

ON THE RELATIONSHIP OF EFL IRAQI LEARNERS BETWEEN FEAR OF NEGATIVE EVALUATION AND EXTROVERSION VERSUS INTROVERSION: A CASE STUDY OF KARBALA UNIVERSITY

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Abstract

This study was conducted to investigate the correlation between both the fear of negative evaluation and extroversion versus introversion of two individual differences among EFL Iraqi learners, both in the educational setting and out of the classroom in Iraq, Karbala, in the broader social setting. The participants of the current study are 306 Iraqi EFL female and male learners who were selected randomly. The learners' age ranged from 18 to over 27 years old. The appropriate data was obtained by adding two standard questionnaires to the original versions: (a) A scale for fear of negative evaluation (FNE) developed by Leary (1983). Its internal consistency was good for the positive scored factor ($\alpha=0.87$) and for the full BFNE scale ($\alpha=0.84$) and acceptable for the reverse scored factor ($\alpha=0.47$). BFNE is a valid and reliable measurement instrument for measuring fear of negative evaluation in students. (b) The extroversion scale (E-scale) of Eysenck Personality Inventory (1968). The reliability of this questionnaire was also estimated by the researcher using split-half method. The reliability of English version of this questionnaire was also estimated by Rashidi, Yamini, and Shafiei (2011) using split-half method in Iran. The obtained reliability index was 75. In order to evaluate the origins and levels of fear of negative evaluation and the association between FNE and E/I among EFL learners, the Pearson correlation was computed. The results obtained through applying Pearson Product Moment correlation and T-test reveals the strong association between fear of negative appraisal and EFL extrovert learners was positive.

It was also found that, with regard to their fear of negative evaluation, there was a statistically considerable gap between males and females in favor of females and that there was no statistically meaningful difference between fear of negative evaluation and EFL Iraqi introvert learners.

Keywords: EFL Iraqi learners, fear of negative evaluation, extroversion, introversion.

1. Introduction

The position and growth of human resource base is abundantly obvious (Jalili & Mall-Amiri, 2015). The prerequisite to learn English in the period of science, technology and communication is therefore an absolute requirement (Khani & Tarlani, 2016). Personality characteristics such as self-esteem, inhibition, fear, risk taking and extroversion are assumed to impair second language learning because they can lead to enthusiasm and the selection of learner strategies (Richards & Schmidt, 2002). The performance of students in school is determined both by their cognitive performance and by their affective features (Senemolu, 2005). Cognitive characteristics contain previously learned items that are perceived as precondition for learning a particular unit (Bloom, 1979). Affective variables are those that interact with the learners' mental behavior and motivation that specifically influence learning itself (Rashidi, Yamini, & Shafiei, 2011).

Emotions such as anxiety, fear, curiosity, and willingness can either lead to or avoid learning the English language, according to Idri, (2014). In particular, it is very important to have a good understanding of the impact on language learning, because exposure to affective factors will contribute to more productive language learning. Hilgard (1963, as quoted in Brown, 2005. p. 134) suggests that until a goal is given to affectivity, "purely cognitive explanations of learning will be dismissed." Affective variables in language learning function as a buffer that filters the amount of knowledge obtained by learners (Araghi & Amineh, 2014).

Many researchers proved that Foreign Language Learning (FLL) in itself is a source of anxiety, (Horwitz, Horwitz & Cope, 1986; Worde, 2003; MacIntyre & Gardner, 1991a; Young, 1990), which affects the learners' performance in one way or another.

Anxiety disables information processing that is normal. Anything that frustrates a student becomes a danger that affects the brain functions involved in learning (Jensen, cited by Tileston, 2000). "When threat exists, the brain operates in survival mode and while we can learn in that mode, we do so at the expense of higher-order thinking" (p.

47). Anxiety can act as a psychological barrier to cognitive success in all three cognitive procedures as said by Tobias (1979, 1980, & 1986): Input, Processing, and Output.

It is completely obvious that due to their widely known psychological traits (Chen, 2005), a significant number of learners suffer from shared difficulties, including loss of motivation (Kormos & Csizer, 2008), anxiety (Liu & Huang, 2011), fear of negative judgment (Aydin, 2008), mental and emotional stress as a result of critical thought (Sampson, 2018), negative attitude towards Western languages and their native speakers (Elyildirim & Ashton, 2006), lack of self-confidence (Dornyei, 2003) and many others which mostly appeared as intervention. Feelings of being uncomfortable, anxiety, and the fear of the negative evaluations prevented not only a learner but also other learners in the class from taking part in activities (Rabab Abdelkareem, 2020).

In particular, for those teachers who are teaching learners at various stages, ages and backgrounds, having students involved in studying English is a major challenge that most EFL teachers face. Since foreign language anxiety illustrates the internally and externally reactions of learners to foreign language learning environments and processes of learning foreign languages. The aim of this research is to investigate whether there is a link in a continuing school in Iraq between the fear of negative evaluation and extroversion/introversion among Iraqi EFL males and females. It also helps to evaluate how among students the fear of unfavorable assessment differences

In order not to encounter disapproval, fear of being negatively judged can discourage social environments and circumstances involving social performance, instead finding actions that do not push him/her out of his comfort zone (Rapee & Heimberg, 1997). During the learning and teaching process, the anxiety of being adversely judged often impacts the actions of a person.

The fear of receiving unpleasant judgment contributes to many corresponding issues, such as (1) fear of disappointment that further inhibits the propensity of the student to study (McKinney, 2003; VandeWalle, 1997), (2) a decline in his/her level of academic self-esteem (Dinnel et al., 2002; Kocovski & Endler, 2000) and academic achievement (Kuhl & Kraska, 1989), and (3) a rise in both his/her level of success target orientation (McKinney, 2003; VandeWalle, 1997) and test anxiety (Dinnel et al., 2002).

As Brown suggests (1994, p.134), the emotional side of human behavior or the "affective domain" involves a variety of personality factors, including feelings both about oneself and about others with whom s/he comes into contact. Language learning/teaching entails five major components—students, teachers, teaching approaches, teaching materials, and evaluation (Wu, 2010). Learning a foreign language in the classroom, for most learners, was full of challenges. One of the known challenges came from affective factor, i.e., anxiety and the main source of that fear of negative evaluation. Lastly, frequently experiencing feelings of anxiety in the classroom was likely to have a profound negative impact on learners' level of satisfaction and overall well-being. Learners might face anxiety and fear in their performances that affect their educational setting. These stressful factors may be social (e.g., gender, age, race, etc.), promotion (e.g., ranks, position, etc.) (Alipour & Gorjian, 2014). All could be caused of investigating.

Fear of negative evaluation and extroversion/introversion in language learning studies is a concern that has gained little attention (Kitano, 2001). In this regard, the number of studies performed is too small.

This study was an attempt to answer the following questions:

1. Is there any significant relationship between FNE and EFL extrovert teachers?
2. Is there any significant relationship between FNE and EFL introvert teachers?
3. Is there any significant relationship between EFL learners' FNE and gender?

Accordingly, the following research hypotheses were raised to address the aforementioned gap:

1. There is no significant relationship between FNE and EFL extrovert learners.
2. There is no significant relationship between FNE and EFL introvert learners.
3. There is no significant relationship between EFL learners' FNE and gender.

1. Review of the Related Literature

The "affective filter" plays an important part in stopping students from taking in the understandable information they acquire in language classes, according to Krashen's Affective Filter Theory (1985), thereby causing problems with their learning. Anxiety is described by Sellers (2000 cited in Haskin, 2003) as "feelings of uneasiness, anger, self-doubt, uncertainty, or anxiety and is elaborately related to problems of self-esteem and normal ego maintaining fears" (p. 33).

Anxiety is a dynamic experience, according to Sanders and Wills (2003), a feeling that takes our whole self and surrounds it, affecting many different facets of our being. They add that as people consider the dangerous nature of such conditions, fear occurs, and followed by a dynamic web of feelings and behaviors and physiological responses.

Young (1991) has stated that foreign language distress can demonstrate itself by psycholinguistic causes such as sound distortion, failure to imitate the language's intonation and rhythm, freezing up when named to conduct, and missing words or phrases that were only learned or simply declined to speak and stayed quiet (p. 428).

Anxiety was identified by Scovel as a state of anxiety, a vague concern... (in 1978). It is possible to feel anxiety at different stages or, in other words, types:

Trait anxiety

Trait anxiety is described as the risk of the person being nervous in some condition (Spielberger, 1983). People with elevated degrees of personality trait anxiety are usually anxious and lack emotional steadiness according to Goldberg (1993, quoted in MacIntyre, 1999). Trait fear is perceived at the heart of this issue, which is a more continuous inclination to be nervous (Brown, 1994; 2002).

State anxiety

This anxiety changes considerably in severity and length and varies over time as a function of the great deal of stress that influences the perception of the stressful environment by an individual and that person as personally dangerous or intimidating" (Spielberger, 1976; p. 5). State fear in response to a real incident or behavior is encountered (Brown, 1994; 2002).

Sources of language anxiety

Horwitz (1986) believes that FL anxiety has three components:

1. Communication apprehension: Communication apprehension describes a situation where, due to inadequate communication skills learners are reluctant to challenge in real interactions with peers or teachers, even though they have mature thoughts and opinions.
2. Test Anxiety: to explain the proper understanding of the concept of foreign language anxiety, the meaning of test anxiety tends to be important. Oral testing may be the worst of all due to its potential to stimulate both inspection and oral communication discomfort (Horwitz, Horwitz, & Cope, 1986. p. 127).
3. FNE: Fear of negative judgment is an expanded version of test anxiety because it is not restricted to circumstances of testing; instead, it may appear in any cultural, evaluative condition, such as work interviews or speaking in a foreign or second language class (Horwitz, Horwitz, & Cope 1986).

Communication anxiety and fear of negative evaluation are samples of state (situational) anxiety. The first happens as individuals communicate physically and the latter may be present as individuals fear over what people think about them (Horwitz, Horwitz, and Cope, 1986; as cited in Andrade & Williams 2009).

Learner language anxiety

FNE is closely tied to the teaching process as the basis of foreign language anxiety (Rasul sharif, 2014). Watson and Friend (1969) describe FNE as apprehension of the assessments of others, avoidance of evaluative circumstances, and the hopes that others will negatively assess themselves (p. 448).

As Gardner and MacIntyre (1993, p. 5) also state, such feelings of apprehension can be described through self-reliant conception, feelings of uneasiness, and physical reactions such as elevated heart rate may. Fear of unfavorable appraisal also keeps learners from taking the requisite risks. Relevant examples listed by Beebe include a low grade in the classroom, a failure to examine, a teacher's rebuke, a classmate's smirk, punishment or humiliation enforced by oneself (Brown, 2000; p.149)..

Even in small group discussions, for instance, some learners might feel anxious for FNE from their peers, possibly resulting in being quiet and reticent, contrary to their initial intention to participate. Such psychological dilemmas of L2 learners between willingness to speak up in the classroom and fear of losing their self-esteem in front of others seems to be a ubiquitous phenomenon in second/foreign language classroom settings (Bailey, 1983; Cohen & Norst, 1989).

Foreign language anxiety is common among foreign language learners (Young, 1991) and it is seen as one of the great obstacles of FL learning and achievement. Therefore, lower achievement with higher anxiety is attributed to negative effects of anxiety on language learning (Tóth, 2007; MacIntyre, 1999, 2002; Horwitz, 2000, 2001). Fear of negative evaluation often prevents students from taking necessary risks. Specific examples mentioned by Beebe include "a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself." (Brown, 2000; p.149).

On the other hand, learners who are unable to consider language mistakes as a normal part of the learning process but see it as a threat to their image, suffer from fear of negative evaluation both from either their teacher or their classmates. Consequently, they remain silent, mostly withdrawn and do not like to participate in classroom activities (Iakovos, 2009).

Teacher language anxiety

Anxiety is not only the preserve of learners because college teachers may also experience some forms of anxiety (Baiocchi-Wagner, 2011). The discomfort arising from instructor anxiety may influence how the teacher handles students' behavior in class. Teacher anxiety hinders informal interaction with students and attempts at interpersonal relationship which may in turn impede the teacher's desire to create a warm and relaxed environment in the classroom.

"Even though language teachers are supposed to be high-level speakers of their target language, language learning is never complete, and most non-native language teachers are likely to have uncomfortable moments speaking their target language. When feelings of inadequacy in the target language are frequent and unrelated to a realistic assessment of competence, they parallel the anxiety reactions seen in inexperienced language learners..." (Horwitz, 1996, p.365).

The nature of extroversion and introversion

Personality is characterized as "a pattern of distinctive thinking, emotions, and behaviors that differentiate one person from another and survives over time and circumstances" (Phares, 1991, p. 4). Phares (1991) claimed that in different circumstances and periods, the personality system is absolutely steady and predictable (p. 4).

Personality is: stable, inner, personal arrangements that specify reasonably coherent patterns of action (including thoughts and feelings) through various contexts (Chamorro-Permuzic & Furnham, 2010, p.129-130). According to Chamorro-Permuzic and Furnham's (2010) belief, personality traits lead individuals to exhibit the same performance in various circumstances and to have different attitudes than others. "Personality characteristics are also hierarchical structures they affect how individuals coordinate their actions to satisfy environmental expectations and new challenges" (Caspi, 1998, as cited in Costa & McCrae, 2006, p.98). Extroversion /introversion is a personality factor that has gained enormous interest in L2 studies (Dornyei, 2005).

Some specialists, such as Busch (1982), who writes about second language learning, point out that language is closely related to human actions and personality. According to Jungian theory (1923, as quoted in Hampson 1982), hysterical impulses (uncontrollable emotional outbursts) and introversion with stress and anxiety are associated with extroversion. In this ideology, introverts appear to have higher levels of anxiety than extroverts and require more time to recover results.

Eysenck considered another personality dimension. The personality aspects of Eysenck seem to be of considerable significance to personality science, primarily because he used various methods to his personality research, including quantitative, correlational, biochemical and genetic approaches (Revelle & Oehlbeg, 2007).

Eysenck (1965, p.59) characterizes a representative extrovert as:

Sociable, love parties, have a lot of friends, dislike reading or learning on their own. He needs enthusiasm, he takes the chance... And it's normally an impulsive individual. He's interested in helpful jokes, he's always able to respond... loves to adjust... and he's getting annoyed easily.

From another point of view, he makes clear a demonstrative introvert as:

Tranquil, quiet, thoughtful, passionate towards books rather than people; aside from close friends, he is reticent and reserved. He wants to think ahead, "sees until it jumps," and mistrust the moment's urge. He dislikes enthusiasm, he treats the topic of daily life with proper seriousness....does not easily lose his patience.

Empirical studies on learners' fear of negative evaluation and extroversion/ introversion

Yousofi and Ashtarian (2015) observed that students undergo four forms of anxiety, namely exam anxiety, communication apprehension, fear of negative evaluation and English class anxiety, as described in the literature.

By assessing students' levels of classroom performance anxieties, Zia and Sulan (2015) explored English as a foreign language learners' speaking anxiety in language classrooms. The findings showed that students had a high degree of all three forms of success anxiety. The fear of unfavorable assessment was the most important source of anxiety in learners when it came to communicating.

Liu and Cheng (2014) explored the relationship between anxiety and motivation among EFL freshmen at university who were put for required English classes at various ability levels.

The results revealed that in the Taiwanese EFL classroom, a mixture of speaking anxiety and fear of unfavorable assessment was the primary cause of language anxiety.

The extent of anxiety of 548 Iranian EFL learners against English as a foreign language was examined by Nahavandi and Mukundan (2013). In all four scales of communication apprehension, exam anxiety, fear of negative evaluation, and fear of English courses, the findings revealed that students exhibited anxiety.

Idri (2011) looked into the correlation between EFL assessment and Foreign Language Anxiety. Not only has this study verified the presence of FNE, but it has also identified its reasons. Another research (Koralp, 2005) looked at

students' anxiety levels and the interactions between various forms of anxiety. A strong correlation between test anxiety and apprehension of poor assessment has been discovered.

Zabihi (2011) discusses the connections between personality, English language proficiency, and foreign language achievement. The findings revealed valuable associations between personality characteristics and abilities as well as achievement ratings. The findings showed that extraversion and neuroticism would hinder language learning.

Wakamoto (2007) investigated the effect on English language understanding of introversion/extroversion and related learner techniques. He noticed that socio-affective techniques were used more often by extraverted Japanese EFL learners than introverted ones.

Alrabai (2014a) investigated an experimental study to explore the effects of the teacher's anxiety-reducing strategies on learners' FLA in the Saudi context. He used FLCAS scores before and after a 10-week experimental treatment course to evaluate learners' anxiety and classroom observations to assess the teacher's anxiety-reducing practices; Alrabai established a positive causal relationship between teachers' anxiety-reducing behaviors and learners' FLA in that anxiety-reducing strategy by teachers resulted in low levels of language anxiety in learners. He recognized fear of negative evaluation, communication apprehension, and negative attitudes toward English class as the main sources of FLA for Saudi EFL learners.

Madaci (2018) studied the effect of Fear of Negative Evaluation (FNE) on students' oral performance. To test the hypothesis and to find answers to the research questions; a mixed methodology approach based on both quantitative and qualitative methods was used. They were administered to first year students at the department of English, university of Bejaia. A descriptive statistical analysis was used to report the gathered data. Findings showed that FNE was a phenomenon that leads to students' reluctance to speak. Moreover, it was revealed that FNE has a negative effect on students' oral performance. The pedagogical implications of these findings were presented to cope with FNE and to improve learners' speaking skill. Furthermore, some suggestions for future

Therefore, this study addressed the gap in the literature that fails to expand FNE and the gender variable that may or may not influence the learners' behavior. Also, this investigated the relationship between two affective factors (FNE and introversion/ extroversion).

1. Method

Participants and setting

A total of 306 (132 males and 174 females) Iraqi EFL learners studying at Karbala university in Iraq participated in this study. The age range of the participants was between 18 to 27. The participants were chosen randomly.

Instrument

The instruments employed in this study are as follows: (a) Brief Fear of Negative Evaluation Scale Leary (1983). It (FNE) developed by Leary (1983) was used in this study. The scale is based on A Likert style ranking scale of 5 points ranging from 1 to 5 (not at all characteristic of me) (extremely characteristic of me). There were 12 elements in the original form. Eight of these things was attributed to stress and fears about being unfairly judged. Its internal consistency was good for the positive scored factor ($\alpha=0.87$) and for the full BFNE scale ($\alpha=0.84$) and acceptable for the reverse scored factor ($\alpha=0.47$). BFNE is a valid and reliable measurement instrument for measuring fear of negative evaluation in students. (b) The Extroversion Scale (E-scale) of Eysenck Personality Questionnaire (1968). The reliability of this questionnaire was also estimated by the researcher using split-half method. The reliability of English version of this questionnaire was also estimated by Rashidi, Yamini, and Shafiei (2011) using split-half method in Iraq. The obtained reliability index was 75. It was a reliable and valid instrument for measuring the degree of E/I of Iranian learners. The means and standard deviations, maximum, minimum, and normality of the distribution were included in this research on the scale of FNE as the descriptive data. On the other hand, the correlation data consisted of the findings related to the correlations between FNE and E/I among learners. Also, an independent sample T-test was applied to examine the difference between Iraqi male and female EFL learners with regard to FNE.

Procedure

Before administering the research scales, the researcher explained the project to the study's members in order to ensure their cooperation. An overview of the goals and procedures of the test and the questionnaire were provided to all participants. They had plenty of time to look over the research questionnaires and respond to them. The procedure of the study included the administration of the instruments and statistical analysis. The researcher administered the questionnaire, the scale of FNE and extrovert/introvert during the 10th week. The questionnaire consists of two different sections which are; Section A for Personal details and Section B for fear of negative evaluation factors. The questionnaire was presented in two versions which were English and Iraqi language to assist

respondents understanding of the items in the questionnaire. Respondents from this study were required to answer 12 items regarding their feelings of being evaluated by both peers and others in class or out of class. The instrument consists of the five Likert Scales from 1 (not at all characteristic of me) to 5 (extremely characteristic of me). The Eysenck Personality scale consists of 24 yes-no questions. 24 questions are related to the E- I scale (Extroversion/ Introversion scale). The data were examined under three subheadings: the means and standard deviations were computed to find the levels of the fear of negative evaluation and extrovert/ introvert learners. Secondly, Pearson correlations were calculated with their significance levels in order to determine the relationship between fears of negative evaluation and extrovert/ introvert learners. Finally, an independent sample T-test was applied to examine the difference between Iraqi male and female EFL learners with regard to FNE.

Results

Descriptive Statistics

In order to summarize the characteristics of the data, descriptive statistics were documented, including mean, minimum, maximum and standard deviation values. Also, the normality of distribution was provided by descriptive statistics.

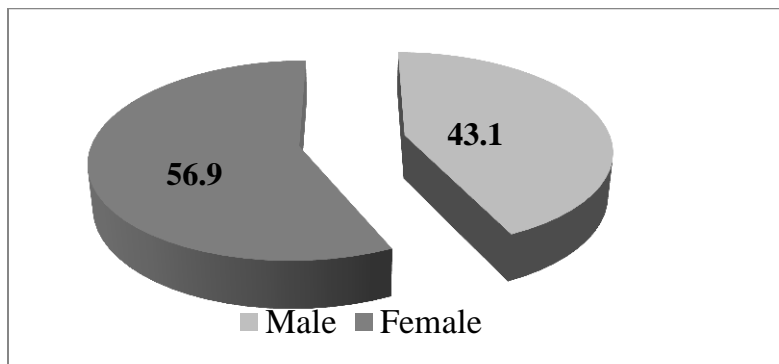


Figure1. The percentages of Sex

As result showed, in total, 306 EFL learners participated. 125 participants were extroversion and 181 participants were introversion. The mean scores of EFL learners' FNE, extrovert, introvert were respectively 30.58, 14.18, and 10.58.

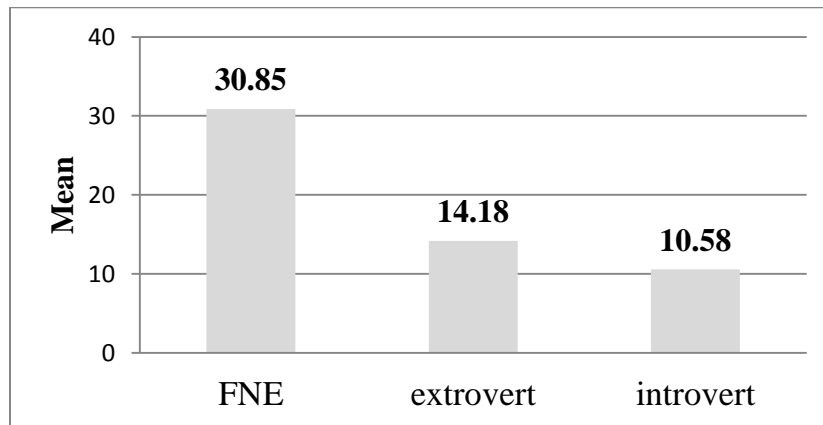


Figure2. The Means of Variables

For all information, the Kolmogorov-Smirnov test was used to verify that it was natural. The normality of the data is the null hypothesis of the Kolmogorov-Smirnov test. The null hypothesis is accepted if the obtained P value is greater than 0.05. Data were normal, the p-value is greater than 0.05 for all data (p=.244 for FNE; p=.073 for E/I).

Inferential Statistics

The first null-hypothesis investigated the relationship between two variables FNE and EFL extrovert learners.

H01: There is no significant relationship between FNE and EFL extrovert learners.

Correlations between FNE and EFL Extrovert learners

		Extrovert
FNE	Pearson Correlation	0 .271*
	Sig. (2-tailed)	0 .002
	N	125

*. Correlation is significant at the 0.05 level (2-tailed).

To test the first research question, Pearson correlation coefficient analysis was run. Pearson correlation coefficient was 0.271 and to some extent was positive. Accordingly, the first null-hypothesis with the 95% confidence was rejected.

The second null-hypothesis investigated the relationship between two variables FNE and EFL introvert learners.

H02: There is no significant relationship between FNE and EFL introvert learners.

Correlations between FNE and EFL Introvert

		Introvert
FNE	Pearson Correlation	0 .120
	Sig. (2-tailed)	0 .108
	N	181

To test the second null-hypothesis, Pearson Correlation Coefficient analysis was employed. FNE is not significantly correlated with EFL introvert learners. Pearson correlation coefficient was 0.120 and was positive. Table eight displays, p-value was more than 0.05 in correlation conducted (Sig=.108 > 0.05). Therefore, the null hypothesis was accepted indicating that there was no significant relationship between FNE and EFL introvert learners.

The third null-hypothesis investigated the relationship between two variables EFL learners' FNE and gender.

H03: There is no significant relationship between EFL learners' FNE and gender.

To check the third null-hypothesis, independent-t-test samples were used.

For the statistical analysis of two mean scores from two different categories, an independent- samples t-test was chosen.

An independent sample T-test was used in the current analysis to analyze the gap between Iraqi male and female EFL learners in terms of FNE Group Statistics and the T-Test for Mean.

Equality Group Statistics and T-Test for Equality of Means

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig	Group	N	Mean	Std. Deviation	Mean Difference	t	Sig
Equal variances Assumed	4.301	0.039	Male	132	29.64	7.85			
							2.14	-2.227	0.233
Equal variances not assumed			Female	174	31.78	8.48			

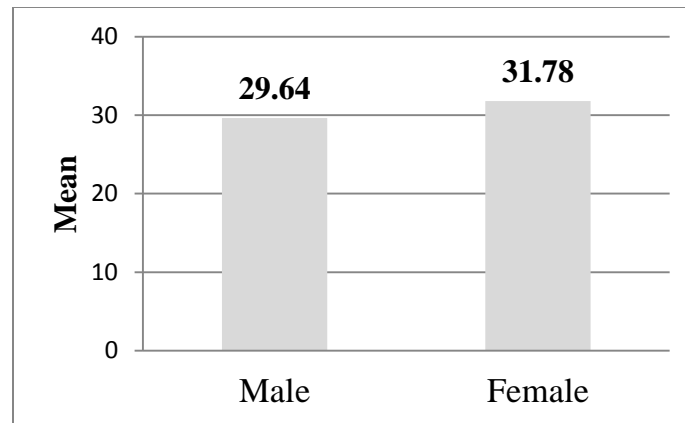


Figure3. The Mean of Males and Females' FNE

As table showed, there was a statistically significant ($df=2.14$, $t=-2.277$, $p=0.039<0.05$) difference between males ($N=132$, $M=29.64$, $SD=7.85$) and females ($N=174$, $M=31.78$, $SD=8.48$), in favor of females, with respect to FNE. The significance level was 0.039 and is less than 0.05. Accordingly, the third null-hypothesis with 95% confidence was rejected.

The result showed that the means of FNE scores for males and females are 29.64 and 31.78, respectively. There was a significant difference in the mean FNE scores for males and females. This meant that FNE among EFL female learners was more than EFL male learners. It could be concluded that Iraqi male and female EFL learners differ in their FNE level.

4. Discussion

The findings of this study revealed the existence of FNE among EFL learners and revealed that there was a high and moderate rate of anxiety among Iraqi learners. In addition, both male and female learners showed a high level of tension in them. The data obtained from the study was in line with some other studies (Idri, 2011; Shabani, 2012; Liu, 2012) and indicated that learning a foreign language of ELT in the Iraqi context was a highly anxiety-provoking and stressful class. Concerning students' experiences of evaluation and being negatively evaluated, many students indicated that they have experienced negative evaluation either by peers or by the teacher.

The mean scores of EFL learner' FNE, extrovert, introvert were respectively 30.58, 14.18, and 10.58. 125 participants were extroversion and 181 participants are introversion. It indicated that most learners were introversion.

FNE was significantly correlated with EFL extrovert teachers. Pearson correlation coefficient is 0.270 and to some extent is positive. Since p-value was less than 0.05 in correlation conducted ($Sig=.002 < 0.05$). Accordingly, the first null-hypothesis with the 95% confidence was rejected. So, there was significant and positive relationship between FNE and EFL extrovert teachers. On the other hand, FNE was not significantly correlated with EFL extrovert learners. Pearson correlation coefficient was 0.120 and was positive. Table displays, p-value is more than 0.05 in correlation conducted ($Sig=.108 > 0.05$). Therefore, the null hypothesis was accepted indicating that there was no significant relationship between FNE and EFL introvert teachers

Based on data, there is a statistically significant ($df=-2.14$, $t=-2.277$, $p=0.039<0.05$) difference between males ($N=132$, $M=29.64$, $SD=7.85$) and females ($N=174$, $M=31.78$, $SD=8.48$), in favor of females, with respect to FNE. The significance level was 0.039 and was less than 0.05. The result shows that the means of FNE scores for males and females are 29.64 and 31.78, respectively. There was significant difference in the mean FNE scores for males and females. As data showed that most learners were female with the means of FNE scores of 31.78. it meant that they were extroversion.

However, a crucial point should be made here: learners' self-perceived abilities do not necessarily reflect their actual abilities. This statement was valid especially for highly anxious learners with a low sense of self-esteem and self-efficacy. These learners tended to underestimate their capacities and consider themselves inferior to their classmates

Therefore, it might indicate that the best the teachers' classroom supervision and procedures, the least stressed the pupils are. It's fair to believe that a class led by an appropriate and efficient teacher helped students to learn the foreign language more pleasantly and to increase their learning opportunities while also lowering their anxiety levels, as shown by previous studies. (e.g., Abhakorn, 2008; Belvel, 2010; Chan & Wu, 2004; Hashemi &

Abbasi, 2013; Huang, Eslami, & Hu, 2010; Hussain, Shahid, & Zaman, 2011; Nishitani & Matsuda, 2011; Noormohamadi, 2009; Oliver & Reschly, 2007; Smith & Laslett, 2002; Trang, 2012; Tum, 2012; Zhang & Zhong, 2012).

Other investigators have supported the results of the current study and found that, in general, girls' anxieties are stronger than boys' anxiety (e.g., Call, Beer, & Beer, 1994; Joiner & Blalock, 1995). The findings of this study were consistent and in line with Mesri' study (2012) that stated females EFL learners were worried from language anxiety that was induced by reasons: Fear of negative appraisal consists of negative decisions by some, leaving adverse feelings on others, making linguistic or spelling errors, and criticism by others.

However, some research has shown that FLA is negatively related to foreign language (Aida, 1994; Horwitz et al. 1986; Young, 1991; MacIntyre & Gardner 1989). They believed also that FLA has a negative effect on FL learners, where they can exhibit avoidance behaviors such as missing classes and postponing homework (Horwitz et al. 1986).

This study clearly indicated that the answers of participants seem to generally corroborate the finding of previous on language anxiety (Tum, 2013; Mesri, 2012). The fear of negative evaluation was a strong source of foreign language anxiety (Du, 2009; Mesri, 2012).

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