An Investigation of the Effect of Teacher-Induced Anxiety on Iranian Male/Female EFL Learners' Performance in English

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Many researchers believe that anxiety can play a considerable role in language learning. The purpose of this study was to investigate the effect of teacher-induced anxiety on Iranian male/female EFL learners' language performance in English. Thirty homogeneous elementary students (15 males and 15 females) were selected out of 60 based on the results of the administration of the Oxford Placement Test. The Foreign Language Classroom Anxiety Scale (FLCAS) was given to the participants to complete. After that, an English class test including 40 multiple-choice items was administered to evaluate the participants' general English knowledge. Then the correlations between FLCAS and English class test for both genders were calculated. The results of the study indicated that the level of teacher-induced anxiety increased in different sexes. The findings also revealed that there was a positive correlation between FLCAS and the English class test. In addition, elementary male learners were more anxious than female learners in learning English as a foreign language. Some suggestions regarding reducing foreign language anxiety were given to both teachers and students.