

LANGUAGE ANXIETY OF M.ED. ENGLISH LANGUAGE EDUCATION STUDENTS

**The Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Jamuna Khan

**Faculty of Education,
Tribhuvan University Kirtipur,
Kathmandu, Nepal**

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2017**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Jamuna Khan** has prepared this thesis entitled **Language Anxiety of M.Ed. English Language Education Students** under my guidance and supervision.

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DEDICATION

**Dedicated
To
My Parents and Brothers**

I am deeply indebted to my parents and brothers for their support, love, encouragement and help during my study. I dedicate this thesis to them because they are simply my whole world.

DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18, December, 2016

Jamuna Khan

.....

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My name may be alone on the front cover page of my thesis but I am by no means its sole contributor. Rather, there are a number of people behind this piece of work who deserve to be both acknowledged and thanked here.

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JAMUNA KHAN

ABSTRACT

The present research entitled **Language Anxiety of M.Ed. English Language Education Students** aimed to explore the areas of the English language, i.e. language skills and aspects, in which the students have anxiety. I used a survey research design to carry out the research work. To meet the objectives of my research, I selected 40 students who have completed fourth semester from Department of English Education by using purposive non-random sampling procedure. I used questionnaire as the main tool for data collection to elicit the required information. Only the close-ended questions were included in the questionnaire. From the obtained data it was found that almost all the students sampled were found to be anxious in the use of the English language skills and aspects. All the students do not want their English language class because they have inadequate knowledge of the English language skills and aspects such as, listening, speaking, reading, writing, vocabulary, pronunciation, meaning and spelling.

The present study consists of five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter deals with review of related theoretical literature, ELT in Nepal, language anxiety, causes and sources of anxiety, factors that contribute to anxiety, factors to reduce anxiety, manifestation of anxiety in the students classification of anxiety, anxiety from linguistic perspective, grammatical aspects, semantic aspects, phonological aspects, anxiety and its nature in relation to time, anxiety in terms of effects in learning, anxiety in language skills, review of related empirical literature, implications of the review for the research and conceptual framework. The third chapter deals

with methods and procedures of the study; namely: design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is the presentation of the analysis and interpretation of the results which includes analysis of data and interpretation of the results, category based analysis, i.e. language class anxiety, grammar anxiety, listening anxiety, speaking anxiety, reading anxiety, writing anxiety, vocabulary anxiety, pronunciation anxiety and meaning anxiety. The fifth chapter deals with the findings, conclusion and recommendations; namely: policy related, practice related and further research related. Finally, references, consent form, participant information statement and appendices are enclosed.

TABLE OF CONTENTS

| | Page No |
|--|----------------|
| <i>Declaration</i> | <i>i</i> |
| <i>Recommendation for Acceptance</i> | <i>ii</i> |
| <i>Recommendation for Evaluation</i> | <i>iii</i> |
| <i>Evaluation and Approval</i> | <i>iv</i> |
| <i>Dedication</i> | <i>v</i> |
| <i>Acknowledgements</i> | <i>vi</i> |
| <i>Abstract</i> | <i>viii</i> |
| <i>Table of Contents</i> | <i>x</i> |
| <i>List of Tables</i> | <i>xiii</i> |
| <i>List of Abbreviations</i> | <i>xiv</i> |
| CHAPTER ONE: INTRODUCTION(1-7) | |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 4 |
| 1.3 Objectives of the Study | 5 |
| 1.4 Research Questions | 5 |
| 1.5 Significance of the Study | 5 |
| 1.6 Delimitations of the Study | 6 |
| 1.7 Operational Definition of the Key Terms | 6 |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK (8-28) | |
| 2.1 Review of Related Theoretical Literature | 8 |
| 2.1.1 ELT in Nepal | 9 |
| 2.1.2 Language Anxiety | 9 |
| 2.1.3 Causes and Sources of Anxiety | 10 |
| 2.1.4 Factors that Contribute to Anxiety | 12 |

| | | |
|-----------|---|----|
| 2.1.5 | Factors to Reduce Anxiety | 12 |
| 2.1.6 | Manifestation of Anxiety in the Students | 12 |
| 2.1.7 | Classification of Anxiety | 13 |
| 2.1.7.1 | Anxiety from Linguistic Perspective | 13 |
| 2.1.7.1.1 | Grammatical Aspects | 14 |
| 2.1.7.1.2 | Semantic Aspects | 15 |
| 2.1.7.1.3 | Phonological Aspects | 16 |
| 2.1.7.2 | Anxiety and its Nature in Relation to Time | 17 |
| 2.1.7.3 | Anxiety in Terms of Effects in Learning | 20 |
| 2.1.8 | Anxiety in Language Skills | 20 |
| 2.2 | Review of Related Empirical Literature | 21 |
| 2.3 | Implications of the Review for the Research | 26 |
| 2.4 | Conceptual Framework | 28 |

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY (29-33)

| | | |
|-----|--|----|
| 3.1 | Design of the Study | 29 |
| 3.2 | Population, Sample and Sampling Strategy | 31 |
| 3.3 | Research Tools | 32 |
| 3.4 | Sources of Data | 32 |
| 3.5 | Data Collection Procedures | 32 |
| 3.6 | Data Analysis Procedures | 32 |
| 3.7 | Ethical Considerations | 33 |

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE RESULTS (34-52)

| | | |
|---------|--|----|
| 4.1 | Analysis of Data and Interpretation of the Results | 34 |
| 4.1.1 | Category Based Analysis | 34 |
| 4.1.1.1 | Listening Anxiety | 34 |
| 4.1.1.2 | Speaking Anxiety | 36 |
| 4.1.1.3 | Reading Anxiety | 38 |
| 4.1.1.4 | Writing Anxiety | 40 |

| | |
|--------------------------------|----|
| 4.1.1.5Vocabulary Anxiety | 42 |
| 4.1.1.6Pronunciation Anxiety | 44 |
| 4.1.1.7Meaning Anxiety | 46 |
| 4.1.1.8 Language Class Anxiety | 49 |
| 4.1.1.9 Grammar Anxiety | 51 |

**CHAPTER FIVE: FINDINGS, CONCLUSION AND
RECOMMENDATIONS (53-59)**

| | |
|--------------------------------|----|
| 5.1Findings | 53 |
| 5.2 Conclusion | 55 |
| 5.3 Recommendations | 56 |
| 5.3.1 Policy Related | 57 |
| 5.3.2Practice Related | 57 |
| 5.3.3 Further Research Related | 58 |

REFERENCES

APPENDICES

LIST OF TABLES

| | | Page No. |
|---------------------------------|----|-----------------|
| Table 1: Listening Anxiety | 35 | |
| Table 2: Speaking Anxiety | 37 | |
| Table 3: Reading Anxiety | 39 | |
| Table 4: Writing Anxiety | 41 | |
| Table 5: Vocabulary Anxiety | 43 | |
| Table 6: Pronunciation Anxiety | 45 | |
| Table 7: Meaning Anxiety | 47 | |
| Table 8: Language Class Anxiety | | 49 |
| Table 9: Grammar Anxiety | | 51 |

LIST OF ABBREVIATIONS AND SYMBOLES

| | |
|-------|------------------------------------|
| A | Agree |
| D | Disagree |
| e.g. | For Example |
| ELT | English Language Teaching |
| etc. | Etcetera |
| FLA | Foreign Language Anxiety |
| FLA | Foreign Language Anxiety |
| FLCA | Foreign Language Classroom Anxiety |
| i.e. | That is |
| L1 | First Language |
| L2 | Second Language |
| LA | Language Anxiety |
| M.Ed. | Master in Education |
| N | Neither Agree nor Disagree |
| P. | Page |
| pp. | Pages |
| Prof. | Professor |
| Regd. | Registration |
| SA | Strongly Agree |
| SD | Strongly Disagree |
| T.U. | Tribhuvan University |
| % | Percentage |