Investigating English Language Classroom Anxiety and Its Relation to the Achievement of Iraqi Upper Secondary School Students

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ABSTRACT

As shown over the recent studies, English language classroom anxiety plays a critical role in acquiring a second or foreign language in the context of non-native speakers. Thus, this study aims to investigate the classroom anxiety of English language among Iraqi upper secondary school students in relation to their gender and academic achievement. FLCAS developed by (Horwitz et al, 1986) was administered to the participants of the study to collect the needed data. A total of (260) students were chosen randomly from six secondary schools at the Al-Karakh side of Baghdad city. SPSS software version (20) was run to analyze the collected data. The findings revealed no statistically significant difference was found between male and female students in experiencing anxiety in EFL class at the level of (0.05): There is a significant difference between low and high proficient students in experiencing anxiety in EFL class. Moreover, the findings shown there is a negative correlation (r= -.357) between the achievement of students and the foreign language classroom anxiety.

Keywords: English language classroom anxiety, proficiency, gender, achievement, secondary school.

1. Introduction

Over the past decades, English language has grown to be among those global languages that it has been employed in different domains such as Air Navigation, Finance, Commerce, Diplomacy, Tourism, Banking, and above all in Scientific Publication, which means mastering English language has become an essential demand to keep breast with the latest global developments. Learning English is a demanding and laborious task, it necessitates every effort to be made on the learner part. In term of education, among the factors that could be conceived as influential component in learning process, namely classroom management, teaching methods, teaching accessories, context, and student's motivation and anxiety. Anxiety has conceptualized over time such a critical factor could affect profoundly on various aspects of learning English as a foreign or second language. Spiel Berger (1983, 2005) states anxiety generally as a feeling of Apprehension, Nervousness, Tension, and Worry accompanies with a stimulation of autonomic Nervous System. He also believes that anxiety is such a kind of an inconvenient feeling that being experienced by language learner who often takes it as a pretext not to participate in classroom activities. Lewis (1963) describes anxiety as "an unpleasant emotion experienced as dread, scare, alarm, fright, trepidation, horror, and panic" (p.63). Others like scovel (1978) pointed out that anxiety in learning "an emotional state of apprehension, a vague fear that is only indirectly associate with an object" (p.113). He has classified anxiety into two types: Facilitating Anxiety, which is a positive feeling that motivates students to succeed in facing up difficult tasks as well as pushes them forward to improve their performance. Besides, Debilitating Anxiety that refers to a feeling of hesitation limits students in doing classroom tasks skillfully and raising up anxiety to its highest levels, leaving a negative reflection on students' performance. Along these lines, Maclntyre and Gardner (1994) states that language acquisition and production over all learning stages (input, process, and output) might be overly influenced by anxiety. Anxiety was described as an inhibiting factor that

hinders students' ability to process incoming language and weakens the process of language acquisition (krashen, 1982). In (1991) Maclntyre and Gardner described foreign language anxiety as situation-specific anxiety, which differs from trait and state anxiety; this phenomenon arouses in a particular situation. Oh (1990) gave a deep explanation, he described foreign language anxiety as a fear of failure, the feeling of inadequacy, self-centered thought, and the emotional reactions of language class that experience by EFL learners in classroom. In their study that conducted in (1986) Horwitz et al, "foreign language classroom anxiety has come to light", they described foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). Horwitz, Horwitz, and Cope's theory of foreign language anxiety has recognized as a significant theoretical framework in a large body of research interested in studying the effect of foreign language anxiety. These authors have designed an instrument to measure foreign language classroom anxiety, which has shown high scores for reliability and internal consistency, (0.83), (0.93) respectively. It comprised three major domains (communication apprehension, test anxiety, and fear of negative evaluation).

Anxiety could be affected ultimately in foreign language classroom by number of variables, such as language proficiency, motivation, age, beliefs, attitudes, and the gender of students (Ohata, 2005; Aida, 1994; Victori& Lockhart, 1995). Additionally, there are some other factors occur inside classroom, for example, task requirements, teaching style, teacher-students relationship, and the number of students could also influence anxiety's degree (Horwitz, 1988; Campbell & Ortiz, 1991; Marcos- Llinás, 2009). These variables along with individual's differences and traits give rise to poor-language outcomes and different levels of achievement among students (Horwitz, 2001). Out of all these variables, the gender of students and language proficiency going to be studied in relation with anxiety and achievement among Iraqi upper secondary school students, which constitute a controversial matter in Iraqi learning context. Based on findings of different studies (Alrabie, 2014; Dewaele, 2014; Lian&Budin, 2014; Nordin et al, 2013) that have investigated the FLLA in relation with students achievement, a significant negative relationship was found between foreign language learning anxiety and students' achievement. Despite Iraqi students start exposing to English as a foreign language from age nine, they still find it is strenuous to have that feeling of confidence and settlement inside English language classroom, which affects negatively on their achievement. They experience a great deal of pressure accompanies with anxiety that reflect at their performance. Thus, this research attempts to investigate the English language classroom anxiety among Iraqi secondary schools' students and the extent to which this kind of the psychological phenomenon may relate to students' achievement.

1.1. The Objectives of Study

1) To identify the significant difference of English language classroom anxiety among Iraqi secondary schools' students.

2) To identify the difference between high and low proficient students in term of
English language classroom anxiety.

3) To identify the relationship between English language classroom anxiety and students' achievement.

1.2. Research Questions And Hypotheses

1) Does students' gender effect on the level of English language classroom anxiety?

2) Is there significant difference between high and low proficient students in term of English language classroom anxiety?

3) What is the relationship between English language classroom anxiety and students' achievement?

1.3. 1.3 Hypotheses:

H_a: there is a significant difference between male and female students in term of English language classroom anxiety.

$H_{0:}$ there is no a significant difference between high and low proficient students in experiencing English language classroom anxiety.

$H_{0:}$ there is a negative correlation between students' achievement and English language classroom anxiety.

2. Literature Review

2.1 English Language Classroom Anxiety

For decades, the state of anxiety among students has drawn the attention of educators and psychologists resulted in numerous studies, these studies have documented to what extent anxiety could influence the affective, behavioral, and cognitive functions (Maclntyre& Gardner, 1991). Krashen (1982, 1985) underscores that anxiety has an actual impact on input and output stages in learning process through interfering with cognitive functions. Furthermore, it may impede the ability of learner to process and acquire a foreign language. Foreign language anxiety as stated by (Maclntyre& Gardner, 1994) "the feeling of tension and apprehension specifically associated with second language context, including speaking, listening, and learning" (p.95). This type of anxiety differs from the general anxiety that experiences in variety of situations since it occurs only at a limited case (i.e. the propensity of individual to be anxious in a particular context and time). Recently, foreign language classroom anxiety emerged as a serious problem that being experienced by EFL\ ESL learners, which may relate either with external factors, such as teaching methods, classroom environment, teacher or with internal factors, such as self-esteem, negative experience, shyness, beliefs, aptitude (Horwitz et al, 1986). Horwitz, Horwitz and cope (1986) categorized anxiety that experiences in foreign language classroom in three factors: the fear of negative evaluation, apprehension of communication, and test anxiety. Fear of negative evaluation was defined as "apprehension of others' evaluation, distress over their negative evaluations, avoidance of evaluations, and the expectations that others would evaluate oneself negatively" (Watson and friend, 1969, p.448). This type of anxiety instigates students to avoid taking part in classroom activities that necessitate giving own opinion about a particular state or participating in voluntary answer since it exposes them to the assessment of other students (Aida, 1994; Ely, 1986). It is axiomatic for learners to commit mistakes in English language classroom, which draw their attention to the weak points to be corrected in future, but the associated-negative comments of classmates, or teacher may be reflected adversely on student's performance, leading to increase the fear of negative evaluations. As for the apprehension of communication, it is recognized as a significant factor for what has a major role in learning English language. So as to acquire English language promptly, it is essential to break the fears of speaking and unleash using language with people around you. Communication apprehension defined by Horwitz et al (1986) as "a type of shyness characterized by fear or anxiety about communication with others." (127). It is such a type of psychological barriers, which hinders and weakens the self-confidence of learners to practice language orally with people around them in specific setting (context-based apprehension) (Horwitz et al, 1986). To some extent, students out of classroom show a greater ability to speak freely without worries or fears, but exposure to anxiety in threatening setting blocks their potential cognitive and personal competence to involve in oral activities. The last component related to classroom anxiety based on Horwitz category is test anxiety; since the commencement of student's education journey, the obsession of test anxiety is controlling his thinking. It is a predominant thinking among learners emerges from the fears of failure (Horwitz et al, 1986). The feeling of insecurity in giving an adequate answer on test may result from the suspicion of having limited knowledge or not prepared well, which leads to a poor performance upon taking exams (Piechurska-Kuciel, 2008). There are six potential sources for anxiety according to young (1991) may be related to language classroom anxiety namely personal and interpersonal anxieties, learners beliefs about language learning and teacher beliefs about language teaching, student-teacher interaction, classroom procedures, and language testing. As for the first source, personal and interpersonal anxieties emerge from the lack of aptitude and self-confidence as the students compare themselves to idealized self-image. This factor is more related to social anxiety in term of the fear of negative evaluation by others, which gives rise to the avoidance of interactions and participation in classroom activities. Social anxiety is, when a person feels anxious in social situations, but he looks better when he is alone

(Piechurska-Kuciel, 2008). Students' beliefs conceived as another personal factor that could increase learning English anxiety. Many students bring along to English classroom variety of preconceived beliefs, most of which are conceptualized as unrealistic beliefs, but they produce feelings of worries and tension (Ganschow et al, 1994). Another factor recognized affecting in English classroom anxiety is teacher's beliefs; these beliefs stem from the social context, curriculum, classroom activities, and his tendency toward English language. Sometimes teacher's beliefs leave impact on students' performance inside class especially if these beliefs do not change a teacher positively (Horwitz, 1988). Regarding the fourth factor, teacher-students interaction has considered as a critical part in the development of negative feelings during the phase of learning language in which the correction feedbacks that teacher releases should be given properly in term of time, frequency, and the manner. Otherwise, these feedbacks help to emerge uncomfortable context for student resulting in increasing student's level of anxiety (Young, 1991; Davis, 2003). For the fifth factor, the classroom procedures are more relate to speaking tasks where students must speak in front of a group, such as oral quizzes, oral presentations, and being called on to respond in the target language. Finally, language testing may lead to anxiety when the situation is novel, ambiguous, and highly evaluated or when students face tests unfamiliar, they do not expect (young, 1991).

2.2 Previous Studies

Over time, many researchers have interested in studying foreign-language's anxiety in relation to other variables among learners, which exposed different types of relationships. For example, to figure out the differences between male and female students in regard of foreign language classroom anxiety and academic achievement, Dordinejad and Ahmedabad (2014) chose randomly a sample of (400) students of the third intermediate stage from different secondary school in Urmia at the north-west of Iran. The researcher employed the scale of foreign language classroom anxiety (FLCA) that designed by Horwitz (1986) as a basic tool to provide the study with the needed data. Besides, the scores of the final English exam were employed to identify student's achievement. According to the results, female students experience anxious more than male students do, which means females have a higher level of anxiety than males. Furthermore, anxiety in the foreign language classroom negatively correlated with students' achievement that indicated students with low anxiety attained high scores on a test. Bhatti et al (2016) conducted a quantitative study to explore the perception of Pakistanis' learners toward the anxiety in the foreign language classroom. For collecting data, a translated version of (FLCA) scale, (Horwitz et al, 1986) into Urdu, was served as the instrument of the study. Hundred forty-five students at the intermediate level were selected randomly from different public faculties to constitute the study sample. The findings revealed that communication apprehension recorded a high mean comparing to test anxiety and negative evaluation, which means communication apprehension, was diagnosed as a deterring factor impedes the process of learning the foreign language. Furthermore, self-perceived proficiency is closely related to the classroom anxiety of foreign language. Karata et al (2016) have investigated the foreign language classroom anxiety in regard of different variables (language level, gender, the type of school they graduated from, and taking English preparatory training). To this end, a group of (320) male and female students enrolled in English preparatory course at the technical university in Istanbul were selected to be the sample of study. As the data collection instrument, the researcher used foreign language classroom anxiety scale that developed by (Horwitz et al, 1986). The findings indicated that female registered higher scores compared to males, which means males experienced less anxiety than females do. Zagli (2017) addressed in his study the relationship of anxiety in foreign language classroom with self-efficacy beliefs. Total of (106) male and female-undergraduate students served as the sample of the study whom chosen randomly from the international university of Sarajevo. As for needed data, two scales were adapted: (FLCA) SCALE of Howrtiz (1986) used to measure the anxiety of students in foreign language class, and the general self-efficacy scale, which was designed, by Matthias and Ralf in (1992) used to assess the abilities of coping and adaptation in stressful events of daily activities. The findings revealed that study sample did not show significant differences in self-efficacy beliefs and the degree of foreign language classroom anxiety. Additionally, the results have shown a negative-moderate correlation

between students' self-efficacy beliefs and the classroom anxiety of foreign language. Ali (2017) investigated the degree of foreign language classroom anxiety in relation to the academic achievement of (50) Iraqi postgraduate students at English department were selected randomly from three Malaysian universities (UKM, UPM, UM). Since the researcher adopted the mixed method in conducting this study, he used (AFLAQ) scale, which was developed by Al-Saraj (2014), and semi-structured interviews as tools to collect the needed data. The items of Arabic foreign language anxiety questionnaire (AFLAQ) are similar to those in (FLCA). As for achievement variable, students' scores on final English test were considered .The findings have shown that test anxiety contributed effectively to foreign language classroom comparing to negative evaluation and communication apprehension, as well as, the results revealed that male students experience anxiety lower than female students do. Regarding the relationship between anxiety and students' achievement, they related negatively. As the studies showed above, there is no cut relationship between foreign language classroom anxiety and the variables of students' gender and achievement. To the best of researcher acknowledge, there are only two studies (Ali, 2017; Oda and Khammat, 2012) considered the foreign language classroom anxiety of Iraqi students which are limited to postgraduate and undergraduate students. Thus, this study going to investigate the classroom anxiety of foreign language among secondary school students in relation to gender and academic achievement for the academic year 2017-2018.

3. Methodology

3.1 Participants

During the academic year 2017-2018, the current study was conducted. The participants of study are Iraqi upper secondary school students at the Al-Karkh side of Baghdad city, which were six in number, three schools for boys, and three for girls. The participants have been learning English for nine years. The researcher has adopted the stratified random sampling; in this way, the study sample divides into homogenous groups based on their high and low proficiency level. Then, within each proficiency level, 65 female students and 65 male students were selected to make up total of (260) students. The mean age of participants is (18). So as to determine the level of students' proficiency, the final examination's scores were considered. In which, students who obtained greater than 90% regarded as high-proficient students, while those who received lesser than 65% considered low-proficient students.

3.2 Instrument

A descriptive-quantitative approach was used to figure out the objectives of the study. So as to collect data, 5-points likert a scale ranges from "strongly disagree" to "strongly agree." which was designed by Horwitz and cope in (1986) to measure student's anxiety inside foreign language classroom, was employed. The foreign language classroom anxiety scale (FLCAS) includes (33) items spread over three components. It conceived as a reliable and extensive scale in research studies over the past 30 years. However, Since the Arab context differs from the context in which this scale was designed for; a new-modified Arabic version with minor changes has been created to be more appropriate and comprehended for study sample. It was exposed to a group of experts specialized in educational sciences to modify and give their opinions about each item. The modified-scale version tabulated in (30) items with 3-points Likert scale ranges from "true of me" to never true of me."

To determine students' proficiency in English language, the results of final English course test, which is a national-standardized test, for the academic year 2017-2018, were considered as a second instrument to collect the needed data for the current study.

3.3 Questionnaire Reliability

To ensure the internal consistency of questionnaire, Cronbach's alpha test was run using SPSS software.

Table (1) Reliability Statistic

Cronbach's alpha	N of Items
0.80	30

Table 1 shows the reliability value of the whole items in the questionnaire found to be a= 0.80, which implies the questionnaire has a high reliability index of inter-correlations among items.

3.4 Internal Consistency of Items

Table (2) Item-Total Correlation

N	correlation	
1	Pearson correlation Sig.(2-tailed)	.608** .000
2	Pearson correlation Sig.(2-tailed)	.506** .000
3	Pearson correlation Sig.(2-tailed)	.619** .000
4	Pearson correlation Sig.(2-tailed)	.612** .000
5	Pearson correlation Sig.(2-tailed)	.622** .000
6	Pearson correlation Sig.(2-tailed)	.249** .000
7	Pearson correlation Sig.(2-tailed)	.482** .000
8	Pearson correlation Sig.(2-tailed)	.351** .000
9	Pearson correlation Sig.(2-tailed)	.538** .000
10	Pearson correlation Sig.(2-tailed)	.418** .000
11	Pearson correlation Sig.(2-tailed)	.299** .000
12	Pearson correlation Sig.(2-tailed)	.593** .000
13	Pearson correlation Sig.(2-tailed)	.617** .000
14	Pearson correlation Sig.(2-tailed)	.593** .000
15	Pearson correlation Sig.(2-tailed)	.617** .000
16	Pearson correlation Sig.(2-tailed)	.397** .000
17	Pearson correlation Sig.(2-tailed)	.556** .000
18	Pearson correlation Sig.(2-tailed)	.380** .000
19	Pearson correlation Sig.(2-tailed)	.440** .000

N	correlation	
20	**Pearson correlation**	**.528****
	Sig.(2-tailed)	**.000**
21	**Pearson correlation**	**.652****
	Sig.(2-tailed)	**.000**
22	**Pearson correlation**	**.352****
	Sig.(2-tailed)	**.000**
23	**Pearson correlation**	**.226****
	Sig.(2-tailed)	**.000**
24	**Pearson correlation**	**.575****
	Sig.(2-tailed)	**.000**
25	**Pearson correlation**	**.620****
	Sig.(2-tailed)	**.000**
26	**Pearson correlation**	**.596****
	Sig.(2-tailed)	**.000**
27	**Pearson correlation**	**503****
	Sig.(2-tailed)	**.000**
28	**Pearson correlation**	**.396****
	Sig.(2-tailed)	**.000**
29	**Pearson correlation**	**.399****
	Sig.(2-tailed)	**.000**
30	**Pearson correlation**	**.393****
	Sig.(2-tailed)	**.000**

** Correlation is significant at the 0.01 level (2-tailed)

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

As displays in Table (2), all items show a satisfactory correlation to the total score, which were compared to the tabulated value (0.098) at the level of (0.05).

3. 5 Data Analysis

SPSS software version .20 was employed to analyze collected data using independent sample t-test to find out if there is a significant difference between males and females in term of foreign language classroom anxiety. So as to determine if there are significant differences in students' English language classroom anxiety according to their proficiency level, independent sample t-Test was applied. Additionally, Pearson product-moment correlation was computed to identify the correlation between students' level of foreign language classroom anxiety and their achievement.

4. Results

4.1 Does students' gender effect on the level of English language classroom anxiety?

Table (3) Independent Sample T-Test

Gender	N	Mean	Std. Deviation	DF	T-value		Sig.
					calculated	Tabulated	(2.tailed)
male	130	48.4000	9.94528	258	1.121	1.96	0.246
female	130	47.0692	9.18981				

To answer question one that seeks to find out if there is a significant difference between male and female students' classroom anxiety, the independent sample t-test was run. As table (3) displays, there is slightly difference between

male-students' mean (M=48.4000, SD=9.94528) and female-students' mean (M=47.0692, SD=9.18981). However, since the p-value is 0.246, which is higher than (0.05) it concludes there is no statistically significant difference between male and female students in experiencing anxiety in EFL class. Thus, the alternative hypothesis is rejected.

4.2 Is there significant difference between high and low proficient students in term of Englishlanguage classroom anxiety?

Table (4) Independent Sample T-Test

	N	Mean	Std. Deviation	DF	T-value		Sig.
					calculated	Tabulated	(2.tailed)
high	130	45.3077	8.69897	258	-4.215-	1.96	0.000
low	130	50.1615	9.83413				

To reveal if there is a significant difference between high and low proficient students in experiencing anxiety in English language classroom, the independent sample t-test was applied. The result of t-test as shown in table (4), there is a difference between students' mean with high proficiency (M=45.3077, SD=8.69897) and the mean of low proficient students (M=50.1615, SD=9.83413). Since the p-value (0.000) is lesser than (0.05), it implies that there is a significant difference between low and high proficient students. In a brief, students with low proficiency experience high levels of anxiety in English classes than students with high proficiency. Thus, it leads to reject the null hypothesis.

4.3 Is there significant relationship between Englishlanguage classroom anxiety and students' achievement?

Table (5) Correlations

		total	proficiency
Anxiety	Pearson Correlation	1	-.357[**]
	Sig. (2-tailed)		.000
	N	260	260
Achievement	Pearson Correlation	-.357[**]	1
	Sig. (2-tailed)	.000	
	N	260	260

**. Correlation is significant at the 0.01 level (2-tailed)

To investigate if there is any statistical relationship between students' achievement and English language classroom anxiety, the Pearson's correlation coefficient test was applied. The achieved result as stated in table (5), there is significantly a negative correlation (r= -.357) between the achievement of students and English language classroom anxiety, which means they move in opposite direction. The more student experience anxiety in foreign language class, the lesser the achievement will be and vice versa. Thus, the null hypothesis is accepted.

5. Discussion

Since it constitutes a significant obstacle through learning the foreign language, classroom anxiety has drawn the attention of the current study researcher to identify the anxiety of foreign language classroom among Iraqi upper secondary school students. The findings of the current study came to be in line with the findings of studies conducted by (Aida, 1994; Yamat&ShiraniBidabadi, 2012; Razak et al, 2017; Shi &Lui, 2006; Onwuegbuzie et al, 1999; Shabani, 2012; Latif, 2015). These studies revealed there is no statistically significant difference between male and female students in term of experiencing anxiety in English foreign language class, which means that males and females

experienced similar anxiety raised from the necessity to learn and use a foreign language that has not been fully mastered. However, the result is incompatible with similar studies (Ali, 2017; Arnaiz& Guillen ,2012; Amiri&ghonsooly, 2015; Dordinejad& Ahmedabad, 2014; Karata et al, 2016; Sener, 2015; Elaldi, 2016) examined the level of foreign language classroom anxiety in regard of participants' gender. Some results indicated that male students scored a higher level than female students do. Some others showed female learners have experienced anxiety at a greater level than male learners have, which means there is a significant difference between male and female learners at the level of foreign language classroom anxiety.

As for the low and high-proficient students, has disclosed that there is a significant difference between low and high proficient students in term of English language classroom anxiety. This finding is consistent with the results of studies carried out by (Tsai, 2013; Marcos Llinás, 2009; Thompson, 2014; Bergström, 2017) found a significant difference among learners at the level of proficiency. Low-proficient students, in contrast to high-proficient students, seem to experience a high level of anxiety in English language classroom.

Regarding the relationship between students' achievement and foreign language classroom anxiety, the finding comes to be congruent with the findings of studies investigated the relationship between classroom anxiety in foreign language and the achievement of students (Doğan, 2016; Wang, 2011; Aydin et al, 1999; Dordinejad, 2014; Awan, 2010; Ali, 2017; Aida, 1994; Marcos-Llinás and Garau,2009). The studies concluded with a negative correlation between the achievement of students and foreign language classroom anxiety. It means the higher the classroom anxiety, the lower the achievement. In other words, students who experience a high level of anxiety in English language class; anxiety can debilitate and influence their achievements significantly.

Conclusion and Recommendation

The study attempted to investigate the English language classroom anxiety among iraqi secondary schools' students, and how the proficiency level of students could influence their classroom anxiety. Furthermore, the study aimed to identify the relationship between students' achievement and English language classroom anxiety. The findings of the study revealed no statistically significant difference was found between male and female students in experiencing anxiety in EFL class at the level of (0.05) that implies both male and female students have a significant level of anxiety. The proficiency of students has also shown an important role in the level of anxiety in distinguishing between low and high proficient students. Moreover, the findings disclosed there is a negative correlation (r= -.357) between the achievement of students and foreign language classroom anxiety, which means students who have a greater level of foreign language classroom anxiety tend to record a lesser level of achievement. Accordingly, the researcher recommends conducting a qualitative study to acquire more in-depth information, creating a positive ambience between teacher and students inside the class to mitigate the level of anxiety that curb students improvement, and encouraging students to take the cooperative learning as a means in learning English language.

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القلق الصفي في اللغة الإنجليزية و دوره في اكتساب اللغة الإنجليزية كلغة ثانية أو أجنبية

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ملخص

كما هو موضح في الدراسات الحديثة، ويلعب القلق الصفي في اللغة الإنجليزية دوراً حاسماً في اكتساب اللغة الإنجليزية بوصفها لغة ثانية أو أجنبية في البيئة غير الناطقين بها، وبناءً على ذلك، تهدف هذه الدراسة للبحث في القلق الصفي في مادة اللغة الإنجليزية لدى طلبة المدارس الثانوية العراقية فيما يتعلق بنوع الجنس والتحصيل الأكاديمي، وتم اختيار ما مجموعة (260) طالبًا بشكل عشوائي من ست مدارس ثانوية في جانب الكرخ من مدينة بغداد، تم استعمال برنامج التحليل الإحصائي للبيانات التي تم جمعها، وكشفت النتائج عدم وجود فروق ذات دلالة إحصائية بين الطلاب الذكور والإناث في تجربة القلق الصفي على مستوى دلالة(0.05) وهناك فرق كبير بين الطلاب ذوي الكفاءة المنخفضة والعالية في تجربة القلق الصفي في الصف، علاوة على ذلك، وأظهرت النتائج أن هناك علاقة سلبية بين التحصيل الدراسي للطلاب، وقلق تعلم اللغة الأجنبية.

الكلمـات الدالـة:القلق الصفي في مادة اللغة الإنجليزية، الكفاءة، الجنس، التحصيل، المدرسة الثانوية.