A STUDY OF DIFFERENCE OF STUDENT ANXIETY LEVEL TOWARDS ENGLISH AS A FOREIGN LANGUAGE SUBJECT AND THEIR ACADEMIC ACHIEVEMENT AT HIGHER SECONDARY LEVEL

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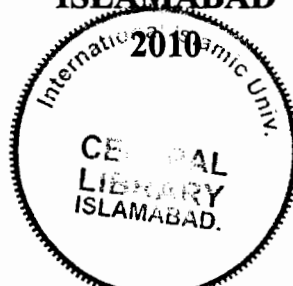

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Submitted in the partial fulfillment of the requirements for
MS in Education at the Faculty of Social Sciences,
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Department of Education
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CERTIFICATE

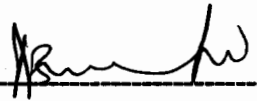This thesis entitled "A study of difference of student anxiety level towards English as a foreign language subject and their academic achievement at higher secondary level" submitted by Sara Iqbal in partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.
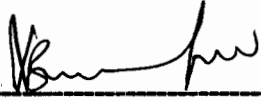
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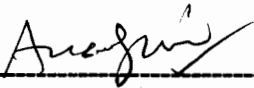
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ABSTRACT

Language is purely the reflection of one's emotional and attitudinal fluctuation, thoughts and episodic personality. It is the tool for communication that bridges up the gap between individuals and serves as a ladder to reach and prelude to understand a particular community and its culture as well. The purpose of the present study was to explore the levels of English language anxiety among male and female students, and to compare the levels of English language anxiety between male and female students. The study was descriptive in nature. It was comparative study between male and female students about English language anxiety and academic achievement. All the male and female students of XII year of Degree colleges Sargodha city (urban) were taken as population of the study. There were three Government Degree colleges, one for boys (Ambala Muslim College) and two girls for Government Degree colleges (Chandni Choak & Farooq Colony) which participated in this study. One section of 2nd year students from each Degree college was randomly selected. So one section from Government Girls Degree College Chandni Choak for Women was selected which had 70 students and one section from Government Girls Degree College Farooq colony for Women was selected which had 40 students. One section from Government Ambala Muslim Degree College for Boys was selected which had 60 students. To determine foreign language anxiety and its levels, a standardized instrument of measuring Foreign Language (English) Classroom Anxiety was used in the study. Scores of English subject were taken from related Government Degree colleges as an academic achievement. The statistical package for social sciences (SPSS 14.0) software was used to analyze the data in this study. Percentages, mean and independent sample t-test were applied to infer the difference of student's foreign English language anxiety and academic achievement. It was concluded that both male and female students were facing English language Anxiety. Female showed more English Language Anxiety than male. Male students who fall in average level of English anxiety showed better results than high level of English anxiety regarding academic achievement. Female students who also fall in average level of English Language anxiety showed better results than high level of English anxiety regarding academic achievement.

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INTRODUCTION

Language is purely the reflection of one's emotional and attitudinal fluctuation, thoughts and episodic personality. It is the tool for communication that bridges up the gap between individuals and serves as a ladder to reach and prelude to understand a particular community and its culture as well. Some people come across with many difficulties when learning a second language. It is believed that there are some emotional factors in foreign language learning which affect our learning abilities. These are mainly thought to be intelligence, motivation, attitudes and anxiety. Among these, anxiety stands out as one of the main influential factors for effective language learning. This foreign language anxiety is defined by some authors as "a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language."

Anxiety is the subjective feeling of tension, and is a psychological construct commonly described by psychologists as a state of apprehension, a vague fear that is only directly associated with an object. It is distinctly the frustration and discomfort that many people endure when learning a second language. Horwitz and Cope (1986) described foreign language anxiety as a distinct complex phenomenon of "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". In addition, MacIntyre (1995) noted that anxiety plays different roles in the learning process. It may facilitate or

debilitate performance. Both facilitative anxiety and debilitative anxiety are connected to one's academic performance.

There are many factors which influence anxiety level. For instance, instructional level of the student, the instructor, gender, age, native language, usage of foreign language, the length of time he/she studies the second language, final grades, previous experience, instructor-learner interaction, classroom procedures and so on. No one exactly knows that how people learn a language. Language learning is a process that starts early in human life when a person goes onto acquiring language by learning it as it is spoken and by mimicry. Usually, language starts off as a remembrance of simple words without associated meanings but as one ages, words acquire meaning, and connection between words are formed. As one gets older, sentence starts to form as words are constructed together to create logical meaning. Whereas, language acquisition is the process by which the language capability develops in a human.

The acquisition of language is a natural process, whereas, learning a language is a conscious one. In the former students need to partake in oral communication situations. In the latter, error connection is present as is the study of grammatical rules isolated from natural language. Learning language is basically two dimensional; learners and the physical machinery they come up with comprise one dimension. The environment including teachers, classroom, surrounding community, prior language experience and knowledge, culture, learning behavior, learner's personality and intergroup relations is the other. The latter dimension is indeed a cause of poor language learning which provokes anxiety in some individuals. Language comes to a child almost the same way as the ability to walk. It is a learnt ability. Much like learning, how to walk however, it

shows at work some inborn talent that is unique to human child. Language itself is the formation of "habits" and to develop a second language literally means to establish a new set of habits. The normal habits of simplification which characterize the establishment of new habits maybe lost when learners try to pick up those linguistic elements that they feel similar to their native language. On the contrary, no linguistic elements are exactly same in two different languages which hinder effective language learning and inhibit anxiety in some individuals.

The term "foreign" language anxiety was coined by Horwitz and Cope (1986) as a specific anxiety, affecting the learning of second/target language. Second language anxiety is generally considered as a type of situational or contextual anxiety that is specifically associated with second/target language situations. Since anxiety negatively influences language learning, so it is logical to say that anxiety has been found to interfere with many types of learning. There are several categories of anxiety. Typically, anxiety as a personality trait is different from state anxiety. In other words, trait anxiety is conceptualized as a relatively stable personality characteristic a more permanent pre-disposition to be anxious or can be known as internal mechanism that an individual brings with him/her to the language classroom, while state anxiety is seen as a response to a particular anxiety provoking stimulus. More recently the term situation-specific or state anxiety has been used to emphasize the persistent and multi-faceted nature of some anxieties or can be known as external mechanism. When anxiety is associated with learning a second/foreign language, it is termed as second/foreign language anxiety. Learning another language gives the learner a chance to know other's culture with its context. In this human race, nations and people are more dependent upon one another to

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supply goods and services, share educational opportunities, and solve biased disputes, understanding other's culture is very important. For better survival in the global community, every nation needs such individual who can bridge up the gap between cultures.

What causes language anxiety and how does it affect the achievement is a central question of the proposed study and is of interest to all language learners and teachers as well as foreign language scholars who are interested in anxiety and learning, considering anxiety as a highly influential construct in language learning. It has been found that anxiety can stem from within both academic and social construct. The fact that language anxiety is a psychological construct, it most likely stems in the learners own self that is an intrinsic motivator e.g. his/her self-perception, perception about others (peers, teachers), target language communication situations, his/her beliefs about second language learning etc. Language anxiety is may be a result as well as a cause of insufficient command of the target language. That is to say, it may be experienced due to linguistic difficulties second language learners face in learning and using the target language. Within social context language anxiety may be experienced due to extrinsic motivator; such as different social and cultural environments, particularly the environment where first language and second language take place. Also, the target language is a representation of another cultural community, there is a pre-disposition among people to experience such anxiety because of their own concerns about ethnicity, foreignness and likeness. Social status of the speaker, a sense of power relation between them and genders can also be an important factor in causing language anxiety for second

language Learners. The above mentioned variables intend to provide an overview about the rationale of the proposed study.

1.1 Statement of the Problem

A major concern of today is academic achievement. Low academic attainment and achievement gaps among students of different age groups is the subject of local, regional, and national debate and reform efforts. The problem addressed was to identify the foreign English language anxiety related to academic achievement of students in order to develop appropriate instructional strategies and materials for academic curriculum and instruction.

1.2 Objectives of the study

The following objectives guided this study,

1. To explore the levels of English language anxiety among male and female students.

2. To compare the levels of English language anxiety between male and female students.

3. To compare the academic achievement of the students with high levels of English language anxiety and low levels of English language anxiety.

1.3 Research Questions

The following research questions guided this study,

1. What levels of English language anxiety are present among male and female students?

2. Is there any difference among levels of English language anxiety between male and female students?

3. Do students with high levels of English language anxiety having similar academic achievement as those who have average and low levels of English language anxiety?

1.4   Operational Definition of Key Terms

1.4.1 Foreign language anxiety

The term "foreign language anxiety" has been defined as a type of situation-specific anxiety that is specifically associated with second language contexts in speaking, listening, writing and reading and it is basically a distinct complex phenomenon of "self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

1.4.2 Academic Achievement

Scores of English subject on the board exam conducted by Board of Intermediate and Secondary Education Sargodha were taken from related Government Degree colleges as an academic achievement.

1.5   Significance of the study

It is being noticed that the rate of failure at higher secondary level in English subject has been increasing every year. This situation makes clear indication of a problem. English language creates many problems at higher secondary level because it is not the mother tongue of Pakistani students. As a matter of course, language skills are developed in the environment where the language is used as a routine matter whole English being a foreign language such an environment is not available in Pakistan. This is an obvious cause of problems for students. This study will help the educationists to develop improved curriculum of English language course for higher secondary level students and will also provide guidelines to make decisions about the medium of instruction and examination.

Many EFL (English as a foreign language) students report that the foreign language class is one of the most stressful courses they have taken. To understand more about student's academic achievement, and provide an appropriate learning environment, teachers need to take into account their students' foreign language learning skills. In this study both foreign language classroom anxiety and student's academic achievement were examined.

Additionally, the research results may serve as a guide for foreign language teachers. It may provide a different way to understand students who learn English as a foreign language. Based on this new understanding, language teachers can develop different strategies to make language acquisition less stressful.

1.6 Methodology

The study was descriptive in nature. It was comparative study between male and female students about English language anxiety and academic achievement.

1.6.1 Population

All the male and female students of XII year of Degree Colleges in Sargodha city (urban) were taken as population of the study (1050 students). There were three Government Degree colleges, one boys (Ambala Muslim College) and two girls Government Degree colleges (Chandni Choak & Farooq Colony) which participated in this study.

1.6.2 Sampling

One section of XII year students from each Degree college was selected by using simple random (Cluster) sampling technique. Total sample size was one hundred and seventy (170) comprised 60 male and 110 female students of XII year class. So one section from Government Girls Degree College Chandni Choak for Women was selected which had 70 students and one section from Government Girls Degree College Farooq colony for Women was selected which had 40 students. One section from Government Ambala Muslim Degree College for Boys was selected which had 60 students.

1.6.3 Instrumentation

To determine foreign English language anxiety and its levels, a standardized instrument of measuring Foreign Language (English) Classroom Anxiety was used in the

study. Scores of English subject were taken from related Government Degree colleges as an academic achievement.

1.6.4 Data Collection

Data were collected from XII year students of public colleges in Sargodha city. A standardized instrument of measuring foreign language classroom anxiety scale (FLCAS) was administered to collect data. The responses and the filled questionnaire were collected by the personal visit of the researcher from the relevant colleges.

1.6.5 Data Analysis

The statistical package for social sciences (SPSS 14.0) software was used to analyze the data in this study. Percentages, mean and independent sample t-test were applied to infer the difference of student's foreign English language anxiety and academic achievement.

1.7   Delimitations of the study

The study was delimited to:

1. Male and female students in Sargodha (urban) city Government Degree colleges.

2. XII year class.

3. Arts students.

4. Result of English subject of XII year class

CHAPTER 02

REVIEW OF RELATED LITERATURE

2.1   Background

Facilitating students' learning of a foreign English language is a challenge for many language teachers. Guiding students toward mastery of listening, speaking, reading, and writing in the target language remains a priority. Many educators believe that students learn more effectively under stress-free learning conditions (Scovel, 1978; Krashen & Terrell, 1983; Koch &Terrell, 1991; Aida, 1994; Dewaele, 2002). For example, when students have to use the foreign English language in front of the class or when the teacher is correcting errors, students' anxiety level may rise, causing their performance to falter (Crookall & Oxford, 1991). Young (1991b) studied whether oral interview performance is affected by anxiety. She found that there was a significant negative correlation between the oral proficiency interview and anxiety and concluded that as anxiety increases, oral proficiency decreases. These studies appear to indicate that language anxiety is linked to performance in the second language.

Gardner (1993) emphasized that language is not grammar specific but is influenced by other factors that are intelligence based. Gardner (1993) expanded the framework of traditional intelligence from his earlier work in 1983 into a broader scope and proposed that each individual has multiple intelligences such as linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence, and intrapersonal intelligence. He stated that language serves as a tool of communication and

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conveys all ideas through words, pictures, diagrams, equations, or other symbols. He argued that it does not matter if you are a linguistic researcher, scientist, or other type of scholar; all are dependent on language (Gardner, 1993). Further, Gardner emphasized that the development of language is not limited to semantics, phonology, or syntax. There are many other factors that will influence language development, especially in second language learning situations. These factors include personality, anxiety, and attitude toward the language (Bailey, 1983; Ellis, 1994).

Object of foreign English language acquisition make a shift from external factors which instructors are able to change, to the internal factors of second language learners, such as age, sex, attribute, learning style, motivation, learning strategy, and language anxiety (Yukina, 2003).

Anxiety is investigated in terms of two perspectives: Trait anxiety and situation specific anxiety. Trait anxiety is defined as an individual tendency to be anxious in any situation (Spielberger, 1983 cited in MacIntyre and Gardner, 1991). Situation specific anxiety is, on the other hand, defined as an individual tendency to be anxious in a particular time and situation. Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context.

Furthermore, language anxiety falls into three categories: "communication apprehension", test anxiety", and "fear of negative evaluation" (Horwitz, et al., 1986). The items in the questionnaires measuring language anxiety in other studies (Gardner, 1985; Gardner, et al., 1997) seem to have been developed, based on these three categories. In Gardner, et al. (1997), they gave their learners of French concrete situations in the questionnaire, such as in a classroom and in an actual context of use.

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Therefore, they named the anxieties French Use Anxiety and French Class Anxiety. Language anxiety is viewed as one of the hindrances for language learners from their successful achievement in a high level of proficiency in a foreign language (Horwitz, 2001). According to Spielberger (1972), anxiety can be defined as an increased level of autonomic nervous system arousal, usually confined to sympathetic branch activation, which is accompanied by perceptions of negative affect or emotion, which is accompanied by perceptions of negative affect or emotion. In essence, it is a state of autonomic arousal accompanied by feelings of subjective apprehension. As such, anxiety has both a biological and psychological component and both factors will be present to some degree in the individual when he or she is anxious.

Arousal simply refers to the level of physical or mental activity which can be conceived as a continuum extending from one extreme of deep sleep to that of a highly agitated, emotional and panic stricken terror. Some investigators have identified anxiety simply as excessive arousal. Anxiety can be differentiated from arousal as pure arousal could simply be a heightened state of physiological activation without any feelings of apprehension or negative effect. For example, an aroused athlete may be described as a "psyched-up" athlete while an anxious athlete may be described as a "nervous" has also been loosely defined and may refer to an environmental factor which causes an alarm reaction of the body, or it may refer to an environmental factor which causes an alarm reaction of the body, or it may refer to a physical or mental manifestation within the body such as the occurrence or cardiac arrhythmias or mental confusion to some form of threat. The tendency to stop and think and the tendency to stop thinking both hold close

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relationships to the goals of education on the one hand and, on the other, to children's perceptions of danger and their experiences of anxiety. Neither danger nor anxiety is confined to the rare or the pathological. Quite the contrary; they intrude regularly into our own and our student's work, and thoughts.

To understand anxiety, as psychologists view it, is not a simple task. The essential difficulty lies in the fact that anxiety operates only when something very crucial to the anxious person is absent from his conscious thoughts. To understand anxiety it is necessary to understand how something which was extremely important to an individual has come to be purposefully pushed from the person's conscious memory and so slyly pushed that she/he is completely unaware of the pushing. Without this understanding, behavior actually generated by anxiety is interpreted incorrectly.

Anxiety is a state of uncertainty, where the person seems to be in some frustration, threat or conflict. Some time we call it stress because the system of the person is disturbed and his life is threatens. The person does not know clearly, what the danger is, what will happen Increased heart rate, sweating, rapid breathing, a dry mouth and a sense of apprehension are common components of anxiety.

According to Russel (1993) anxiety is stirred up-unpleasant, tense feeling, focused generally or vaguely. Fear indicates the same type of feeling state but with accompanying attention focused on a specific situation or problem. According to Watson (1973) anxiety is an emotional state and a personality trait when we use the term that occur, when a situation is perceived as being in which then is consequently, a threat to self concept or self image. The kind of pervasive apprehensiveness that we term

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anxiety is likely to occur in our interaction with others or when we are uncertain about the way things will turn out. Anxiety is a highly socialize emotion and probably serves as prime motivator in our attempts to get along with others, to conform to their expectation and to work with them peacefully and cooperatively. A person who lacks anxiety also lack concern for the thoughts and feelings of other and as a consequence is likely to be without empathy. In as much anxiety which had towards disturbance toward an intense self concern and interfere with good social adjustment. Anxiety is a diffuse emotional state that arises from threatening uncertainly, doubt, and inner conflict. It is a vague, uneasy apprehensiveness, it is experience when the outcome of a situation is a double or when one feels threatened by an unknown danger.

Anxiety is a feeling that something bad for individual is going to happen. A person who is anxious is worried, moody, and nervous. His/her heart rate increases, breathing is fast and shallow. Muscles tense up. Tension causes chronic fatigue, upset stomach and sleeplessness. Just as pain signals a physical problem anxiety signals psychological distress. Individual at any age facing problems to solve, social pressures, conflict disappointment, delays and movements of indecision and uncertainly. Individual may become anxious about approval acceptance appearance money, success or the unknown. Because anxiety is very uncomfortable emotion, it threatens a person sense of well being. Every one suffers from it time to time. For some people it can be a mild apprehension, for others, a sense of unbearable suspense, and for others an intense panic and loss of control. For some people it comes when they are real problems to solve, for others it is always with them (Gooddale 1981, P. 759). Anxiety represents a present

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feeling of apprehension and worry over further things that might affect us. Guilt then is related to your memory for past events, while anxiety is related to our ability to imagine the future (Grasha 1980, p. 152).

Anxiety means fearful feeling, apprehensive, or worried in the absence of a real danger to our physical well-being. Such feeling represent and unrealities fear and occur in relationship to symbolic dangers for example los to self esteem, abandonment. Anxiety is often future oriented and occurs in relationship to stressful situation. It is often contrasted to fear, which is an unpleasant feeling immediate physical danger is present. For example a student is punished by teacher, it produce, feeling we label as fear. In the absence of punishment situation when student is worried, is anxiety (Grasha 1980 p. 264).

Anxiety is a component of the generic emotion, fear. "fear tend to be direct, object or event oriented specific and conscious. When we feel anxious, it is usually vague, indirect with no particular source and more unconsciously oriented. Anxiety is subjective and psychological in nature (Agril 1981, p. 67 & Pikunas 1986, p. 284).

The term anxiety refers to unpleasant states of tension discomfort, worry, or generalized apprehension evoked by factors such as threat, to well-being or self-esteem, conflicts, frustration and internal and external pressure to perform beyond ones competence. Minimal anxiety may, and often does, serve constructive purposes, acting as a spur to activity and problem solution. However, strong or acute anxiety may emotionally cripple, producing a deep sense of helplessness and inadequacy, rendering the child ineffectual and desperate (Mussen 1979, p. 346). Anxiety is an anticipatory fear attached to no particular object or situation we are anxious when we anticipate the

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occurrence of a harmful or threatening stimulus. Anxiety is an unpleasant experience with a negative incentive valve, meaning that we will be motivated to escape anxiety when it develops and to avoid it if at all possible. In some cases the anxious person is unable to recognize the anxiety provoking stimuli, which is known as free floating anxiety or diffuse anxiety (Bourne 1985, p. 276).

Anxiety is a relatively unstable element, and its course of development, once initiated, is rather unpredictable. Like a fire in the wool, it is easier to start than to control. It is a stirred-unpleasant, tense feeling, focused only vaguely or generally. Fear indicates the same types of feeling state but with accompanying attention focused on a specific situation or problem. In childhood, it is difficult or impossible to distinguish fear from anxiety. Whether fear or anxiety, this unpleasant tension affect the ways in which the child approaches and deals with his job of learning and producing. Some of the test devised to measure anxiety deal with general situation and other with particular situation, especially school. The type of statements used to test general anxiety is illustrated by the flowing "I feel I have to be best in everything". "I notice my hearts bests very fast sometimes" "I worry about doing the right thing" " when the teacher wants to find out how much you have learned, do you got a funny feeling in your stomach"?. "Do you worry a lot before you take a test"? While you are taking test, do you think you are not doing well"? (Smart 1985, p. 134).

2.2   Anxiety as Psychological Construct

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system, (Spielberger, 1983, p.

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1).Not only is it intuitive to many people that anxiety negatively influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. Psychologists distinguish several categories of anxiety. Typically, anxiety as a personality trait is differentiated from a transient anxiety state. In other words, trait anxiety is conceptualized as a relatively stable personality characteristic while state anxiety is seen as a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983). More recently the term situation-specific anxiety has been used to emphasize the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a). Public speaking anxiety is generally viewed to be in this category.

2.3 Anxiety and Gender

There are a number of dimensions of learner differences which are generally acknowledged, such as age, aptitude, sex, motivation, cognitive style, and learning strategies. Namely, gender plays an important role in language learning. Related research can be seen quite often. As gender is an issue with important theoretical and pedagogical implications in foreign language learning, it has received some attention in language learning strategy research. The studies have suggested that L2 gender can have a significant impact on how students learn a language. Many related research show females employ more learning strategies and more effectively than males as well.

The existing researches on the relationship between gender and anxiety have yielded conflicting results. Aida (1994, 158) asserts that there is no significant gender difference as far as anxiety is concerned. However, Coleman (1996, 110-115) conducted

a series of identical research which are based on self-reporting by nearly twenty thousand university students and he found significant higher levels of language anxiety among females. Machida (2001) also found female learners are more anxious than male learners when she examined FL Japanese language class anxiety based on gender, nationality, first language, and prior foreign language experience. On the contrary, Mejias el al. (1991) found higher anxiety among Hispanic male than females, but noted that these results conflicted with results from their previous studies. When examining state anxiety in different conditions, Spielberger (1983) discovered that females are more emotionally stable than males when they are facing some high pressure or relaxing circumstance. Kitano (2001) reported Japanese male students felt higher anxiety when they were aware that their spoken Japanese was less competent than that of others; however, such a relationship was not found among female students. In China, males are traditionally on higher positions than females.

2.4   Theories of Anxiety

According to Kelly anxiety as awareness "that the events with which one is confronted lie outside the range of convenience of one's construct system". Thus the vague feeling of apprehension and helplessness commonly labeled as anxiety is, for Kelly, a result of being aware that one's available construct are not applicable to anticipating the events he encounters. Kelly emphasized that it is not the fact one's construct system is not functioning that is anxiety provoking. One's not anxious merely because his anticipation is inaccurate. Anxiety is created only when one realizes that one has no construct by which to interpret an event. Kelly often facetiously refereed to this

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state as being "caught with his construct down" under such circumstance individual cannot predict, hence, he con not fully comprehend what is happening or solve his problems. View in this way, psychotherapy and school assist, a student in acquiring new construct, which will more accurately enable him to predict the troublesome event or make his existing construct, more permeable of they admit new experiences to their range of convenience (Hjelli 1982,P. 210).

According to skinner anxiety is a result of conditioning. Whenever "a stimulus characteristically precedes an aversive stimulus by an interval of time sufficiently great" certain effects or behavioural changes take place. These resulting changes are called anxiety. Any single aversive stimulus, such as the death of friend, may be followed by the feeling of doom, or similar, anxiety states. Naturally, skinner's term anxiety is not an inner state but a set of emotional predispositions attributed to a special kind of circumstances (Wolman 1960, p. 136).

Horney distinguishes between fear and anxiety. Fear is an emotional reaction to a real danger, while anxiety is a reaction to a situation perceived subjectively as dangerous. Lack of acceptance in childhood creates the basic anxiety. According to this concept the child not only fears punishment or desertion because of forbidden drives, but he feels the environment as a menace to his entire development and to his not legitimate wishes and striving. Lack of satisfaction reduces anxiety. Basic anxiety is not innate; it is a result of environmental factors. The rejected or unwanted child, or a children in a broken or hostile home feels that he is being isolated and helpless in a potentially hostile world. A wide range of adverse factors can produce this insecurity in a child. The

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driving force in man is postulated by Horney in a non instinctual manner, fear and anxiety are basic emotions though the result of life experiences. He regarded love and hatred as basic emotions while anxiety is a secondary phenomenon produced by thwarting of the basic desires. Horney regards anxiety as a basic feeling and a counterpart to love, people need to be accepted, and basic anxiety is a person's reaction to lack of acceptance (Wolman 1960, p. 350).

According to sullen van, anxiety is a product of a conflict between the need for satisfaction and the need to follow the socially acceptable ways of procuring satisfaction. Anxiety can be regarded as a socially produced muscular tension. It interferes with any other tension with which it coincides. Anxiety prevents satisfaction in hunger and sex, interferes with normal mental functioning, and highest level of anxiety, terror brings, on a breakdown of personality. Avoiding or reliving this socially created anxiety brings the pleasant feeling of self-esteem. The ability to attain satisfaction and security means power. Self respect is a result of success in obtaining satisfaction and security (Wolman 1960, p. 371).

Mower has maintained a constant interest in the interpretation of conditioned anxiety and conditioned reinforcement. According to him there are two principles of reinforcement, (1) instrumental responses involving the skeletal musculature mediated by the central nervous system are reinforced and strengthened by drive reduction (2) such emotions as fear, nausea, and so forth involving the smooth musculature mediated by the autonomic nervous system are learned by sheer temporal contiguity of CS to the elicitation of the emotional response. For example the simple paring of a buzzer with

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painful shocks was sufficient to associate fear to the buzzer, but some active avoidance response like jumping across a barrier between two compartments was reinforced because it reduced anxiety (Bower 1982, p. 109)

Existential anxiety is fundamentally a dread for nothingness or none being in an alien, indifferent universe. It is the recognition that man is endowed with freedom to choose and that the price of freedom is fear or dread, which is Kierkegaard's works is the "sickness unto death" choice freedom and anxiety are insupportable, since there is no longer any outside system of values to which the chooser can turn for help. The consequence of anxiety is flight into an in authentic mode of existence, which varies depending on the individual. The only authentic mode of existence and consequently the only authentic method of coping with anxiety is commitment. Commitment is fundamentally what alder emphasized in his system of individual psychology the discovery of style of like authentic in respect o vocational, social and affectionate relationships with other human being (Chaplin 1979, p. 137).

According to Freud anxiety is a specific state of unpleasure accompanied by motor discharge along definite pathways. It is universal reaction to the situation of danger and the ego is the sole seat of anxiety. In later life, a source of anxiety which is involuntary occurs, whenever a dangerous situation arises. Another source is anxiety generated by the ego when danger I merely threatened and the ego feels weak in relation to it. Hence there is (a) realistic anxiety regarding the dangerous condition in the external world (b) moral anxiety regarding conflict with the stringent of the super ego (c) neurotic anxiety regarding conflict with the strength of the id's instinctual impulses.

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Thus anxiety is either a reaction to actual danger or a single involving the perception of impeding danger (Richards 1986, p. 92)

Anxiety is an ego function which alerts individuals' sources of impending danger so that they can react in an adoptive way. (Hjelli 1976, p. 37).

2.5   Defense Mechanism

The following several common defense mechanisms are uses to adapt to anxiety.

2.5.1   Denial

Refusing to acknowledge thought and felling that are unpleasant even though they are supported by convincing evidence. Example, Susan has just had a baby that is mentally retarded. All of the plans she had for her baby's future are shattered. She tells other people that her baby's problem is just temporary and will go away as it gets older.

2.5.2   Displacement

Transferring thoughts, feelings, and behaviours to a neutral person or object or to one who is less likely to retaliate. This is "taking things out on someone else", Example, Betty lives on a farm. She is quite isolated from other people and because of her chores has little time to socialize. She finds herself lonely and frustrated by a lack of social contact. One day she screams at her mothers, "It's your entire fault that I have to live out here away from everyone. I'm sick of it".

2.5.3 Projection

Unconsciously attributing objectionable anxiety-producing thoughts and feelings to other people to conceal from our conscious mind that his friend. Fred is disappointing that he lost and somewhat angry at George. He tells his will that he thinks that George must be angry at him because he tried so hard to beat him.

2.5.4 Rationalization

Using superficial explanations to justify how we behave or felt in a given situation. The explanations often omit crucial aspects of the situation or are otherwise incorrect. Example, Mary sits at the pump in a gas station for five minutes but on one waits on her. She becomes frustrated and worried that she will be late and concerned thinking, "I really didn't have to rush after all".

2.5.6 Reaction Formation

Using thoughts and feelings in our behaviours that are the opposite of our true thoughts feelings. Our true thoughts and feelings are socially undesirable, and while we may take a strong stance that is opposite to them, they sometimes still occur in our thoughts and actions. An example, Sam is a prosecuting attorney in a large city. He has won election to his office by taking a strong stand on pornography. He takes owners of shops that sell pornographic materials to court, prosecutes theater owners for showing X-rated movies, and makes speeches on the evils of pornography. As child, parents did not talk about sex in the home and forbade him to read books they considered "bad for his mind". In these and other ways he was made to feel anxious and guilty about sex. As a

result, he took a strong public stand against things he considered too outwardly sexually. Privately, he tells a close friend that he might invite him over to watch some of the "stage flicks" he keeps in his basement. They are things he kept from police raids on "porn shops".

2.5.7 Regression

The use of past feelings, ideas and behaviours to reduce anxiety and stress, the behaviours are often inappropriate to a situation, and often produce more tension if other people are present. Example, Sam is president of a small company. He and his assistants are having a meeting to discuss their sales for the year. Things did not go well that year and sale are down. Everyone is a little frustrated. Midway through the meeting same picks up the sales reports and throws them at his assistants, shouting, "this is the worst thing that could happen to the company I'm sick and tired of what' s going on". He pounds his fist on the table, throws a couple of chairs around, and rushes from the room.

2.5.8 Repression

Some theorists consider repression a primary defense mechanism. According to this view, when repression fails to work adequately, the other defense mechanisms come into play, eliminating unpleasant thoughts or emotions from our memory. However, they still influence our behavior from our memory. However, they still influence or behavior. Example, Sally wants to buy a new dress. She looks in her checkbook one morning and becomes frustrated over not being able to purchase the dress, but as the day goes by she

forgets it. However, she over cooks her husband's dinner that night. Sarason 1980, (p. 54 – 46).

2.6   Coping Mechanisms

We do not simply react to anxiety and stress in a defensive fashion. In fact, we often plan to take particular actions. Many psychologists call the conscious and playful efforts to handle our feelings. Our coping behaviours or strategies are oriented toward searching for information, solving problems, seeking help from others, recognizing our feeling, and establishing goals and objectives. They represent thoughts and behaviours that we chose and are generally flexible enough to adapt to changes in our daily interactions. Unlike defense mechanisms, they are behaviours that both meet the immediate demands of a situation and contribute to our growth and development. They have favorable long term consequences for us and thus, are important to our becoming competent individuals. Following are the some of the ways we cope with anxiety.

Logically and objectively analyzing a situation. Here we carefully and systematically analyze a problem to explain it or to plan to solve it. This is done by keeping a clear head, breaking a problem into smaller parts if necessary, and attending to the realities of the situation. Featured speaker, Two miles from the express sway exit, a traffic jam developed. Traffic was at a virtual standstill and people began to honk their horns. The noise and the fact that he would b late made him feel anxious, tense, and frustrated, After thinking over the situation, he pulled his car off the road leaving a note on the windshield stating he would return in a couple of hours. He climbed a hill

overlooking the expressway and walked a few blocks until he could get a cab and he made the meeting on time. A friend later drove him back to his car.

Temporarily putting aside disturbing thoughts and feelings. There are times when we benefit from temporarily ignoring disturbing thoughts and feelings to concentrate on the task at hand. In a television interview, a recent flood survivor described how he reacted. I heard this roar of water and the next thing I knew my bedroom was filled with it. I was scared and for a moment didn't know what happened or what to do. I had to quit worrying about drowning and do something about it. As soon as a stooped thinking about drowning, I thought of a way to get out. I swam to a window, broke it open, and pulled myself onto my roof. I just sat there until a rescue helicopter picked me up".

Seeking assistance or social support from other people. We are not always able to handle things alone. Seeking assistance from others is often just what we need. Such assistance might involve getting someone to listen to our feelings, volunteer to help solve part of a problem, provide social support, or help design a plan of action. After exam scores are posted, students often seek assistance from their peers. This involves checking answers, listening to their feelings about particular items, finding someone to study with for the next exam, or finding someone to celebrate a good grade.

Expressing our feelings and being aware of the feeling of others. When appropriate, it is important to know how we feel and to let others know as well. Getting in touch with our feelings is important in adjusting to a problem. If we know that another person's actions make us angry, we can locate the problem and formulate plans to resolve them to see the consequences of their actions. It gives them feedback that might affect

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their future behaviour toward us. Finally, we must be aware of how others feel and communicate this to them. Demonstrating empathy lets others know we care and are sensitive to their feelings.

Believing that we are in control of our lives and environments. We need to make our lives predictable and to control what happens to us. When we feel was are not influencing things we are more susceptible to stress and anxiety. Acquiring this belief and taking actions in line with it often reduces these feelings. We must develop an internal locus of control. For example, for many women old wives tales, the fear of the unknown, and fantasies regarding pain and the child's health make childbirth stressful and anxiety arousing. Different women deal with it differently. During delivery, at least half of the patients want an anesthetic. Some say, I don't want to sell anything. I can deal with it a lot better that way. Others take childbirth education classes to learn how to control what happens during delivery. Such women typically are less anxious about childbirth and find the experience much more pleasant. Research studies show that even women who want an anesthetic use less of they control the amount received. "Taking charge" prepares them to better handle the anxiety associated with delivery (Grasha 1980, PP. 260 – 262, & Sherman 1979, p. 407).

2.7   Role of Anxiety in learning

A common finding reported in laboratory studies is that the influence of anxiety is related to the complexity of the task. It appears, though not universally, that anxiety enhances learning when the task is simple and disrupts learning when the task is simple

and disrupts learning when the task is complex. High anxious students perform better than low anxious students. When the task is complex, the opposite result is obtained.

In one experiments, subjects were asked to fill out a brief four item questionnaire describing "now you fill right now" at four points during the experimental session at the very beginning after they had finished an difficult task, after they had finished an easy task and at the end of session, after a three minute period in which they did nothing. The results indicated that the highest levels of anxiety were reached during the complex task period and that the lowest levels were attained during the easy task period (Hannoon, 1995).

A student who rates high on trait anxiety is likely to feel powerless when teachers make demands on him, such demands raise his impact level and he functions less efficiently consequently, he sets up defense against the demands. He may for example say that there is no point in trying because he is going to fail any way. He may even engage in activities that are sure to produce failure in order to prove that he was right. These self fulfilling prophecies have the effect of preserving the individuals' psychological defense and of reducing his level of individual may also have defenses. They may enjoy non stressful activities and will resist teacher attempts to get them involved (Lindgen, 1980, p. 280).

According to different studies, students with every high or low anxiety levels are sources of problems for teachers, because anxiety and learning are intimately associated. Attention is basic to all forms of problems solving and learning as it was pointed out in a research study. Attention may result from any number of motives desire for reward.

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Desire to escape punishment, curiosity, or whatever, basic to attention in anxiety. The task of the teacher is to create the proper level of anxiety. The problem of deciding how much anxiety is a difficult one, because too much anxiety will create a need to avoid the learning situation and too little anxiety will result in a lack of attention therefore it is suggested that students curiosity may be aroused because curiosity is disguised form of anxiety. Children tend to curious about forms of endeavor in which they have had some initial success.

Most teaching problems stem from a superabundance of anxiety rather than a lack of it. There are many conditions that aggravate and intensify anxiety. For example the emphasis on competition, the importance of increasing one, status and role the separation of families and the general inability that many people experience in trying to live according to their own ideas and standards. A parents and teachers develop increased feeling of anxiety as a result of the everyday pressure; they communicate these feeling, to children. Some students are psychologically strong enough to resist the effect of an atmosphere that is laden with anxiety, others, are not. The effective teacher is one who is able to sense the level of anxiety in his classroom and take steps to reduce it (Lindgen 1982, p. 231).

2.8 Early Perspectives on Foreign Language Anxiety and Language Learning

Since the mid 1960s scholars have entertained the possibility that anxiety interferes with second language learning and performance; however, documentation of that relationship came much later. Interestingly, the relationship between anxiety and

second language achievement the subject of this review is exactly the same issue that puzzled Scovel over two decades ago (Scovel, 1978). Scovel reviewed the available literature on anxiety and language learning in an attempt to explain a truly conflicting set of findings. At the time there were studies which found the anticipated negative relationship between anxiety and second language achievement, but several studies found no relationship, and positive relationships between anxiety and second language achievement were also identified (Chastain, 1975; Kleinmann, 1977). In other words, contrary to the predictions of many language teachers, some studies found that learners with higher levels of anxiety actually showed higher achievement scores. Scovel posited a rational solution to this enigma. He argued that since the various studies used different anxiety measures such as test-anxiety, facilitating-debilitating anxiety, etc., they logically found different types of relationships between anxiety and language achievement. Scovel concluded that language researchers should be specific about the type of anxiety they are measuring and recommended that anxiety studies take note of the myriad of types of anxiety that had been identified.

2.9   Language and its development

When the world was created and there was no language in a proper form to convey messages, then the man also used any way for communication. Communication system is the most important system of conveying messages through all over the world. If we talk about caveman, then we come to know that they too use any source for conveying their messages to one another. They expressed their emotions of happiness, sorrow,

horror, hunger and thirst by different voices and signals. By the passage of time, these signals adopted a related form and thus the language was started.

In short we can say that language is that source by which the man expresses his ideas and emotions. Those meaningful voices and signals by which the man describes his point of view in written or verbal form or he educes the information from others by listening or studying. Language is not only the principal medium that human beings us to communication with each other but also links people together and binds them to their culture. To understand our humanity, therefore, we must understand the language that makes us human.

There are, presently some 3000 to 5000 different languages spoken in various parts of the world. Peter Woolpson explains the classics Sapir Whorf hypothesis, that the language we speak effects both the way we think and the way in which we perceive reality. In short, the history of English language is very old in subcontinent. English was diffused in three phases; the missionary (1614-1765) phase; the phase of local demand (1765-1835); and government policy following T.B. Macaulay's minute of 1835 (Rehman, 1990).

With the British conquest of sub-continent, English replaced the languages of learning and education such as Arabic, Persian and Sanskrit. A turning point in the socio-political history of sub-continent was Lord Macaulary's decision in 1835 to favor English and bring an end to the Orientalist Anglicist controversy. The need for English became greater in 1854 when eligibility to Government service was restricted to those who had

English education. English remained the medium of instruction for over a hundred years (1935-1941) in both secondary and higher stages of education (Mansoor. 1993).

A child is born and grows and learns to speak and to understand others when they speak. What could be more ordinary, more easily taken for granted? But the children all the children in fact master a large part of their native language at as early as age of 5 or 6 is astonishing. The development of language art occupies almost the entire school day; in reality, language is taught from the time, the first child enters the class room in the morning until the last child goes home. Language is a constantly used medium which can be enlarged and refined on the child's level through experience in using it.

The language Arts are usually defined as the respective language activities in which communication occurs by either reading or listening and the expressive language activities in which communication occurs by either speaking or reading/Writing.

2.10   Characteristics of Languages

Waseem (1991) described a language and the characteristics of a language as under:

    a. Something we do (A skill)

    b. Something we know (Knowledge)

    c. Something we have or process (a possession).

    d. Something we use (a tool).

    e. Something which happen (an event)

    f. Something which transmits culture (a group identity)

g. Something which can describe (an object).

h. Something which is born, lives and dies (a living organism)

A language may have the following characteristics also:

1. It is mainly transmitted from the speaker's mouth to the learner's ear.

2. It is set of verbal symbols (words) which stand for real objects, action and concepts.

3. These words are chosen arbitrarily by speakers of any particular language.

4. People hand down their language to their children.

5. Language is spontaneous.

6. In using language, people usually take turns to speak.

7. We can speak about object and events removed in distance and time through language.

8. Language is structure-dependent.

9. We can combine words and structures in any number of different ways.

10. The gift of gab is distinctive feature of human beings. The almighty "Allah" has grated us the ability to express our feelings with the help of symbols. Oller (1960) stated that:

11. 'An artificial and consciously organized method of contact by the use of symbols or convention which involve the notion of meanings. (Jeffery and Broughaten, 1987).

12. 'Language is an instrument of communication among the human beings'.

13. 'An arbitrary system of vocal symbols by means of which human beings as a member of social group participate in a culture, interact and communication'.

14. 'Language is code of sound to which the particular meanings are attached'. By using these codes human beings organize their activities, explain their ideas and enhance there knowledge'.

15. 'The language is without doubt, the most momentum an at the same time most mysterious product of human mind'.

16. The faculty of the verbal expression and the intercourse among human beings in language.

17. The world, their pronunciation, and the methods of combining there used and understood of considerable community and established by the long use'. (Oxford dictionary).

18. 'Audible, articulate, meaningful sounds as produced by the action of vocal organs'.

19. 'Language is the relationship between form and meaning'.

Every language has two aspects spoken and written, prose and poetry. Prose in simple, straightforward and unpractical. While poetry is metrical and musical. Prose states dry facts in dry and prosy manner. While poetry deals with the aesthetic satisfaction of human beings. It can gather up in few words finest and sensitive feelings.

According to an American Psychologist 'Hooket' (1988), language has the following characteristics.

a. Language uses vocal organs of the speaker.

b. Language is semantic.

c. The symbols for the transmission of ideas are arbitrary.

d. Language is culturally transmitted.

e. Language is spontaneous.

f. Language involves turn taking.

g. Language is open.

2.11 Learning English as a second Language

According to Krashen and Terrell 1988, Language acquisition can only take place when a message, which is being transmitted, is understood, i.e. when the focus is on what is being said rather than on the form of the message. It can be said that language is best taught when it is used to transmit messages, not when it is explicitly taught for conscious learning.

Bloomified 1951 point out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips do

not influence the action, which makes up a language. A child learns to speak like people around him. According to Chomsky (1988) the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although, animals like monkeys, dolphins and some others can communicate through language, but they cannot use language as creatively as human beings. They can communicate only in a fixed way through the help of certain specific signals. The language faculty appears to be a property common to the species and unique to it in its essentials.

Stern 1970 have expressed the following mentionable points regarding the teaching and the learning of a foreign language.

1. Language learning is mainly a matter of imitation. You must be mimic just like a small child. He imitates everything.

2. First we practice the separate sounds, then sentences. That is the natural order and is therefore right for learning a foreign language.

3. Watch a small child's speech development. First he listens, and then he speaks. Understanding always precedes speaking. Therefore this must the right order of presenting the skills in a foreign language.

4. Reading and writing are advance stages of language development. The natural order for first and second language learning is listening, speaking, reading and writing.

5. You did not have to translate when you were small. If you were able to learn your own language without translation, you should be able to learn a foreign language in the same way.

6. A small child simple uses language. He does not learn formal grammar. You don't tell him about verbs and nouns. Yet he learns the language perfectly. It is equally unnecessary to use grammatical conceptualization in teaching a foreign language.

7. In language teaching, we must practice and practice again and again. Just watch a small child learning his mother tongue. He repeats things over and over again. This is what we must do also when we learn we learn a foreign language.

French 1970 stated that pupil's learning of the new language and teaching of a language should be based on word groups. It is the phrase-pattern and sentence-pattern that are of primary importance. According to him, there are three basic principles. Word-order is the first principle, word's structure is the second principle and inflexions or changes or a difference in the form of words is a third principle.

According to Modern Language Association learning a second language is a physical activity, a little like learning to play. Learning a new language means learning a whole set of new pattern of habits. Lado remarks that learning a second language is more than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc. Fries says that in learning a second language, the chief problem is not at first hand that of learning the vocabulary.

First, is learning the sound system and secondly learning the grammar of the language. Talking about the learning of secondly language stevick remarks that a person learns a second language when he has learned its sound system, its grammar and at least limited vocabulary. French remarks that pupils, learning of the new language and our teaching should be based on word groups. It is the phrase –pattern and sentence-pattern that are of primary importance. According to him, there are three basic principles; word-order is the first principle, word's structure is the second principle and inflexions or changes or differences in the form of words, to show the particular 'word' they are doing in a sentences, provide a third principle.

Keeping in view the above points mentioned by different important educationists, it is concluded that second language learning means learning a set of new habits. The process of imitation, practicing, listening and speaking are very important. The learners should be taught first the sound system, the work-order and then the vocabulary. Words-structure and changes in the form of words should be taught in due times. Besides these, teaching a second language also includes instructional aides, continued practice and providing equivalent expressions for t for abstract terms.

2.12 Language Anxiety

Scovel's suggestions have proven to be good ones, and since that time researchers have been careful to specify the type of anxiety they are measuring. However, in 1986, Horwitz, Horwitz, and Cope took the literature a step further by proposing that a situation-specific anxiety construct which they called Foreign Language Anxiety was responsible for student's negative emotional reactions to language learning. According to

Horwitz, Horwitz, and Cope, this anxiety stems from the inherent in authenticity associated with immature second language communicative abilities: Adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language as it is not usually difficult to understand others or to make oneself understood. However, the situation when learning a foreign language stands in marked contrast. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language communication entails risk-taking and is necessarily problematic. Because complex and nonspontaneous mental operations are required in order to communicate at all, any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic (p. 128). They also offered an instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), to measure this anxiety. Since that time, findings concerning anxiety and language achievement have been relatively uniform. Studies using the FLCAS and other specific measures of second language anxiety have found a consistent moderate negative correlation between the FLCAS and measures of second language achievement (typically final grades). Accordingly, this review will be limited to those studies which assume a specific anxiety reaction to language learning. In addition to the FLCAS, these measures include the French Class Anxiety Scale (Gardner & Smythe, 1975), The English Use Anxiety Scale (Clément, Gardner, & Smythe, 1979), the English Test Anxiety Scale (Clément, Gardner, & Smythe, 1979), the French Use Anxiety Scale (Gardner, Smythe, & Clément, 1979), and the Spanish Use Anxiety Scale (Muchnick & Wolfe, 1982).

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2.13 Components of Foreign Language Anxiety

Communication in a foreign language requires a great deal of risk taking, inasmuch as uncertain and unknown linguistic rules prevail (Horwitz et al, 1986). As Mejias, Applbaum, and Trotter (1991) found that majority of students are extremely anxious when required to speak in a foreign language in front of their class. The frustration experienced by a student unable to communicate a message can lead to apprehension about future attempts to communicate (Horwitz et al., 1986; McCroskey, 1982; Schlenker & Leary, 1985) with respect to test anxiety. Horwitz et al. (1986) and Young (1986) reported that anxiety is induced when instructors correct student errors in a non supportive manner.

In fact, Horwitz (1988) found that language learners expressed great concern over the accuracy of their statements, attached great importance to speaking with an excellent accent, supported the notion that language learning is primarily translating from English, believed that two years is sufficient in order to become fluent in a foreign language, and believed that some people have a special gift for learning a foreign language. Such unrealistic beliefs apparently increase anxiety levels.

2.14 Anxiety under Different Instructional Conditions

Understandably, language teachers would like to know the sources of language anxiety so that classes may be organized in a manner which minimizes student anxiety reactions. Unfortunately, the answers are not clear-cut. Koch and Terrell (1991) found that even within Natural approach classes a language teaching method specifically designed to reduce learners' anxiety learners were more comfortable participating in

some activities, such as pair-work and personalized discussions, than others. However, they also found great variability in learner reactions to the activities. In almost all cases, any task which was judged comfortable by some language learners was also judged stressful by others. On the other hand, Young (1990) found that American secondary language students generally preferred and felt more comfortable participating in oral activities in small groups rather than in front of the whole class.

When considering the issue of language anxiety and classroom practice, it is important to keep cultural differences in mind. In addition to the individual variation in student reactions that Koch and Terrell found, it is entirely possible that some practices perceived by one group of learners as comfortable may prove stressful for learners from a different cultural group who are used to different types of classroom organizations.

Fortunately, one study indicates that classroom atmosphere rather than specific instructional activities may decrease student anxiety levels. Palacios (1998) examined the impact of classroom climate on students' levels of foreign language anxiety and found that several components of Classroom climate were associated with higher (and lower) levels of anxiety.

Most importantly, the level of perceived teacher support had the strongest relationship with student's feelings of anxiety. According to the instrument used in the study, teacher support is defined as the help and friendship the teacher shows toward students; how much the teacher talks openly with students, trusts them, and is interested in their ideas (Trickett & Moos, 1995). Thus, according to this finding, it may be possible to reduce the anxiety of language learners by offering them sincere support and interest. (This finding is very comforting to me because I believe that many language teachers will

be pleased to extend these human qualities to their students to an even greater degree.) Palacios also found that classroom levels of affiliation among the learners, lack of competition, and clear task orientation were associated with lower anxiety levels.

The focus of instruction may also impact language anxiety. As reported earlier, Kim (1998) found that students in a conversation class experienced higher anxiety levels than students in a reading class. In addition, Saito, Horwitz, and Garza (1999) found that the students tended to experience lower levels of reading anxiety than general foreign language classroom anxiety. Thus, it appears that no matter what the classroom environment, language learners may experience some inherent levels of anxiety when participating in oral activities. However, Palacios findings imply that it may be possible to keep anxiety levels to a minimum with a supportive and constructive classroom environment. Two studies of learner perceptions of anxiety also points to ways that teachers can make their students feel more comfortable. In a study of Turkish learners of English, Aydin (1999) found that students felt that their anxiety resulted from personal concerns such as negative self assessment of language learning ability and high personal expectations as well as certain classroom practices like speaking in front of the class. Interestingly, like Palacios learners, these Turkish students identified their teachers' manner as an important source of anxiety. In addition, many of the American community college students in Donley (1997) study reported being anxious about speaking Spanish in class, taking written and oral tests, and completing lengthy or difficult assignments. They also reported several successful coping strategies, including studying, getting the unpleasant task over with, deep breathing, and positive self-talk. In terms of their preferred teacher behaviors, these students suggested not calling on individual students,

not teaching the language as a massive memorization task, and being sensitive to student's out-of-class obligations.

2.15 Language Anxiety and Achievement

Steinberg and Horwitz (1986) argued that the use of final grades as a measure of second language achievement was probably in and of itself a source of variability in the anxiety literature and urged researchers to use more subtle achievement measures to capture the true effects of anxiety. Indeed, this study found that ESL students attempted a greater number of elaborated and personal messages in English when experiencing an experimental condition intended to relax them than those learners experiencing a treatment designed to induce anxiety. Importantly, these differences in elaboration and number of personal utterances were observed even though the anxious and nonanxious students displayed equal levels of overall oral fluency.

There have been a number of studies in a number of instructional contexts with varying target languages which find a negative relationship between specific measures of language anxiety and language achievement. In the first study using the FLCAS (Horwitz, 1986), there was a significant moderate negative correlation between foreign language anxiety and the grades students expected in their first semester language class as well as their actual final grades, indicating that students with higher levels of foreign language anxiety both expected and received lower grades than their less anxious counterparts. MacIntyre and Gardner (1991) also found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task. With respect to a target language which is typically perceived as difficult by English-speakers, Aida (1994) found a significant negative

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correlation between FLCAS scores and final grades among American second-year Japanese students. This finding was replicated by Saito and Samimy (1996) with Japanese learners at three levels (beginning, intermediate, and advanced). Similarly, in a study of Canadian university learners of French, Coulembc (2000) found a somewhat smaller (but significant) negative correlation between FLCAS scores and final grades in eleven French classes ranging from beginning to advance. Thus, it appears that the observed negative relationship between anxiety and achievement holds at various instructional levels as well as with different target languages. However, it should also be noted that all the studies reviewed here included students at the college or university level and the relationship between anxiety and achievement in younger learners remains relatively unexplored (see, however, Sparks & Ganschow, 1996).

One study is particularly interesting because it focuses on more advanced language learners (pre-service teachers) in a non-North American context. Rodriguez (1995) found a significant negative correlation between FLCAS scores and final grades among Spanish speaking EFL students in seven English classes in Venezuela. In this case the correlation ($r = "\_.57$) was somewhat higher than reported in the other studies, indicating that the two measures have almost one-third of the variance in common. Considering all the possible influences on final grades, this seems a very substantial correlation and raises the possibility that language anxiety is also an important issue among language teachers, as Horwitz (1996) argues.

Finally, in an Asian EFL context, Kim (1998) not only found significant negative relationships between FLCAS scores and final grades but also reported an interesting

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difference in the relationship when observed in a traditional reading- focused class and a conversation class.

Specifically, students were considerably less anxious in the reading class than in the conversation class. Thus, this study appears to support teachers and students intuitive feelings that language classrooms which require oral communication are more anxiety-provoking than traditional classrooms.

Several studies have also noted a negative relationship between language anxiety and outcome measures other than final grades. Trylong (1987) found a negative relationship between anxiety and teacher ratings of achievement; MacIntyre, Nkiels, and Clément (1997) observed a negative relationship between anxiety and students self-ratings of their language proficiency. Gardner and MacIntyre (1993) present perhaps the most extensive set of findings with respect to language anxiety. Using measures of both classroom anxiety and language use anxiety, they found significant negative correlations with several language production measures including a cloze test, a composition task, and an objective French proficiency measure. Interestingly, they found somewhat higher negative correlations between student anxiety scores and their self-ratings of French competence than with their actual performance on the tests of French ability. Finally, with respect to some of the nonlinguistic but hoped-for goals of language instruction, Spitalli (2000) found a negative relationship between FLCAS scores and a measure of attitudes toward people of different cultures in American high school language learners of French, Spanish, and German.

One final point about the achievement studies seems relevant; that is, levels of foreign language anxiety may vary in different cultural groups. While Horwitz (1986)

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and Aida (1994) found relatively similar means on the FLCAS for American foreign language learners, Truitt (1995) found relatively higher levels in Korean EFL learners, and Kunt (1997) found somewhat lower levels in Turkish and Turkish-Cypriot learners of English. It also seems, as reported above, that for American learners of foreign languages, at least, anxiety levels do not vary with respect to target language (Aida, 1994; Horwitz, 1986; Saito, Horwitz, & Garza, 1999).

In an exploratory study seeking to determine if reading is anxiety-provoking for some language learners, Saito, Horwitz, and Garza (1999) found a .6 correlation in groups of American learners of French, Russian, and Japanese between general classroom foreign language anxiety as measured by the FLCAS and a newly developed measure of specific foreign language reading anxiety. In addition, they found negative relationships between both the FLCAS and the reading anxiety measure and final grades, although the relationship between reading anxiety and achievement was smaller than for the FLCAS. These findings suggest that some people find reading in the target language anxiety-provoking and that foreign language reading anxiety is distinguishable from general foreign language classroom anxiety. Interestingly, this study found that unlike general foreign language anxiety, students had differential levels of reading anxiety based on their particular target language. Japanese students were the most anxious about reading, followed by French students. This ranking of anxiety levels was surprising to the researchers who had anticipated that reading Japanese would be anxiety-provoking but had hypothesized that reading Russian would be more anxiety-provoking than reading French because of the use of the Cyrillic alphabet.

In a second reading study, Sellers (2000) found that reading anxiety negatively impacted learners' recall of Spanish texts, replicating a finding by Oh (1990) with Korean EFL learners. And in a study of foreign language listening anxiety, Kim (2000) found a negative relationship between foreign language listening anxiety and listening proficiency in university level English learners in Korea.

In a more comprehensive study, Cheng, Horwitz, and Schallert (1999) attempted to differentiate the components of general probably oral language anxiety and second language writing anxiety. Using factor analytic techniques, they found that the anxiety generally associated with language classes and writing anxiety was clearly distinguishable. However, both constructs had an interesting characteristic in common: students with higher levels of anxiety tended to have low self-concepts as language learners. These findings underline the importance of teacher support as noted previously. They also suggest that language anxiety is multifaceted, and therefore imply that instructional interventions need to be tailored to the specific concerns of each learner.

2.16 Previous Researches on foreign Language Anxiety and Academic Achievement

Foreign English language learning has been developing a strong research base (Cummins, 1984; Bailey, 1983; Ellis, 1994). The effects of one's cognition or emotional skills on Foreign English language learning is little understood (Nelson, personal communication, September 29th, 2003). In addition, the relationship between cognition, academic achievement, language proficiency, and interpersonal communicative ability, to

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mention a few, has not been fully investigated (Bailey, 1983; Crookall & Oxford, 1991; Dewaele, 2002; Elder, 1997).

It is believed that there are connections between first language and second language learning. Cummins (1984) formalized his concept of language proficiency in terms of basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP). The former skills are required for oral fluency in order to achieve appropriate communication function. The latter one is more relevant for students' linguistic knowledge and literacy skills for cognitive and academic achievement. These two interacting continuums, in the form of context-embedded/reduced and cognitive-demanding/undemanding skills, were divided into four quadrants by Cummins.

The cognitively undemanding matrix consists of communicative tasks and activities that require little active cognitive involvement for appropriate performance. The cognitively undemanding skills and cognitively demanding parts of the continuum are tasks and activities that depend on more active cognitive involvement. In context-embedded communication the participants can actively provide feedback in the discourse.

On the contrary, context-reduced communication relies mainly on knowledge of the language itself. On the other hand, BICS involves the mastery of context-embedded language in communicative tasks that are cognitively undemanding. At the other end of the spectrum, CALP involves the mastery of context-reduced uses of language in tasks that are cognitively demanding. Therefore, according to Cummins, design of classroom activities, based on the four quadrants, can help develop students' BICS and CALP skills.

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It would appear that Cummins' BICS, because it has an interpersonal factor attached to it, may have a relationship to language anxiety and emotional intelligence. In addition, Cummins' CALP since it is cognitively based, may have some relation to language anxiety and emotional intelligence.

English as a second language learner usually feel that English is one of the most stressful classes they have ever had (Horwitz, & Cope, 1986). Ji (1997) reported that when the ESL learners fail in their initial attempt to learn the second language, they lose their confidence and then easily give up. According to Ellis (1994) there is sufficient evidence to show anxiety is a particularly affective factor that plays an important role in acquisition.

Anxiety is defined as "an abnormal or overwhelming sense of apprehension and fear often marked by physiological signs (such as sweating, tension, increased pulse)" (Merriam-Webster's Collegiate Dictionary, 1998). Ellis (1994) and Brown (2000) argued ' that a distinction can be made among trait anxiety, state anxiety, and situation-specific anxiety. Scovel (1978) defined trait anxiety as "a more permanent predisposition to be anxious" (p. 137) and a characteristic of a learner's personality. He suggests that state anxiety is a kind of "momentary" apprehension that is experienced in response to a specific situation. Ellis (1994) claimed that students who attempt to learn a second language and communicate in it may experience "language anxiety." He calls this language anxiety a type of situation-specific anxiety.

Cummins (1984) proposed the dual iceberg analogy which shows the existence of Common Underlying Proficiency (CUP) across languages. Although there is a

distinct separate upper surface of production, underneath the surface the CUP makes language transfer possible. Cummins suggested that one's second language proficiency is partly dependent on the level of proficiency already obtained in the first language. The more developed or proficient the first language is, the easier it may be to develop the second or third language. The experiences of either language can promote development of underlying language proficiency.

In order to understand one's second and foreign language learning, researchers propose variables of individual differences that affect language learning. Some of these variables are language anxiety, age, language aptitude, and motivation, learning styles, personality and so on (Skehan, 1989; Larsen-Freeman & Long, 1991; Ellis, 1994).

MacIntyre (1995) viewed language anxiety from both social and cognitive perspectives. He adopted Schwarzer (1986) definition of social anxiety as the: "(1) feelings of tension and discomfort, (2) negative self-evaluations, and (3) a tendency to withdraw in the presence of others" (p. 1). Cognitivists view anxiety as "worry" and "emotionality." MacIntyre (1995) implied that the negative effect of language anxiety, as related to one's cognition, is seldom "beneficial" to the development of a second language. He proposed that the relationship between anxiety, cognition and behavior are cyclical. He provided an example to explain how anxiety, cognition, and behavior influence each other. When a teacher asks a student to answer a question in a second language class, the student may become anxious. This will lead to his or her becoming worried and perplexed. MacIntyre stresses that "Cognitive performance is diminished because of the divided attention, and therefore performance suffers, leading to negative

self-evaluations and more self-deprecating cognition, which further impairs performance" (p. 92).

Anxiety plays different roles in the foreign language learning process. According to MacIntyre (1995), when the task is simple, anxiety may stimulate students to increase efforts toward learning. Students' performance is therefore improved by the anxiety. Anxiety is "facilitating" at this stage. Once efforts cannot fully compensate for the cognitive interference, performance will be impeded. Anxiety causes negative influence at this stage and becomes "debilitating" (MacIntyre, 1995). As a result of debilitative anxiety, students may face depression and lead to skip classes or drop out. These facilitative and debilitative anxieties vary among individuals.

Krashen and Terrell (1983) proposed the existence of attitudinal variables (an affective filter) in the development and acquisition of a second language. They claimed that attitudinal variables influence students' second language acquisition. These attitudinal variables include motivation, self-esteem, and anxiety. Their hypothesis stated that a student with a "high" affective filter will not acquire language as readily as one with a "low" affective filter. They suggested that a language teacher should try everything possible to decrease anxiety among students and thereby lower the filter as well as to promote a low-anxiety classroom. The consensus seems to be that students learn more effectively in a non-threatening environment where they feel safe and supported (Scovel, 1978; Aida, 1994; Dewaele, 2002).

Koch and Terrell (1991) collected questionnaire responses from 119 foreign language students who were enrolled for the first two years at the University of

California, Irvine. They reported that the activities that were conducted in the natural approach classroom and techniques that related to the students on a personal level resulted in the most language learning comfort. These activities included 'saying how you would react in a given situation', 'charades', 'giving an opinion about an issue, working with numbers, 'working with maps and charts', 'figuring out what does not belong in a list of items', and 'quiz games'.

Koch and Terrell reported that activities such as 'oral presentations', 'skits and role playing, and 'defining a word in the target language' were top anxiety producers. The authors suggested that increasing exposure over time to natural approach activities and techniques will result in a decrease in anxiety or lowered affective filter in second language learning. Moreover, the authors stated that the number of activities which caused students to become nervous had been decreased from nine to five after three academic quarters.

Some researchers maintain a skeptical attitude toward the link between anxiety and second language learning. In Scovel (1978) review of the research on anxiety, he found that "anxiety itself is neither a simple nor well-understood psychological construct and that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition" (p. 132). Therefore, he concluded that there is no clear relationship that exists between anxiety and second language learning. The more that researchers have investigated the topic, the more complicated the relationship between anxiety and classroom performance has proven to be. Anxiety itself is more directly

involved in the formal activity of language learning than in the informal enterprise of language acquisition (Scovel, 1978).

Scovel's skeptical attitude toward the uncertain relationship between anxiety and second language learning was confirmed by Dewaele (2002). Dewaele had difficulty in confirming the role of foreign language anxiety as a stable factor for language learning. Dewaele studied 51 female and 49 male secondary students whose ages ranged from 17 to 21 (mean = 17.8). The main purposes were to investigate whether foreign language anxiety could be considered a stable personality trait as MacIntyreyre and Gardner suggested in 1991. Dewaele's study tested to see whether psychology (psychosis, extroversion, "and neurosis) and socio-demography (i.e. participants' attitudes, motivation, communicative anxiety, frequency and types of contact with French and English, and parental attitudes toward these two languages) are related to foreign language learning. Participants in this research had at least one language (Dutch) as their first language. All of them had had formal instruction in Dutch, French and English starting at ages 12 to 14. Besides these three languages, 44 students had also studied German while 15 students had studied Spanish.

The results of Dewaele's study revealed a significant negative relationship ($r = -20$) between social class and communicative anxiety in French. The same did not apply to English learning group ($r = .09$). The links between personality scores (psychosis, extroversion, "and neurosis) and communication anxiety in French showed no significant correlation. Highly significant correlations emerged between scores on the three personality scales and communicative anxiety in English, The findings suggested that

"extroverts were less anxious and colder, while more hostile participants experienced significantly less communicative anxiety in English. The pattern was similar but nonsignificant for communicative anxiety in French (p. 31). Thus, Dewaele (2002) concluded that "foreign language anxiety might in fact not be a stable personality trait among experienced multilingual language learners (p. 35)."

Although Scovel (1978) and Dewaele (2002) maintained conservative views toward anxiety and its purported function of predicting one's foreign or second language achievement, other researchers and theorists have found a significant correlation between anxiety and language learning. MacIntyre and Gardner (1991) conducted research on five intact classes from the continuing education divisions of a community college and noted the influence of anxiety on both language performance and the reactions to the tasks. A total of 97 subjects completed a questionnaire that measured language anxiety on the French Achievement Test. Their findings suggested that students with higher levels of anxiety in French tended to perform more poorly during classroom activities. MacIntyre and Gardner concluded that language anxiety and language performance are interrelated.

A similar correlation between anxiety and success was found in a related study of students in Canada. MacIntyre, Noels, and Clement (1997) studied the relationship between second language anxiety, perceived second language competence, and actual second language competence. Their study surveyed 37 young adult Anglophone students (29 females and 8 males), with a mean age of 20.9 years. The students' self-perceptions of competence on 26 French tasks involving speaking, writing, reading and comprehension were elicited. MacIntyre, Noels, and Clement found inter correlations

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among proficiency measures. The positive correlations of actual competence, ideas expressed and output quality were in the range of .72 to .84. In addition, the ratings of the number of ideas expressed correlated with perceived competence from .51 to .67, while the ratings of output quality ranged in correlation from .63 to .72 with perceived competence.

These data indicate that students who produced more output tended to produce better output and students with higher language proficiency tended to perceive themselves as more proficient. The authors also found that all the correlations involving language anxiety were negative. Compared with more relaxed students, anxious students tended to communicate less information and not to express themselves as well as more relaxed students. The authors stated, "as language anxiety scores increase, the ratings of ideas expressed, output quality, and self-rated competence decline" (p. 274). Thus, the relationships between second language anxiety, perceived second language competence, and actual second language competence appeared to hold.

Others such as Horwitz, and Cope (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) to draw attention to three related performance anxieties: communication apprehension, test-anxiety, and fear of negative evaluation. They believed that foreign language classroom anxiety was a specific anxiety and should be distinguished from other types of anxiety because it focuses on evaluation within an academic and social context. According to Aida (1994), Argaman and Abu-Rabia (2002) the FLCAS has satisfactory levels of validity and reliability and is widely used. Horwitz (1986) stressed that the FLCAS has significant part-whole correlations with the total

scale. IB Horwitz's study of 108 students, internal consistency was .93, and test-retest reliability over eight weeks was r = .83. Criterion-related studies that bear on the construct validity of the scale have also been conducted. Results suggested that foreign language anxiety can be reliably and validly measured, and that it plays an important role in language learning (Horwitz, 1986).

According to Horwitz, and Cope (1986), the first source of anxiety in their self-report questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS) is communication apprehension. It happens most when listening to and speaking the foreign language. Those who are shy encounter more difficulties in oral communication in the foreign language than those who are not.

Mejias, Applbaum, Applbaum, and Trotter (1991), in their study of communication apprehension, tested 429 undergraduate and 284 secondary-level students in Edinburg, Texas. From the subject's personal reports of communication apprehension, Mejias et al. concluded that communication apprehension scores increase as the more informal, personal contexts move to the more formal, less personal contexts. Students with less oral proficiency will not receive as much reinforcement and support from teachers and will not participate in as many classroom activities as students who are orally proficient. High communication apprehension students in the classroom context; are likely to restrict their oral communication. As a result, students with high levels of communication apprehension will avoid confronting their fear of communicating in the classroom situation.

The second source of anxiety that Horwitz and Cope (1986) tried to investigate in their FLCAS study is test anxiety. To the authors, test anxiety causes performance anxiety, which is triggered from a fear of failure in the foreign language classroom. According to Horwitz, and Cope (1986), high-test anxiety students usually make "unrealistic" demands on themselves. They feel that "anything less than a perfect test performance is a failure" (p. 128). Finally, Horwitz, and Cope (1986) support Watson and Friend's (as cited in Horwitz, & Cope, 1986) definition of fear of negative evaluation as being the last component of FLCAS. Fear of negative evaluation is an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (p. 128).

Many students regard the foreign language class as one of the most threatening courses that they have taken, and their minds usually experience frozen and blocked cognitive processes (Horwitz, & Cope, 1986; Oxford, 1999; Argaman & Abu-Rabia, 2002). The unfamiliarity of the foreign language forms and rules, fear of negative feedback from peers and teachers, and low self-esteem all result in uneasiness in the classroom. As levels of anxiety rise performance "suffers." As students have more negative experiences in foreign language learning, their anxiety level may continue to increase (MacIntyre, 1995).

The Foreign Language Classroom Anxiety Scale (FLCAS) measures language anxiety and has been widely used on studies in second language predictions of learner's affective state and their foreign language achievement (Cheng, Horwitz, & Schallert, 1999; Onwuegbuzie, Bailey, & Daley, 1999). Aida (1994) tested Horwitz and Cope's

(1986) construct of the Foreign Language Classroom Anxiety Scales (FLCAS) with 96 English speaking college students enrolled in a Japanese language class at the University of Texas in Austin. The reliability, mean, standard deviation, and range obtained in the study were very similar to Horwitz's study of Spanish-enrolled students, the mean of Aida's study (mean = 96.7) was slightly higher than Horwitz's study (mean = 94, 5). She explained that it is understandable that students may feel more anxious when learning a non-Western foreign language. According to Aida, FLCAS appeared to measure anxiety that is primarily related to speaking situations, and is a highly reliable instrument for measuring the anxiety level across genders and among students studying Western and non-Western languages.

Besides Aida, other researchers have used FLCAS to measure students' foreign language classroom anxiety. For instance, Ganschow, Sparks, Anderson, Javorsky, Skinner, and Patton (1994) studied 354 Spanish as a foreign language college student. Subjects were identified as high, average, and low anxiety based on their responses on FLCAS. The final sample in the study consisted of only thirty-six volunteers. Since the subject sample was small, Ganschow et al. examined every procedure carefully. They tested to see if there were any relationship between different anxiety levels and foreign language performance.

Their findings concluded that there were differences in native oral and written language and foreign language aptitude performance among students with different levels of foreign language anxiety. Those students with phonological difficulties also had "subtle" or "overt" difficulties with speech perception and production. High anxiety and

average anxiety students had relatively weaker oral expression and listening comprehension skills than low anxiety students. In general, high-anxiety students exhibited poorer language skills and foreign language aptitude than low-anxiety students. The authors suggested that a student who expresses anxiety about foreign language learning and experiences persistent difficulty in passing foreign language courses should be referred for a psycho educational evaluation, which should include tests of oral and written native language (phonology, syntax, and semantics) and foreign; language aptitude.

Ganschow and Sparks (1996) conducted a similar study with a larger subject; sample (N = 154). They examined the relationship between anxiety level and native language skill, and foreign language aptitude measures and foreign language grades among 154 high school foreign language female learners. High, average, and low levels of anxiety were identified through scores on the FLCAS. Their results showed that low-anxiety students perform better than high-anxiety students on measures of native language skill in the phonological/orthographic domain, on a measure of foreign language aptitude, and on end-of-year foreign language grades. Their findings generally suggested that language variables differentiate between good and poor foreign language learners and that high, average, and low levels of anxiety may be a consequence of these language skill differences. Furthermore, Ganschow and Sparks (1996) stated that "there does appear to be a positive relationship between low anxiety and strong performance in foreign language classes. Similarly, there would appear to be a negative relationship between high anxiety and weaker performance in foreign language classes" (p. 208). The authors implied that FLCAS is a useful and quick measure for identifying foreign

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language learners' difficulty because it appears to reflect students' levels of native language skill and foreign language aptitude.

Another study conducted by Cheng, Horwitz, and Schallert (1999) investigated the links between language classroom anxiety and school language writing anxiety, as well as their correlations with second language speaking and writing achievement. Their final samples included 226 freshmen, 153 sophomores and 54 seniors in Taiwan whose major was English. The instruments administered included a modified FLCAS, an adapted Daly-Miller Writing Apprehension Test, and a background questionnaire.

The results were consistent with Aida's (1994) claim that the FLCAS has strong association with second language speaking situations. Furthermore, Cheng, Horwitz, and Schallert (1999) suggested that in addition to the FLCAS being a measure of second language speaking anxiety, it also had a significant correlation with writing achievement. They indicated that FLCAS measures a more general type of anxiety about learning a second language in a formal education context.

Argaman and Abu-Rabia (2000) also used the FLCAS to examine the influence of language anxiety on achievement in English writing and reading comprehension tasks. Subjects consisted of sixty-eight Hebrew students aged twelve to thirteen. Their anxiety levels were measured by a special version of the FLCAS geared to the subjects' comprehension level.

To measure reading comprehension and writing achievement, students were given a 320-word text, followed by 10 true or false questions. They were also requested to write approximately 15 lines describing the events recorded in the text. The results showed

"high significant but moderate negative correlation between language anxiety and the two measures of foreign language achievement, reading comprehension (r = -.25) and writing achievement (r = -.35)".

As indicated above, the FLCAS has been administered widely to different foreign language learning populations: for example, Spanish (Horwitz, & Cope, 1986), Japanese (Aida, 1994), and EFL (Cheng, Horwitz, & Schallert, 1999; Argaman & Abu-Rabia, 2002). In addition, the FLCAS, as an assessment measure, is valid and reliable for individuals from different cultural backgrounds as well as for both genders. Ganschow, Sparks, Anderson, Javorsky, Skinner, and Patton (1994) administered the FLCAS to both genders in their study, while Ganschow and Sparks (1996) used it with ninth and tenth grade females.

Among listening, speaking, reading, and writing, a speaking task is the best opportunity to observe anxious behaviors. Visible behaviors in the classroom caused by language anxiety include the feelings of apprehension, uneasiness, and fear (Whitmore, 1987; Brown, 2000).

The following behaviors are typical among high-anxiety foreign-language learners. When a teacher asks a student to stand in front of the class, the student may shuffle his/her feet, constantly change his/her position, toy with his/her pencil, play with his/her hair, nervously touch objects, button and unbutton his/her coat, put his/her hands in his/her pockets and then take them out again, lean on the table or desk, or sway back and forth. Meanwhile, his/her mind will become blank, frozen, blocked, perplexed, worried, anxious, or even frustrated. He or she may complain about a headache,

experience tight muscles, and feel unexplained pain or tension in any part of the body. When the teacher commands the student to respond in the foreign language, his/her utterances will be fragmental, stuttered, and incomprehensible. He or she may even have nightmares about the language class, gain weight, and start feeling depressed (Watkms & Karr, 1940; Horwitz, & Cope, 1986; Oxford, 1999; Argaman & Abu-Rabia, 2002).

In essence, the connection between assumed variables such as ones' BICS and; CALP and their relationship to language anxiety and to the emotional intelligence base has not been fully investigated. Maclntyre (1995) indicated, "the demand to answer a question in a second language class may cause a student to become anxious; anxiety leads to worry and rumination, Cognitive performance is diminished because of the divided attention and therefore performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance" (p. 92).

Up to now most studies have shown a negative relationship between anxiety and language achievement, that is to say, anxiety is a debilitator in language learning. However, some researchers suggested that language anxiety was actually "helpful" or "facilitating" in some ways, such as keeping a student alert.

Western research results in language anxiety shows that, in general, students are more or less negatively influenced by language anxiety. There is negative correlation between outcomes and anxiety most of the time. The factors contributing to different anxiety levels are self-esteem, cultural differences, and personality. The sources from which students English language anxiety emerges are expectations from parents,

instructor-learner relationship, tolerance of ambiguity, unscientific beliefs about language learning, and identification of culture shock.

CHAPTER 03

RESEARCH METHODOLOGY

The purpose of this study was to investigate the difference of foreign language classroom anxiety and academic achievement between male and female students at higher secondary level. The study was descriptive in nature. The present chapter describes the subjects of the study, the instrumentations, and procedures used to gather the data for the study.

3.1   Population of the study

All the male and female students of XII year of Government Degree Colleges in Sargodha city (urban) were taken as population of the study (1050 students). There were three Government Degree colleges, one boys (Amballah Muslim College) and two girls Government Degree colleges (Chandni Chowk & Farooq Colony) which participated in this study.

3.2   Sample of the study

One section of XII year students from each Degree college was selected by using simple random (Cluster) sampling technique. Total sample size was one hundred and seventy (170) comprised 60 male and 110 female students of XII year class. So one section from Government Girls Degree College Chandni Choak for Women was selected which had 70 students and one section from Government Girls Degree College Farooq colony for Women was selected which had 40 students. One section from Government Amballah Muslim Degree College for Boys was selected which had 60 students.

3.3 Instrumentation

To determine foreign English language anxiety and its levels, a standardized instrument of Foreign Language (English) Classroom Anxiety Scale was used in the study. The Foreign Language (English) Classroom Anxiety Scale (FLCAS) has 33 statements which were scored on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The minimum possible score was 33 points and the maximum score was 165 points. On this instrument, a high score reflects a high level of foreign language anxiety whereas a low score indicates a low level of classroom anxiety. The collected data were grouped by gender and levels of foreign language anxiety.

A standardized instrument of measuring Foreign Language (English) Classroom Anxiety was used in the study. The instrument has been shown to have a relatively high validity and reliability in terms of its alpha coefficient (.93) and its test-retest coefficient (.83) (Horwitz, 1986). For the purpose of reliability and validity of Urdu version, Foreign Language (English) Classroom Anxiety Scale was subjected to a pilot run on a small sample of 25 students of the same level of the study to get feedback. The researcher, with the help of supervisor and experts, reviewed the actual statements of the instrument (English version) deeply and translated the whole instrument into Urdu. In pilot study consistency of the instrument was determined through computation of standardized Alpha Coefficient which was .89.

3.4 Data Collection

Data were collected from XII year students of public colleges in Sargodha city. A standardized instrument of measuring foreign language (English) classroom anxiety scale

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(FLCAS) was administered to collect data on anxiety. The responses and the filled questionnaire were collected by the personal visit of the researcher from the relevant colleges. Scores of English subject on the board exam conducted by Board of Intermediate and Secondary Education Sargodha were taken from related Government Degree colleges as an academic achievement.

3.5 Data Analysis

The statistical package for social sciences (SPSS 14.0) software was used to analyze the data in this study. Percentages, mean and t-test were applied to infer the difference of student's foreign English language anxiety and academic achievement.

CHAPTER 04

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with various phases through which the study has passed. The purpose of this study was comparison of English foreign language classroom anxiety and academic achievement. In this chapter, a descriptive analysis of the quantitative data is discussed based on the research questions. Data regarding study were collected through foreign language classroom anxiety scale and 170 questionnaires were administered personally and received back. The respondents were those who appeared in Secondary School Certificate examination conducted by the Sargodha Board of Intermediate & Secondary Education in May 2009. A standardized instrument based on five-point rating scale ranging from strongly agree to strongly disagree was used to collect data. The frequencies were converted into scores and in order to make the decision about the position of the responses the statistical relations that are percentages, means and independent sample t test were used. The analysis and interpretation of data regarding comparison between English language anxiety scores and academic achievement across gender and levels of anxiety were made. The analyses of data have been presented in the form of following tables.

Table 01: Gender and Institute wise respondents

College	Male (N=60)	Female (N=110)	Total
G C W Chandni Chowk	-	70	70
G C W Farooq Colony	-	40	40
G A College for Boys	60	-	60
Total	60	110	170

Data lies in this table indicate the number of male and female subjects of the sample population of the study. Number of male respondents was 60. Number of female respondents was 110. So majority of respondents was females.

Table 02: Levels of English language Anxiety among male and female students

Levels	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
HI-ANX	14	23%	45	41%	59	34%
AVE-ANX	45	75%	65	59%	110	65%
LO-ANX	1	2%	0	0%	1	1%
Total	60	100%	110	100%	170	100%

HI-ANX: High Anxiety

AVE-ANX: Average Anxiety

LO-ANX: Low Anxiety

This table reveals that the sample population of this study has three different anxiety levels. This conclusion answers research question one about the levels of English language anxiety among male and female students. Fourteen male students (23%) have high anxiety, forty five male students (75%) have average anxiety and one male student (2%) has low anxiety. Forty five female students (41%) have high anxiety; sixty five female students (59%) have average anxiety and no female student have low anxiety. The table also indicates that fifty nine students (34%) fall in the high level of anxiety while one hundred and ten students (65%) are in the average level of anxiety. Only one student (1%) falls in the low level of anxiety. Overall the female sample population of the study showed high percentage of foreign English language anxiety as compared to the male sample population of the study.

Table 03: Overall Comparison of Mean scores among male and female regarding English Language Anxiety

Gender	N	English Language Anxiety (mean)
Male	60	58.77
Female	110	62.29

This table shows that the mean anxiety score for the male group is (58.77, n=60), and the mean score for the female group is (62.29, n=110). This conclusion answers research question two about the difference among levels of English language anxiety between male and female students. The results reveal that as compared to male student's mean (58.77) in English language anxiety, female students mean (62.29) indicates a slightly higher level of anxiety in the English as a foreign language.

Table 04: Gender wise difference regarding Foreign Language Classroom Anxiety

Language Anxiety	N	Mean	df	t-value	Sig
Male	60	58.77			
			168	2.034	.044
Female	110	62.29			

Level of significance. 0.05

The above table shows t-test results between male and female students. It shows that 't' value (2.034) is significant at 0.05 level of significance. This conclusion answers research question two about the difference among levels of English language anxiety between male and female students, t-test was applied to check whether the difference in anxiety scores is significant. So it is concluded that there is a moderate significant difference of foreign English language anxiety between male and female students. This difference indicates that overall female students have more foreign English language anxiety than male students.

Table 05: Levels of English language Anxiety and Academic Achievement of male students (mean scores)

Levels (male)	N	Anxiety (mean)	Achievement (mean)
HI-ANX	14	71.71	26.57
AVE-ANX	45	55.42	27.91
LO-ANX	1	28	24

HI-ANX: High Anxiety

AVE-ANX: Average Anxiety

LO-ANX: Low Anxiety

This table shows that high foreign language anxiety male students and average foreign language anxiety male students are different in terms of academic achievement. The mean score of male students on level of high foreign language anxiety is (71.71) and their mean achievement score in English is (26.57). The mean score of male students on level of average foreign language anxiety is (55.42) and their mean achievement score in English is (27.91).This results showed that male students with high scores on foreign language (English) anxiety scale are weak in academic achievement. Male students who fall in average level of English anxiety showed better results than high level of English anxiety regarding academic achievement.

Table 06: Levels of English language Anxiety and Academic Achievement of Female students (mean scores)

Levels (female)	N	Anxiety (mean)	Achievement (mean)
HI-ANX	45	73.26	28.15
AVE-ANX	65	54.69	33.05
LO-ANX	0	-	-

HI-ANX: High Anxiety

AVE-ANX: Average Anxiety

LO-ANX: Low Anxiety

This table shows that high foreign language anxiety female students and average foreign language anxiety female students are different in terms of academic achievement. The mean score of female students on level of high foreign language anxiety is (73.26) and their mean achievement score in English is (28.15). The mean score of female students on level of average foreign language anxiety is (54.69) and their mean achievement score in English is (33.05).This results showed that female students with high scores on foreign language (English) anxiety scale are weak in academic achievement. Female students who fall in average level of English anxiety showed better results than high level of English anxiety regarding academic achievement.

Table 07: Comparison regarding levels of English language Anxiety and Academic between Male and Female

Levels (gender)	N	Academic Achievement (Mean Score)	Language Anxiety (Mean Score)
High Language Anxiety	59	27.78	72.90
Average Language Anxiety	110	30.94	54.99
Low Language Anxiety	1	24	28
High Language Anxiety (Male)	14	26.57	71.71
Average Language Anxiety (Male)	45	27.91	55.42
Low Language Anxiety (Male)	1	24	28
High Language Anxiety (Female)	45	28.15	73.26
Average Language Anxiety (Female)	65	33.04	54.69
Low Language Anxiety (Female)	0	–	–

Data given in Table 07 shows that both (Male &Female) high foreign language anxiety students and average foreign language anxiety students are different in terms of academic achievement. This conclusion answers research question three. In other words, the average level of foreign language anxiety group has better control over their academic achievement.

Table 08: Overall Comparison of Academic Achievement between male and female

Gender	N	Academic Achievement (mean)
Male	60	27.53
Female	110	31.05

This table shows that the mean score for the male group is (27.53), and the mean score for the female group is (31.05). The results reveal that as compared to female student's mean (31.05), male students mean (27.53) indicates low mean academic achievement in English as a subject.

Table 09: Comparison of Academic Achievement between male and female

Variable (Achievement)	N	Mean (Achievement)	df	t-value	Sig
Achievement (male)	60	27.53			
			168	1.594	.113
Achievement (female)	110	31.05			

At 0.05 level of significance

The above table shows t-test results about Academic achievement between male and female students. It investigates that 't' value (1.594) is significant at 0.05 level of significance. It is concluded that there is significant difference of academic achievement between male and female students. This significant difference indicates that female students have better mean scores (academic achievement) in English as a foreign language subject than male students of the study.

CHAPTER 05

SUMMARY, FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Summary

The purpose of this study was the comparison among male and female students about English language anxiety and academic achievement. In the first stage Government Degree colleges (urban area) both male and female of district Sargodha were selected. There were three Government Degree Colleges one boys (Ambala Muslim College) and two girls Government Degree colleges (Chandni Choak & Farooq Colony) which participated in this study. The second stage of sampling indicated selection of students' sample. One section of students from each college was selected. English Language Anxiety Scale was used to collect the data about Levels of English Language Anxiety. Scores of XII year class (English) were collected as an academic achievement.

5.2 Findings

In this study, the following findings have been deduced.

1. Out of a total of 170, number of male respondents was 60 and number of female respondents was 110 .So majority of the respondents were female students.

2. Twenty three percent (23%) male students have high anxiety, (75%) have average anxiety and (2%) have low anxiety, while (41%) female students have high

anxiety, (59%) have average anxiety and no female student has low anxiety. Over all (34%) both (male & female) fall in the high level of anxiety while (65%) are in the average level of anxiety and one percent falls in the low level of anxiety. The mean score for the male group is (58.77) and the mean score for the female group is (62.29).

3. The mean score of male students on level of high foreign language anxiety is (71.71) and their mean achievement score in English is (26.57), while the mean score of male students on level of average foreign language anxiety is (55.42) and their mean achievement score in English is (27.91). Male students who fall in average level of English anxiety showed better results than high level of English anxiety regarding academic achievement.

4. The mean score of female students on level of high foreign language anxiety is (73.26) and their mean achievement score is (28.15). The mean score of female students on level of average foreign language anxiety is (54.69) and their mean achievement score is (33.05). The results showed that female students with high scores on foreign language (English) anxiety scale are weak in academic achievement. Female students who fall in average level of English anxiety showed better results than high level of English anxiety regarding academic achievement.

5. The 't' value (1.594) is significant at 0.05 level of significance. So there is moderate significant difference between male and female students regarding academic achievement.

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5.3 Conclusions

1. Males have three different (High, Average, Low) level of foreign English language anxiety but majority of male sample falls in the average level of foreign language anxiety.

2. Females showed two different (High, Average) level of foreign English language anxiety but majority of female sample also falls in the average level of foreign English language anxiety.

3. Overall female students showed high foreign language anxiety than male students.

4. Male and female students who have high English language anxiety showed less academic achievement than who have average English language anxiety.

5. Over all the foreign English language anxiety affect on the academic achievement of student.

5.4 Recommendations

1. Teacher should take steps to explore the relative suitability of different instructional methodologies for keeping classroom anxiety at proper level.

2. Teacher should give special attention to the students having high level of English Language anxiety so that they may show better results.

3. Teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.

4. The teachers should listen and appreciate the voices of students for valuable

insights, ideas and suggestions.

5. Encourage students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

6. Teachers should try to train themselves to be relaxed in class. Also, they should constantly try to evaluate the classroom climate and try to make improvements if necessary. Videotaping their own teaching and analyzing it objectively may be one way to see what is going on in the classroom from a participant's point of view. Observing other teachers' classes or participating in teacher-training workshops may also provide clues for creating a better classroom.

7. There should be some specific teachers training courses on English language anxiety in order to make teachers aware of this complex issue and, hence, eradicate it.

8. Teacher should create a low stress, friendly and supportive learning environment.

9. Proper guidance and counseling services may be provided for overcoming the classroom problems causing anxieties.

5.5 Recommendations for future research

1. Instrument used in this study may be validated upon considerably larger rural as well as urban sample and also for gender wise comparison.

2. Studies may be taken up to include a broad spectrum of correlates of foreign

English language anxiety where possible e.g., parental education, self-esteem, motivation, emotional intelligence and social relationships.

3. Studies may be conducted on the educational problems of the students having high and low level of anxiety.

4. Experimental researches may be conducted to study the magnitude of foreign English language anxiety aroused under differently manipulated situation.

5. Keeping in view the needs, interests, and aspiration level of the student at higher secondary level research may be conducted for evaluation of the curriculum.

6. The study should be replicated at primary and secondary level by administering another scale of measuring foreign English language anxiety duly tested for its reliability and validity.

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Annex-A (Cover Letter)

Name of College: ----------------------

Sargodha

Subject: **PERMISSION TO ADMINISTER A RESEARCHER INSTRUMENT**

Respected Head of the college

I am a student of Ms Leading to PhD in Education at international Islamic university Islamabad. I am writing to request permission to include your college in my dissertation research project. The title of my research is "A study of difference of student's anxiety level toward English as a foreign language subject and their academic achievement at higher secondary level". I wish to administer a research instrument of foreign language class room anxiety to the students of XII year class in your college.

Student's self-assessments would be coded for confidentiality. A profile of student's result would be provided to the college as well as the research results, if you grant permission to conduct the research.

Head of the department
Department of education
International   Islamic
university, Islamabad

Yours Truly,
Sara Iqbal
(Student of MS in Education)

ہدایات

آپ کے سامنے سوالنامہ پیش کیا جارہا ہے۔ آپ سے التماس ہے کہ اس کو غور سے پڑھیں اور اپنی رائے کا اظہار کریں۔ اس سوالنامے میں کچھ بیانات لکھے ہوئے ہیں۔ ہر بیان کے سامنے دیئے گئے پانچ درجوں میں سے جو آپ کے لئے مناسب ہے پر ٹھیک ✓ کا نشان لگادیں۔ آپ کو یقین دلاتی ہوں کہ اس سے حاصل ہونے والی تمام معلومات صرف تحقیقی مقاصد کے لئے استعمال ہوں گی۔

1۔ نام: _____ 2۔ جنس (لڑکا یا لڑکی) _____ 3۔ رہائش (دیہاتی/شہری) _____

4۔ جماعت _____ 5۔ رول نمبر _____ 6۔ کالج _____

	5	4	3	2	1		
	بہت زیادہ متفق	متفق	معلوم نہیں	غیر متفق	بہت زیادہ غیر متفق	سوالات	نمبر شمار
						انگریزی کی کلاس میں بولتے ہوے مجھے زبان کی درستگی کے بارے میں بلکل یقین نہیں ہوتا۔	1۔
						انگریزی کی کلاس میں انگریزی زبان کی غلطیاں سرزد ہونے پر مجھے کوئی پریشانی نہیں ہوتی۔	2۔
						جب مجھے معلوم پڑتا ہے کہ انگریزی کی کلاس میں بولنے کے لئے میری باری ہے۔ تو میرا جسم کانپنا شروع کردیتا ہے۔	3۔
						میں اس وقت خوف زدہ ہوجاتا/جاتی ہوں جب مجھے سمجھ نہیں آتی کہ استاد انگریزی میں کیا پوچھ رہے ہیں۔	4۔
						مجھے انگریزی زبان کی مزید کلاسز لینے میں کوئی تامل اپریشانی نہیں ہے۔	5۔
						میں انگریزی کی کلاس میں اکثر ان چیزوں کے بارے میں سوچتا رہتا/رہتی ہوں۔ جن کا نصاب سے براہ راست کوئی تعلق نہیں ہے۔	6۔
						میں اکثر سوچتا/سوچتی ہوں کہ دوسرے طلباء انگریزی میں مجھ سے بہتر ہیں۔	7۔
						میں انگریزی کے پرچے میں بہت پرسکون رہتا/رہتی ہوں۔	8۔

بہت زیادہ متفق	متفق	معلوم نہیں	غیر مفق	بہت زیادہ غیر مفق	سوالات	نمبر شمار
					انگریزی کی کلاس میں بغیر تیاری کے بولتے ہوئے مجھے شدید گھبراہٹ ہوتی ہے۔	9۔
					میں انگریزی کے پرچے میں فیل ہونے کے اندیشے پر بہت پریشان رہتا رہتی ہوں۔	10۔
					مجھے حیرت ہوتی ہے کہ لوگ انگریزی کی وجہ سے کیوں پریشان رہتے ہیں۔	11۔
					میں انگریزی کی کلاس میں اس قدر شدید حواس باختہ ہو جاتا ہوں کہ جو کچھ مجھے آتا ہے وہ بھی بھول جاتا ہے۔	12۔
					مجھے انگریزی کی کلاس میں ازخود جواب دینے سے ڈر لگتا ہے۔	13۔
					مجھے اہل زبان انگریزوں سے بات چیت کرتے ہوئے پریشانی نہیں ہوتی۔	14۔
					میں اس وقت پریشان ہو جاتا/جاتی ہوں جب مجھے سمجھ نہیں آتی کہ استاد میری انگریزی کی کونسی غلطی کو درست کر رہے ہیں۔	15۔
					میں انگریزی کی کلاس میں اچھی تیاری ہونے کے باوجود پریشان رہتا/رہتی ہوں۔	16۔
					میرا دل اکثر انگریزی کی کلاس میں جانے کو نہیں چاہتا۔	17۔
					میں انگریزی کی کلاس میں جاتے ہوئے خاصا/خاصی پراعتماد ہوتا/ہوتی ہوں۔	18۔
					مجھے ڈر ہوتا ہے کہ میرے انگریزی کے استاد میری انگریزی کی چھوٹی چھوٹی غلطیوں کو درست کریں گے۔	19۔
					جب انگریزی کی کلاس میں میرا نام پکارا جاتا ہے تو میرا دل کانپنا شروع کر دیتا ہے۔	20۔
					میں انگریزی کے پرچے میں جتنی زیادہ تیاری کرتا/کرتی ہوں اتنا/اتنی ہی زیادہ پریشان ہو جاتا/جاتی ہوں۔	21۔
					مجھے انگریزی کی کلاس میں آنے سے پہلے اچھی تیاری کرنے میں کوئی ذہنی دباؤ محسوس نہیں ہوتا۔	22۔

بہت زیادہ متفق	متفق	معلوم نہیں	غیر متفق	بہت زیادہ غیر متفق	سوالات	نمبر شمار
					مجھے ہمیشہ ایسا لگتا ہے کہ دوسرے طلباء مجھ سے بہتر انگریزی بولتے ہیں۔	23۔
					میں دوسرے طالب علموں کے سامنے انگریزی بولتے ہوئے بہت زیادہ محتاط ہو جاتی/جاتا ہوں۔	24۔
					انگریزی کی کلاس میں مجھے ہمیشہ پیچھے رہ جانے کا خوف رہتا ہے۔	25۔
					میں انگریزی کی کلاس میں دوسرے مضامین کی نسبت بہت زیادہ خوف زدہ اور پریشان رہتا/رہتی ہوں۔	26۔
					انگریزی کی کلاس میں بولتے ہوئے مجھے پریشانی لاحق رہتی ہے۔	27۔
					جب میں انگریزی کی کلاس کی طرف جاتا/جاتی ہوں تو بہت زیادہ پرسکون ہوتا/ہوتی ہوں۔	28۔
					جب تک کلاس میں انگریزی کے استاد کا ایک ایک لفظ سمجھ نہ آئے تو میں پریشان رہتا ہوں۔	29۔
					میں انگریزی زبان سیکھنے کے لیے اس کے بہت زیادہ اصول وضوابط کو ذہنی بوجھ سمجھتا/سمجھتی ہوں۔	30۔
					مجھے خوف رہتا ہے کہ جب میں انگریزی کے دوسرے طالبعلموں کے ساتھ انگریزی بولوں گا/گی تو وہ مجھ پر ہنسیں گے۔	31۔
					اہل زبان انگریزوں کی موجودگی میں مجھے کوئی پریشانی نہیں ہوتی۔	32۔
					میں اس وقت پریشان ہو جاتا ر/جاتی ہوں جب انگریزی کے استاد مجھ سے ایسے سوالات پوچھتے ہیں جس کی میں نے پہلے سے تیاری نہ کی ہو۔	33۔