



The Impact of a Program Based on Some Direct Strategies for Learning French on Language Anxiety Among Secondary School Students

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Abstract: Language learning aims to empower students with linguistic skills and the ability to utilize those skills to communicate with others. While research on linguistic anxiety has been conducted regarding global languages, the emotional aspects of language learning have received less attention compared to the cognitive aspects. Therefore, exploring the emotional factors in language acquisition is necessary to understand the difficulties faced by learners. Linguistic anxiety, a major aspect of language learning, plays a vital role in the acquisition process. Specifically, anxiety related to foreign language education is a relatively recent area of focus in educational psychology. In this study, the researcher used an experimental approach to examine the impact of a program utilizing direct learning strategies for French language education on anxiety levels. The study focused specifically on second-year secondary school students and skills such as listening, speaking, reading, and writing. The program incorporates strategies to improve French vocabulary acquisition and subsequently reduce linguistic anxiety amongst this cohort. These strategies include: the guessing strategy, concept mapping, and summarization, they aim to enhance the learners' vocabulary and linguistic abilities, which may contribute to diminished linguistic anxiety. The core research problem in this study aims to address is the notably high levels of French learning-related anxiety amongst secondary school students. Foreign language education plays an important role in broader educational research, as it facilitates access to diverse cultures worldwide. Additionally, existing research has enabled the identification of linguistic anxiety levels amongst students learning French specifically.

Keywords: Anxiety, Learning Strategies, French, Secondary Institute, Program

1. Introduction

The goal of foreign language learning strategies is to achieve communicative competence and reduce the anxiety caused by the lack of such competence, develop learners' self-confidence and enable them to practice learning outside the classroom. Developing linguistic achievement and communicative competence solves language learning problems [13, 6, 8] so the main goals of foreign language learning strategies are:

a) Improving communication efficiency and reducing anxiety caused by poor language skills. This is achieved by

building self-confidence and enabling practice outside the classroom.

b) Organizing the trainee's work and developing his independence in the learning process.

c) Improving linguistic competence and communication skills.

d) Providing solutions to the challenges faced trainees during their language learning. Make learning easier, faster, and more enjoyable, as these strategies develop in trainees more readiness in themselves, as well as in the language they are learning, and thus learning becomes more fulfilling of their desires and abilities [4, 6, 8] In addition to helping trainees take on more responsibility to meet their specific

needs in language learning it was necessary to pay attention to them and to train students in them in order to increase the real interactions between teachers on one hand, and learners on the other side. Foreign language learning strategies have received growing research attention, internationally and domestically. This aligns with modern advancements in second language acquisition. As both evidenced by Arab and foreign research, there is an enhanced focus on efficient foreign language learning techniques and strategies. Since the learner is central to the acquisition process and its primary beneficiary, optimizing these self-directed methods is crucial. Foreign language learning strategies have been defined as specific, self-regulated actions taken by learners. These are utilized to facilitate and expedite the learning process through information storage, retrieval, and application across diverse situations. Strategies are categorized as direct or indirect. This study concentrates specifically on direct foreign language learning strategies due to their particular effectiveness in minimizing linguistic anxiety compared to indirect methods. Multiple studies demonstrate direct strategies excel at building core language competencies like listening, speaking, reading, and writing while reducing emotional barriers to acquisition. As French is instructed as a foreign language aimed at foundational linguistic skills, vocabulary retains heightened importance. Language vocabulary enables efficient expression and exchange of information and ideas. Thus, compensatory strategies that equip learners with vocabulary acquisition techniques are important to consider. Specifically, speculation allows learners to guess at the meaning or usage of unknown words, making it an especially vital strategy that merits further investigation and cause attention to focus on.

1.1. The Problem of the Study

The main research question in this study is: What is the impact of a program utilizing direct learning strategies specifically guessing, concept mapping, and summarization on linguistic anxiety among secondary school students in their second year of French language studies?

1.2. The Questions of the Study

What effect does the program utilizing direct learning strategies have on listening, reading, writing and speaking anxiety among second-year secondary school French students?

1.3. The Hypothesis of the Study

The impact of a program based on some direct strategies for learning the French language guessing strategy, concept mapping strategy, summarization strategy on linguistic anxiety will help the students in improving their stander in acquiring the French language as second language.

1.4. The Significance of the Study

This study holds theoretical significance as it responds to the growing need to focus on direct learning strategies for

foreign language acquisition and their potential to reduce linguistic anxiety among students. It also aligns with the modern perspective of effective learning, emphasizing learner independence and control over the learning process.

- 1) This study provides evidence for both teachers and students to benefit from during language learning and training by using foreign language learning strategies in the context of learning French.
- 2) It directs researchers to conduct further research to reduce language anxiety among students through diverse training programs.
- 3) It paves the way for many studies and research in the field of direct strategies for learning foreign languages and their impact on psychological variables related to the French language.

1.5. The Objective of the Study

The primary objective of this study is to experimentally investigate the impact of a program based on direct learning strategies in the French language on linguistic anxiety among secondary school students.

1.6. Methodology

In this study, the researcher used an experimental approach to examine the impact of a program based on some direct strategies for learning the French language on language anxiety among second-year secondary school students. The experimental design included pre-test and post-test measurements for both the experimental and control groups, as well as follow-up measurements for the experimental group.

1.7. Limits of the Study

The present study is limited to the following boundaries

- 1) Human boundaries: A sample of students in the second grade is determined by the literary fascination.
- 2) Time limits: the first semester of the school year 2020-2021.
- 3) Thematic limits: Learning is determined by using the sessions of the program based on some direct strategies for French language learning, in the light of the subjects of the curriculum for students from the second-grade secondary book.

Spatial boundaries: Two institutes from the Kafr the Sinhur Institute for the Azhari Secondary City of Boys, and the Glen Secondary Institute for Boys have been identified.

2. Methods

The study sample was selected from two schools located in the governorate of Kafr El-Sheikh, in a geographically similar area that closely approximated the economic and social status of the students. Most of the parents of these students are laborers and farmers.

The variable of intelligence was controlled by randomly selecting individuals within each of the two study groups.

Random selection leads to the convergence of individuals in both groups in terms of intelligence levels, and it also results in a normal distribution of students on the intelligence curve within each group. This is especially relevant since both groups belong to the same learning environment, share the same educational system, follow the same academic curriculum, and belong to the same social setting to ensure equivalence between the two groups in the pre-measurement of the language anxiety scale.

To verify the equivalence of the experimental and control groups in terms of language anxiety before implementing the training program on the experimental group, the researcher administered the language anxiety scale as a pre-test to both groups. Subsequently, the researcher calculated the significance of differences between the means of the two groups in the pre-measurement of the dimensions of language anxiety and the total score using the independent samples t-test. Table 1 below illustrates the means, standard deviations, t-values, and significance levels between the means of individuals in the two groups in the pre-measurement of the dimensions of language anxiety and the total score.

Table 1: Correlation coefficients between the score of each dimension and the total score of the linguistic anxiety scale.

Table 1. Standard deviations, t-values.

1. Social Anxiety	0.555
2. Speaking Anxiety	0.696
3. Reading Anxiety	0.281
4. Writing Anxiety	0.437
5. Total Grade or Cumulative Grade	1.969

2.1. Data Collection

Personal observation and experience:

(a). Through the work of a French teacher at the secondary level at the Vase schools, the researcher noted the complaint of students at this stage of the French language, their displeasure, their inability to study it and the apparent concern about learning it. Since French is a cumulative science, in which a subsequent understanding of the past is based on the student back ground, learners come to the secondary level and have no input the wealth of vocabulary and the language rules that enables them to study the subjects to which they are entitled.

(b). The researcher attends some of the French language classes for three teachers, with the aim of observing the level of students and the extent to which they have received the prescribed courses, and how teachers handle these courses to improve their student's standard. The researcher has observed that the teacher's presentation of the course content consists in writing the title on the blackboard, and then comes to the stage of presentation, which is limited to, meeting and hearing by the learner, and then to the Calendar stage of homework, without paying attention to the students application of what they learn, thereby neglecting the language arts skills of listening, speaking, reading and writing, thereby increasing the linguistic anxiety of students while learning French. as second language.

(c). Interview with a group of French-language teachers at the secondary level, asking them about the level of their students in the French language, the extent to which they use modern methods of teaching the subject, and their views on the strategies of speculation, conceptual maps and abstraction as a vital input for attracting students' attention to the subject.

The following is an account of the main findings of the researcher during that interview:

- 1) The low level of students in French, the high level of concern and the negative attitude towards them.
- 2) Poor language communication between teachers and students, resulting in increased linguistic anxiety in the sub-skills of those linguistic arts.
- 3) The misuse by teachers of the methods and methods used to teach French.

Teachers have never used any of the strategies (prediction, conceptual maps, summary) to draw students' attention to French language or to develop their language communication, resulting in their high level of concern while learning French. The classes are characterized by authoritarianism and strict discipline, and the student's role is limited. The student takes the initiative to answer only when asked by the teacher.

The researcher, depends on his experience in teaching French language in Al-Azhar institutes, during his work he observes that the concerns regarding speaking skills among second-year high school students manifest in the following ways:

- 1) Weakness in the ability to assemble words into units, each carrying a specific idea that can be spoken about with ease.
- 2) Weakness in the ability to use verbal explanations that clarify new ideas.
- 3) Weakness in the ability to connect and sequence ideas.
- 4) Lack of a linguistic wealth of words and vocabulary that can be employed in speaking.
- 5) Weakness in the ability to plan speaking effectively to influence the listener.

It has been mentioned [23] that there is an inverse relationship between performance and speaking anxiety. Often, students who are more anxious about speaking tend to achieve lower grades compared to their peers. As a student's anxiety about speaking increases, their speaking performance tends to decrease. Furthermore, speaking anxiety has a significant impact on the students' psychological well-being, influencing their attitudes and decisions. It can affect whether they continue to study the second language or not. Speaking anxiety also affects linguistic competence and the success of learners in language acquisition, as well as their performance in speaking skills.

A recent study [4, 18] indicated, that students concerned about learning the foreign language suffer from weak language proficiency, motivation for language learning, academic self-efficiency, self-esteem, critical thinking, educational attainment, self-learning readiness and mental caution and are less involved in answering questions and

have a greater desire to remain passive in educational activities and interaction than their less concerned counterparts. They are also less willing to communicate, more tense, less quiet. The results of several previous studies have also shown the negative impact of linguistic anxiety on the skills of the linguistic arts speaking, listening, reading and writing, where the results of the studies [8, 16] indicated that the high level of speech anxiety is associated with "the lack of confidence in speech, self-efficiency, motivation for learning, speech competence, academic performance and low output of language vocabulary," where the results of those studies have found a relationship between these variables and the anxiety of speech, which means that the higher the anxiety of speaking among trainees is reduced.

The study [5] mentioned that the high level of hearing anxiety is associated with poor hearing understanding, audio performance, confidence in listening, academic self-efficiency, intellectual intelligence, reflection and motivation), with the results of those studies finding a negative relationship between these variables and hearing anxiety, which means that the higher the degree of hearing anxiety among trainees is, the lower the factors involved. as [1] indicated that the high level of anxiety is associated with "deterioration of the reader's understanding, psychiatry, the concept of the reader's self-recipient, the reader's self-efficiency, the reading performance, critical reading, and language proficiency, where the results of those studies found a relationship between those variables and the reader's anxiety, which means that the higher the reader's anxiety among the trainees, the lower the factors involved.

High level of clerical anxiety is associated with "the weakness of clerical self-efficiency [21, 14] shows that the clerical performance, clerical motivation, clerical collection, self-evaluation, and critical reflection" where the results of those studies found a relationship between those variables, which means that the higher the clerical anxiety of trainees is, the lower the factors involved. The present researcher also considers that reducing the concern for foreign language learning among students helps to develop their emotional aspects and makes them interact more in the training attitude with their peers, teachers and subjects of study, through foreign language learning strategies that are concerned with the acquisition and development of positive attitudes among students by inventing and interacting with a rich learning and training environment.

The use of modern foreign language learning strategies in teaching French is one of the negative reasons for students' attitudes towards French and their increasing concern about French. as [3] mentioned the reality is that secondary school students, especially, are characterized by their low level of education, their tendency and their negative attitudes towards languages in general and the French language in particular.

In addition to the above, communication in the foreign language contains some problems that make the performance of the language trainee a challenge to his self-perception, which gives rise to caution and fear that may amount to terror.

According to [4, 25] linguistic anxiety is an obstacle for both trainers and trainees; it impedes the development of student's skills, in addition to creating difficulties in the classroom for teachers to support students and lead them to success; thus, attention must be paid to emotional variables in order to produce high-quality, accurate foreign language learners.

2.2. Training Program

It is a series of training sessions, which includes planned and intended activities based on some direct strategies in foreign language learning (magnification strategy - concept map strategy - summary strategy) with a view to reducing the linguistic concerns of second-grade secondary students in French language.

2.3. Language Learning Strategies

They are set of procedures, practices and steps that the trainee does consciously or unconsciously and through which he feels pleasure, well-being, self-confidence, and communication competence as he learns this language.

2.4. Guessing Strategy

A series of structured and sequential training steps and procedures, through which the trainer plays the role of supervision, guidance and follow-up to students: the trainee identifies the language vocabulary (names, acts - qualities) they do not know and seeks linguistic evidence of reliance on the precedents - features - derivations of the word (name, act, quality) - counterwords, synonyms - the general meaning of the text or the paragraph in which the word refers - reference to the mother tongue - resorting to other foreign languages in order to guess what it means, despite the lack of knowledge of all language vocabulary and grammatical rules.

2.5. Summary of the Strategies

The searcher defines them procedurally as: focusing on the main and subsidiary ideas of the subject and re-examining them in a concise and non-controversial summary of the main meanings, relying on the purpose of the summary and the accuracy of the observation, accurate understanding of the content, calculation of the number of lines of text or vocabulary to determine the size required in the summary, use of key words on which the ideas are based in order not to fail to summarize, taking into account the correct use of numbering marks, binding instruments and grammatical rules during the writing of the summary, and maintaining the sequence and balance commensurate with the original text in its sequence and the balance of its division.

2.6. Language Anxiety

It is a mental state of conscience that leads to psychological instability, student's lack of self-confidence, and poor ability to learn material, resulting in poor performance due to dissatisfaction, tension, nervousness and

the fear experienced by second-grade secondary students in French while performing language skills (hearing, speaking, reading, writing and is procedurally determined by the sum of the grades generally obtained by students on the scale of linguistic anxiety and in each of its dimensions (hearing concern, speaking concern, reading concern, written concern). It is a state influenced by the learner's personal characteristics and the learning context, and it accompanies individuals during the process of learning foreign languages. Linguistic anxiety can impact learners' proficiency in foreign language skills.

2.6.1. Listening Anxiety

The researcher defines him procedurally as: the sense of trembling, shame and intolerance experienced by second-grade secondary students when listening to French texts in French due to their low self-confidence, their poor knowledge of the second-language culture they are listening to, and their low hearing skills: poor understanding and focus, memory, reaching the meaning of the new language vocabulary, understanding the overall meaning of the text, measured by the sum of the grades that students receive after responding to the vocabulary after hearing anxiety.

2.6.2. Speaking Anxiety

The researcher defines him procedurally as: a state of tension and fear involving physiological, psychological and cognitive manifestations, suffered by secondary-level students as a result of their low language skills: diversification of the sound tone based on the learning attitude, organization and logical arrangement of their main and subsidiary ideas while speaking, the use of language rules, and the removal of the sounds of letters from their right exits while speaking. It is measured by the sum of the grade's students receive after responding to the vocabulary after they are concerned about speaking.

2.6.3. Reading Anxiety

The researcher defines him procedurally as: a sentimental state of discomfort, fear and despair experienced by second-grade secondary students when reading the contents of the texts and subjects to be read in French as a result of the lack of information on the materials to be read, the lack of self-confidence, and the low level of some of their reading skills: poor ability to understand the reader, access to the main and subsidiary ideas, prediction of future events of the text based on his or her address, and a summary of what has been read, measured by the sum of the grades that students receive after responding to the vocabulary of the reader's concerns.

2.6.4. Written Concern: (Writing Anxiety)

It is known as an emotional situation characterized by poor ulterior resonance with confusion, tension experienced by second-grade secondary students in writing for an expressive subject, or a written answer to some of the questions due to their poor written skills: organizing ideas, arranging text events, using punctuation marks, employing their language bases, knowing the relevant and separate letters during

writing, as well as the limited writing time, which is measured procedurally by the sum of the grades students receive after responding to the vocabulary after written concern.

2.7. Previous Studies

The researcher will address previous studies and research related to the topic of the current study in light of three axes: Studies and research dealing with linguistic anxiety, Studies and research dealing with foreign language learning strategies guessing strategy - concept mapping strategy - summarizing strategy and Studies and research have linked foreign language learning strategies to language anxiety. Studies and research dealing with linguistic anxiety as one example from the three axis The study of [10] aimed to identify the effectiveness of a proposed educational strategy based on self-evaluation in developing some writing skills in the English language and reducing the level of writing anxiety among first-year secondary school students. The study sample consisted of (68) students from among the secondary school students, who were divided into Two groups: an experimental group, numbering (34) students, and a control group, numbering (34) students. The study tools were a scale of writing anxiety and a list of writing skills. The results of the study found that there were significant differences between members of the experimental and control groups in writing anxiety in favor of members of the control group.

This means the effectiveness of using a proposed educational strategy based on self-evaluation. The results of the study also indicated that there are significant differences between members of the experimental and control groups in writing skills in favor of the members of the experimental group. The results of the study also indicated that there is a negative correlation between writing anxiety and writing skills. In the same regard, the study of [19] aimed to know the effect of the liberal writing strategy on writing anxiety among a sample of secondary school students. The number of the study sample was (6) students from among the secondary school students, and the study tools were a scale. Written anxiety. The results of the study found that there were statistically significant differences between the average scores of the experimental group members in the pre- and post-measurements of the written anxiety scale in favor of the pre-measurement. The results of the study also found that there were statistically significant differences between the average scores of the experimental group members in the pre- and post-measurements of the test. Written performance in favor of dimensional measurement.

The study [15] aimed to identify the effectiveness of using the virtual classroom strategy in developing the speaking skills of tenth grade students and reducing speaking anxiety, as the targeted skills were pronunciation, fluency, organizing information, grammar, and vocabulary, and to achieve the objectives of the study, the researcher designed a test. An oral test and a written test in speaking skills and a measure of speaking anxiety. The study sample consisted of (40)

students who were divided into two groups, one experimental and numbering (20) students and the other a control group numbering (20) student. The results concluded that there were significant differences between the average scores of the experimental group and the group. All the speaking skills targeted in this study were controlled for the benefit of the experimental group members. The results of the analysis of the speaking anxiety scale also showed a low level of anxiety among the students of the experimental group regarding speaking.

The study of [20] aimed to identify the effectiveness of a program based on neuro-linguistic programming in reducing linguistic anxiety and its impact on the personal intelligence of secondary school students. The study was limited to a sample size of nine among the male and female students of the first year of secondary school at Khatam Al-Mursaleen Secondary School, shared in Beni Suef Governorate, and the study tools were: the linguistic anxiety scale, the personal intelligence scale. The study resulted in a set of results, the most important ones that are: the presence of statistically significant differences between the average scores of the experimental group in performance on the linguistic anxiety scale before and after applying the program in favor of the application.

The study of [23] aimed to find out the effectiveness of the drama method in reducing speaking anxiety among secondary school students. The study sample consisted of (24) high school students, who were divided into two groups: experimental and control. The members of each group were (12) students, and the study tools were the speaking anxiety scale, and the results of the study found that there were statistically significant differences between the average scores of the experimental and control groups in speaking anxiety in favor of the control group students. The results of the study also found that there were statistically significant differences between the average scores of the group members. Experimental analysis of the pre- and post-measurements of the Speaking Anxiety Scale in favor of the pre-measurement.

The study of [17] aimed to investigate the effect of cooperative learning on reading anxiety and the ability to read comprehension of the second language among pre-university students and the relationship between students' reading anxiety and their reading performance attitudes. (74) students participated in this study. They were divided into two experimental and control groups, each group containing (37) students. The study tools consisted of two achievement tests in reading comprehension and attitude identification, and a measure of reading anxiety. The results of the current study showed that the method Cooperative learning had an impact on second language reading comprehension skills when compared to the traditional teaching method. The results also showed that the control group was more anxious about reading than the experimental group. It was also found that the relationship between reading performance and reading anxiety is negative.

The study of [7] aimed to use the strategy of writing daily diaries to develop the skills of writing expressive topics in the English language and reduce writing anxiety among

secondary school students. The sample of the study consisted of 70 secondary school students who were divided into two groups: one of which was an experimental group. The number of students was 35, and the other was a control group, numbering 35 students from among the secondary school students.

The study tools were a questionnaire on writing skills for writing topics of expression for the secondary stage, and a questionnaire for writing anxiety. The results of the study found that there were significant differences between the average scores of the experimental and control groups in writing skills of writing topics of expression. In the English language in favor of the experimental group. The study also found significant differences between members of the experimental and control groups in writing anxiety in favor of the control group. This means the effectiveness of the daily diary writing strategy in reducing writing anxiety and developing the skills of writing expressive topics in writing. The study of [14] aimed to study concept maps and brainstorming strategies in outstanding written performance and creativity in writing anxiety among secondary school students. The study was completed by (68) students from the secondary stage. The study [23] aimed to determine the effect of training on the use of linguistic communication strategies on speaking anxiety among undergraduate students. The study sample consisted of 105 male and female students, and they were divided into two groups: an experimental group of (52) male and female students from among the undergraduate students. University and the control group, which numbered (53) male and female students. The study tools were a measure of speaking anxiety. The results of the study found that there were significant differences between the two study groups in speaking anxiety in favor of the control group. This means that the degree of speaking anxiety among students decreased as a result of using strategies. Linguistic communication. The study recommended the necessity of using modern strategies to reduce speaking anxiety and other types of linguistic anxiety.

The study of [18] aimed to identify the effect of training on two metacognitive strategies on linguistic anxiety in the French language among secondary school students. The study sample consisted of (65) students, who were divided into two groups: an experimental group with a number of (32) students, and a control group of (33) students. The study tools were the linguistic anxiety scale in the French language, which was prepared according to the Horowitz scale Foreign Language Classroom Anxiety Scale Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom (1986). The results of the study found that there were statistically significant differences between the average scores of the experimental and control group in the linguistic anxiety scale in the French language in favor of the control group students. The results of the study also found that there are statistically significant differences between the average scores of the experimental group students in the pre- and post-measurements of the linguistic anxiety scale in the French language in favor of the pre-measurement.

The study [13] aimed to find out the effect of using the strategy of putting words in sentences on writing anxiety among secondary school students. The number of members of the sample was (28) students from among the secondary school students, who were divided into two groups, an experimental group numbering (14) students, and a control group of (14) students. The study tools were a scale of writing anxiety. The results of the study found that there were statistically significant differences between the average scores of the experimental and control groups in writing anxiety in favor of the students of the control group. The results of the study also found that there were differences. There is a statistical significance between the average scores of the experimental group members in the pre- and post-measurements of the Written Anxiety Scale in favor of the pre-measurement.

The study by [6] aimed to identify the effect of flipped learning based on concept mapping as a listening and speaking strategy on learning achievement, and English as a Foreign Language (EFL) learners' perception of critical thinking and anxiety of speaking English as a foreign language, and a sample was formed. The study included (72) university students, who were divided into two groups: an experimental group of (37) students, and a control group of (35) students. The study tools were a speaking anxiety scale, a critical thinking scale, and an achievement test. The results of the study found that there were significant differences between the two groups of the study in both the listening skills test and critical thinking in favor of the experimental group.

The study of [9] aimed to determine the effect of the reading strategy on reading comprehension and reading anxiety among a sample of middle school students. The study sample consisted of (48) students, who were distributed into two groups, one of which was experimental, with a number of (28) members. One student, and the other was a control group, the number of whom was (23) students. The study tools were the reading comprehension test and the reading anxiety scale. The study found the effectiveness of the reading strategy in improving reading performance and reading comprehension. It also found the effectiveness of the reading strategy in reducing reading anxiety among the group's students. Experimental compared to the control group.

The study of [21] aimed to find out the effect of the observation strategy and providing instructions on writing anxiety among secondary school students. The study sample consisted of (26) high school students, who were divided into two groups: one experimental group, the number of members of which was (12) students. And another control unit, which consisted of (14) students. The study tools were the student performance observation card and the written anxiety scale. The results of the study found that there were statistically significant differences between the average scores of the experimental group members in the pre-and post-measurement of the written anxiety scale in favor of the pre-measurement. The results of the study also revealed that there

were statistically significant differences between the average scores of the experimental group members in the pre- and post-measurements of the written performance test in favor of the post-measurement.

The study of [24] aimed to understand how three different computer-mediated communication methods (audio, video, and virtual reality) can affect foreign language learners' foreign language anxiety (FLA). Using a balanced 3 x 3 design, 30 Japanese university students participated in this study. The study tools were the linguistic anxiety scale. The results of the study concluded that the three methods were effective in reducing linguistic anxiety among the research sample. The results of the study also indicated the superiority of the virtual reality method in reducing Linguistic anxiety compared to the other two methods used in the study.

The study of [11] aimed to identify the effect of using educational scaffolds in teaching on developing essay writing in English as a foreign language and reducing the degree of writing anxiety among secondary school students.

3. Data Collection Instruments

3.1. The Study Procedures

Tools for the study are the French-language anxiety measure, the French-language skills roster, the training program, the self-assessment forms and the test treatment test the experimental approach and the semi-pilot design. Statistical methods: Analysis of variation of repeated measurements ANOVA, Test- test for associated and independent groups, ETA Squared. The researcher provides a detailed description of the study's procedures, including the study's methodology and the experimental design employed. The researcher specifies the study sample, controls for intervening variables, and then elaborates on the tools used in the study as well as the general procedural steps for conducting and implementing the study. Finally, the researcher concludes with the statistical methods used in analyzing the study's data. *Firstly:* Study Methodology and Experimental Design A- Methodology: In the current study, the researcher employed an experimental methodology in an attempt to reconstruct reality in a quasi-experimental setting. The aim was to determine the impact of a program based on certain direct strategies for learning the French language on linguistic anxiety among second-year Al-Azhar secondary school students. "And the standard deviations and the value of "t" and the level of significance between the mean scores of the two groups (experimental - control) in the post-measurement of linguistic anxiety in the degree" Secondly- Experimental Design: The current study employed a pre-posttest experimental design as well as a follow-up design. The researcher used a pre-test to ensure the equivalence of the experimental and control groups concerning the dependent variable before implementing the training program. Additionally, the researcher employed a post-test to calculate the differences between the experimental and control groups concerning the dependent variable. The pre-

test and post-test were also used to calculate differences within the experimental group concerning the dependent variable. The researcher also used follow-up measurements to calculate differences between the post-test and follow-up measurements within the experimental group to verify the continuity of the training program's effect over time. Table 2 illustrates the experimental design of the current study. Eta square values for the differences between the average scores of the experimental group students in the pre- and post-measurements of the linguistic anxiety scale in the total score and in the score of each of its dimensions.

Table 2. The pre- and post-measurements of the linguistic anxiety.

Dimensions	Eta square value η^2	T value	Effect size	Degrees of freedom
Listening anxiety	0.929	19.62	big	29
Speaking anxiety	0.892	27.18	big	
Reading anxiety	0.901	29.16	big	
Writing anxiety	0.917	17.98	big	
The scale as a whole	0.972	31.83	big	

"A follow-up assessment of French language anxiety scale."

Secondly: Study Sample a- Survey Sample:

The survey sample of the study, table 4 was drawn from second-year Al-Azhar literary secondary school students in Kafr El-Sheikh Governorate. The sample consisted of 125 students aged between 16 and 17 years. The researcher selected students from three Al-Azhar institutes: Sanhour Al-Madina Secondary School for Boys, Qaleen Secondary

School for Boys, and Shabas Al-Shuhada Secondary School for Boys. This sample Table 3 was used to administer the French language anxiety scale to calculate its psychometric properties. illustrates the distribution of participants in the survey study.

3.2. The Study Sample

The core study sample initially consisted of 75 students from the second year of Al-Azhar literary secondary schools Sanhour Al-Madina Secondary School for Boys and Qaleen Secondary School for Boys) in the first semester of the academic year 2020/2021, table 1 Sanhour Al-Madina students represented the experimental group (39 students), while the Qaleen Secondary School students represented the control group (36 students). After excluding students who did not attend all training sessions and those who did not complete the study's instruments, the final sample size included 30 students from Sanhour Al-Madina Secondary School for Boys (experimental group) and 30 students from Qaleen Secondary School for Boys (control group). The reason for selecting two different institutes for the study was to avoid the "experimental contamination" effect, as researchers refer to it. Therefore, the researcher ensured that both groups were geographically similar but separated by a considerable distance to prevent students from mingling and discussing the learning strategies they were being taught.

Table 3. The sample of the basic study clarifies.

Institutes Type of sample.	"Total number of students."	"The number of students at Qalin Boys' High School."	"The number of students at Sanhour City Boys' High School."
"Sample of the primary study ""Primary study sample."	(75) students	(36) students	(39) students
Total number of excluded students	(15) students	(6) students	(9) students
Final sample size.	(60) students	30 students	30 students

Table 4 Survey Sample Distribution Institutes Gender.

Number	Gender	Institutes	M
48	Males	Sanhour City Secondary Institute for Boys	1
47		Qaleen, Secondary Institute for boys	2
30		Shabas, Al-Shuhada Secondary Institute for Boys	3
125		Total	4

Table 4 Some of these studies showed no significant differences between males and females in linguistic anxiety, contrary to some studies that demonstrated significant differences between genders in linguistic anxiety. Therefore, the current study focused only on male students to eliminate the gender effect.

T-test. Table 5 presents the means, standard deviations, t-values, and significance levels between the ages the Experimental and Control Groups Age Groups Number

Mean Standard Deviation t-Value Significance Level
Experimental 30 44.16 13.94 0.116 Not Significant Control
30 43.16 9.70 table 5 shows that the t-value reached 0.116, which is not statistically significant, indicating no statistically significant differences between the ages of the experimental and control groups. This suggests age equivalence between the two groups. Significance of differences between the mean of the two groups (experimental and control) in chronological age, 0.01 = 2.66.

Table 5. Significance of differences between the mean of the two groups (experimental and control) in chronological age.

significance level	T value	average	Number	groups	
Not significant	1160	4,139	30	Experimental	Chronological Age
		970,3	30	Control	

4. Discussion and Results

4.1. Study Sample

The survey sample consisted of 125 students from different schools Al-Azhar secondary schools, with 48 students from the Senhor City Secondary School, 47 students from the Qulin Secondary School, and 30 students from the Shubas Martyrs Secondary School. The core study sample consisted of 60 students from two secondary schools (Senhor City Secondary School for Boys and Qulin Secondary School for Boys) during the first semester of the academic year 2020/2021.

4.2. Study Tools

French Language Anxiety Scale. French Language Skills List. Training Program Self-assessment forms. Effectiveness Verification Scale all designed by the researcher Self-assessment forms. Effectiveness Verification Scale all designed by the researcher.

4.3. Statistical Methods Used for Data Analysis

For intervening variables between the two study groups:

The researcher took care to control for some variables that might interact with the independent variable (a program based on certain direct strategies for learning French) in its effect on the dependent variable (language anxiety). The following are the most important intervening variables that were controlled.

A) Gender: Because numerous studies and research, such as those conducted by [20, 22, 7] and others, have examined the variable of language anxiety and included both male and female participants to compare them and determine if significant differences were related to gender, this study included both genders initially. Some of the findings indicated no significant disparities in language anxiety between males and females, while some studies demonstrated significant differences. Therefore, this study narrowed its focus to include only male participants to eliminate the influence of gender. The age range of individuals in the current study's sample falls between 16 and 17 years old. To control for age, the researcher excluded students older than 17 from of age differences between the experimental group and the control group using an independent samples t-test. Table 5 displays the means, standard deviations, t-values, and significance levels for the differences in scores between the two groups.

B) The age range of the current study's participants was between 16 and 17 years. The researcher controlled the age variable by excluding students over the age of 17, ensuring age equivalence between the study groups. This was done by calculating the significance of the differences between the ages of the experimental and control groups using an independent samples t-test. figure presents the means, standard deviations, t-values, and significance levels between the ages the Experimental and Control Groups Age Groups Number Mean Standard Deviation t-Value Significance Level which is not statistically significant, indicating no statistically

significant differences between the ages of the experimental and control groups. This suggests age equivalence between the two groups. dimensions and the overall. By examining the previous table 5 it becomes clear that: the calculated value of "t" is not statistically significant across each dimension and the total score of the linguistic anxiety scpre-test measurement of linguistic anxiety dimensions and the total score. This indicates an equivalence.

Given that many studies and researches have addressed the variable of "language anxiety," [20, 1] The samples included both males and females in an attempt to compare them and determine whether there were significant differences attributed to gender. Some of the results indicated no significant differences between males and females in language anxiety, contrary to some studies that showed gender differences in language anxiety. Therefore, in the current study, the researcher focuses on males only to eliminate the gender effect.

C) The chronological age of individuals in the current study sample ranged between 16 and 17 years. The chronological age of the sample was controlled by excluding students older than 17 years who were retaking the course. To ensure age equivalence between the study groups, the researcher calculated the significance of differences in the ages of the experimental group and the control group using an independent samples t-test. Table 3 below illustrates the means, standard deviations, t-values, and significance levels between the means of the two groups' scores.

The table 5 shows the values of "T" and their statistical significance for the differences between the means of the two groups in the pre-measurement of linguistic anxiety dimensions and the overall. By examining the previous table 5 it becomes clear that: the calculated value of "t" is not statistically significant across each dimension and the total score of the linguistic anxiety scpre-test (hypothesis test) measurement of linguistic anxiety dimensions and the total score. This indicates an equivalence between the two groups in linguistic anxiety before the implementation of the training program. Figure 1 illustrates the equivalence of the two groups (experimental and control) in the pre-test measurement of the linguistic anxiety scale before the implementation of the training program:

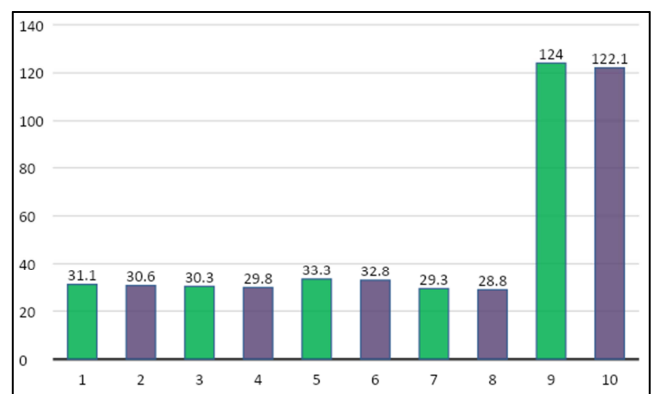


Figure 1. Equivalence between the two groups (experimental - control).

4.4. Testing the Hypotheses of the Study

- 1) Statistically significant differences were found between the average scores of the experimental and control groups in the two-dimensional measurement of overall language anxiety and in each dimension (listening anxiety, speaking anxiety, reading anxiety, writing anxiety), with the control group being more anxious.
- 2) Statistically significant differences were found between the average scores of the experimental group in the pre-test and post-test measurements of overall language anxiety and in each dimension (listening anxiety, speaking anxiety, reading anxiety, writing anxiety), with the pre-test measurement being higher.
- 3) There were no statistically significant differences between the average scores of the experimental group in the two-dimensional figure 2 and follow-up measurements of overall language anxiety and in each dimension (listening anxiety, speaking anxiety, reading anxiety, writing anxiety).

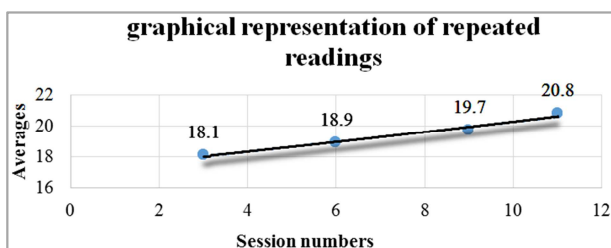


Figure 2. The average scores of the experimental group in the two-dimensional.

5. Conclusion and Recommendations

5.1. Conclusion

This study was conducted to find answers to the main objectives of the research questions and test the hypotheses attached to them. The main objective of this study is to prove language learning in its various stages enables the students to acquire the skills and, use them in the process of communication with others and the concerns related to them in international languages while this field remains in need of more research. Making learning easier, faster, and more enjoyable, as these strategies develop in trainees more readiness in themselves, as well as in the language they are learning, and thus learning becomes more fulfilling of their desires and abilities [19, 2, 12] help trainees reinforce their mastery of the language. in addition to help trainees take on more responsibility to meet their specific needs in language learning.

5.2. Recommendations

Related to the results of the current study, the researcher makes the following recommendations:

- 1) Avoiding traditional learning methods and adopting direct strategies in language learning, which enhance the training process and impart the necessary skills and experiences for learning.

- 2) Teachers should clarify the behavioral and procedural learning objectives and their importance to the learners while linking new learning material to available prior knowledge content, making the new material meaningful and helping reduce their language anxiety.
- 3) The teacher should not catch students' mistakes while performing language skills, as this leads students to hate and resent the French language.
- 4) The necessity of preparing new measurement tools to measure French language anxiety suitable for preparatory school students and university students.
- 5) Paying attention to increasing the number of French language classes in the curriculum, so that students can practice and master language skills, which reduces their high level of language anxiety.
- 6) Providing school libraries with key books and resources that include how to practice direct strategies in learning the French language.
- 7) Encouraging teachers and students to practice French language skills outside the classroom by listening to training content, news bulletins, reading short stories in French, and summarizing what they listened to or read, which is reflected in reducing their language anxiety.
- 8) The necessity of providing modern technology devices and training media in schools, such as computers, the Internet, data show devices and projectors, for facilitating learning and training, and helping reduce language anxiety, as evidenced by the results of the current study.

Researchers specializing in the field of psychology and mental health should use this tool as a tool for detecting linguistic anxiety among different age groups. It is necessary to study the relationship between linguistic anxiety and the cognitive and psychological variables that influence it and predict its occurrence. Building a measure of foreign language anxiety that is appropriate for each educational stage. suggested studies and research (a) The effect of the interaction between two strategies for learning the French language and French language anxiety on academic achievement in the French language subject at different educational stages (b) The effect of learning with the (concept maps) strategy versus the (summarizing) strategy on linguistic anxiety among secondary school students. (c) Psychometric properties of the French language anxiety scale for middle school students. (d) Psychometric properties of the French language anxiety scale among university students' language anxiety and its effect on personal intelligence among high school students. PhD thesis, Faculty of Education, Beni Suef University.

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