Foreign Language Anxiety among Pre-Service Teachers of French Language in Selected Tertiary Institutions in South Western Nigeria

By

M. O. Araromi

and

F. O. Olaseinde

Abstract

The study examined the influence of anxiety on the success of some pre-service teachers of French Language in selected tertiary institutions in southwestern Nigeria. Descriptive research design was adopted. A total of 130 pre-service teachers (male = 40 and female = 90) participated in the study. The results showed that the test anxiety level of pre-service teachers' foreign language anxiety is slightly low ($\overline{X}$ = 2.32, Std. Dev = 1.162). The findings further showed that the fear of negative evaluation level of pre-service teachers' foreign language anxiety is a bit high ($\overline{X}$ = 2.65, Std. Dev = 1.227). Data collected were analyzed using PPMC and Regression Analysis. The results showed that the communication apprehension level of pre-service teachers' foreign language anxiety was slightly low ($\overline{X}$ = 2.29, Std. Dev = 1.188). There was no influence of age on pre-service teachers' foreign language anxiety in classroom (F value =1.349, P>0.05). There was no gender difference in the pre-service teachers' foreign language anxiety in classroom (t-Critical value (t-Crit=1.99, P>0.05). Length of years of French study had no influence on the pre-service teachers' foreign language anxiety in classroom (F value = 1.349, Pro= 0.262>0.05). It was however recommended that pre-service teachers of French language in tertiary institutions should pay maximum attention to the variants of foreign language anxiety of fear of negative evaluation, communication apprehension and test anxiety in the process of learning French language as a foreign language.

Introduction

Studies abound on the effect of foreign language anxiety on the students studying foreign languages in the United States and Canada. Horwitz, Horwitz and Cope (1986) state that language learning anxiety has been attributed to the inability to present one's ideas and opinions freely in the target language, which can undermine self- esteem and threaten one's self-image. The learner's inability to pronounce words correctly or use the correct tenses may be as a result of negative evaluation by others. This may constitute confusion and embarrassment on the part of the affected learners. Jackson (2002) identified situational variables, such as course level, behaviour and attitudes and social interaction among learners, as determinants of learners' language anxiety. Learner's variables that influence anxiety in learners according to Dewaele (2002) include ability, age, attitudes, beliefs, culture, gender, learning styles and personality variables of the learners. Thus, anxiety is a complex and multivariate variable that could be influenced by many variables as stipulated above. In this regard, language learning anxiety cannot be treated in isolation. Anxiety is said to occur at different stages of language learning which include the input state (mental), planning and the output stage. The cause of language anxiety should not only be

the major concern of the researchers in foreign Language learning but also the effect of the construct on the stages of language learning.

Language anxiety is intertwined with individual differences such as personality traits, emotions, and motivation (Zheng, 2008). In foreign language learning situation, language anxiety could lead to avoidance of work or inefficient work performance among the learners. Piccardo (2010) asserts that when teaching students, teachers paying attention to the affective aspect will not only lead to more effective learning, but the act of stimulating the different emotional faculties, such as self-esteem, empathy, motivation can in fact considerably facilitate the language learning process. The researcher further stated that teachers should consider the students' emotions as they participate in language learning as well as offer emotional support to motivate students' learning. Pre-service French teachers in colleges of education in Nigeria exhibit language anxiety especially communication anxiety which sometimes inhibit their effective learning of the French language. The admission process in the colleges of education clearly reveals that majority of students who are offered admission into Nigeria Certificate in Education did not apply to study French Language initially. They were only admitted into the programme due to lack of available space in the programme they initially applied for. Considering the nature of French language as a foreign language in Nigerian linguistic parlance, pre- service teachers who are learners of French language often display unnecessary anxiety in the teaching and learning situation and this invariably affects their learning outcomes. Zheng (2008) explains that anxiety arousal can impact the quality of communication output as the retrieval of information may be interrupted by the 'freezing- up moments that students encounter when they get anxious.

Foreign language anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced by non-snative speakers when learning a second or foreign Language. The feeling of foreign language anxiety is observable in the content of foreign language skills of listening, speaking, reading and writing. The three main categories of foreign language anxiety are: communication apprehension, test anxiety and fear of negative evaluation by the others. It has been established, however, that excessive anxiety in learning on the learners could be detrimental to the learners' confidence, self-esteem and level of participation and could interfere negatively with the academic performance of learners.

Gardner (1997) suggested that attention should be shifted to the affective variables interfering with foreign language learning in order to identify the reason why some learners experience difficulty in foreign language learning compared to others. Foreign language anxiety is considered to be one of the affective variables that determine success in foreign language learning. Foreign language anxiety is different from state anxiety which occurs within specific temporary situations and fades away when the threat disappears.

There are two basic approaches to the study of anxiety in L_2, that is anxiety transfer and unique anxiety approach. Anxiety could be transferred into the second language learning context if the individual learner experiencing Language anxiety is prone to anxiety in other situations of life. This could be transferred to second language learning context. This is what is referred to as anxiety transfer. Anxiety is a personality trait which is inherent in the psychological make-up of tension, nervousness and worry and arousal of the nervous system. Language learning

anxiety on the other hand is a unique form of anxiety that is related to language acquisition content, and it is situational in nature. This is a form of anxiety that is related to language issues, such as language achievement, test anxiety and communication apprehension anxiety.

Anxiety relating to specific language anxiety in foreign language class appears to be consistent and fruitful. This lends credence to the possible influence of foreign language anxiety on the learners' achievement in foreign language. However, transfer form of anxiety on the other hand appears to be inconsistent and contradictory. By implication, learners could be naturally anxious in foreign language learning context and appear psychologically and emotionally stable in the same context. There are specific forms of anxiety associated with second language learning. Communication apprehension is a type of shyness or fear relating to communicating with people. Learners of foreign language always exhibit phobia or fear in communicating in the foreign language either in the classroom situation or in the public. Listening or receiver anxiety is another form of anxiety that learners experience in language study. The fear of misinterpreting or misrepresenting the message of the interlocutor during conversation ensues between the two speakers. This incidence is mostly common when one of the people involved in conversation is a native speaker of the langue and the other one is a second language speaker. The fear of intimidation or molestation occurs, if the message of the nature speaker, who appears to be more competent, is not well decoded by the non-native speaker.

Test anxiety is another form of anxiety in foreign language situation. Test anxiety is not peculiar to foreign language learning only. Learners are generally frightened when there is need for the teacher to examine them on some specific areas of the curriculum. Foreign language test is not an exception in this regard. Learners undergo frustration, fear and boredom when foreign language test is administered on them on regular basis. Their proficiency is put to test while it is being acquired. They experience frustration and worry because of consequences of inadequate performance in an evaluative situation. Another form of anxiety experienced by learners in foreign language situation is the fear of negative evaluation. It occurs more frequently in foreign language learning situation especially during the speaking or oral proficiency test. The fear of negative evaluation by other learners may inhibit the learners in expressing themselves freely in foreign language class.

Horwitz et al (1986) described foreign language anxiety as a distinct complex of self- perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process. Ellis (2008) observed that this anxiety is prompted by specific set of conditions such as public speaking or participating in class.

Studies and research findings have proved that foreign language production, improvement and achievement can be negatively influenced by language anxiety i.e. Horwitz, (2001), Liu and Jackson, (2008), Liu and Zhang, (2010). The more the learners of foreign language could decrease their language learning anxiety the better for them to attain proficiency in this language. This submission correlates with the Dornyes (1994, 2001) who suggested that the effective language teachers are regarded to be ones who develop students self- efficacy, decrease their anxiety, promote

motivation, enhance attributions, encourage students to set attainable sub-goals and increase the effectiveness of course contents.

Krashen (1989) considered the affective filter hypothesis as a vital hypothesis to be considered in second language acquisition. He is of the opinion that learners with high motivation, self-confidence and a low anxiety level are likely to succeed in second or foreign language.

Studies have shown that males typically score lower on measurement of test anxiety than females (Lashkaripour, 2006; Mehregan Najjarian & Ahmadi 2001; Ferrando, 1999). The different test anxiety constructs affect males and females in different ways. Overall, females were reported to be more subject to test anxiety than males; and females two dimensions (Eversion, Millsap, & Rodriquez, 1991).

Statement of the Problem

The high rate of language anxiety among the pre-service teachers of French language in colleges of education in Nigeria has generated an outcry among stakeholders in the field of foreign language Education in Nigeria. This has resulted into dearth of qualified and competent French language teachers to teach the language at both primary and secondary school levels. Efforts by previous researchers in the area of teaching methodology and pedagogical approach did not yield any appreciable results. Researchers have suggested looking into some affective variables that can interfere with the learning of foreign languages. This study therefore determined the pre-service teachers' foreign language anxiety in some selected tertiary institutions in south western Nigeria.

Research Questions

1. What is the test-anxiety level of pre-service teachers in south western Nigeria?
2. What is the fear of negative evaluation level of pre-service teachers in south western Nigeria?
3. What is the communication apprehension level of pre-service teachers' foreign language anxiety in south western Nigeria?
4. Does age have influence on pre-service teachers' foreign language anxiety?
5. Is there a gender difference in the pre-service teachers' foreign language anxiety?
6. Does length of years of French study have influence on pre-service teachers' foreign language anxiety?

Research Design

Descriptive research design of survey type was adopted in the study. It focused on the foreign language anxiety (test-anxiety, fear of negative evaluation and communication) among pre-service teachers of French language in selected tertiary institutions in south western Nigeria.

Population

The population consisted of all pre-service teachers of French Language in all tertiary institutions in southwestern Nigeria.

Sample and Sampling technique

Three tertiary institutions were randomly selected from southwestern Nigeria. A sample of 130 pre-service teachers (Male = 40 and Female = 90) was purposively selected from the three selected tertiary institutions.

Research Instrument

The instrument used for the study was Foreign Language Classroom Anxiety Scale adapted from Horwitz, Horwitz, & Cope (1986). The instrument is 33 item

Likert type scale with four possible responses ranging from strongly disagree to strongly agree. The positive statements were rated 4 = Strongly Agree, 3= Agree, 2= Disagree, and 1= Strongly Disagree; and the reverse for the negative statement. The questionnaire was meant to assess the degree of foreign language anxiety experienced in language classrooms. The questionnaire was reflective of the three modes of anxiety that are regarded as conceptually important aspects of FLA according to Horwitz (1986). These aspects include communication apprehension, fear of negative evaluation and test anxiety.

Validity and reliability of instrument

Experts in Educational Psychology and Foreign Language Education ascertained the face and content validity of the instrument. The reliability of the instrument was ascertained by trial-testing on pre-service teachers of equivalent status as those used in the study. Cronbach alpha was used to establish the reliability of the instrument. The reliability co-efficient of 0.78 was established.

Administration of the instrument

The questionnaire was administered on the pre-service teachers by the researcher with the assistance of research assistants. The administration lasted one week and copies of the questionnaire administered were retrieved.

Data Analysis Technique

Six research questions were raised. Data were analyzed using frequency counts and percentages, Pearson Product Moment Correlation Analysis (PPMC) and Regression. The summary of data analysis is discussed under two sub-headings:

i. Analysis of the demographic data
ii. Analysis of research questions

1. Socio-Demographic Characteristics of Respondents

Table 1: Frequency Distribution of Selected Tertiary Institutions of Respondents

Name of Institution	Frequency	Percentage
Federal University, Oye Ekiti	53	40.8
Federal College of Education, Abeokuta	15	11.5
University of Ibadan, Ibadan	62	47.7
Total	**130**	**100.0%**

Table 1 revealed frequency distribution according to the names of selected tertiary institutions of the respondents with majority from University of Ibadan Ibadan with 62(47.7%), while Federal University Oye Ekiti was 53(40.8%) and Federal College of Education Osiele Abeokuta was 15(11.5%). This implies that majority of the respondents were from University of Ibadan, Ibadan and Federal University, Oye Ekiti.

Tables 2: Frequency Distribution of Age Range of Respondents

Age group	Frequency	Percentage
15 to 20yrs	58	44.6
21 to 25yrs	53	40.8
26 to 30yrs	15	11.5
31 to 35yrs	4	3.1
Total	**130**	**100.0%**

Table 2 revealed the frequency distribution according to the age range of the respondents. The results show that respondents with age range of 15 to 20 years were 58 (44.6%), while those in age range of 21 to 25 year were 53 (40.8%) and those in the age range of 26 to 30 years were 15 (11.5%), those in the age range of 31 to 35 years were 4 (3.1%). This shows that respondents within the age range of 15 to 20 years had the highest percentage.

Tables 3: Frequency Distribution of Gender of Respondents

Gender		**Frequency**	**Percentage**
Male		40	30.8
Female		90	69.2
	Total	**130**	**100.0%**

Table 3 revealed frequency distribution according to gender with a high percentage of female participants 90 (62.2%), while male participants were 40 (30.8%). This implies that females participants have higher percentage.

Table 4: Frequency Distribution According to the Native Language of Respondents

Native language	**Frequency**	**Percentage**
Yoruba	100	77
Igbo	23	17.7
Edo	1	0.8
Tiv	1	0.8
Ebira	1	0.8
Oron	1	0.8
Hausa	1	0.8
Efik	1	0.8
Ijaw okrika	1	0.8
Total	**130**	**100.0**

Table 4 reveals the frequency distribution according to the native language of the respondents with the majority from Yoruba which amount to 100 (77%), while Igbo were 23(17.7%), and other natives languages were Edo, Tiv, Ebira, Oron, Hausa, Efik and Ijaw Okrika as 1 (0.8%) respectively. This implies that majority were from the Yoruba native language.

Table 5: Frequency Distribution According to Teaching Experience of Respondents

Teaching experience	**Frequency**	**Percentage**
None	97	74.6
1 to 5 years	28	21.5
6 to 10 years	5	3.8
Total	130	100.0%

Table 5: reveals the frequency distribution according to teaching experience of respondents. The result shows that respondents with no experience were 97 (74.6%), while respondents with teaching experience of 6 to 10 years were 5(3.8%). This shows that respondents with no experience have the highest percentage.

Table 6 revealed the frequency distribution according to the length of French study of the respondents. The

result shows that length of study range of 1 to 5 years was 102 (78.5%), while respondents with the length of study range of 11 to 15 years were 6 (4.6%). This shows that those with the length of study range of 1 to 5 years have the highest percentage.

Table 6: Frequency Distribution of According to Length of French Study of Respondents

Length of French Study	Frequency	Percentage
1 to 5 years	102	78.5
6 to 10 years	22	16.9
11 to 15 yrs	6	4.6
Total	**130**	**100.0%**

Table 6 revealed the frequency distribution according to the length of French study of the respondents. The result shows that length of study range of 1 to 5 years was 102 (78.5%), while respondents with length of study range of 6 to 10 years were 22 (16.9%) while those with the length of study range of 11 to 15 years were 6(4.6%). This shows that those with the length of study range of 1 to 5 years have the highest percentage.

Research Question 1: What is the test-anxiety level of pre-service teachers' in south western Nigeria?

Table 7: showing the test-anxiety level of pre-service teachers' of French Language

S/No	Items	SA (%)	A (%)	D (%)	SD (%)	Total (%)	$\overline{X}$	SD
1	I never feel quite sure of myself when 1 am speaking in French language class	58(44.6)	20(15.4)	16(12.3)	36(27.7)	130(100)	2.23	1.279
2	I don't worry about making mistakes in language class	33(25.4)	22(16.9)	32(24.6)	43(33.1)	130(100)	2.65	1.186
3	I tremble when i know that i am going to be called in French language class	37(28.5)	25(19.2)	28(21.5)	40(30.8)	130(100)	2.55	1.201
4	It frightens me when i don't understand what the teacher is saying in French language	66(50.8)	26(20.0)	26(20.0)	12(9.2)	130(100)	1.88	1.034
5	I wouldn't bother me at all to take more French language classes	60(46.2)	23(17.7)	26(20.0)	21(16.2)	130(100)	2.06	1.146
6	During French class, i find myself thinking about things that have nothing to do with the course	26(20.0)	20(15.4)	24(18.5)	60(46.2)	130(100)	2.91	1.191
7	I keep thinking that other students are better at French language than i am	40(30.8)	25(19.2)	26(20.0)	39(30.0)	130(100)	2.49	1.215
8	I am usually at ease during tests in my language class	53(40.8)	21(16.2)	30(23.1)	26(20.0)	130(100)	2.22	1.183
9	I start to panic when i have to speak without preparation in French	49(37.7)	31(23.8)	27(20.8)	23(17.7)	130(100)	2.18	1.126
10	I worry about the consequences of failing in my French language class	52(40.0)	31(23.8)	30(23.1)	17(13.1)	130(100)	2.09	1.074
11	I don't understand why some people get so upset over French language classes	44(33.8)	37(28.5)	20(15.4)	29(22.3)	130(100)	2.26	1.152
	Total Average Mean	518(36.2)	281(19.7)	285(19.9)	346(24.2)	1430(100)	2.32	1.162

Key;- SA=Strongly Agree(4), A=Agree(3), D=Disagree(2), SD=Strongly Disagree(1)

Table 7 shows the test-anxiety level of pre-service teachers' foreign language anxiety in classroom. This was shown with the total average mean score of ($\overline{X}$ = 2.32, Std. Dev=1.162).The weighted mean score of 2.32 regarding test anxiety level of pre-service teachers is lower

since the value is slighlty lower than 2.50 which is the average level of test anxiety.

Research Question 2: What is the fear of negative evaluation level of pre-service teachers in south western Nigeria?

Table 8: Fear of negative evaluation level of pre-service teachers of French Language (n=211)

S/No	Items	SA(%)	A(%)	D(%)	SD(%)	Total(%)	$\overline{X}$	SD
1	In French class, I can get so nervous that i forget things i know	50(38.5)	19(14.6)	20(15.4)	41(31.5)	130(100)	2.40	1.286
2	It embarrasses me to volunteer answer in French class	28(21.5)	13(10.0)	26(20.0)	63(48.5)	130(100)	2.95	1.206
3	I would not be nervous speaking French language with native speakers	46(35.4)	20(15.4)	21(16.2)	43(33.1)	130(100)	2.47	1.277
4	I get upset when i don't understand what the teacher is correcting	47(36.2)	26(20.0)	17(13.1)	40(30.8)	130(100)	2.38	1.260
5	Even if i am well prepared for French class, i feel anxious about it	51(39.2)	28(21.5)	18(13.8)	33(25.4)	130(100)	2.25	1.222
6	I often feel like not going to French class	20(15.4)	16(12.3)	38(29.2)	56(43.1)	130(100)	3.00	1.085
7	I feel confident when i speak in French language class	43(33.1)	18(13.8)	30(23.1)	39(3.0)	130(100)	2.50	1.234
8	I am afraid that my language teacher is ready to correct every mistake i make	30(23.1)	16(12.3)	23(17.7)	61(46.9)	130(100)	2.88	1.257
9	I can feel my heart pounding when i am going to be called on in French class	37(28.5)	22(16.9)	21(16.2)	50(38.5)	130(100)	2.65	1.257
10	the more i study for a language test, the more confused i get	29(22.3)	0(0.0)	31(23.8)	70(53.8)	130(100)	3.09	1.197
11	I don't feel pressure to prepare very well for French language class	36(27.7)	25(19.2)	26(20.0)	43(33.1)	130(100)	2.58	1.212
	Total Average Mean 1430(100)		**417(29.2)**	**203(14.2)**	**271(19.0)**	**539(37.6)**	**2.65**	**1.227**

Key;- SA=Strongly Agree(4), A=Agree(3), D=Disagree(2), SD=Strongly Disagree(1)

Table 8 shows the fear of negative evaluation level of pre-service teachers' foreign langauge anxiety. This was shown with the total average mean score of $\overline{X}$ = 2.65, Std. Dev= 1.227. The weighted mean score of 2.65 regarding the negative evaluation level of pre-service teachers is fairly good since the value is slighly greater than 2.50 which is the average level of negative evaluation of pre-service teachers of French language.

Research Question 3: What is the Communication Apprehension Level of pre-service teachers' foreign langauge anxiety in sout western Nigeria?

Table 9: Communication Apprehension Level of Pre-service Teachers' Foreign Langauge Anxiety

S/No	Items	SA(%)	A(%)	D(%)	SD(%)	Total(%)	$\overline{X}$	SD
1	I always feel that the other students speak French language better than i do	58(44.6)	16(12.3)	19(14.6)	37(28.5)	130(100)	2.27	1.293
2	I feel very self -conscious about speaking French language in front of other students	56(43.1)	22(16.9)	23(17.7)	29(22.3)	130(100)	2.19	1.214
3	French class move so quickly that i worry about getting behind	51(39.2)	22(16.9)	23(17.7)	34(26.2)	130(100)	2.31	1.238

4	I feel more tense and nervous in French class than in other classes	32(24.6)	27(20.8)	22(16.9)	49(37.7)	130(100)	2.68	1.215
5	I get nervous and confused when i am speaking in French class	21(16.2)	56(43.1)	24(18.5)	29(22.3)	130(100)	2.47	1.013
6	When I'm on my way to French class, i feel very sure and relaxed	50(38.5)	27(20.8)	21(16.2)	32(24.6)	130(100)	2.27	1.212
7	I get nervous when i don't understand every word the French teacher says	59(45.4)	25(19.2)	24(18.5)	22(16.9)	130(100)	2.07	1.149
8	I feel overwhelmed by the number of rules you have to learn to speak French language	55(42.3)	25(19.2)	32(24.6)	18(13.8)	130(100)	2.10	1.106
9	I am afraid that the other student will laugh at me when i speak French language	39(30.0)	19(14.6)	31(23.8)	41(31.5)	130(100)	2.57	1.220
10	I would probably feel comfortable around native speakers of French language	54(41.5)	18(13.8)	15(11.5)	43(33.1)	130(100)	2.36	1.318
11	I get nervous when the French language teachers asks questions which I haven't prepared in advance	64(49.2)	26(20.0)	23(17.7)	17(13.1)	130(100)	1.95	1.095
	Total Average Mean 1430(100)		**539(37.7)**	**283(19.8)**	**257(18.0)**	**351(24.5)**	**2.29**	**1.188**

Key;- SA=Strongly Agree(4), A=Agree(3), D=Disagree(2), SD=Strongly Disagree(1)

Table 9 shows the communication Apprehension level of pre-service teachers' foreign langauge anxiety in classroom. This was shown with the total average mean score of $\overline{X} = 2.29$, Std. Dev= 1.188. The weighted mean score of 2.29 regarding the communication apprehension level of pre-service teachers of French is averagely low since the value is slightly lower than 2.50 which is the average level of communication apprehension level of pre-service teachers of French.

Question 4: Does age have influence on pre-service teachers' foreign language anxiety?

Table 10: Summary of the ANOVA of Age Influence on Pre-service Teacher's Foreign Language Anxiety.

Age group	N	Mean	Std Dev	Sum of Square	Df	Mean Square	F	Sig
15 to 20yrs	58	82.58	12.198	603.892	3	201.297	1.349	0.262
21 to 25yrs	53	82.64	12.966	18805.408	126	149.249		
26 to 30 yrs	15	83.20	9.166	19409.300	129			
31 to 35	4	70.25	11.615					
Total	130							

Table 10 showing the ANOVA analysis revealed that age has no influence on pre-service teachers' foreign language anxiety in classroom. The result revealed four different mean values. Age group of 31 to 35 years has a mean value of 70.25 followed by age group of 26 to30 years with mean value of 83.20 and Age group of 21 to 25 years with mean value of 82.64, while the age group of 15 to 25 years has mean value of 2.58. Therefore, it can be concluded that there was no influence of age on pre-service teachers' foreign language anxiety in classroom (F value = 1.349, $p>0.05$). Hence, age does not have significant influence on pre-service teachers' foreign language anxiety in classroom.

Question 5: Is there a gender difference in the pre-service teachers' foreign language anxiety in classroom?

Table 11 t-test of Gender Difference of Pre-service Teachers' Foreign Language Anxiety

Gender	N	Mean	Std.Dev	t.cal	t.crit	Df	Sig(2 tail)
Male	40	83.475	13.731	.727	1.99	128	0.469
Female	90	81.777	11.599				

The table 11 shows that there is no gender difference in the pre-service teachers' foreign language anxiety in classroom. It was observed that the t-calculated value was less than t-critical value (t-cal=.727 was lesser than t-crit=1.99, P>0.05). It is not significant. Therefore, it was concluded that, there was no gender difference in the pre-service teachers' foreign language anxiety in classroom.

Question 6: Does length of years of French study have influence on pre-service teachers' foreign language anxiety in classroom?

Table 12: summary of the ANOVA of Length of Years of French Study Influence on Pre-service Teachers

Year group	N	Mean	Std Dev	Sum of Square	Df	Mean Square	F	Sig
1 to 5yrs	102	82.647	12.034	177.051	2	88.526	.585	0.559
6 to 10yrs	22	79.954	13.664	19232.249	127	151.435		
11 to 15yrs	6	85.000	11.696	19409.300	129			
Total	**130**							

Table 12 showing the ANOVA analysis revealed that length of years of French study has no influence on pre-service teachers' foreign language anxiety in classroom. The result revealed three different mean values. Length of year range of 11 to 15 years has a mean value of 85.00 followed by length of year range of 1 to 5 mean value of 82.647, and length of years range of 6 to 10 years has a mean value of 79.95. Therefore, it can be concluded that length of years of French study has no influence on the pre-service teachers' foreign language anxiety in classroom at (F value =1.349, Pro =0.262>00.05). That is, length of years of French study does not have significant influence on pre-service teachers' foreign language anxiety in classroom.

Discussion of Results

The findings showed Test Anxiety, Fear of Negative evaluation and Communication apprehension of pre-service teachers of French in some selected tertiary institutions in south western, Nigeria. This finding is in conformity with findings such as Horwitz, (2001), Liu and Jackson, (2008), Liu and Zhang, (2010,which proved that foreign language production, improvement and achievement can be negatively influenced by language anxiety. The findings revealed that the test anxiety level of pre-service teacher of French is low. The finding corroborates the claim of Krashen (1989) that learners with low anxiety are likely to succeed in foreign language acquisition. Pre-service teachers of French need to be further encouraged to exercise low anxiety while attempting a foreign language test. The fear of negative evaluation of the pre-service teachers of French language is slightly higher than 2.50 which signifies that pre-service teachers of foreign language need to be sensitized and encouraged to have a positive self-image and good perception about themselves in their efforts in attaining competence in foreign language. Positive self-evaluation will go a long way in abating negative

evaluation by the peers. The foreign language teachers can address this problem through reinforcement or praise and reward. The communication apprehension level of pre-service teachers of French as revealed by the findings is slightly lower than 2.50 which indicate that pre service teachers of French language are not fearful or shy to communicate with people in French language.

However, teachers of French as a foreign language should not undermine the significant influence of foreign language anxiety on the performance of adult learners of French language. Pre-service teachers who are adult learners of French language are considered more vulnerable to language anxiety because they tend to be egocentric and conservative in protecting their image in foreign language learning situation, because this is due to fear of communication apprehension or negative evaluation by their peers. Teachers of foreign language should look critically into the variable of anxiety as it affects the success of learners in French language.

The result also revealed that age, gender and length of study of French language have no significant influence on the pre-service teachers' foreign language anxiety in classroom. This finding contradicts the previous studies which show that males typically score lower on measurements of test anxiety than female (Feingold, 1994;Chang,1997; Ferrando, 1999; Mechregan, Najjarian & Ahmadi 2001; Lashkaripour, 2006 and Dewaele,2002). They affirm that learners' variables that influence anxiety in learners include ability, age, attitudes, beliefs, culture, gender, learning styles and personality variables of the learners. The different test anxiety constructs affect males and females in different ways. However, foreign language teachers need to focus more attention on some other psychological variables that have direct influence on the achievement of learners in foreign language situation. Gardner (1997) also supported the view by suggesting that attention should be shifted to the affective variables interfering with foreign Language learning in order to identify the reason why some learners experience difficulty compared to others.

Conclusion and Recommendations

The results showed test anxiety, fear of negative evaluation and communication apprehension of pre-service teachers of French in some selected tertiary institutions in south western, Nigeria. The significance of this is that pre-service teachers of French language should be encouraged to exhibit less anxiety during the learning process in order to benefit maximally from the foreign language learning programme. The pre-service teachers should be psychologically balanced and emotionally stable in exploiting their full potentials in foreign language learning situation. The fear of negative evaluation, test anxiety and communication apprehension by the peers should not be allowed to inhibit their achievement or success in French language classroom situation. Foreign Language could be learnt or acquired through trial and error as postulated by the adherents of audio-lingual approach. Therefore, learners of foreign language should be encouraged to communicate freely in the language without fear or intimidation so as to reduce anxiety which may be detrimental to their success in foreign language class.

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