# The Interrelatedness between Affective and Cognitive Variables and their Impact on EFL Students' Written and Spoken Performance

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**Abstract**

Emphasizing the importance of the affective variables in the classroom plays a vital role in fostering students' achievements and cultivating their emotional states. Students' emotional distress can be induced by internal or external factors; classroom related or personal. It is disheartening that foreign language anxiety is still present and evident even now when most students speak English in non-academic surroundings. This anxiety amplifies when students have to do any academic writing tasks or deliver public speeches in front of their colleagues. Hence, this study examines the impact that affective variables (anxiety, apprehension, inhibition, motivation, attitude) have on students' written and spoken performances. The participants of this study were 75 students attending English courses at the Language Centre, at South East European University in Tetovo: 25 advanced students and a group of 50 students who were attending English skills; pre-intermediate level. A structured student-interview and two well-known standardized questionnaires were administered: "Foreign Language Classroom Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) and "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). It can be concluded that the students with a lower English proficiency level were more affected by the presence of affective variables, which had a negative impact on their cognitive variables (memory, learning and usage of the language) and resulted in poor written and spoken performances.

**Keywords:** affective variables, cognitive variables, public speaking, productive skills

## 1. Introduction

It can be hypothesized that the students who are perfectionists tend to be more anxious and afraid not to make mistakes because they do not want others to have a negative impression of them. On the other hand, we can assume that the students who have lower English proficiency have a stronger anxiety because they are more inclined to make mistakes and as a result they may be more anxious not to say something irrelevant which can have a negative effect not only on their success, but also on their willingness to practice the language outside the classroom. Foreign language anxiety can stimulate feelings of avoidance during classroom activities, and it inhibits students' participation in class. Students who suffer from foreign language anxiety usually refrain from practicing productive language skills such as: speaking and writing. We have witnessed circumstances when students have failed not only "academically" but have also suffered "mentally" and "physically" experiencing severe symptoms. It is worrying to see that there are students under extreme discomfort while they give a public speech or write any academic composition in EFL. Consequently, the present study aims to give a practical contribution to the field of ELT in relation to students' emotions and fears caused as a result of their performance.

## 2. Literature Review

Hurd, S. (2008) emphasizes the importance of affective factors and the fact that there is not enough understanding of the "affective strategies" (p. 1). However, it is important to emphasize that the "affective domain" has gained an increasingly vital role in language teaching and learning. This is also confirmed by researchers such as (Arnold, 1999; MacIntyre, 2002; Rossiter, 2003) who have been cited by (Hurd, S., 2008, p. 3).

As cited by (Mee Bell, Sh. & McCallum, R. S. 2012, p. 88); Sideridis, G. D et al. (2006) state that motivation has a big influence on academic engagement/performance and that is why "affective processing" is crucial in helping understand different "types of engagement" and motivations while students are doing their activities. Oxford (1990) claims that "the affective side of the learner is probably one of the biggest influences on language learning success or failure" (p. 140). Next, she asserts that even the students who understand the material can not show any progress if they have negative feelings and attitudes, and vice versa; positive attitudes will make students show more progress and become happier. Another researcher, Hurd, S. (2008) says that "Affect is about emotions and feelings, moods and attitudes, anxiety, tolerance of ambiguity and motivation" (p.1).

There are two types of anxiety, one which is productive and helps the students, and the other one which inhibits learning. Occhipinti, A. (2009) defines "*facilitating anxiety* as the positive force which may lead the student to become even more motivated for language learning (p.12)." On the other hand, as cited by Occhipinti, A. (2009, p. 12), the students who are affected by *debilitating anxiety* avoid doing language tasks and as a result they develop "avoidance behaviours" (Alpert & Haber, 1960; Scovel, 1978). According to Price, (1991) as cited by Occhipinti, A. (2009) these students study harder but do not show results; whereas, Horwitz et al. (1986) say that the students who are highly affected by anxiety learn the vocabulary for a longer period, and they do not involve in difficult discussions. To conclude, Bandura, (1988) as cited by Hoffman, B. (2015) states that "anxiety most often occurs when negative outcomes are anticipated during a performance task" (p. 245).

Carroll & Sapon, 1959 as cited by (Gardner, R. C., 1978) claim that cognitive variables "refer to intellectual and verbal abilities which promote second language learning" and that *intelligence* is the abilities of learners to "understand learning tasks", afterwards, they state that language aptitude is their "capacity to learn languages" (p. 3). Gardner, R. C., (1978, p.3) also cites Gardner & Lambert, 1965 who state that even though these variables are in correlation with each other, they are "independent of each other in a factor analytic sense."

## 3. Methodology

The participants of this study were seventy-five students studying at South East European University in Tetovo. From these students twenty-five of them were *advanced* level and fifty students had *pre-intermediate* level of English. The research instruments used were: "Foreign Language Classroom Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) and "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). The following are the hypotheses which were tested in order to obtain the study results:

#1. There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their *written* performance.
#2. There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their *spoken* performance.
#3. Female students are more affected by foreign language anxiety.

### 3.1 (H1) Results for the first hypothesis

H1 - *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their written performance.*

The first instrument for assessing the first hypothesis is the "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). The questionnaire that was administered to the student participants was the shorter version with only twenty items. The test items were translated to the students in case there was something they did not understand.

As table 3.1 and 3.2 below show, Cronbach's Alpha is ,087 which means that the test is reliable.

**Table 3.1** Summary of the reliability test

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 75 | 100,0 |
| | Excluded[a] | 0 | ,0 |
| | Total | 75 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Table 3.2** Checking the reliability of the measuring instrument.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,087 | 2 |

**Table 3.3** below gives the *mean* and *std. deviation* for the two groups of students. The *mean* for *pre-intermediate* students is higher (M=69,4800) than the mean of *advanced* students (M=57,9200). Since this is a standardized test, it means that: the higher the mean the higher is the WAT. Therefore, it can be concluded that lower proficiency students (pre-intermediate) are more affected by writing apprehension.

**Table 3.3** Mean and standard deviation for *advanced* and *pre-intermediate* students.

**Group Statistics**

| | Advanced & Pre-Intermediate | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Writing Apprehension Test | Advanced | 25 | 57,9200 | 12,77015 | 2,55403 |
| | Pre-Intermediate | 50 | 69,4800 | 11,78072 | 1,66605 |

To see if these results are statistically significant, an independent T test was conducted. According to the results of the test we can easily conclude that there is a statistical significance Sig, 000; p<0,1 between the two variables being evaluated. To conclude, based on the obtained results the first hypothesis is proven. It means that: *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their written performances*. Hence, *pre-intermediate* level students were more affected by writing apprehension.

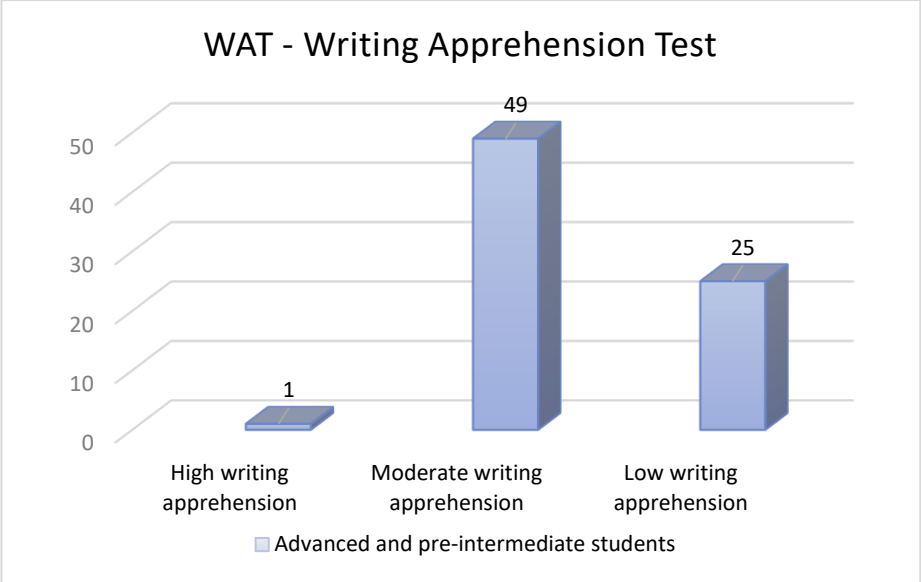
**Table 3.4** Measuring the statistical significance between the two variables.

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Writing Apprehension Test | Equal variances assumed | ,435 | ,512 | -3,895 | 73 | ,000 | -11,56000 | 2,96754 | -17,47430 | -5,64570 |
| | Equal variances not assumed | | | -3,791 | 44,798 | ,000 | -11,56000 | 3,04939 | -17,70255 | -5,41745 |

To understand better the level of writing apprehension see Chart 3.1 which will clearly illustrate the results.

**Chart 3.1**




From **Chart 3.1** we can see that forty-nine students suffer from a moderate writing apprehension and there is one student who has a high writing apprehension. Writing apprehension shows to be at an average level, forty-nine students out of seventy-five showed to be affected by a moderate level of writing apprehension. We can conclude that: majority of the students are moderately affected by writing apprehension.

### 3.2. (H2) Results for the second hypothesis

H2 - *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their spoken performance.*

The second hypothesis was measured using the standardized questionnaire "Foreign Language Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986). The questionnaire is a 5-point Likert scale format. The questionnaire was adapted to suit the purpose of the present study. Three of the items from the original questionnaire were taken out because they were irrelevant for the purpose of this study. Also, the items written in negative form were "reverse-coded" (which is a widespread practice from other researchers who have used the same questionnaire for their own research) to prevent the students' responses from affecting the results. This well-known questionnaire from Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) was administered to all the sample of student participants. The purpose of this questionnaire was to compare the students' level of anxiety based on their English proficiency level: for example, *advanced* and *pre-intermediate* students.

As table 3.5 and 3.6 below show Cronbach's Alpha is ,993 which means that the test is reliable.

**Table 3.5** Summary of the reliability test.

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 75 | 100,0 |
| | Excluded[a] | 0 | ,0 |
| | Total | 75 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Table 3.6** Checking the reliability of the measuring instrument.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| ,993 | 30 |

**Table 3.7** gives the descriptive statistics with the *mean* and *standard deviation* for both groups of students for all thirty items of the questionnaire. For every single item of the questionnaire the *mean* is higher for the intermediate level of students than the advanced group of students. Since this is a standardized test for measuring Foreign Language Classroom Anxiety, the scale for comparing the means is: "the higher the mean the higher the anxiety".

**Table 3.7** Group statistics for checking FLCA.

**Group Statistics – Foreign Language Classroom Anxiety Scale**
(By Horwitz, E.K., Horwitz, M. B., & Cope, J., 1986)

| FLCAS | Advanced & pre-intermediate level | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| 1. "I never feel quite sure of myself when I am speaking in my foreign language class." | Advanced | 25 | 2,80 | 1,225 | ,245 |
| | Pre-Intermediate | 50 | 3,26 | ,944 | ,133 |
| 2. "I worry about making mistakes in language class." | Advanced | 25 | 2,68 | 1,030 | ,206 |
| | Pre-Intermediate | 50 | 3,18 | ,941 | ,133 |
| 3. "I tremble when I know that I'm going to be called on in language class." | Advanced | 25 | 2,40 | ,816 | ,163 |
| | Pre-Intermediate | 50 | 2,68 | ,999 | ,141 |
| 4. "It frightens me when I don't understand what the teacher is saying in the foreign language." | Advanced | 25 | 2,04 | ,790 | ,158 |
| | Pre-Intermediate | 50 | 2,82 | 1,082 | ,153 |
| 5. "It bothers me to take more foreign language classes." | Advanced | 25 | 2,32 | ,802 | ,160 |
| | Pre-Intermediate | 50 | 2,96 | ,947 | ,134 |
| 6. "During language class, I find myself thinking about things that have nothing to do with the course." | Advanced | 25 | 2,44 | ,917 | ,183 |
| | Pre-Intermediate | 50 | 3,06 | ,935 | ,132 |
| | Advanced | 25 | 2,48 | 1,046 | ,209 |

| | | | | | |
|---|---|---|---|---|---|
| 7. “I keep thinking that the other students are better at languages than I am.” | Pre-Intermediate | 50 | 2,94 | 1,185 | ,168 |
| 8. “I start to panic when I have to speak without preparation in language class.” | Advanced | 25 | 3,00 | 1,190 | ,238 |
| | Pre-Intermediate | 50 | 3,48 | 1,054 | ,149 |
| 9. “I worry about the consequences of failing my foreign language class.” | Advanced | 25 | 3,32 | 1,145 | ,229 |
| | Pre-Intermediate | 50 | 3,60 | 1,125 | ,159 |
| 10. “I understand why some people get so upset over foreign language classes.” | Advanced | 25 | 2,44 | 1,044 | ,209 |
| | Pre-Intermediate | 50 | 3,00 | ,948 | ,134 |
| 11. “In language class, I can get so nervous I forget things I know.” | Advanced | 25 | 2,60 | 1,291 | ,258 |
| | Pre-Intermediate | 50 | 3,22 | 1,217 | ,172 |
| 12. “It embarrasses me to volunteer answers in my language class.” | Advanced | 25 | 2,44 | 1,044 | ,209 |
| | Pre-Intermediate | 50 | 3,00 | ,948 | ,134 |
| 13. “I would be nervous speaking the foreign language with native speakers.” | Advanced | 25 | 2,68 | 1,282 | ,256 |
| | Pre-Intermediate | 50 | 2,30 | ,763 | ,108 |
| 14. “I get upset when I don't understand what the teacher is correcting.” | Advanced | 25 | 2,40 | 1,080 | ,216 |
| | Pre-Intermediate | 50 | 3,46 | ,952 | ,135 |
| 15. “Even if I am well prepared for language class, I feel anxious about it.” | Advanced | 25 | 2,68 | 1,145 | ,229 |
| | Pre-Intermediate | 50 | 3,42 | 1,032 | ,146 |
| 16. “I often feel like not going to my language class.” | Advanced | 25 | 1,68 | ,690 | ,138 |
| | Pre-Intermediate | 50 | 1,98 | ,937 | ,132 |
| 17. “I don’t feel confident when I speak in foreign language class.” | Advanced | 25 | 2,12 | ,833 | ,167 |
| | Pre-Intermediate | 50 | 2,76 | ,894 | ,126 |
| 18. “I am afraid that my language teacher is ready to correct every mistake I make.” | Advanced | 25 | 1,76 | ,723 | ,145 |
| | Pre-Intermediate | 50 | 2,22 | ,764 | ,108 |
| 19. “I can feel my heart pounding when I'm going to be called on in language class.” | Advanced | 25 | 2,44 | ,870 | ,174 |
| | Pre-Intermediate | 50 | 2,94 | 1,132 | ,160 |
| 20. “I feel pressure to prepare very well for language class.” | Advanced | 25 | 2,48 | ,918 | ,184 |
| | Pre-Intermediate | 50 | 2,82 | 1,004 | ,142 |
| 21. “I always feel that the other students speak the foreign language better than I do.” | Advanced | 25 | 2,72 | 1,137 | ,227 |
| | Pre-Intermediate | 50 | 3,02 | 1,116 | ,158 |
| 22. “I don’t feel very self-conscious about speaking the foreign language in front of other students.” | Advanced | 25 | 2,64 | 1,221 | ,244 |
| | Pre-Intermediate | 50 | 2,68 | ,819 | ,116 |
| 23. “Language class moves so quickly I worry about getting left behind.” | Advanced | 25 | 2,84 | 1,143 | ,229 |
| | Pre-Intermediate | 50 | 2,76 | ,847 | ,120 |
| 24. “I feel more tense and nervous in my language class than in my other classes.” | Advanced | 25 | 2,08 | ,862 | ,172 |
| | Pre-Intermediate | 50 | 2,62 | 1,141 | ,161 |
| | Advanced | 25 | 2,16 | ,987 | ,197 |

| | | | | | |
|---|---|---|---|---|---|
| 25. "I get nervous and confused when I am speaking in my language class." | Pre-Intermediate | 50 | 2,76 | ,960 | ,136 |
| 26. "When I'm on my way to language class, I don't feel very sure and relaxed." | Advanced | 25 | 1,80 | ,764 | ,153 |
| | Pre-Intermediate | 50 | 2,16 | ,817 | ,116 |
| 27. "I get nervous when I don't understand every word the language teacher says." | Advanced | 25 | 2,28 | ,891 | ,178 |
| | Pre-Intermediate | 50 | 3,46 | 1,110 | ,157 |
| 28. "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." | Advanced | 25 | 2,36 | 1,221 | ,244 |
| | Pre-Intermediate | 50 | 3,18 | 1,063 | ,150 |
| 29. "I am afraid that the other students will laugh at me when I speak the foreign language." | Advanced | 25 | 2,16 | 1,068 | ,214 |
| | Pre-Intermediate | 50 | 3,20 | 1,088 | ,154 |
| 30. "I get nervous when the language teacher asks questions which I haven't prepared in advance." | Advanced | 25 | 2,48 | 1,194 | ,239 |
| | Pre-Intermediate | 50 | 3,24 | 1,080 | ,153 |

As seen on Table 3.8 the *mean* of every single item related to advanced students is much higher than the *mean* of pre-intermediate students.

**Table 3.8** Group statistics for advanced and pre-intermediate students

**Group Statistics**

| | Advanced & Intermediate | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| FLCA | Advanced | 25 | 69,92 | 26,937 | 5,387 |
| | Pre-Intermediate | 50 | 84,92 | 26,689 | 3,774 |

As seen on table 3.9 the independent T test shows a Sig.,025 and p<0.5 which means that there is a significant statistical difference between the two groups. This proves the second hypothesis correct, meaning that: *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their spoken performance.*

**Table 3.9** Measuring the statistical significance between the two variables.

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| FLCA | Equal variances assumed | ,009 | ,925 | -2,288 | 73 | ,025 | -15,000 | 6,557 | -28,069 | -1,931 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Equal variances not assumed | | | -2,280 | 47,712 | ,027 | -15,000 | 6,578 | -28,228 | -1,772 |

### 3.3 (H3) Results for the third hypotheses

H3 - *Female students are more affected by foreign language anxiety.*

The same instrument "Foreign Language Anxiety Scale" from Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) was used to test the third hypothesis which states: *Female students are more affected by foreign language anxiety*. The purpose of this questionnaire was to compare the level of foreign language classroom anxiety between female and male students.

**Table 3.10** gives the *mean* and *std. deviation* for every single item of the questionnaire because it is particularly important to know how male and female students react to the same factors. As it can be seen from the table, the mean for female students is higher for every single questionnaire item.

**Table 3.10** FLCAS - Group statistics for *male* and *female* students.

**Group Statistics**

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| "I never feel quite sure of myself when I am speaking in my foreign language class." | F | 44 | 3,55 | ,820 | ,124 |
| | M | 31 | 2,48 | 1,061 | ,190 |
| "I worry about making mistakes in language class." | F | 44 | 3,39 | ,868 | ,131 |
| | M | 31 | 2,48 | ,926 | ,166 |
| "I tremble when I know that I'm going to be called on in language class." | F | 44 | 2,93 | ,925 | ,139 |
| | M | 31 | 2,10 | ,746 | ,134 |
| "It frightens me when I don't understand what the teacher is saying in the foreign language." | F | 44 | 2,89 | 1,017 | ,153 |
| | M | 31 | 2,10 | ,944 | ,169 |
| "It bothers me to take more foreign language classes." | F | 44 | 3,02 | ,927 | ,140 |
| | M | 31 | 2,35 | ,839 | ,151 |
| "During language class, I find myself thinking about things that have nothing to do with the course." | F | 44 | 3,27 | ,924 | ,139 |
| | M | 31 | 2,26 | ,682 | ,122 |
| "I keep thinking that the other students are better at languages than I am." | F | 44 | 3,25 | ,967 | ,146 |
| | M | 31 | 2,13 | 1,088 | ,195 |
| "I start to panic when I have to speak without preparation in language class." | F | 44 | 3,91 | ,640 | ,097 |
| | M | 31 | 2,48 | 1,122 | ,201 |
| "I worry about the consequences of failing my foreign language class." | F | 44 | 4,14 | ,632 | ,095 |
| | M | 31 | 2,61 | 1,086 | ,195 |
| "I understand why some people get so upset over foreign language classes." | F | 44 | 3,23 | ,886 | ,134 |
| | M | 31 | 2,23 | ,884 | ,159 |
| "In language class, I can get so nervous I forget things I know." | F | 44 | 3,55 | 1,170 | ,176 |
| | M | 31 | 2,26 | ,999 | ,179 |
| "It embarrasses me to volunteer answers in my language class." | F | 44 | 3,18 | ,922 | ,139 |
| | M | 31 | 2,29 | ,902 | ,162 |
| "I would be nervous speaking the foreign language with native speakers." | F | 44 | 2,93 | ,873 | ,132 |
| | M | 31 | 1,71 | ,588 | ,106 |
| "I get upset when I don't understand what the teacher is correcting." | F | 44 | 3,57 | ,818 | ,123 |
| | M | 31 | 2,45 | 1,150 | ,207 |
| "Even if I am well prepared for language class, I feel anxious about it." | F | 44 | 3,68 | ,771 | ,116 |
| | M | 31 | 2,45 | 1,150 | ,207 |
| "I often feel like not going to my language class." | F | 44 | 2,27 | ,872 | ,132 |

| | | | | | |
|---|---|---|---|---|---|
| | M | 31 | 1,32 | ,475 | ,085 |
| "I don't feel confident when I speak in foreign language class." | F | 44 | 2,86 | ,905 | ,136 |
| | M | 31 | 2,10 | ,746 | ,134 |
| "I am afraid that my language teacher is ready to correct every mistake I make." | F | 44 | 2,39 | ,784 | ,118 |
| | M | 31 | 1,61 | ,495 | ,089 |
| "I can feel my heart pounding when I'm going to be called on in language class." | F | 44 | 3,16 | 1,033 | ,156 |
| | M | 31 | 2,23 | ,884 | ,159 |
| "I feel pressure to prepare very well for language class." | F | 44 | 3,09 | ,910 | ,137 |
| | M | 31 | 2,16 | ,820 | ,147 |
| "I always feel that the other students speak the foreign language better than I do." | F | 44 | 3,34 | ,963 | ,145 |
| | M | 31 | 2,32 | 1,077 | ,193 |
| "I don't feel very self-conscious about speaking the foreign language in front of other students." | F | 44 | 3,07 | ,950 | ,143 |
| | M | 31 | 2,10 | ,651 | ,117 |
| "Language class moves so quickly I worry about getting left behind." | F | 44 | 3,25 | ,811 | ,122 |
| | M | 31 | 2,13 | ,718 | ,129 |
| "I feel more tense and nervous in my language class than in my other classes." | F | 44 | 2,86 | 1,025 | ,155 |
| | M | 31 | 1,84 | ,860 | ,154 |
| "I get nervous and confused when I am speaking in my language class." | F | 44 | 2,91 | 1,007 | ,152 |
| | M | 31 | 2,06 | ,772 | ,139 |
| "When I'm on my way to language class, I don't feel very sure and relaxed." | F | 44 | 2,41 | ,787 | ,119 |
| | M | 31 | 1,52 | ,508 | ,091 |
| "I get nervous when I don't understand every word the language teacher says." | F | 44 | 3,48 | 1,045 | ,158 |
| | M | 31 | 2,48 | 1,122 | ,201 |
| "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." | F | 44 | 3,39 | ,895 | ,135 |
| | M | 31 | 2,23 | 1,203 | ,216 |
| "I am afraid that the other students will laugh at me when I speak the foreign language." | F | 44 | 3,30 | ,954 | ,144 |
| | M | 31 | 2,23 | 1,203 | ,216 |
| "I get nervous when the language teacher asks questions which I haven't prepared in advance.: | F | 44 | 3,43 | ,998 | ,150 |
| | M | 31 | 2,35 | 1,112 | ,200 |

**Table 3.11** below shows the *mean* and *standard deviation* for both groups in total. The mean for female students is M=92,14 whereas for male students it is M=62,58. From this we can conclude that female students are more affected by FLCA.

**Table 3.11** Foreign Language Classroom Anxiety Scale for 'male' and 'female' students.

**Group Statistics**

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| FLCAS | F | 44 | 92,14 | 23,073 | 3,478 |
| | M | 31 | 62,58 | 24,005 | 4,311 |

The means of the two groups show a noticeably significant difference, however, this is not enough to conclude if there is a statistical significance. Therefore, table 3.12 below gives the evidence. The 2-tailed Sig.,000; $p<0.01$ which means that there is a statistical difference. This proves the third hypothesis correct. It means that: *Female students are more affected by foreign language anxiety.*

**Table 3.12** measuring the statistical significance of the two variables.

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| FLCA | Equal variances assumed | ,106 | ,746 | 5,373 | 73 | ,000 | 29,556 | 5,501 | 18,592 | 40,520 |
| | Equal variances not assumed | | | 5,335 | 63,109 | ,000 | 29,556 | 5,540 | 18,486 | 40,625 |

## 4. Conclusion

From the results obtained from this study it was concluded that the lower English proficiency group of students were more seriously affected by the impact of the affective variables on their writing and speaking performances. It was also proved that *female* students were more affected by foreign language anxiety than *male* students. The mean of the 'two groups statistics' showed that the mean of female students was higher for every single questionnaire item. To conclude, if teachers or university professors spend more time analyzing the relationship between affective and cognitive variables, then the students can benefit a productive lifelong experience which will help them inside and outside the classroom.

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