
Language Anxiety: A Case Study of the Perceptions and Expectations of Iranian Pre Intermediate Female Learners Studying English in Institutions

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Abstract Learning English as a foreign language creates many challenges to both learners and teachers. Feeling of anxiety, nervousness and apprehension are usually happened to EFL learners in learning to speak English. This study explored the perceptions and attitudes of 30 pre-intermediate female students of English aged 15 to 20 with respect to foreign language anxiety at Kadoos English Institute in Rasht. The aim of this study also was to investigate foreign language anxiety experienced by learners. Based on the results the attitude of Iranian EFL learners towards language anxiety was discussed. The study has significantly addressed the issue of language learning anxiety as one of the important affective factors in second language learning. According to the result of the study students had fair perception of foreign language anxiety. They did not have debilitating fear of language learning nor they were completely relaxed. So they had stress but not so much that could affect negative reaction. Small amount of stress might be useful for students in that way which could give them the constancy for studying English. The interpretation of results revealed that the EFL learners have fair level of anxiety and fear. The study has determined students' level of language learning anxiety in the Iranian context. Importantly, no significant FLA was found. The findings suggests that Iranian EFL learners had not negative nor positive view towards FLA. The results indicates that students have different perceptions of language anxiety. The study suggests some teaching implications for teachers and learners. The study indicates fair level of language learning anxiety among learners.

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