



The Impact of Productive Discipline Strategies on Iranian EFL Learners' Second Language Anxiety and their Language Achievement

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ABSTRACT

The present study was dedicated to investigating whether productive discipline strategies are effective strategies in order to reduce second language anxiety of Iranian students and improve their language achievements. To achieve the study's aim, a sample test of KET was administered to 45 students as a homogenizing test. Based on the results, the participants whose scores fell between 1 SD above and below the mean were chosen as the participants of the study and were then randomly assigned to one control and one experimental group. Those who were in the experimental group received productive strategies. The students in the control group were controlled by the traditional discipline strategy method. At the outset of the study, a pre-test was given to the participants to ensure that there were no significant difference between the experimental and control groups regarding the variable under investigation. This study was carried out during a 40-hour course spread over 2 months. In addition, the participants were asked to fill a Second Language Anxiety Questionnaire (Howritzs, 1986) and also a 24-item questionnaire of classroom discipline (Lewis, 2001). At the end of the term, all participants were tested on their achievement in second language by a posttest similar to the pre-test. Moreover, their second language anxiety was measured through the above-mentioned questionnaires. As a whole, it was concluded that the employment of the productive strategies contribute to the improvement of students' second language achievement and reduction of their second language anxiety.

Keywords: Second Language Anxiety, Productive discipline strategies, Teachers' role, Classroom management.

1. Introduction

Language anxiety can be defined as the fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Gardner & MacIntyre, 1993) or the worry and negative emotional reaction when learning or using a second language (MacIntyre, 1999). Generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language learning process by many of the researchers and academics who have considered its impact on learners.

The effects of foreign language anxiety also extend outside the second language classroom. A high level of foreign language anxiety may also correspond with communication apprehension, causing individuals to be quieter and less willing to communicate. People who exhibit this kind of communication reticence can also sometimes be perceived as less trustworthy, less competent, less socially and physically attractive, tenser, less composed and less dominant than their less reticent counterparts

(Lewis, 2001).

Furthermore, there is an overwhelming tendency to see anxiety as something that should be reduced at all costs, if not eliminated from the language classroom. Yet, this is a dubious notion. Surely we want to have classrooms where the students are anxious to learn, students who have a desire to participate. An anxiety-free classroom, for all its apparent appeal, may not, in fact, be conducive to learning, nor for that matter to a creative environment. Also, anxiety is part and parcel of the language classroom (Daubney, 2005). Some learners or teachers even feel more anxious than others. Whether language anxiety is a more negative or positive force in the classroom will largely be determined by the interaction between teachers, their objectives, methodology and the learners. However, an ability to forge a healthy working environment for language classes out of these factors will certainly give creativity a better chance of flourishing.

The intrinsic nature of language anxiety poses an additional challenge to language learners as well as teachers. The demand on communication in the modern language classes may enhance students' anxiety, as there are more chances for their weaknesses to be exposed in front of others. According to Oxford (1993), the use of appropriate language learning results in improved proficiency or achievement overall or in a specific skill area. Successful language learners tend to select strategies that work well together. Oxford states that certain strategies are linked to particular language skills or tasks. Second language learners who are able to moderate and control their second language anxiety are more successful in their second language learning than others. So, EFL teachers have to be careful about the strategies that are used in the classrooms especially the discipline strategies they use to manage the classroom.

Further, the teachers use recognition, reward, involvement, and discussion strategies in order to manage and control the classroom. In fact, EFL teachers' classroom management is not only a means to effective instruction; it also becomes a vehicle for providing students with a sense of community and with increased skills in interpersonal communication (Jones, 1996).

To fulfill the purpose of this study, which was to determine whether productive discipline strategies are effective strategies in order to reduce second language anxiety of Iranian students and improve their language learning, the following questions were raised:

Does the use of productive discipline strategies have any significant effect on the reduction of Iranian EFL learners' second language anxiety?

Does the use of productive discipline strategies lead to a significant improvement in Iranian EFL learners' language achievement?

In order to investigate the research question empirically, the following hypotheses were raised:

H1: The use of productive discipline strategies has a significant effect on the reduction of Iranian EFL learners' second language anxiety.

H2: The use of productive discipline strategies leads to a significant improvement in Iranian EFL learners' language achievement.

The remaining is organized as follows: In the next section, the methodology of the research is presented. The results will be presented in the third section. In the fourth section, the study findings will be discussed. Finally, in the final section, the study is concluded.

2. Methodology

The participants of this study consisted of 45 Iranian female students enrolled at the intermediate level classes at Gooyesh language school. They were between 18 and 21 years of age. Their native language was Persian. The participants were divided into two groups as follows: An experimental group (N=22) receiving productive strategies; A control group (N=23) controlled by the traditional discipline strategy method. Both groups received the same material.

To measure the proficiency level of the participants, a standard version of the test of English as a Foreign Language (KET) (see Appendix A) consisting of 3 sections was administered. The first section of KET was the listening section, which included 25 sections. The second, which was the reading section, included 25 questions. In the third part, which was the writing section, the students were supposed to write a note to a friend about their house in 25-35 words. The time limit for the test was 60 minutes. The students filled in A Second Language Anxiety Questionnaire (see Appendix B) (Howritzs, 1986) that assessed their anxiety towards learning English as a foreign language. To measure teachers' classroom discipline strategies, the 24-item questionnaire of classroom discipline (Lewis, 2001) was used (see Appendix C). Achievement in English or their second language learning was established based on formal grades that the students received at the end of the academic term.

Also, to measure teachers' classroom discipline strategies, the 24-item questionnaire of classroom discipline (Lewis, 2001) was used. The scale measures six discipline strategies including punishment, recognition/reward, discussion, involvement, hinting, and aggression. Further, to obtain measures of students' second language anxiety, a Second Language Anxiety Questionnaire (Howritzs, 1986) was used.

For data analysis, the test of English as a Foreign Language (KET) was administered to all the subjects. Based on the means and standard deviations of the students' scores, those scoring one standard deviation below or above the mean were selected. In order to establish the homogeneity of the two groups a *t-test* was run.

To learn about the effectiveness of productive strategies in the improvement of second language learning of the experimental group and to compare their improvement with that of the control group, a post-test similar to the pretest was given to the students. A questionnaire was also given to all the members in two groups to evaluate students' anxiety using productive discipline strategies and the traditional method. The performance of the two groups on the post-test and the questionnaire were later compared using a *t-test*.

As in this study two groups (experimental and control) were being compared, a *t-test* could be the most appropriate means of comparison in order to answer the research question. In this procedure the means of two groups were compared. The result of applying *t-test* provided the researcher with a *t-value*. That *t-value* then entered in a special table of *t-values* included in most statistics books and which indicated whether, given the size of the sample in the research, the *t-value* was statistically significant or not. The results of statistical analyses are reported and discussed in the following sections

3. Results

As mentioned in pervious sections, the main objective of this study was to find out whether productive discipline strategies are effective strategies in order to reduce second language anxiety of Iranian students. Accordingly, the researcher tried to find an empirically justified answer to the following questions:

Q1: Does the use of productive discipline strategies have any significant effect on the reduction of Iranian EFL learners' second language anxiety?

Q2: Does the use of productive discipline strategies lead to a significant improvement in Iranian EFL learners' language achievement?

As a result, the following hypotheses were put forward:

H1: The use of productive discipline strategies has a significant effect on the reduction of Iranian EFL learners' second language anxiety.

H2: The use of productive discipline strategies leads to a significant improvement in Iranian EFL learners' language achievement?

In order to analyze and interpret the gathered data for testing the hypotheses, certain statistical procedures were utilized. This section presents a detailed discussion of the results of the performed analyses.

For homogeneity of the group, Initially, a KET proficiency test was administered to 45 intermediate EFL students to estimate the participants' general knowledge of English. To standardize the test (KET), the researcher computed the IF and ID indices of each individual item. The IF indices of all the items fell in the desirable range ($0.37 < IF < 0.63$). Furthermore, the IDs were all above 0.40. Consequently, the researcher kept all the items on the test. For the writing section, the researcher asked two raters to score the students' writings. Then a correlation coefficient was calculated between the scores given by rates 1 and 2 using the Pearson Moment Formula in order to compute interrater reliability. The results are given in Table1.

Table1.

Table1. Correlation Coefficient for KET Writing Scores

	r(X,Y)	N
Writing-Rater I	0.75	45
Writing-Rater II		

According to the table1, the obtained correlation coefficient($r= +0.75$) revealed a fairly high inter rater reliability between the writing scores of rater 1 and rater 2. In the next step, the descriptive statistics for KET were calculated. The results are shown in table2. The participants who scored one standard deviation above and below the mean were considered appropriate for this study. This procedure led to the elimination of four participants out of 45. Therefore, the number of participants who were deemed appropriate for this study was reduced to 41. In fact, the participants who had scored higher than 84.25 and lower than 63.29 were excluded from the sample. Then they were randomly divided into a control and an experimental group.

the sample. Then they were randomly divided into a control and an experimental group.

Table 2. Descriptive Statistics of KET

	Valid N	Mean	Min	Max	Variance	SD	SEM
KET	45	73.77	41	44	109.80	10.48	1.31

In order to estimate the construct validity of KET, a factorial analysis was run. As shown in table 3, all the sub-sections of the language proficiency test loaded heavily on a signal factor. These values proved the construct validity of the test.

Table 3. Factors Analysis of KET

Sub-sections (KET)	Factor 1
listening	0.92
Reading	0.87
writing	0.91

Further, the researcher calculated the reliability of the reading and listening sections separately through the KR21 formula. As shown in table 4, the results of the KR-21 performed statistical analyses demonstrated that the test enjoyed strong reliability and validity.

Table 4. Reliability of the Reading and Listening Sections

	Reading	Listening
KR-21	0.89	0.83

The descriptive statistics for the two groups on KET are displayed in Table5.

Table 5. Descriptive Statistics for the KET

	N	Mean	SD	SEM	Min	Max	
Proficiency	Experimental group	22	72.92	2.96	0.58	53	62
	Control group	23	73.36	3.27	0.63	52	63
	Total	45	73.77	10.48	1.31	41	96

To measure teachers' classroom discipline strategies, a 24-item questionnaire of classroom discipline (adopted from Lewis, 2001) was used. The scale measures six discipline strategies including punishment, recognition/reward, discussion, involvement, hinting, and aggression. To do this, students were asked to

indicate 'how frequently the teacher acted as described in the statement when trying to deal with misbehavior' on a 6-point Likert type scale. The response alternatives provided were "Nearly always (6), Most of the time (5), A lot of the time (4), Some of the time (3), Hardly ever (2) and Never (1)".

Table 6 summarizes means and standard deviations of variables of the study including classroom discipline strategies and students' achievement. As shown in table 6, the average score of discipline strategies is 3.40, while each item was measured by a 6-Likert scale, implying that EFL teachers frequently use classroom discipline strategies to manage their classes. Further, they prefer to use recognition/reward strategies (mean=4.28) most of the time while they tend to avoid aggression (mean=2.48) and punishment (mean=2.72) strategies in the classroom. Moreover, the average score of achievement in learning English is 15.55. The minimum and maximum scores of English achievement tests are zero and 20, respectively; showing that most participants were medium achievers of English as a school subject.

Table 6. Descriptive Statistics of Variables of the Study

Variables	Mean	SD
Classroom discipline	3.40	.748
Involvement	3.83	1.40
Punishment	2.72	1.25
Aggression	2.48	1.38
Discussion	3.04	1.22
Achievement	15.55	3.98
Recognition/reward	4.29	1.41

Table7 presents inter-correlation among variables. As Table7 illustrates, teachers' classroom discipline strategies are significantly and positively related to achievement in learning English as a second language.

Table 7. Inter-correlations among Variables

Variables	1	2	3	4	5	6	7	8	9
Classroom discipline	1	.790**	1.433* *	.533**	.376**	.674**	.148**	.052*	-.126**
Involvement		1	-.012	.477**	.074**	.448**	.353**	.196**	.038
Punishment			1	-.159**	.524**	.219**	.257**	.223**	.225**
Recognition/reward				1	.223**	.315**	.345**	.192**	.026
Aggression					1	.157**	-.396**	-.234**	-.253*
Discussion						1	.132**	.060*	-.078**
Second Language Anxiety							1	.351**	
Achievement									1

** Correlation is significant at the 0.01

* Correlation is significant at the 0.05

Correlations of five types of discipline strategies with other variables of the study were also considered. Second language anxiety was found to be positively related to involvement, recognition, and discussion while it was negatively related to punishment and aggression strategies. Achievement was found to be inversely related to punishment, discussion, and aggression strategies. Second language anxiety and achievement were also found to be positively related. The descriptive statistics for the two groups on the questionnaire are displayed in Table 8.

Table 8. Descriptive Statistics for the questionnaire

Groups	Valid	Mean	skewess	Min	Max	Var.	SD	SEM
Control	23	29.59	.156	20	41	35.05	5.92	.501
Experimental	22	57.01	-.345	40	71.43	72.50	8.51	.491

To check the second language anxiety among the learners, an adapted questionnaire (from Horwitz, 1986) was used. The questionnaire consists of 33 items in a 5-point Likert scale that range from "strongly agree" to "strongly disagree". The thirty three items can be divided into three categories: 1) communication apprehension 2) fear of negative evaluation 3) general feeling of anxiety. The students' levels of anxiety were divided into three levels: high, moderate and low. High level was determined from the mean values from 1.00 to 2.50. As for the moderate level of anxiety, the mean value was taken from the range of 2.51 to 3.50 while the low level, covered the mean of 3.51 to 5.00. The anxiety levels and the range of mean values are shown in Table 9.

Table 9. Mean Value for Anxiety Level

Anxiety level	Mean Value (Range)
High	From 1.00 to 2.50
Moderate	From 2.51 to 3.50
Low	From 3.51 to 5.00

The obtained data was analyzed using statistical analysis SPSS version 18.0 and presented in the form of descriptive statistics together with the percentages and mean. The researcher will also look at the most influential factor of language anxiety from the three factors that have been identified by Horwitz et.al (1986); communication apprehension, fear of negative evaluation and general feeling of anxiety. The answer to each item in the questionnaire using the 5 point Likert scale had been converted to numerical values for statistical analysis. The common measurement used in descriptive analysis was frequency and percentage as well as mean score and standard deviation (see table 10).

Table 10. Analysis on the Factors of Language Anxiety

Model	(constant)	Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
		-.275	.133		-2.071	.040
	Communication Apprehension	-.359	.048	.387	7.533	.000

Fear of Negative Education	-.301	.059	.280	5.138	.000
General Feeling of Anxiety	.429	.060	.375	7.205	.000

Based on the table above, the significant (p) for Communication Apprehension, Fear of Negative evaluation, and General Feeling of Anxiety is 0.000 which is smaller than alpha 0.05. This indicates that there is a significant relationship between the level of language anxiety and second language learning.

In order to determine the strongest or the dominant factor which influenced language anxiety, the Beta (β) value is studied. From the analysis, the factor which appears to have contributed the most to language anxiety is 'General Feeling of Anxiety' in which its Beta is 0.429 followed by 'Communication Apprehension' ($\beta = 0.359$) and 'Fear of Negative Evaluation' ($\beta = 0.301$). Therefore, it is concluded that the dominant factor of language anxiety in English classroom among the participants of the present study was General Feeling of Anxiety. This is because this variable has the highest Beta value which is 0.429 (see table 11).

Table 4.11. The Dominant Factor of Language Anxiety

Language Anxiety	Beta Value
Communication Apprehension	0.359
Fear of Negative Evaluation	0.301
General Feeling of Anxiety	0.429

In order to answer the research questions the mean, standard deviation, and variance of the two groups in pre and post tests are shown in Table 12.

Table 4.12 Descriptive statistics of pre-test and post-test

	<i>N</i>	<i>Mean</i>	<i>Variance</i>	<i>SD</i>
Pre-test Exp. Gr.	22	5.485	1.022	1.010
Post-test Exp. Gr.	22	6.114	1.067	1.032
Pre-test Cont. Gr.	23	5.885	0.868	0.931
Post-test Cont. Gr.	23	5.942	2.029	1.424

As it is shown in table 12, the lowest mean belongs to the pre-test in the experimental group and the highest is that of post-test in the experimental group. The means for the control group in pre- and post-tests are fall

in between. So the difference between the means of the experimental group in pre- and post-tests is 0.629 and that of the control group is 0.057 shows that the experimental group had more progress. On the other hand, comparing the means of pre-tests in both groups reveals that control group had performed better in pre-test, while in post-test it was the opposite. In summary although the experimental group had a lower mean in pre-test (5.485) than that of control group (5.885), the results in post-tests are the opposite, that is, (6.114) for experimental group and (5.942) for control group. Again it is another proof for the positive effect of the strategies used in experimental group. With the use of the data obtained here, the value of observed t (2.650) was calculated and compared with the value of the critical t (2.000) at the level of 0.5

As this study had a quasi-experimental design the means obtained through raw scores cannot be used in t -test. So for each subject in both groups the ratio between post and pre-tests was calculated and then the ratios were used to calculate the mean, variance and standard deviation for each experimental and control groups which is shown in Table 13. For a two tailed test, the critical t with the degrees of freedom of 34 was 2.000 in t -distributions table. As the calculated t is 2.65, it is large enough to prove the hypotheses shows that productive discipline strategies have a great impact on the reduction of Iranian EFL learners' second language anxiety and also improvement of their second language achievements. Also as difference between these two figures is .65, it shows that the impact is very significant. So there was statistically significant difference between productive discipline strategies and traditional method on the reduction of Iranian EFL learners' second language anxiety and improvement of their second language achievement.

Table 13. t-test between the experimental and control groups

Group	Mean	Variance	t-observed	df	p>	t-Critical value for a Two-Tailed Probability
Experimental group	1.115	.056		34		2.000
Control group	1.009	0.22	2.650	34	0.5	

In the next section, we will provide a detailed discussion out of our results.

4. Discussion

This section discusses the results of the study reported in section 4. The research questions that guided us are presented again and serve to frame the discussion. It provides the interpretations of the key findings followed by a comparison to previous studies.

To find a convincing answer to the previously mentioned problem and to support our hypotheses at 0.05 level of significance, 41 homogenous subjects chosen from a group of 45 students were divided into an experimental and a control group. Those who were in an experimental group concerned with productive discipline strategies, and those who were in the control group were taught using traditional method to manage their classroom. It is worth mentioning that no extra tasks were assigned to the subjects. At the end of this study, a post-test was administered to determine whether there was a significant difference between the performances of the participants in the experimental and control group of the study. At last, the findings supported our hypotheses with more than 95% confidence, which meant that the use of productive discipline strategies did significantly reduce the second language learners' anxiety of the participants and lead to a significant improvement in their language achievement.

For the first research question, i.e. "whether the use of productive discipline strategies has any significant effect on the reduction of Iranian EFL learners' second language anxiety", the study findings of are in line with some previous researches. Horwitz, Horwitz and Cope (1986) were among the first researchers to devise the Foreign Language Classroom Anxiety Scale (FLCAS) as a research instrument that focused particularly on feelings of anxiety experienced by foreign language learners in the classroom. Horwitz, et al. (1986) characterized language anxiety based on three factors, which are communication apprehension, fear of negative evaluation and a general feeling of anxiety. Research conducted by Masahiko Goshi in 2005 found that there is a relationship between the students' level of anxiety and their perceptions or beliefs in language

learning. The FLCAS to measure the students' level of anxiety and the mean value was then correlated with the students' perception on language learning. Research conducted by Cubukcu in 2007 also examines the students' level of anxiety and its relationship to second language learning besides investigating the methods to cope with anxiety among the respondents. It was found that there are a number of factors that cause anxiety namely the fear of making mistakes, the fear of losing face, the fear of failure and the fear of not being able to achieve a certain standard. Khan and Zafar (2010) studied the effects of provoked anxiety on performance of three different groups in three different stages of learning: pre-, while- and post-learning. Their results indicate that the highest anxiety rating for each experimental group was recorded directly after the use of the camera as a recording device in the classroom. This indicates that the students' anxiety levels were aroused when they knew that they were being recorded by the camera whereby the anxiety level increased. Correspondingly, learners' performance for the group of subjects who had most recently had anxiety aroused was found to be significantly impaired at each stage.

Besides that, there were also other studies on anxiety conducted within the setting of various educational institutions (Brantmeier, 2005; Hussein Elkhafaifi, 2005; Gregersen & Horwitz, 2002, Casado & Dereshiwsky, 2001). These studies have variously found that language anxiety can arise from different English language skills activities such as writing tasks, oral presentations, listening activities, reading practices and grammar exercises. Some studies have also identified the sources of language anxiety like fear of failure, perceived proficiency, and competitiveness (Young, 1991; Bailey, 1983). Other than that, Sanchez-Herrero & Sanchez (1992) have found that there is a relationship between language anxiety and performance in which high levels of anxiety would negatively affect students' performance.

One possible explanation for this finding is that students are very aware of their performance in English language and this causes students to be nervous, and worry about the consequences of failing the language test or exam. This is due to fact that most of them would compare their English result to the other classmates. Other than that, General feeling of anxiety is also related to feeling apprehension that influence the students to forget the things that actually know. This usually happens when they need to learn and comprehend the number of rules in English language. The grammar rules create overwhelming to the students especially when they have to learn speaking in English in which the rules makes them focus more on accuracy rather than fluency. The fluency aspect is also the reason when the language lecturer is a fluent speaker of English. Therefore, one would have problem of incomprehensible input in a second language class where one finds it is difficult to understand the lesson in class. This provokes the students to feel more frustrated and worried when they cannot keep up with the others in class. As a result, they become more anxious and tend to forget the lesson that they know.

The findings of this study suggest that the students in experimental group moderate level of anxiety. This is due to the fact that they are more motivated and high in self-efficacy. They are able to solve their problems in learning in order to be more independent and able to control feelings of nervousness. Since they are received productive discipline strategies so have a more positive attitude towards language learning. Therefore, it can be concluded that using recognition, reward, involvement, and discussion as productive discipline strategies in order to manage and control the classroom are effective to reduce the second language anxiety.

The second research question took account of the use of productive discipline strategies lead to a significant improvement in Iranian EFL learners' language achievement. Here, the results of the study primarily showed that EFL teachers generally use productive discipline strategies such as recognition, reward, involvement and discussion more than other strategies like aggression and punishment. This implies that EFL teachers are perceived to be non-authoritarian, praise students for good behavior and involve them in the process of discipline decision making.

The present study's findings corroborate a few studies on EFL teachers' classroom management strategies revealing that while EFL teachers are interventionist in instructional management and people management, they are interactionist in behavior management (Rahimi & Rahimi & Asadollahi, 2012a). Thus, while they are more controlling in structuring daily routines, managing classroom learning tasks, and monitoring their relationship with students, in setting classroom rules and establishing a reward structure they are more liberal and less controlling. Therefore, a caring language teacher is the one who makes the ground ready for language tasks that need genuine interaction, communication and cooperation among students. However, this finding, contradicts the notion that Asian language teachers adopt authoritarian and reactive discipline strategies to control their classes (Carless, 2007).

Furthermore, EFL teacher's effectiveness of teaching was assessed by her students to be roughly satisfactory. This finding supports other studies that found language teachers to be satisfactorily effective in the EFL context in spite of the fact that EFL curriculum may suffer from serious problems including teaching materials and methodology (Rahimi & Nabilou, 2011). One reason for this finding might be EFL teachers' teaching

style as they have been found to use a variety of teaching activities in their classes which may satisfy and motivate students with different learning styles to learn English. It is reported that EFL teachers prefer to use sensing type activities that rely primarily on the mental process of sensing and attend to observable facts or happenings through one or more of the five senses (Cooper, 2001). In this way, they stress the importance of using the teaching material that is applicable for students outside of the classroom walls and deal with life issues, provide concrete experiences first in any learning sequence, and always include a practical reason for an assignment.

Further analysis of the relationship among variables of the study showed that the teacher who used productive discipline strategies like involvement and recognition was perceived to be more effective teacher by her students. Moreover, when she didn't use productive discipline strategies in control group she was not found to be successful teacher in the eyes of her students. It shows that students prefer more caring teachers and those who are more supportive of students' voices when it comes to disciplining the classes. "Caring teachers purposely listen to students, critically reflect, provide spaces for students' voices and agency in the classroom to prevent discipline problems" (Noddings, as cited in Pane, 2010) and avoid using coercive strategies. It is evident in the literature that the ability to manage students effectively is a critical component of teachers' sense of professional identity (Lewis, et al., 2008). It is also evident that classroom discipline is a well-documented source of teacher stress (Lewis, 2001) that may result in low self-concept that eventually impacts the image teacher's project in the classroom as an effective teacher. Research on classroom management shows that effective management promotes cooperation among students, reduces discipline problems, and engages students in learning (Pane, 2010), and has a great influence on students' academic achievement, even more than intelligence (Gettinger & Kohler, 2006). If the teacher cannot provide an environment in which teacher and students actively participate, some students will be segregated, bored, or show misbehavior (Pane, 2010). This results in failure in academic achievement for the isolated student(s) and disrupting the process of learning for the rest of the class. In this poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there is abundance of discipline issues while a well-managed classroom provides an environment in which teaching and learning can flourish (Brown, 1990). Hence, effective classroom behavior management is an essential prerequisite for effective classroom learning. In this sense, if the teacher is prevented from teaching or pupils are prevented from getting on with their academic work as a result of their own inappropriate or disruptive classroom behavior, or that of others, then clearly little learning of value can take place (Whedall & Merrett, 1992). Similarly, teachers' use of appropriate discipline strategies will promote students' responsibility and encourage them to "exercise their own learning rights and protect the learning and physical and emotional safety rights of other" (Lewis, 2001, p. 308). Moreover, it was also revealed that if appropriate discipline strategies that match communicative activities are not used in language classes, communicative approaches will have little impact in language classes of public schools (Tomlinson, 1988) and cannot generate enthusiasm among students to pursue language learning. Further, punitive strategies were found to affect teaching effectiveness and this was a reason for students' low learning motivation. Research shows that teachers' behavior produces positive attitudes towards language learning and students prefer teachers who manage their classes well (Pane, 2010). Hence, maintenance of a positive classroom climate is essential in promoting teaching and learning effectiveness. Retaining control in the classroom, mutual relationship with students, and creating a relaxed and enjoyable atmosphere in the classroom are among elements of good teachers that have links to classroom management (Witcher, Onwuegbuzie, & Minor, 2001). This highlights the role of teachers' discipline strategies in successfully managing language tasks and distinguishing between noise and disorder that foreshadow disciplinary problems; and noise that indicates high levels of involvement (Tsui, 2003). Successful "teachers must skillfully manage group and pair work to make activities well-structured and motivating rather than a noisy time for some and a time to opt out for others" (Cameron, as cited in Carless, 2004).

5. Conclusion

We conducted this study aiming to determine whether productive discipline strategies are effective strategies in order to reduce second language anxiety of Iranian students and improve their language learning. To this, I raised the research questions and tried to find their answers. Based on the results, the answer to the research questions is that productive discipline strategies are effective strategies reducing second language anxiety of Iranian students and improving their language learning. However, Scholars are only beginning to understand the role of anxiety in foreign language learning; it is neither clear how pervasive foreign language anxiety is nor it is comprehend its precise repercussions in the classroom. The researchers do know that individual reactions can vary widely. Some students may experience an anxious reaction of such intensity that they postpone required foreign language courses until the last possible moment or change their major to avoid foreign language study. Students who experience moderate anxiety may simply procrastinate in doing homework, avoid speaking in class, or crouch in the last row. Other students seldom, if ever, experience

anxiety or tension in a foreign language class. The effects of anxiety can extend beyond the classroom.

Further, foreign language anxiety can probably be alleviated, at least to an extent, by a supportive teacher who will acknowledge students' feelings of isolation and helplessness and offer concrete suggestions for attaining foreign language confidence. But if the teachers are to improve foreign language teaching at all levels of education, they must recognize, cope with, and eventually overcome, debilitating foreign language anxiety as a factor shaping students' experiences in foreign language learning. Pedagogical Implications This study has some implications for the different parties involved in the field of ELT, including learners, teachers, and material developers. First of all, a learner needs to sense the learning process affecting his proficiency in the target language. The use of productive discipline strategies at the center of this research indicated that they had a positive impact on the reduction of EFL learners' second language anxiety. Productive discipline strategies could encourage students to think about their learning and consider ways of improving their skills to reduce their second language anxiety. Secondly, the results of this study may provide teachers and instructors with evidence regarding where and in which settings such material can be applied.

Last but not least, material developers need to consider the findings of this study when creating language learning materials at micro and macro levels. In general, educators have two options when dealing with anxious students: 1) they can help them learn to cope with the existing anxiety-provoking situation; or 2) they can make the learning context less stressful. But before either option is viable, the teacher must first acknowledge the existence of foreign language anxiety. Teachers probably have seen in their students many or all of the negative effects of anxiety discussed in this article, extremely anxious students are highly motivated to avoid engaging in the classroom activities they fear most, they may appear simply unprepared or indifferent. Therefore, teachers should always consider the possibility that anxiety is responsible for the student behaviors discussed here before attributing poor student performance solely to lack of ability, inadequate background, or poor motivation. Specific techniques which teachers may use to allay students' anxiety include relaxation exercises, advice on effective language learning strategies, behavioral contracting, and journal keeping. But language teachers have neither sufficient time nor adequate expertise to deal with severe anxiety reactions. Such students, when identified, should probably be referred for specialized help to outside counselors or learning specialists. Therapists employing behavior modification techniques, such as systematic desensitization, have successfully treated a variety of specific anxieties related to learning, and these techniques should prove equally useful in the case of foreign language anxiety. Reducing stress by changing the context of foreign language learning is the more important and considerably more difficult task. As long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish. Teachers might create student support systems and closely monitor the classroom climate to identify specific sources of student anxiety. As students appear to be acutely sensitive to target language corrections, the selection of error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students. The impact of these (or any) corrective practices on foreign language anxiety and ultimate foreign language achievement must, of course, be studied in the classroom. How much current teaching practices contribute to foreign language anxiety and how much is due to the intrinsic nature of language learning are important issues to be addressed before firm conclusions regarding optimal interventions can be reached.

6. Recommendations for further research

As a limitation, this study focused merely on the relationship between one teacher variable, that is, teacher efficiency, with classroom discipline strategies. This necessitates further research concerning teachers' demographics such as their age, gender, and teaching experience which affect the way they construct their teaching behaviors and interactions with their students. Moreover, teachers' personal characteristics such as self-efficacy, teaching style, and job burn-out which may result in classroom discipline problems will be worth investigating.

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