65%) think that some of their students are able to recognize the existence of affixes, but need teachers’ encouragement and assistance.
- A good percentage (65%) of the teachers confirmed that their students have a lot of problem with affixes. This result encourage us to revise the way of teaching this problem and devote time to explain it.
- The majority of the teachers (56%) answered that their students usually misuse affixes when applying them, because they are not clearly taught.
- Finally, the highest percentage of the teachers (65%) said that their students ask about words built with affixes in reading comprehension, because such words sound some how odd to them.

From the above analysis and conclusions, it is clear that the teacher’ responses give us a detailed view, on which we can rely. That is teachers generally have a limited focus on the teaching of prefixes and suffixes. For example, they don’t explain in detail what affixation is, its types, how affixes change the grammatical class of the word or how some prefixes signal negative forms...etc.It is also clear, from the teachers responses, that the textbooks don’t focus on this aspect.

Teaching Techniques: classroom activities:

Students’ weakness in understanding affixation is attributed to the fact that teachers have not focused on them out in the text they are using. The teachers’ prominent role is to help learners identify

affixes and their types and functions. Teachers should also highlight the strategy of using affixes in vocabulary expansion.

Nation (2001: 278) points out that the word parts strategy for learning new complex words involves two steps:

- 1- Break the unknown word into parts. This step requires learners to be able to recognize prefixes and suffixes when they occur in words.
- 2- Relate the meaning of the word new parts to the meaning of the root. This step requires learners to know the meanings of the common word parts.

There are several ways of learning the meaning of prefixes and suffixes and becoming familiar with their forms (Nation:2001). Learners should deliberately learn the meaning of most common affixes. The learning procedure can be the same as the deliberate learning of words using for example word cards. Time should be provided in class to make sure they are learned and simple tests should be given to monitor and encourage learning.

Before dealing with teaching techniques, it is a good idea to refer to the strategy of teaching affixation. To Pitman (2003), this strategy may proceed as follows:

- 1- Pointing out a complex word from the text.
- 2- Writing it on the board and asking students to record it in their notebooks.
- 3- Breaking the word down into its parts and write what each part mean.
- 4- Defining the prefixes and suffixes of the word.
- 5- Providing sufficient exercises and activities to enhance teaching.
- 6- Quizzing the students on how to break down words into prefixes, roots, suffixes and what each word part means.

After some affixes have been learned, there are various activities that can be used to help establish the knowledge. The researcher has chosen some of the affixes which are suitable to practice for this level of learners.

Technique (1)

Nation (2001) suggests, word-making and word – taking activity which involves learners using cards with

affixes and stems on them and trying to put them together to make words.

Technique (2)

The other game-like activity, learners can teach each other prefixes and suffixes in pair work. One learner is the teacher and has a list of words with their prefixes and meanings of the prefixes listed. The learner folds his paper, so he can only see the list of meaning. The "teacher" says a word, says its prefix and then waits for the learner to find the meaning. The teacher gives the learner three chances to find the meaning in his list and then gives the answer. The "teacher" then moves on to the next word.

Technique (3)

An interesting affixation game-like activities can be played with intermediate students, is the one devised by (Morgan and Mario:1986)

Put the following affixes on the board:

	In-		re-	
Un-		-tion		-less
	-ness		-er	

2- Ask the students to suggest words that contain these elements.

3-Invite the students, individually or in pairs, to invent words of their own containing the elements, and then to use dictionaries to confirm their speculations.

Technique (4)

Forming adjectives from verbs and nouns by using suffixes. Thornbury (2002)

1- Teacher writes these suffixes on the board:

-y , -ic , -ful , -able , -al , -ive

And then write the following nouns and verbs:

Attract , colour , sympathy , romance , crime , hope , imagine , dirt.

2-Invite students in pairs to form adjectives from the nouns and verbs.

Technique (5)

Another technique is suggested by (Gaims and Stuart:1986) to remind students of several different meanings of the suffix (-ish)

- 1-Denoting nationality e.g Swedish
=from Sweden
- 2-Approximately: with times, e.g fiftyish =
about fifty
numbers
- 3-Somewhat, rather tending e.g. fattish
=tending to be fat
Towards (informal) greenish =
a vague, green Colour.
- 4-Typical of , in the e.g. foolish =
like a fool, Typical
Manner of. of a fool.

The teacher puts the following adjectives on the board:
Spanish ,boyish , devilish , childish , snobbish , Irish , tallish , finnish , youngish , sixtyish , blackish.
Then invite the students, individually or in pairs, to divide the adjectives into the four categories according to the meaning of (-ish) in each case.

Nationality	Typical of, in the manner of	Approximately	Some what tending towards

The above mentioned activities and techniques aim to enhance the learners awareness of the notion of affixation competence by being consciously and fully involved in this area of language learning

Recommendation:

Based on the conclusions, the researcher suggests the following recommendation.

Firstly, due to the important role of affixation it should be given a top priority in every language course. The techniques that follow vary in

relation to the level of the learners whether it is intermediate or advanced learners.

Secondly, teachers of English should focus on affixation in their due to the importance of this aspect of grammar in learning English as a foreign language. For intermediate and advanced learners explicit presentation of the aspect of affixation makes students fully aware of the notion they are dealing with. It gives the learners some degree of conscious insight into this phenomenon so as to enlarge their experience of English through the language courses.

Thirdly, a significant implication for teachers is the importance to show students how their acquaintance with a word (enjoy, for example) can lead to learning more new words (like enjoyable, enjoyment, and enjoyably) where endings such as- ment- able -, and- ly signal different grammatical functions for members of word family. Such endings, which are sometimes called derivational suffixes, deserve attention, for two reasons. One is that students' comprehension of English can be greatly strengthened by recognizing familiar elements within words they have not seen before. The other is that their production of English sentences often depends on knowing correspondences between word forms and grammatical function (or parts of speech). Without that knowledge, the learner tends to use the wrong member of a word family – to say, for example, “ That was a very enjoy party”.

Fourthly, it is worth mentioning, that teachers should be well prepared for their task. Only teachers who have a clear understanding of the notion of affixation will be able to help learners in the best possible way. Thus enhancing the teachers' affixation knowledge and experience play a remarkable role in the process of teaching.

Fifthly, the teacher should also raise his students' power of observation so as to create a sense of affixation awareness which is an essential step to acquire affixation experience.

Sixthly, it is psycholinguistic believed that the more drills learners of English are exposed to, the better their performance will be and the less errors will be committed. It is, therefore, suggested that textbooks authors should take this fact in consideration when designing language courses and textbooks

To conclude, this study is expected to give a positive contribution to the notion of affixation in English. It is hoped that it draws the teacher's attention to the importance of affixation when teaching English as a foreign language. It is also hoped that the study will be of some value to

textbook authors when they set out to design their language courses and textbooks.

Moreover, it is hoped that more research be conducted on this aspect to help us find the most possible effective teaching methods.

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***The Individual Differences Which Have Been Argued to Influence
SLA Success(Anxiety)***

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Introduction

When learners start learning a second language, there are several aspects and factors that affect the learning process, and these factors' effect differs from one learner to another. Language classes could contain a number of students but still some are learning and performing more successfully than others, and this might be due to social and psychological aspects. The question is why some learners manage to learn L2 impressively whereas other learners struggle? In the field of Second Language Acquisition, there is a term called Individual Learners Differences (IDs) at which as Dornyei (2005 cited in Ellis, 2005, p.643) points out, 'learners differ by degree'. Ellis then adds, Individual Learners Differences is dealing with how, how long and how much do students learn the second language. According to Horwitz (2000), the different factors of IDs would categorise language learners into motivated, anxious, audio and visual; furthermore, good and bad, intelligent and dull, motivated and demotivated. Moreover, Ellis (2005) also mentions that, intelligence, working memory, language aptitude, motivation and anxiety are also elements that deal with how language learners differ from each other.

The study of IDs is, somehow, insufficient in the field of SLA, and the reason is that, as Segalowitz (1997) points out, investigators have not paid enough attention to how IDs affect second language learning. However, this essay will attempt to draw the attention to language learning anxiety as a main factor that affects individual learners in both ways positively and negatively. The point behind writing about language anxiety is that, according to Larsen-Freeman (2001 cited in Hall, 2011), most language learners experience anxiety.

Anxiety in language learning process:

In the world of Language Learning, many learners complain about their poor performance in language classes though they have no problems with other subjects. This phenomenon is explained by Horwitz, Horwitz, and Cope, (1986) as language anxiety i.e. learners cannot perform successfully in language classes and something is blocking their mind. Anxiety is considered to be an effective element in Second Language Acquisition and it also has gained great focus from the researchers, (Ellis, 2012). It, in general, is associated with the feeling of fear or worry about something and specifically in learning a second language, learners experience this feeling. Hall (2011) points out that, learning anxiety is feeling of apprehension normally occurs with second language learning. Moreover, Gardner and MacIntyre (1993) give language anxiety a term as the apprehension experienced when a learner uses a second language with which he/she is not fully capable.

Although some researchers claim that language learning anxiety could have a negative effect on learners, others believe anxiety is helping students to do better in language classes. Oxford (2005) points out that, anxiety could harm language learners and affect their performance. Gardner and MacIntyre (1993) went beyond performance and claimed that, the most clear negative affect on language learners is anxiety; likewise, anxiety may also affect learners' confidence. Krashen, (cited in Oxford, 2005, p.62), claims that there is nothing called helpful anxiety and it must be zero in language learning process. On the contrary, Scovel (1978) believes anxiety to be assisting learners and facilitating them to obtain better performance specially in speaking. Kleinmann (1977) oddly illustrated that, anxiety helps Arab and Spanish learners speak difficult structures. The existence of anxiety in second language acquisition is approved but there is conflict between investigators about either anxiety is helpful or debilitating. Not only this, but also some researchers for example Horwitz (1990) believes that anxiety is helpful for simple learning, but it is not for language learning.

A clear correlation between second language acquisition and anxiety is agreed in the field of SLA in general and IDs in specific, but which evidence is stronger?

As a matter of a fact, anxiety is functioning as an alarm that makes learners aware and active most of the times but learners should not be over anxious. Gass, (2013) simplifies this point as, if there no anxiety, as Krashen proposed, there will be little reason to make learners perform

well in language learning. On the other hand, when learners experience too much anxiety, they might fail. 'Low levels help, whereas high levels hurt', (Gass, 2013, p. 462).

To go deeper in language anxiety, a significant question suggests itself which is what type of anxiety is helping learners and what is not?

State anxiety vs Trait anxiety:

As mentioned above language anxiety is almost associating with language learning. Most researchers in SAL classified anxiety into two kinds at which one is assisting and the other is weakening learners. According to Dornyei (2005 cited in Gass, 2013, p.463), there are two types of anxiety in language learning 'beneficial/facilitating' and 'inhibitory/ debilitating', or in other words state and trait anxiety.

State anxiety:

This sort of anxiety is occurring occasionally, or in specific times, and some researchers name it differently. Oxford (2005) gave this category another term which is *situational* anxiety and it could be a main factor to success. Scovel (1928) pointed out that, state anxiety is associated with temporary circumstances and it is sometimes a feature of language learning. Ellis (2012) adds state anxiety occurs in specific occasions such as speaking in public, preparing for examinations and also during interactions with others in classrooms. If it is short term and leading to success, Krashen then might be mistaken to claim that successful language learning means containing zero-anxiety. In addition to this, to what extent state or *situational* anxiety is helpful. When something external happens around learners, they would start feeling anxious and this feeling might be problematic even if it is short time. Ellis (2005) points out that, state anxiety begins when learners react to exterior events, such as public speaking, and this could affect oral production in a bad way.

Ideally, if anything exceeds the normal average, it normally causes problems and **the disadvantages seriously outweigh the advantages**; in other words, when students become over-anxious this could decrease the process of language learning.

Trait anxiety:

It is the state of being anxious permanently and it is considered to be an obstacle to language learning and some investigators such as Allwright and Bailey (1996) call it *debilitating* anxiety. Gardner and MacIntyre (1993) illustrate that, if anxiety happens to occur repeatedly with language learning, then it is trait anxiety. Oxford (2013) adds, when

anxiety develops into lasting trait, it could affect the language learning process. Moreover, MacIntyre and Gardner (1989)(cited in MacIntyre et al, 1997, p. 266) draw attention to that, 'for highly anxious learners, however, confronting their perceived limitations can be painful and demotivating'. Trait anxiety is also argued to be not relating to language learning as it is a part of some learners personalities, i.e. these learners are almost always anxious. Horwitz, (2001, p. 113) interestingly gives a reasonable explanation about trait anxiety as 'it is conceptualized as a relatively stable personality characteristic'. By contrast, second language learning could breed trait anxiety especially when learners are in a country to learn its language. Learners then would start experiencing *debilitating* anxiety or trait due to their need to cope with the new language and culture and by this they become isolated from their mother tongue. According to Allwright and Bailey (1996), one possible source of trait anxiety is when learners are forced to use the target language everywhere, in classrooms and outside classes and because of this, learners will encounter internal conflicts between their culture and the culture of the target language they are learning.

Whether helpful (*state*) or harmful (*trait*) language learning anxiety, it is all about learners' personalities. Some learners experience language anxiety in inconsistent times but others still have the feeling of apprehensive almost always. Some learners take an advantage of language anxiety and use it to make their performance better, on the other hand anxiety develops itself to become trait and this could badly affect their language learning. Ellis (2005, p. 693) claims that, 'learners differ in what they find anxiety-provoking'.

It could be concluded from this chapter that, language learning anxiety has different sources, but what are they?

What are the sources of language anxiety?

In order to suggest solutions for language anxiety, one should investigate its sources. As mentioned above, one of the main factors behind language anxiety is learners' character. Ellis (2010) illustrates that, according to researches, the sources of anxiety is 'learners' nature'. But is it learners only who causes anxiety? According to Young (1991) there are several sources that cause language learning anxiety; for example, learners' character, teachers' performance and teaching methods. This chapter attempts to shed the light on these factors, or maybe more, that lead to learning anxiety.

- **Self-esteem:**

In terms of the literature of language anxiety, there is a debate about whether low self-esteem causes anxiety or learning anxiety is the one which causes self-esteem. In general, self-esteem is to be certain of the ability and the value that one has. In the world of foreign language learning, it is the belief that a learner is able to do well in language classes in most of the language skills. Accordingly, Kondo and Ying-Ling, (2004, p. 258) point out that, when learners become anxious, 'negative self-related cognition begins'. Some researchers characterised self-esteem as vital factor to successful language learning. Due to this, when learners are experiencing low self-respect, there is a chance to experience language learning anxiety and this would be problematic. Price (1991) points out that, successful language learners are practically those who have higher self-esteem than unsuccessful learners. Even with the existence of anxiety, confident learners do not allow anxiety to affect their performance; instead, they handle it and use it as an alarm to do better. But for those who have a low self-esteem are normally making themselves anxious throughout language learning. Krashen (cited in Young, 1991) points out that, a significant factor to language learning anxiety is low self-respect because learners greatly think about pleasing others.

To sum, it seems similar in both cases at which anxiety leads to low self-confidence or self-confidence leads to anxiety, but language learners must have a faith in themselves and not to let anxiety exceed the facilitating level. However, foreign language may also cause anxiety.

- **Learning a foreign language:**

There is a strong view that learning a foreign language itself could lead to learning anxiety irrespective learning the language in schools or outside schools. With respect to this point, Campbell and Ortiz (1991) (cited in Kondo and Ying-Ling, 2004), illustrate that, a large number of learners reported that language courses are the most anxiety-provoking classes. This might mean that, language learning deprives learners from behaving normally. The process of learning a language means learning other aspect as well; for example, culture or accent. As mentioned before by Gardner and MacIntyre (1993), when learners perform in a second language they tend to be anxious. Also, learning a foreign language is anxiety-breeding whether learners learn in classes or in streets, (Oxford, 2005). But why learners become anxious?

It is the human nature that when one does something new, it is something makes learners feel that they are to adapt new identity especially when the first and the target language are not related to each other. As stated by Allwright and Bailey (1996), when learner start their journey of language learning they experience anxiety as learning a foreign language take them away their real personality and makes them behave unmorally. Other researchers add, as learners start learning another language, it requires different ways of looking at things from a different angle, (Schumann, 1988). One of the best examples given by Oxford (2005) is about a female learner who is doing a degree in Russian language in Moscow. Although her reading and writing were passable, she still had the feeling of not doing well in speaking. Meanwhile, this learner started gaining weight and feeling anxious because of studying that Russian language. At the end, she dropped out of the programme because the fear of learning Russian. This could prove what Hewitt and Stephenson (2012) claim that, there is clear correlation between language anxiety and speaking skill.

It is true that learning a second language made this learner leave the course and also anxious, respectively; however, if the learners have more confidence and the readiness to work hard, then language learning will not be problematic. On the other hand, some activities and teaching methods are provoking stress.

- **Activities and teaching methods:**

Because of the Individual Learner Differences, language learning anxiety is different in terms of its source from learner to another. Teaching methods is widely considered as a language anxiety-breeding factor as some old teaching methods are still forcing learners to learn and some learners would find it difficult to speak or read out among other learners. Accordingly, sometimes teaching methods make language learners anxious for instance the drills of audiolingual method and the Silent Way, (Allwright and Bailey, 1996). That is to say, in these two methods learners are almost required to produce the language orally in front of other learners and this would create stress and anxiety, (Ellis and Shintani, 2014). In order to be fair, not all of the methods cause language anxiety but some are helping learners reduce anxiety. Oxford (2005) points out that, Community Language Learning in a method that makes learners less stressful and anxious.

In terms of activities, most foreign language learners are believed to suffer from language anxiety during speaking exercises due to this requires them to perform in front of other learners in the classroom. Oxford (2005) reports that, speaking activities are almost anxiety-creating events. In addition, Horwitz and Young (1991); Scarcella and Oxford (1992) (cited in Oxford, 2005) add, other language learners find writing, reading or listening more stressful skills, but it depends on learners.

- **Competition between peer learners:**

This happens when learners are comparing themselves with other learners who are better than them and also want to be among the best students in a class. Shortly, they start to compete with each other and the outcome of this completion is language anxiety. As Young (1991, p. 427) states that, 'competitiveness can lead to anxiety when language learners compare themselves to others or to an idealized self-image'. Using learners' diaries, Bailey (1983 cited in Ellis, 2012; Oxford, 2005), points out that, the competition between peer learners could result in anxiety. But this does not always happen as it depends on individual learners and some learners do better with competition, (ibid). In a review of the literature, when learners do not find a place among the high level learners they try hard to appear in a high position and as a result they lead themselves to language anxiety and this might affect the academic achievements. Not only this, but also the best learners may experience language learning anxiety when they tend to reach the perfectionism. Consistent with Allwright and Bailey (1996), those competent learners who want to appear as high language performers are making a great effort not to make some of the mistakes other learners make and this would make them anxious. Moreover, when competition leads to anxiety, learners may not carry on learning the language. To conclude this point, 'Strong competitiveness and anxiety caused some learners to give up active efforts toward learning the language', (Oxford, 1989, p. 241).

- **Language teachers:**

It is out of the blue that language suppliers or teachers may become a learning anxiety source when they do not teach the language effectively-in a good way. There was an experiment done to investigate a better ways to decrease learning anxiety in language classes and the outcome was, when learners have positive attitudes towards their teacher their anxiety will be fewer, Young (1990). Oppositely, having a negative

feeling to the language teacher could provoke anxiety. But in what way learners show negative feeling toward their instructors. Sometimes learners are forced by their teachers to produce the language without concerning their feeling or abilities because some learners are shy to speak in front of peer students and others are to some extent weak in terms of their knowledge. According to Cherchalli (1988) when a learner is asked to speak or read out during classes, this might make them anxious. In other, even the good learners are led to language anxiety when they make an error when practicing the language and what is causing this anxiety is the teacher's technique of error correction. In relation to instructor-learner interactions, Oxford (2005, p. 65) stated that, once teachers correct errors harshly, learners will begin feeling uncomfortable and anxious.

Illustrating the sources of language anxiety it can be concluded that there are internal factors such as *self-esteem* and external factors such as *teachers* and *teaching methods*. Whatever the source is language tutors must react to assist their learners cope with anxiety and lead it to be facilitating. Some classroom implications will be showed later in this research.

What is the effect of anxiety?

As stated earlier in this paper, foreign language is almost always associated with anxiety. It is the time now to investigate what language anxiety could cause, failure or success. Researchers, more or less, claim that language anxiety is needed helps lead to success, that is to say, it is aiding learners to be fairly anxious in order to perform effectively. Language learning anxiety is encouraging students and they may not be able to produce their best unless there is possibility of failure, (Allwright and Bailey, 1996). Moreover, differentiating between the two kinds of learning anxiety must be made because as mentioned above, state helps learners and leads them to success but trait is to impoverish their performance, (ibid). Once learners cannot guarantee success in language learning, they start to feel stressed and anxious and this anxiety is acting as a facilitating factor and at the end their language performance will be better. It is believed that anxiety may associate with successful language learning, and according to Oxford (2005) the best example about helpful anxiety is a Spanish student who was apprehend and stressed during language classes and this anxiety made him do better and at the end he achieved high scores. Knowing that success is uncertain and more effort must be done will make learners anxious and relaxed in the same time

because hard work may result in impressive results. Accordingly, Eysenck (1979 cited in Ellis, 2005) points out that, state anxiety is to increase motivation and this leads to beneficial learning. As a matter of fact, there is an odd point of view by Chastain (1975 cited in Ellis, 2005) that the higher learning anxiety is, the better learners' results are. To state the obvious again, learning anxiety does lead to acquiring the language but it is still unobvious about the amount of anxiety learners should carry. There are researchers who adapted a similar view; for example, Kleinmann (1978 cited in Ellis, 2005) states that, according to what a learner reported in his diary that, being nervous while using English helps do better during language classes. Quite the reverse, to be stressed and anxious during language learning could block the way of learning and the best example was illustrated in the previous chapter and it is about the female student who was doing postgraduate studies in Russian and how anxiety made her drop out of university. Usually, anxiety becomes an obstacle in the way of language learning; moreover, being over anxious could result in failing in learning a second language, (Oxford, 2005). Moreover, Ellis (2005) adds that, there is a number of evidence that prove language anxiety is carrying a negative impact on learning. Those who support the negative effect of language anxiety have even mentioned that language anxiety could distress learners and result in bad grades. Horwitz (1986) states that, there is a clear correlation between language anxiety and low grades among the American students. On the contrary to what has been mentioned above, language anxiety leads to motivation; also, Ely (1986) claimed, high language nervousness is having a negative effect on learners and also it demotivates them. Although there are correlations between foreign language and anxiety, the language anxiety could also spread to First language learning as they are both languages (first and second), moreover, when learners have shy personality, they would probably experience discomfort when producing their first language. On the other, MacIntyre and Garner (1991) point out that, language anxiety has no negative effect on L1 learners.

Generally speaking, other investigators failed to show any relation between language anxiety and learning, that is to say, language stress could not effect, in a way or another, language learning. Horwitz, (2001, p. 121) points out that, 'it is often difficult to determine if anxiety has actually interfered with learning, thus influencing achievement levels, or if anxious learners simply have difficulty displaying the language competence they have attained'. However, language anxiety is there

always during language classes and it is playing a vital role in learners' achievements, but it should not go beyond the motivating level. The next timetable illustrates the positive and negative effect on language anxiety and it is adapted from Oxford (2005).

Positive effect	Negative effect
<ul style="list-style-type: none">• Better grades in language classes except audiolingual classes.• High language proficiency and self-confidence.• Good spoken production of difficult English structures among Arabic learners, (Kleinmann, 1977).	<ul style="list-style-type: none">• Low grades in languages classes.• Low performance in speaking and writing among learners in general, (Young, 1986).• Low self-confidence in language learning, (Gardener and MacIntyre, 1993).• Language learning anxiety negatively effects learners' self-esteem.

Classroom implications:

In this chapter, suggestions are to be suggested to teachers in order to assist their learners react positively and affectively towards language learning anxiety because it is semi-impossible to discard this apprehension. Moreover, low anxiety language classes must be created by instructors. To reduce language anxiety in classes there are some procedures to follow and these include teachers, learners and activities. Before setting any techniques to reduce anxiety, learners must figure out the existence of language learning anxiety because this would help tackle anxiety. Foss and Reitzel (1988) point out a crucial fact at which learners need to recognize the symptoms of their language learning anxiety in order to deal with it effectively. Foss and Reitzel then added, what teachers have to do is to ask their learners about the way they fear language learning and then write it on board to discuss it together with the whole class. Doing this will give all learners in the class that they are not the only ones who suffer from anxiety and as a result it will help cope with it. Oxford (2005) also illustrates useful suggestions to reduce language anxiety; for example, teachers are supposed to motivate their learners by telling them that anxiety is a temporary case and it should not

develop to trait anxiety. Moreover, if learners realise how to make use of language learning anxiety it would help achieve high grades, (Ibid). In terms of those who have low level of performance, they could be given extra opportunities when doing activities especially for trait anxious learners, (Oxford, 2005). Due to competition is a main source of anxiety, teachers then must do their best to keep competition normal and not to go beyond the limit. Tutors who still use the audiolingual method in their classes should make their learners more autonomous. According to Young (1991), teachers must facilitate learners with inputs and give them the freedom to practice in authentic situations.

Last but not least, coping with language anxiety is not that difficult but it needs patience and teachers must also give more chances to the students to rehearse the language without harsh corrections. Learners also must work alongside with anxiety and consider it as a beneficial tool to improve language production.

Conclusion:

To sum up from what is stated earlier in this paper, the Individual Learner variable 'language anxiety' is crucial in Second Language acquisition because anxiety potentially leads to failure or even effect individuals' self-esteem, of course it depends on individuals' character. On the other hand, language anxiety is believed to be a tool that helps language learners perform better in language classes and achieve high grades. This point of a view is closer to the reality as being anxious would persuade learners to work hard, but it should not increase to a harmful level. It is worthy to mention that language anxiety is always associated with language learning whether in a state case or a trait case and due to this, it is impossible to create zero-anxiety classes. Therefore, teachers and learners should work together in order to create low-anxiety classes and also make use of this low anxiety and take it as a facilitator tool. The chapter of classroom implications is suggested to propose recommendations about how to cope with anxiety.

This essay is insufficient to cover most of the element of language anxiety, so further researches must be conducted and it is **worthy of further consideration.**

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