

**RELATIONSHIP BETWEEN LEARNING ANXIETY AND
ENGLISH LANGUAGE ACHIEVEMENT**

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

**Submitted by
Padam Narayan Joshi**

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

2010

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2010**

**T.U. Regd.: 9-2-329-203-2003
Campus Roll No:-466/2063
2nd Year Exam Roll No.: 280420/065**

**Date of Approval of
Thesis Proposal 2066-09-03
Date of Submission: 2067-02-09**

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.

.....

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This is to certify that **Mr. Padam Narayan Joshi** has prepared this thesis entitled "**Relationship Between Learning Anxiety and English Language Achievement**" under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

My Parents, Brothers and Sisters

ACKNOWLEDGEMENTS

I am deeply indebted and owe my special note of gratitude to my guruma and thesis supervisor **Mrs. Hima Rawal**, Teaching Assistant of The Department of English Education, who checked my draft copies, provided insightful ideas stimulating suggestions and encouragement during the research. She was the source of inspiration for successful completion of this research work.

I feel fortunate to thank my honorable guru **Dr. Chandreswar Mishra**, Professor and Head of the Department of English Education, for his kind co-operation.

I am also equally indebted and express my sincere gratitude to **Dr. Anjana Bhattarai**, Reader of the Department of English Education for stimulating ideas, assistance, guidance, generosity and advice I received from her throughout the research work.

Similarly, I am highly indebted to **Dr. Jai Raj Awasthi**, Professor, Department of English Education and my respected guru for his invaluable suggestions and guidance in this research. I will never forget his encouragements and inspiration that really prove worth when the matter of anything regarding my progress arises.

I gratefully acknowledge my deep indebtedness to **Dr. Shanti Basnyat**, the retired Professor of the Department of English Education, **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Anju Giri**, **Mr. Vishnu Singh Rai**, **Dr. Bal Mukunda Bhandari**, **Dr. L. B. Maharjan**, **Mrs. Tapasi Bhattacharya**, **Mrs. Madhu Neupane**, **Mr. Prem Bdr. Phyak**, **Mrs. Saraswati Dawadi** and **Mr. Bhesh Raj Pokhrel** for their invaluable suggestions and motivating words in formal and informal occasions in the department.

I want to express my sincere gratitude to all the respondents and administrations of **Jana Maitri Multiple Campus** and **Mangal Multiple Campus** of Kathmandu district for their kind co-operation in data collection. I **Ishwori, Maheshwori** and **Deepa** for their kind support and best wishes during my study and this research work.

In the same way, I can not forget the help of my friends **Mr. Bam Deb Gnyawali, Mr. Khem Raj Joshi, Mr. Krishna Rawal, Mr. Tek Bohara** and my especial thanks go to them. Similarly, I would like to express my thanks to **Mr. Mahendra Bhatt, Mr. Hark P.Regmi, Mr. Brikha Raj Joshi, Mr. Matrika Joshi, Mr. Deepak Regmi, Mr. Shusil Janawali, Mr. D.N. Bhatt, Mr. Ram Bhandari, Mr. Shankar Paudel, Mr. Dipendra Khadka** and other friends who helped me directly and indirectly in this research work.

Moreover, I owe a debt to **Mrs. Madhavi Khanal**, Librarian of the Department of English Education, for her help in providing me with necessary books and other materials.

Last, but far from the least, my sincere thanks go to **Miss Dibya Kshetri 'Purnima'** of **Creative Computer Center**, Nayabazaar, Kirtipur for her meritorious computer work.

Padam Narayan Joshi

ABSTRACT

This research is a study of **Relationship between learning anxiety and English language achievement**. This study aimed to find out the relationship between anxiety and achievement in the process of SLA. This study was carried out using both the primary and secondary sources of data. All the data were collected through questionnaires for assessing anxiety level of the students and through achievement test. For the primary sources of data the researcher selected two higher secondary schools from Kahtmandu district. Twenty students from each school were selected randomly. From the study, it has been found that when the anxiety level is high there is low level of achievement and when the anxiety level is low there is high level of language achievement.

This study mainly includes four chapters. The first chapter introduces the study which consists of general background, review of the related literature, objectives and significance of the study. The second chapter mainly concerns with the methodology used in this study: the source of data, sampling procedure, tools of data collection and limitations of the study. Similarly, the third chapter of the study comprises analysis and interpretation of the data. The fourth chapter introduces the findings and recommendations of the study. The final section presents the references and appendices which are very much important for the validation of the research.

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List of Abbreviations and Symbols

%	Percentage
e.g.	For Example (Exemplia Gratia)
etc.	Et Cetera
i.e.	that is
M.Ed.	Master of Education
T.U.	Tribhuvan University
SLA	Second Language Acquisition
L2	Second Language
L1	First Language
FLCAS	Foreign Language Class Anxiety Scale
AMBT	The Attitude and Motivation Test Battery
FCA	French Class Anxiety Scale
IPOAS	Input Processing and Output Anxiety Scale

CHAPTER ONE

INTRODUCTION

1.1 General Background

Second language acquisition is a new subject in the field of language learning. It emerged in the second half of the 20th century. It emerged because during that time whole of the world started to be narrowed down in 'global village' due to the development of the means of communication. People learn a second language for education, transportation, employment and day to day communication or for survival as a whole.

Generally, SLA refers to the process of learning / acquiring another language after the native language has been acquired. Sometimes the term SLA refers to the learning of a third/ fourth or a fifth language. Anyway, it is related to the learning / acquisition of a non- native language after the acquisition of the native language. SLA does not only mean the acquisition/ learning of a second language in a classroom situation but also the acquisition/ learning of a second language in more natural situations.

Different linguists have tried to define SLA in different ways. Some of the definitions of SLA are given below:

Ellis (1985, p.6) says, "SLA refers to subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutored setting". In this definition, Ellis has addressed two points of SLA. They are process and setting. The process of SLA can be conscious or subconscious and the setting can be either natural or tutored.

According to Gass and Selinker (2008, p.7), "SLA refers to the process of learning another language after the native language has been learnt. Sometimes, the term refers to the learning of a third or fourth language". The language

which is learnt/ acquired after first language is second language and the process of learning / acquiring second language come under SLA.

For Troike (2006), it is the learning of a language subsequent to the first one. In another words, it refers to the language other than mother tongue. It may be the second, third or so on. Similarly, Cook (1991, p.2) says, “SLA is the acquisition of a language in addition to the mother tongue” This definition does not focus on the time of acquiring a second language. It can be acquired after the acquisition of a mother tongue or simultaneously.

Dulay et al. (1982, p.1) say, “SLA is the process of learning another language after the basis of the first language has been acquired”. This definition states that first language is acquired before second language.

Thus, in brief, SLA refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutored setting. It covers the development of phonology, morphology, grammar, semantics and pragmatics. However, its study has been largely confined to morphology. SLA can be acquired in a variety of ways, at any age, for any purpose, and at any degree of mastery. SLA refers to both the study of individuals and groups who are learning a language subsequent to their first language. The additional language is called second language, practically, the learner may be learning third, fourth, fifth or else language.

1.1.1 Types of Second Language

Second language is any language that is learnt subsequent to the first language. Sometimes, second language is divided into different types according to the function it serves in our lives. This may significantly affect what we learn. These differences may determine the specific areas of vocabulary knowledge we need, the level of grammatical complexity we have to attain, and whether speaking or reading skills are more important. The following are different types commonly made in the field.

1.1.1.1 A Second Language

It is a language which is not a native language in a country but which is widely used as a medium of communication. It is usually used alongside other languages. It is typically an official or socially dominant language needed for education, employment and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively. It is also used for specific purposes.

1.1.1.2 A Foreign Language

It is not widely used in the learner's immediate social contexts which might be used for future travel or other cross cultural communication or studied as a school subject in a school. It is not used as a medium language in schools. It is not learnt for any immediate or necessary practical application.

1.1.1.3 A Library Language

It is a language that primarily functions as a tool for further learning through reading. It is especially used, when books or journals in a desired field of study are not commonly published in the learners' native language.

1.1.1.4 Auxiliary Language

It is a language needed for some official functions or to know their immediate political setting or needed for the purpose of wider communication. It is essential sometimes, although their first language serves needs in their lives.

1.1.1.5 Filter Language

Filter language is the language through which the L_2 is perceived. Generally, L_1 is the filter language but not always. For example, a Newari speaker, familiar with Nepali, looks English through both Nepali and Newari. In this case both Nepali and Newari are filter languages.

1.1.2 Variables in Second Language Acquisition

There are various factors which affect second language acquisition. Ellis (1985, p. 99) says, "Second language learning vary in a number of dimensions to do with personality, motivation, learning style, aptitude and age."

The variables in second language acquisition refer to different factors that influence second language acquisition. Ellis (1985) says that there are two possibilities regarding which aspect of SLA is affected by individual learner factor. One is that differences in age, learning style, aptitude, motivation and personality result in differences in the route along which learners pass in SLA and the other is that these factors influence only the rate and ultimate success of SLA.

All the second language learners (L_2 learners) do not progress in the same rate of development because of various personal, social and environmental factors which directly and indirectly influence SLA. Different psycholinguists have put forward their view on variables that affect second language acquisition differently. Brown (1994) has taken the variables like, the affective domain, self-esteem, inhibition, risks-taking anxiety, empathy, motivation as the personal affecting factors that affect SLA. Similarly, Ellis (1985) has classified the variables that influence SLA into two types: personal and general factors. According to Ellis (1985, p.100), "Personal factors are highly idiosyncratic features of each individual's approach to learning an L_2 ". "But the general factors are the variables that are characteristics of all learners". Learners differ not in whether they are present in a particular individual's learning, but in the extent to which they are present or the manner in which they are present or the manner in which they are realized. Ellis (1985) has put forward the view that personal and general factors have social, cognitive and affective factors. Social aspects are external to the learners and concerned with the relationship between the learner and native speaker. Cognitive and affective factors are internal to the learners. Cognitive factors concern the nature of the problem solving

strategies used by the learner, while affective factors concern the emotional responses aroused by the attempts to learn an L₂. The variables that affect the SLA can be described briefly as follows:

1.1.2.1 Personal Factors

Personal factor is one of the variables that affect second language learning. "Personal factors are those variables which are highly idiosyncratic features of each individual's approach to learning a L₂" Ellis (1985, p. 100). Personal factors are heterogeneous. However, they can be grouped together under three headings:

i. Group Dynamics

It generally refers to the way the learners react in a group or when they are with others. Group dynamics can be an important variable in classroom SLA. Baily (1983) recorded in some detail the anxiety and competitiveness expressed by different learners. Some classroom learners make overt comparison of themselves with other learners. In other type of comparison, learners match how they think they are progressing against their expectations.

ii. Attitude to the Teachers and Course Materials

Different students have different views about the kind of teacher they think is the best for them. In Stevick's (1980, as cited in Ellis 1985, p.103) term some people prefer a teacher who creates 'space' for them to pursue their own learning paths other prefer a teacher who structures the learning task much more tightly". Generally, it has been found that the learners like those teachers who create democratic environment inside the classroom. Their attitude towards teacher has greatly influenced the motivation for SLA. If their attitude is positive, the process of SLA is facilitated, if negative, the process of SLA will be disturbed.

Similarly, learners vary in their attitudes to teaching materials. Ellis (1985) says that generally adult learners dislike having a course book imposed upon them in a rigid way. They prefer a variety of materials and opportunity to use them in ways. They chose for themselves.

iii. Individual Learning Techniques

Different learners use different techniques to influence the rate of SLA. Naiman et al. (1978) and Pickett (1978, as cited in Ellis 1985, p.103) identify numerous study techniques which are listed below:

- a. Preparing and memorizing vocabulary lists;
- b. learning words in context; and
- c. practicing vocabulary through drilling, extensive reading and playing games.

There can be various individual learning techniques such as analysis, discussion, reading and taking notes, discovery techniques etc. These techniques vary from individual to individual.

1.1.2.2 General Factors

The factors that are generally common to all learners are called general factors. "The general factors are the variables that are characteristics of all learners" Ellis (1985,p,100). The following are the general factors that influence the SLA:

i. Age

Age is the variable that has been most frequently considered in SLA. It is a physiological variable that determines the psychological state of an individual. Age does not alter the route of SLA but affects the rate of SLA and the level of success. Various empirical investigations have concluded that children are better language learners than adults. Adult learners do better in vocabulary and

grammar than the children but in case of pronunciation, the children are far better than adults.

The effect of age on SLA can be described on the basis of the 'critical period hypothesis. This hypothesis states that there is a period when language acquisition takes place naturally and effortlessly. Penfield and Robert (1959) argued that the optimum age for language acquisition falls within the first ten years of life. During this period, the brain retains plasticity but with the onset of puberty, this plasticity begins to disappear. So, the earlier one starts acquiring a language; the better s/he will do. But Long (1983) has presented the evidence to suggest that the acquisition of a native like accent is not possible by learners who begin learning after 6 years of age. Again Share (1988) has presented evidence to argue that the critical period for a native like pronunciation is around 12 years old. Though we find controversial view about critical period hypothesis by different psycholinguists, it is general agreement between them that older learners enjoy an initial advantage in rate of acquisition.

Ellis (1994) says that the role/ effect of age in SLA is explained in terms of sensory acuity, neurological aspect, affective motivational factors, cognitive factors, input aspect and storage of information. These factors affect the rate of SLA very much.

ii. Intelligence and Aptitude

Intelligence can generally be defined as "a general academic or reasoning ability" (Stern, 1983, p. 368). In other words, it is underlying ability to learn. Ellis (1985, p. 110) has defined intelligence as "the term used to refer to a hypothesized 'general factors' which underlie our ability to master and use a whole range of academic skills". Similarly, McDonough (1981, p. 126) emphasized intelligence as "the capacity rather than contents of the mind". Thus, various researches have shown that intelligence may influence the acquisition of some skills associated with SLA such as those utilized in the formal study of a L2 but it is much less likely to influence that acquisition of

oral fluency skills. In another words, intelligence may be a powerful predictor of success in classroom SLA but much less in naturalistic. There is no evidence that intelligence affects the route of acquisition evident in spontaneous language use.

On the other hand, aptitude is another influencing factor in SLA. It is usually defined in terms of the tests that have been used to measure it. Carrol and Sapon (1959) identify three major components of aptitude: (i) phonetic coding ability (2) grammatical sensitivity and (3) inductive ability. Thus, effects of aptitude on language learning have been measured in terms of proficiency levels achieved by different classroom learners. Though the actual effects of aptitude are not clear cut in SLA, it has been found that aptitude can influence the rate of development, particularly where formal classroom learning is concerned. But there is no evidence that aptitude has any effect on the rout of SLA.

iii. Cognitive Style

Cognitive style refers to the manner in which people perceive, conceptualize, organize and recall information. Generally two types of cognitive styles are recognized: field dependence and field independence. There are a number of hypotheses about the role of field dependence or field independence in SLA. One of the most important is the suggestion that field dependence will prove most facilitative in naturalistic SLA; but field independence will lead to greater success in classroom learning. The reasoning behind this is that in naturalistic learning the greater social skills of the field dependent learner will lead to more frequent contact with native speakers and so to more input, whereas in classroom learning the greater ability to analyze the formal rules of the language will be important. There is not a remarkable influence of cognitive style on SLA where the rate in concerned. Hatch (1974) suggests that cognitive style may be an important factor determining the rate of development.

iv. Attitude and Motivation

Attitude is one of the influencing factors in SLA. It refers to the learners' attitude towards the target language and speakers of the target language. Most researches which were carried on the adult learners of SLA have shown that the learners' positive attitude towards speakers of the target language resulted in success.

It may be however, Larsen Freeman (1991) says, "Attitudinal factors have relatively little influence on SLA by children, perhaps simply because attitudes are not fully developed in young learners". Unlike aptitude, attitude can be changed. In fact changing attitude is very important in L₂ learning and teaching. If the learners have positive attitude towards the target language and their culture, they will certainly learn better than those who foster negative attitude towards the target language and learners, his teaching will never be effective.

On the other hand, "Some L₂ learners do better than other because they are better motivated" Cook (1992). It is believed that motivation is of great importance for successful L₂ acquisition. Brown (1981, as cited in Ellis 1985, p. 117) has presented three types of motivation viz. global motivation, which consists of a general orientation to the goal of learning a second language. situational motivation, which varies according to the situation in which learning takes place and task motivation, which is the motivation for performing particular learning task. But generally, motivation is divided into two types:

-) extrinsic (i.e. derives from external source such as materials reward)
-) intrinsic (i.e. derives from the personal inherent success)

Motivation can also be divided into:

- a. causative (i.e. have an effect on learning)
- b. resultative (i.e. be influenced by leaning)

Gardner and Lambert (1972) and Gardner (1985) (as cited in Ellis, 1985) have also introduced motivation as of integrative and instrumental types. They view that motivation is the primary determinant for L₂ acquisition. Motivation is primarily influenced by the learners' attitude to the target language community and their need to learn the L₂. By and large, intrinsic motivation has a great significance for effective L₂ acquisition.

v. Personality

Personality is also one of the factors that influences second language learning. "In general psychology, personality has been explored in terms of a number of personal traits, which in aggregate are said to constitute the personality of individual" (Ellis, 1985, p. 119).

Generally personality includes a number of personal traits such as cool/ warm, shy / frank, neurotic/ stable etc. However, personality can broadly be divided into two types: extrovert and introvert. Wycenck and Chan (1982) distinguish the two as follows:

Extroverts are sociable, like parties have many friends and need excitement; they are sensation seekers, and risk takers, like practical jokes and are likely and active. Conversely introverts are quiet, prefer reading to meeting people have few but close friends and usually avoid excitement (as cited in Rai, 2005, p. 37).

Generally, extrovert learners are those who are outspoken, do not hesitate to speak, are not afraid of mistakes and like to work in a group. On the contrary, introvert learners are shy, do not like to expose themselves, are afraid of making mistakes and do not speak and like to work alone. Various empirical investigations have shown that extroverts are better learners than those who are introvert.

vi. Anxiety

Anxiety is another important psychological factor that affects second language acquisition. Though Bailey (1983) has put anxiety under group dynamics, Brown (1984) has defined anxiety separately. It is very difficult to define anxiety in a simple way. However, it is associated with feelings of uneasiness, frustration, self doubt, worry, etc. Anxiety has great influence in second language acquisition/ learning. MacIntyre and Gardner (1991c) mentioned that anxiety is one of the best predictors of success in the second language. The relationship between language anxiety and second language achievement has been investigated in many studies because language anxiety is one of the internal factors of second language learners that might hinder the success in second languages acquisition. Learning L₂ is a complex task. Thus, learners feel anxious to learn it. Anxiety is a relative or subjective to the learners as it is related to personality or emotional factors of a learner. Gass & Selinker (2008, p. 400) have put forward their view that " anxiety seems to represent a trait that falls within the broader scheme of factors affecting learning, but what is not clear is whether it is a matter of personality, an emotional reaction to a situation or a combination." Being a psychological factor it may either hinder or improve language learning. The more the anxiety the less the L₂ learning; and vice versa but not in totality. Both, too much and too little anxiety may hinder the process of successful second language learning. Thus, it is not always taken as a negative factor in learning. This means if one does not care at all, s/he is not likely to do well. On the other hand; too much concern about failure can lead in the way of success.

Scovel (1974, p.134 as cited in Brown 1994) has defined anxiety as "a state of apprehension, a vague fear... ". Similarly, Bailey (1983) relates anxiety with the leaning situation. She argues that anxiety depends on the situation in which learners find themselves. Bailey and others have catalogued the effects of anxiety on specific situation. But Gass and Selinker (2008, p. 401) have said "There has been very little effort to determine whether general results about

anxiety affect second language learning in what would seem to be the obvious manners". Horwitz (1986, as cited in Na (2007, p. 3) has also defined anxiety as " a subjective feeling of tension apprehension, nervousness and worry associated with arousal of the automatic narrow system". It is a kind of feeling in the mind. Darwin (1972 as cited in Willson, 2006 p. 40) thought of anxiety as "an emotional reaction that is aroused when an organism feels physically under threat". Referring to Darwin (1872)'s theory of evaluation, Twenge (2000 p. 1008 as cited in Wilson, 2006) affirms that "emotions are adaptive . . . they serve specific purposes for the survival of the individual. Anxiety and fear serve primarily to warn of potential danger and trigger physiological and psychological reaction".

Anxiety may occur due to different causes in second language acquisition. According to Young (1991), there are six potential causes of language anxiety which include personal and interpersonal, learners' beliefs about language learning, instructor believes about language teaching, instructor- learner interaction, classroom procedures and language tests. Anxiety can be of different types, which can usually be classified as situational/ specific anxiety, trait/ state anxiety and debilitating / facilitative anxiety. These above mentioned types can be briefly described as below:

a. State Anxiety / Trait Anxiety

Among several type of anxiety, two of the most well- known types are state anxiety and trait anxiety. State anxiety, on the one hand, is feeling and not enduring characteristic of an individuals' personality. Brown (1994) says that state anxiety is experienced in relation to some particular event or act. Similarly, Spielberger (1966, p.12) has defined state anxiety as "transitory state or condition of the organism that varies in intensity and fluctuates over time".

Trait anxiety, on the other hand, is a "more permanent predisposition to be anxious" Brown (1994, p.141). Trait anxiety because of its global and somewhat ambiguously defined nature has not proved to be useful in

predicating second language achievement. Trait anxiety has been referred to as "a constant condition without time limitation". Levitt (1980, p. 11), and is a stable feature of personality, referring to an "acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as threatening" Spielberger (1966 p. 12 as cited in Wilson, 2006). Thus, trait anxiety can be defined as an individual tendency to be anxious in any situation.

b. Situation- Specific Anxiety

Situation specific anxiety is an individual tendency to be anxious in a particular time and situation. Such as during tests (labeled as 'test anxiety'), when solving mathematical problems (math anxiety') or when speaking a second language (language anxiety) MacIntyre and Gardner (1994 p. 2 as cited in Wilson,2006, p. 44). Situation specific anxiety can be seen as a subcategory of trait anxiety experienced at a given context. Thus, language anxiety can be included in situation specific anxiety. Second language anxiety is a situation- specific anxiety that students experience in the classroom which is characterized by self- centered thoughts, feeling of inadequacy, fear of failure and emotional reaction in the language classroom.

Regarding the investigation of anxiety in language learning, MacIntyre and Gardner (1991) considered that the situation specific approach offers more to understanding of anxiety because the respondents are queried about various aspects of situation.

c. Facilitating Anxiety and Debilitating Anxiety

Facilitating anxiety, as the name suggests, is thought to be a kind of anxiety that improves learning and performance, whereas debilitating anxiety is associated with poor learning and performance. We always become anxious before doing our job. The anxiety that occurs while doing or before doing our job either may be facilitative or debilitating. For example, the feeling of "test

anxiety" before big examination' is an example of debilitating anxiety and "the feeling of nervousness before giving a public speech by an experienced speaker" is the example of facilitative anxiety (Brown, 1994, p. 142) .

Some researches have suggested that different quantities of facilitating anxiety and debilitating anxiety may be present in the same individual at the same time. Alpert and Herber (1960, as cited in Wilson, 2006 p. 46) asserted that "an individual may possess a large amount of both anxieties, or of one but not the other or none of either". It is also proposed that facilitating anxiety and debilitating anxiety may function together.

1.1.3 The Measurement of Learning Anxiety

Anxiety is one of the predictors of the success in second language. The relation between language anxiety and second language proficiency has been investigated in many studies, because language anxiety is one of the internal factors of second language learners that might hinder the success in second language acquisition. As the MacIntyre and Gardner (1994, as cited in Ortega 2009, p. 200) note , "This propensity to feel anxious is specific to foreign language learning like the consistent apprehension some college students report in relation to situation that call up on the use of mathematics, statistics or public speaking. The two researches that have been more central in advancing our knowledge about language anxiety are Elaine Horwitz in the United State and Peter MacIntyre in Canada. Although both research programmes are compatible and have produced convergent results, it is useful to highlight some differences. Horwitz has focused on class- room types of anxiety experienced by foreign language learners who may not have many opportunities to use the L2 outside instructional setting and her exploration have concentrated on psychological states and self beliefs. On the other hand, MacIntyre has emphasized communicative anxiety as rooted in direct contact with L2 speakers in second language settings and he has pursued explanations that emphasized social attitudes and behavioural communication correlates.

The best well-known measure of anxiety is the foreign language classroom anxiety scale (FLCAS), developed by Horwitz and colleagues (Horwitz et al. 1986, as cited in Ortega (2009, p. 200)). It comprises 33 five-point Likert scale items mostly statements about anxiety when speaking or producing the language and more general apprehensive attitudes towards foreign language learning. One of the examples of these items is: "Even if I am well prepared for language class, I feel anxious about it".

The other instrument is the input, processing and output anxiety scales (IPOAS), developed by MacIntyre and Gardner (1994, as cited in Ortega 2009, p. 200). It includes 18 five-point Likert scale items specifically related to anxiety caused at the input stage of encountering aural or written inputs.

Thus, including the above two types of instruments the researchers have attempted to measure language anxiety in several ways.

i. The Attitude and Motivation Test Battery (AMBT)

This battery measures the individual's willingness and interest in social interaction with members of other groups, attitudes towards the learning situation. It also measures the learners' thoughts and feelings about several different aspects of instruction, combination of learners' attitudes, aspiration and efforts and apprehension experienced by the individual in the language class or any situation in which the language is used.

ii. The French Class Anxiety Scale

The French class anxiety scale (FCA) has ten items which evaluate anxiety experienced in the French classroom. Gardner et al. (1997, p. 360, as cited in Wilson, p. 58) says:

It is assessed using a 7-point Likert scale. This scale has five positively and five negatively keyed statements ranging from strong disagreement

(-) to strong agreement (+3). A high score purports to represent a high level of anxiety felt by an individual.

Gardner (ibid) given the following examples.

Positively worded:

“It embarrasses me to volunteer answers in our French class”

Negatively worded:

“I don’t usually get anxious when I have to respond to a question in my French class”

3. The Scale of Language Class Discomfort

Wilson (p 2006, p. 59) says, “Ely (1986) developed this scale as a part of larger questionnaire about language class Risk taking, language class sociability, and language class discomfort in university learners of Spanish”. It is used to measure discomfort felt by learners in the language classroom.

4. Other Ways of Assessing Anxiety

There are also some other ways of assessing anxiety. Baily (1983) used the diary entries of 11 students to examine language anxiety.

Price (1991) carried out an interview study about classroom language anxiety with 10 highly anxious graduate and post graduate students. The first part of each one to-one interview was open ended, and the second part was based on six questions, which asked the interview about their feelings in languages classes and about what they found most uncomfortable.

Spielmann and Radnofsky (2001, as cited in Wilson, 2006, p. 62) used individual and group interview, participant teaching, impromptu casual interactions, analysis of document and of unobtrusive informational residues to investigate what they called language tension.

1.1.4 Reading Comprehension

Reading is the most important receptive skill of gaining knowledge. The more one reads the more knowledge s/he gains. It is a way of grasping information from a written text through graphic symbols. Reading is very important in second language learning since the people who do not have chances to meet native speakers of the language can learn the language through reading books written in that language. For learners of English as a foreign language, especially in places like Nepali, reading is usually the only means of exposure.

Reading has been defined in Encyclopedia Britannica (vol. 19:9), as the mental process of securing and reading to an author's message represented by written or printed symbols, while reading, one must recognize the ideas expressed by the author.

Reading consists of different components. It comprises two major aspects: mental and physical. Both aspects are correlated in the process of reading. Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of those symbols of these three activities.

Grellet (1981, p. 3) has defined reading comprehension as the “understanding on interpreting a written text means extracting the required information from it as efficiently as possible”. Thus it is a total understanding of a message in a given text. In other words reading comprehension can be defined as the understanding or making sense of a given text. According to Grellet (1981, p. 4), reading is done mainly for two purposes, i.e. reading for pleasure and reading for information. In the present world, we need to read various kinds of text for various purposes like; novels, stories essays , poems, newspapers , magazines, reports letters postcards, notes, advertisements menus, dictionaries, text books, etc. we read those above materials either for getting formation or pleasure. Thus, the information that a reader needs to extract from a reading

text can be of different kinds. It may be detailed information of particular piece of message or simply the gist of the reading text. It depends upon our needs.

While reading a written text we read it carefully to get main gist of the text. If we do not read the text carefully, we do not get any information from the text. Thus, to get main gist of the text, it is called reading comprehension.

In reading process, we mainly use two types of reading techniques, i.e. loud reading and silent reading. To read means not to go through line by line of the text but to understand the gist. The main aim of reading is to enhance the reading comprehension of the readers.

Reading is required to find the structure, of writing, events of text, action and reaction. Thus, reading comprehension is the ability to understand.

Understanding text means extracting required information from the text. We require different sorts of information from different kinds of texts depending upon the kind of text we read and our purpose in reading.

According to Munby (as cited in Grellet, 2009, p. 3) reading involves a variety of skills which are listed as below:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding conceptual meaning
- Understanding the communicative value (function) of sentences and utterances
- Understanding relations within the sentence
- Understanding cohesion between parts of a text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse

- Distinguishing the main idea from supporting details
- Extracting salient points or summarize (the text, an idea etc.)
- Selective extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display.

1.1.5 Correlational Research

Human nature is always curious to learn, understand or investigate about the phenomenon by raising questions like why, how, what, etc. They want to know something new. So, the way of getting new information about the things, places etc. with the help of detailed investigation is known as research. Research is one of the ways to find answer of questions. In another words, research is one of the ways of eliciting information and studying phenomena to find out the solutions to the specific research problems. If we analyze the term research, we know that it is composed of two syllables, 're' and 'search'. The prefix 're' means again a new or over again and the later as a verb means to examine closely and carefully, to test or try to probe. Thus, it is a systematic study of a phenomenon. Burns (1994, p. 2 as cited in Kumar 2006, p. 7) has defined research as “a systematic investigation to find answer to problem”.

We use different research types according to the purpose of our study, i.e. experimental research, survey research , historical research, ethnographic research, action research, descriptive research correlational research, case study etc. Among the above research types, correlational research is one of the most important research works by means of which a researcher shows the relationship between pairs of two or more variables. The correlational research is a measure of strength of the relationship between the sets of data. It is carried out mainly to find out the existence of relationship between the two variables. This research mainly concerns with the findings of how the two variables used

in the study are related to each other. The correlation studies help the researcher to find out how the two sets of tests are interrelated to each other. Thus, the correlation research is an investigation to find out the relationship between the variables used in the study.

The correlational analysis is a tool of analyzing the collected data to find out the relationship between the variables used in the study. The data are collected and coded statically to find out the correlation between the variables. “ The statistic that describes the relationship between two variables is called a correlation coefficient” (Hatch and Farhaday, 1982, p. 195).

Generally, correlational research can be classified into two types on the basis of two factors, i.e. on the basis of a number of variables included in the study and on the basis of the objectives. On the basis of a number of variables included in the study, it is either bivariate or multivariate. In bivariate only the relations between two variables are studied whereas in multivariate the relations between more than two variables are studied. Similarly, on the basis of objectives, there are also two types: relationship study and prediction study. The relationship study investigates a number of variables believed to be related to a major complex variable. But, in prediction study the existence of high relationship permits prediction.

The correlation coefficient of two variables is a quantitative measure that represents the degree of relationship between the pair of variables. When we range the value of correlation coefficient, we can generally classify the relationship between two variables into three types i.e. positive correlation, negative correlation and zero (no) relation. The correlation is positive when both the variables change in the same direction, i.e. when a variable increases other variable also increases and which ranges from (0 to +1). The correlation is negative when both the variables change in opposite direction, i.e. when one variable increases other variable decreases, and which ranges from (0 to -1). But in zero relation there is not perfect positive or negative relation and ranges

only (0) . Thus, it is generally regarded that any correlation coefficient which is (+ve, -ve, i.e. +1 and -1 respectively) 0.3 and below as weak relation and 0.7 and above as strong relation.

1.2 Review of the Related Literature

Some researches have been carried out on the study of second language learning anxiety by different scholars in different countries. Though second language acquisition is an emerging subject in the field of language teaching none of the researches has been carried out in language learning anxiety in the Department of English Education. Some of the studies carried out on anxiety on second languages acquisition and their findings are mentioned below:

Krashan (1985) once held in his affective filter hypothesis that high anxiety will prevent input that learners receive in the classroom from reaching the language acquisition device. Similarly, Horwitz (1996) asserted that language anxiety can causes students to postpone language study indefinitely or to change majors.

MacIntyre and Gardner (1994), based on a study of 97 college students that learn French, concluded that compared with more relaxed learners, those with anxiety find it more difficult to express their own view and tend to underestimate their own abilities. They also found that in the three stages of language acquisition, that is input, processing and output, anxiety and learning achievement are negatively correlated. Moreover, there have also been some studies conducted to find the negative correlation between anxiety and four aspects of language learning, especially speaking and listening. For example, Macintyre and Gardner (1991) found that speaking is by far the main agent of anxiety arousal and that students with high anxiety perform worse than with low anxiety.

However, there have been some studies which have found neutral and positive relationship between anxiety and learning achievement.

In Bailey (1983)'s study of competitiveness and anxiety facilitative anxiety was one of the key successes and closely related to competitiveness. But in Baiyon's (1996) study of English learners in Taiwan, the result showed that there was no relationship between anxiety and learning achievement.

In mainland China, there have also been some studies conducted in the Chinese context to explore the relationship between anxiety and achievement (Lei, 2004; Tang, 2005; Wang, 2003, Xue, 2005) Most of them employed Horwitz's FLCAS (foreign languages classroom anxiety scale) and found a negative correlation. Going through these studies, it was found that the subjects participating in the study were mostly college students.

In Yukina (2003), he adopted FLCAS and investigated junior high school students of English in Japan. The participants of his study were from the seventh, eighth, and ninth grade in his junior high school. Through his longitudinal study, he obtained three factors: "anxiety toward the communication with the instructions", "anxiety toward the new content of English" but "anxiety towards criticism from the classmate" and he did not find test related anxiety. He concluded that Aida's (1994) four factors such as "speech anxiety and fear of negative evaluation", "fear of failing the class", "comfortableness in speaking with Japanese", and "negative attitude towards the Japanese class", do not apply to Japanese junior high school students learning English as a foreign language.

Ueda, et al. (2004) also adopted FLCAS and investigated language anxiety of Japanese university students. They found three factors and named them "avoidance of English class", "English class anxiety". And speech anxiety" respectively.

Na (2007) conducted a research entitled "A study of high school students English learning anxiety". His aim of the study was to find out the high school students anxiety in Chinese EFL classroom. He found that most of the students

experience anxiety in EFL classroom because of the negative evaluation. He also found that male learners have higher anxiety than female learners.

No study has been conducted on the title learning 'Anxiety' and language 'Achievement' yet in the Department of English Education. So, this is the first attempt in this field.

1.3 Objectives of the Study

The objectives of the present study were as follows.

- i To find out the relationship between anxiety and achievement in the process of SLA.
- ii To suggest some pedagogical implications on the basis of the findings.

1.4 Significance of the Study

Anxiety is specially related to the field of second language learning. In the course of mastering over an L2, anxiety is thought to be an influencing factor. Therefore, first of all, this study will be beneficial to those who are involved in the process of second language learning and teaching such as teachers, students, examiners, textbook writers, syllabus designers, language trainers, and so on.

Certainly, anxiety falls under the domain of psycholinguistics. Hence, this study will be significant to the psycholinguists and psychologists as well. Moreover, this study will be beneficial to the general readers who like to know about anxiety and like to conduct researches in this field.

CHAPTER TWO

METHODOLOGY

This was a field based survey research. I adopted the following methodological strategies to achieve the objectives mentioned earlier.

2.1 Sources of Data

In order to carry out the research, the researcher used both primary and secondary sources of data as stated below.

2.1.1 Primary Sources of Data

The primary sources of data for the study were 40 students of class XII from two higher secondary schools of Kathmandu district.

2.1.2 Secondary Sources of Data

The researcher used the secondary sources of data, i.e. books, journals, research reports, articles and websites for the preparation of the questionnaire and for widening his insight and knowledge in the related area. Some of them were Ellis (1985), Brown (1994), Ellis (1994), Cook (2002) Troike (2006), Gass and Selinker (2008), Wilson (2006), etc.

2.2 Sample Population and Sampling Procedure

The population of the study were students of class XII. I selected two higher secondary schools of Kathmandu district randomly.

2.3 Tools for Data Collection

Two types of tools were used in this study. They were a questionnaire: assessing students' anxiety level, and an achievement test. The questionnaire included 33 statements with four point Likert-scale from which the students had to select one and this helped to find out the students' level of anxiety.

The test used to assess students' English language achievement was the reading comprehension test. For the reading comprehension test, the passage was taken from the book "Meaning Into Words" of grade XII.

2.4 Procedure of Data Collection

The researcher adopted the following process to collect the required data for the present study.

- i. The researcher visited the concerned field and developed rapport with the informants and related people.
- ii. Then, the researcher clarified the objectives and significance of the study to the informants.
- iii. The researcher provided them the questionnaire for assessing their anxiety level and asked them to select one of the options given in the Likert - scale in the questionnaires.
- iv. Finally, the researcher administered the achievement test in the classroom for about 30 minutes.

2.5 Limitations of the Study

The present study had the following limitations.

- i. This study was limited to 40 students of class XII of Kathmandu district.
- ii. This study was limited to only two higher secondary schools of Kathmandu district.
- iii. Language achievement confined to the reading comprehension of the students.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources. The main objective of this study was to find out the relationship between learning anxiety and English language achievement. The data were collected through questionnaire and achievement test. I tabulated the information and analyzed the data under the following three main headings.

-) Level of anxiety
-) Level of achievement
-) Correlation between anxiety and achievement

First of all, the obtained information was tabulated and then analyzed and interpreted by using simple statistical tools.

3.1 Anxiety Levels of the Individual Students

This section mainly deals with the questions that probe the anxiety level of the students. For this I prepared a questionnaire and on the basis of Four-point Likert-scale, and measured their level of anxiety. These questionnaires were asked to find out how much the students were fearful of not gaining achievement. The students were given a statement and they had to choose one of the options according to their views on the given propositions. For the analysis and interpretation of the obtained data, every options have been assigned with fixed marks as shown below :

- i. Strongly disagree = 0 mark
- ii. Disagree = 1 mark
- iii. Agree = 2 marks
- iv. Strongly agree = 3 Marks

It means, those students who chose the option strongly disagree and 'disagree' got zero and 1 mark respectively. Similarly, students who chose the options 'agree' and 'strongly agree' got 2 and 3 marks respectively.

On the basis of this marking, the questionnaire carries 99 full marks. On the basis of the marks obtained by the students, their overall result had been calculated and measured through percentage. And also the students' level of anxiety had been shown through three scales which represent their overall results. The criteria to measure the students' anxiety have been stated below:

- i. Below 30 percent = low anxiety
- ii. 30 to 59 percent = average anxiety
- iii. 60 percent and above = high anxiety

As mentioned above, those students who obtained marks below 30 percent were assumed to have low anxiety and the students who scored from 30 to 59 percent were said to have the anxiety in average level. In the same way, those students who obtained 60 percent or more marks were highly anxious, i.e. they had high level of anxiety.

The result obtained from the four point likert - scale had been vividly shown through the table below.

Table No. 1**Anxiety Level of the Individual Students**

Students	O		1		2		3		Total Marks	%
	a		b		c		d			
	No. of responses	Marks	No. of responses	Marks	No. of responses	Marks	No. of responses	Marks		
S ₁	8	0	9	9	10	20	6	18	47	47.47
S ₂	6	0	12	12	12	24	3	9	45	45.45
S ₃	3	0	6	6	12	24	12	36	73	73.73
S ₄	3	0	13	13	11	22	6	18	43	43.43
S ₅	10	0	11	11	8	16	4	12	39	39.39
S ₆	6	0	13	13	10	20	6	18	51	51.51
S ₇	5	0	13	13	12	24	3	9	46	46.46
S ₈	0	0	9	9	19	38	8	24	71	71.71
S ₉	8	0	13	13	8	16	4	12	41	41.41
S ₁₀	3	0	15	15	9	18	5	15	48	48.48
S ₁₁	2	0	16	16	15	30	0	0	46	46.46
S ₁₂	3	0	11	11	12	24	6	18	42	42.42
S ₁₃	14	0	12	12	5	10	2	6	28	28.28
D ₁₄	16	0	7	7	9	18	1	3	28	28.28
S ₁₅	2	0	12	12	19	38	0	0	50	50.00
S ₁₆	1	0	19	19	13	26	0	0	45	45.45
S ₁₇	2	0	12	12	15	30	4	12	54	54.54
S ₁₈	3	0	15	15	11	22	4	12	49	49.49
S ₁₉	6	0	6	6	18	36	3	9	51	51.51
S ₂₀	2	0	18	18	13	26	0	0	44	44.44
S ₂₁	10	0	10	10	0	20	3	9	39	39.39
S ₂₂	3	0	15	15	15	30	0	0	45	45.45
S ₂₃	3	0	9	9	17	34	4	12	55	55.55
S ₂₄	12	0	15	15	6	12	0	0	27	27.27
S ₂₅	7	0	17	17	8	16	1	3	36	36.36
S ₂₆	5	0	10	10	11	22	7	21	53	53.53
S ₂₇	3	0	17	17	13	26	0	0	43	43.43
S ₂₈	2	0	13	13	14	28	3	9	50	50.00
S ₂₉	2	0	7	7	21	42	4	12	61	61.61
S ₃₀	15	0	11	11	7	14	0	0	25	25.25
S ₃₁	0	0	8	8	18	36	7	21	65	65.65
S ₃₂	2	0	13	13	13	26	5	15	54	54.54
S ₃₃	6	0	6	6	15	30	6	18	39	39.39
S ₃₄	5	0	8	8	13	26	7	21	55	55.55
S ₃₅	1	0	10	10	15	30	7	21	61	61.61
S ₃₆	9	0	11	11	10	20	3	9	40	40.00
S ₃₇	10	0	13	13	5	10	5	15	38	38.38
S ₃₈	5	0	10	10	15	30	3	9	49	49.49
S ₃₉	2	0	15	15	10	20	6	18	53	53.53
S ₄₀	0	0	13	13	8	16	12	36	64	64.64

As the above table shows, student one (S1) obtained 47 marks on the basis of marks assigned to each option of the statements and this constitutes 47.47 percent of the total marks. Since this percentage shows that he has average level of anxiety. Similarly, S2 obtained 45.45 percent of the total marks and this shows that he falls under the group of students having average anxiety level. Likewise, S3 secured 73.73 percentages of the total marks and this shows that s/he has high level of anxiety.

In the same way, S4 secured 43 marks which is 43.43 percent of the total marks and has average anxiety level. Similarly, S5 and S6 obtained 39.39 and 51.51 percentage respectively. So, they also seem to have average level of anxiety. Moreover, S7 obtained 46.46 percentage and he seems to have average anxiety.

S8 obtained 71.71 percent of the total marks and it shows that s/he is under high level of anxiety. Similarly S9, S10 and S11 obtained 41.41, 48.48 and 46.46 percent of the total marks respectively. Thus this percentage shows that they fall under average level anxiety group.

In the same way, S12 secured 42.42 percent marks and falls under average category. On the other hand, S13 and S14 obtained equal marks, i.e. 28.28 percent and fall under low level anxiety group.

S15 and S16 secured 50.00 and 45.45 percent of the total marks respectively, which shows that they have also average level of anxiety. Similarly, S17 and S18 obtained 54.54 and 49.49 percentage of the total marks respectively and have average level of anxiety.

S19 and S20 secured 51.51 and 44.44 percent of the full marks respectively and fall under average level anxiety group. Likewise, S₂₁ and S₂₂ and S₂₃ got 39.39 and 45.45, 55.55 percent respectively which shows that they all have average anxiety level. On the other hand, S24 secured 27.27 percent which indicates that he has low anxiety.

In the same way, S25, S26, S27 and S28 obtained 36.36, 53.53, 43.43 and 50 respective percent so they have average level of anxiety. On the other hand, S29 obtained 61.61 percent and s/he falls under high level of anxiety.

S30 secured 25.25 percent of the total marks and it shows that s/he has low level of anxiety whereas S31 got 65.65 percent and s/he has high anxiety. In the same way, S32, S33 and S34 secured 54.54, 39.39 and 55.55 percentage respectively which shows that they all have average level of anxiety.

S35 was highly anxious because he obtained 61.61 percent of the total marks. On the other hand, S36, S37 and S38 got average level marks, i.e. 40, 38.38 and 49.49 percent of the total marks respectively.

S39 obtained 53.53 percent and falls under average level of anxiety whereas S40 obtained 64.64 percent marks, which shows that s/he is highly anxious.

3.2 Achievement Level of the Individual Students in Reading

Comprehension

This section mainly deals with the level of achievement of the students. They were assigned a language achievement test. The answer sheets of the students were checked and categorized in three different levels, i.e. high, average and low.

For the measurement of the achievement level of the students, they were given a text to read and do the activities on the basis of reading comprehension. The text was of 30 full marks. The activities to be done after reading the text were answer questions, antonym, synonym, filling the gaps, true and false items, explanation of the words and writing summary.

For the analysis and interpretation of the students' achievement, the marks secured by the students were classified under three categories as follows

Low level of achievement = below 30 per cent

Average level of achievement = 30 to 59 per cent

High level of achievement = 60 per cent and above

It means, those students who secured below 30 percent have come under low achievement level and those who secured 30-59 percent marks fall under average achievement level. Similarly those students who obtained 60 or above 60 percent marks come under high achievement level. The result obtained from the achievement test has been tabulated as below.

Table No. 2

Achievement Level of the Individual Students in Reading Comprehension

Students	Score		Percentage
	Full marks	Obtained marks	
S ₁	30	11	36.66
S ₂	30	15	50.00
S ₃	30	14	46.66
S ₄	30	18	60.00
S ₅	30	19	63.33
S ₆	30	14	46.66
S ₇	30	15	50.00
S ₈	30	13	43.33
S ₉	30	10	33.33
S ₁₀	30	11	36.66
S ₁₁	30	11	36.66
S ₁₂	30	17	56.66
S ₁₃	30	21	70.00
D ₁₄	30	23	76.66
S ₁₅	30	20	66.66
S ₁₆	30	15	50.00
S ₁₇	30	19	63.33
S ₁₈	30	8	26.66
S ₁₉	30	13	43.33
S ₂₀	30	22	73.33
S ₂₁	30	17	56.66
S ₂₂	30	12	40.00
S ₂₃	30	18	60.00
S ₂₄	30	23	76.66
S ₂₅	30	18	60.00
S ₂₆	30	7	23.33
S ₂₇	30	18	60.00
S ₂₈	30	12	40.00
S ₂₉	30	8	26.66
S ₃₀	30	8	26.66
S ₃₁	30	16	53.33
S ₃₂	30	14	46.66
S ₃₃	30	19	63.33
S ₃₄	30	20	66.66
S ₃₅	30	17	56.66
S ₃₆	30	12	40.00
S ₃₇	30	19	63.33
S ₃₈	30	8	26.66
S ₃₉	30	13	43.33
S ₄₀	30	8	26.66

As the above table shows, S1 obtained 11 marks in his/her achievement test which is 36.66 percent of the total marks. It shows that s/he has obtained average marks in his/her achievement test. Similarly, S2 obtained 15 marks which is 50 percent of the total marks and the result shows that s/he has also secured average marks in achievement test. In the same way, S3 secured 46.66 percent of the total marks, and it clarifies that s/he is in the average achievement level. On the other hand S4 and S5 got 60 and 63.33 percent marks respectively, which clarifies that they both have high level of achievement.

S6, S7 and S8 achieved 46.66, 50 and 43.33 percent marks respectively and therefore, all of them fall under average level of achievement. Similarly, S9 and S10 obtained 33.33 and 36.66 percent marks respectively, which also indicate they both are in average achievement level.

S11 and S12 obtained 36.66 and 56.66 percent of the total marks respectively and it indicates that they both come under average level of achievement. r S13 got 70 percent of the full marks and falls under high achievement level however.

S14 and S15 obtained high achievement level marks, i.e. 76.66 and 66.66 percent respectively. On the contrary S16 got 50 percent marks and falls under average category of achievement.

In the same way, S17 secured 63.33 percent of the full marks and it clarifies that s/he falls under high achievement level group. But on the other hand, , S18 obtained 26 percent marks in achievement test and it shows that s/he has got low achievement score.

S19, secured 43.33 percent of the full marks and it shows that s/he falls under average category of achievement test. But S20 obtained 73.33 percent marks in achievement test which clarifies that s/he falls in high level achievement group.

In the same way, S21 and S22 obtained 56.66 and 40 percent of the total marks respectively and it shows that they both have average achievement level in English. But , S23 and S24 got 60 and 76.66 percent respectively, which indicates that they both have high level of achievement.

S25 secured 60 percent marks and it shows that s/he falls under high achievement level group. On the contrary, S26 got 23.33 percent marks and falls under low achievement level which indicates that s/he has scored high in achievement test. But S28 got 40 percent marks and falls under average achievement level.

S29 and S30 both secured equal marks, i.e. 26.66 percent of the full marks and both fall under low achievement level. On the other hand, S31 and S32 obtained 53.33 and 46.66 percent marks respectively and they fall under average achievement level group.

In the same way, S33 and S34 obtained 63.33 and 66.66 percent respectively, and which clarifies that they both fall under high level of achievement group. On the other hand, S35 and S36 secured 56.66 and 40 percent respectively and have average achievement level. Likewise, S37 got 63.33 percent marks which indicate that s/he has scored high in achievement test. But S38, obtained 26.66 percent marks and falls under low level of achievement.

Thus, from the interpretation of the above table, it has been found that six students scored below 29 percent, which indicates the low level of achievement and thirteen students secured above 60 percent marks and it indicates the high level of achievement. Most students, i.e. the remaining students secured average marks and therefore, they come under average level of achievement.

From the above table, it is also clear that the highest score in percent obtained by the students was 76.66 and the lowest score in percent was 23.33.

3.3 Correlation Between Anxiety and Achievement of Each Student

In language learning, there is also some role of anxiety. Under this section, the correlation between the level of anxiety and the level of language achievement has been shown. It has been shown by computing correlation(r) from row scores.

Table No. 3

Correlation Between Anxiety and Achievement of Each Student

Students	Anxiety		Achievement	
	Score	Percentage	Score	Percentage
S ₁	47	47.47	11	36.66
S ₂	45	45.45	15	50.00
S ₃	73	73.73	14	46.66
S ₄	43	43.43	18	60.00
S ₅	39	39.39	19	63.33
S ₆	51	51.51	14	46.66
S ₇	46	46.46	15	50.00
S ₈	71	71.71	13	43.33
S ₉	41	41.41	10	33.33
S ₁₀	48	48.48	11	36.66
S ₁₁	46	46.46	11	36.66
S ₁₂	42	42.42	17	56.66
S ₁₃	28	28.28	21	70.00
D ₁₄	28	28.28	23	76.66
S ₁₅	50	50.00	20	66.66
S ₁₆	45	45.45	15	50.00
S ₁₇	54	54.54	19	63.33
S ₁₈	49	49.49	8	26.66
S ₁₉	51	51.51	13	43.33
S ₂₀	44	44.44	22	73.33
S ₂₁	39	39.39	17	56.66
S ₂₂	45	45.45	12	40.00
S ₂₃	55	55.55	18	60.00
S ₂₄	27	27.27	23	76.66
S ₂₅	36	36.36	18	60.00
S ₂₆	53	53.53	7	23.33
S ₂₇	43	43.43	18	60.00
S ₂₈	50	50.00	12	40.00
S ₂₉	61	61.61	8	26.66
S ₃₀	25	25.25	8	26.66
S ₃₁	65	65.65	16	53.33
S ₃₂	54	54.54	14	46.66
S ₃₃	39	39.39	19	63.33
S ₃₄	55	55.55	20	66.66
S ₃₅	61	61.61	17	56.66
S ₃₆	40	40.00	12	40.00
S ₃₇	38	38.38	19	63.33
S ₃₈	49	49.49	8	26.66
S ₃₉	53	53.53	13	43.33
S ₄₀	64	64.64	8	26.66

The correlation between anxiety and achievements of each individual student has been interpreted descriptively from the above table as below:

The anxiety level of S1 was 47.47 percent and the achievement level was 36.66 percent . So, his/her anxiety and achievement are in average level. Similar to S1, S2'S anxiety level was 45.45 percent and achievement level was 50 percent and his/ her anxiety and achievement both are in average level.

S3's anxiety level was high i.e. 73.73 percent but his/her achievement level was 46.66 percent which comes under average level. On the other hand, S4 and S5^s anxiety level was 43.43 and 39.39 percent respectively which belongs to average level, but their achievement percentage was 60 and 63.33 respectively which indicates the high achievement level. Thus, this also shows that there is not positive correlation. Similarly, S6 and S7's anxiety level was 51.51 and 46.46 percent respectively and achievement level was 46.66 and 50 percent respectively. On the other hand S8's anxiety was in high level, i.e. 71.71 percent but his/her achievement was in average level, i.e. 43.33 percent.

In the same way, S9, S10 and S11's anxiety was in average level, i.e. 41.41, 48.48 and 46.46 percent respectively and their achievement was also in average level, i.e. 33.33 , 36.66 and 36.66 percent respectively. Likewise, S13 and S14's anxiety was in low level i.e. 28.28 percent but their achievement was in high level, i.e. 70 and 76.66 percent respectively. Similarly, S15's anxiety was 50 percent which comes under average level but his/her achievement was 66.66 percent.

S16 obtained average marks both in anxiety and achievement i.e. 45.45 and 50 percent respectively. On the contrary, S17's anxiety was in average level, i.e. 54.54 percent but his/her achievement level was high, i.e. 63.33 percent Similarly S18's anxiety was in average level, i.e. 49.49 percent but his/her achievement was in low level, i.e. 26.66 percent. On the other hand, the score obtained both in anxiety and achievement by S19 was of average level i.e. 51.51 and 43.33 respectively in anxiety and achievement.

S20's anxiety was 44.44 percent which comes under average level but his/her achievement score was 73.33 percent. On the other hand S21's scored in average both in anxiety and achievement, i.e. 39.39 and 56.66 percent respectively. In the same way, S22 scored average level marks both in anxiety and achievement, i.e. 45.45 and 40 percent respectively in anxiety and achievement. On the contrary, S23's anxiety was in average level, i.e. 55.55 percent but his/her achievement was in high level, i.e. 60 percent.

In the same way, S24's anxiety was 27.27 percent which indicates low level of anxiety and his/her achievement was 76.66 percent. On the contrary S25's anxiety was 36.36 percent which falls in average level but his/her achievement was 60 percent which falls under high level of achievement. Likewise, S28's anxiety as well as achievement was in the same level, i.e. average level and on the other hand S29's anxiety level was high i.e. 61.61 percent but his/her achievement was in low level, i.e. 26.66 percent from level.

Similarly, S30's anxiety was 25.25 percent and achievement was 26.66 percent which shows the average relation between anxiety and achievement. On the other hand, S31's anxiety was in high level, i.e. 65.65 percent but his/her achievement was in average level, i.e. 53.53 percent. In the same way, S32's anxiety as well as achievement was in same level i.e. average level. He secured 54.54 and 46.66 percent respectively in anxiety and achievement rating. On the other hand, S33 and S34's anxiety was in average level, i.e. 39.39 and 55.55 percent respectively but their achievement was in high level, i.e. 63.33 and 66.66 percent respectively.

Similarly, S35's anxiety was in high level, i.e. 61.61 percent but achievement level was in average level, i.e. 56.66 percent. On the contrary, S36's anxiety was in average level, i.e. 40 percent and achievement was also in average level, i.e. 40 percent. In the same way, S37's anxiety was in average level, i.e. 38.38 percent but achievement was in high level, i.e. 63.33 percent. On the other hand S38's anxiety level was 49.49 percent but achievement was 26.66 percent.

S39's anxiety as well as achievement level both were in average, i.e. 53.33 and 43.33 percent respectively. On the contrary, S40's anxiety was 64.64 percent which comes under high level but achievement was 26.66 percent and comes under low level.

Table No. 4

Statistical Correlation Between Anxiety and Achievement

Students	Score in Anxiety (X)	Score in Achievement(Y)	X ²	Y ²	XY
S ₁	47	11	2209	121	517
S ₂	45	15	2025	225	675
S ₃	73	14	5329	196	1022
S ₄	43	18	1849	324	774
S ₅	39	19	1521	361	741
S ₆	51	14	2601	196	714
S ₇	46	15	2116	225	690
S ₈	71	13	5041	169	923
S ₉	41	10	1681	100	410
S ₁₀	48	11	2304	121	528
S ₁₁	46	11	2116	121	506
S ₁₂	42	17	1764	289	714
S ₁₃	28	21	784	441	588
D ₁₄	28	23	784	529	644
S ₁₅	50	20	2500	400	1000
S ₁₆	45	15	2025	225	675
S ₁₇	54	19	2916	361	1026
S ₁₈	49	8	2401	64	392
S ₁₉	51	13	2601	169	663
S ₂₀	44	22	1936	484	968
S ₂₁	39	17	1521	289	663
S ₂₂	45	12	2025	144	540
S ₂₃	55	18	3025	324	990
S ₂₄	27	23	729	529	621
S ₂₅	36	18	1296	324	648
S ₂₆	53	7	2809	49	371
S ₂₇	43	18	1849	324	774
S ₂₈	50	12	2500	144	600
S ₂₉	61	8	3721	64	488
S ₃₀	25	8	625	64	200
S ₃₁	65	16	4225	256	1040
S ₃₂	54	14	2916	196	756
S ₃₃	39	19	1521	361	741
S ₃₄	55	20	3025	400	1100
S ₃₅	61	17	3721	289	1037
S ₃₆	40	12	1600	144	480
S ₃₇	38	19	1444	361	722
S ₃₈	49	8	2401	64	392
S ₃₉	53	13	2809	169	689
S ₄₀	64	8	4096	64	512
N= 40	X=1893	y=596	X ² =94361	y ² =9680	XY=27534

$$r_{xy} = \frac{N(\phi_{xy}) Z(\phi_x)(\phi_y)}{\sqrt{N\phi_x^2 Z(\phi_x)^2 \cdot N\phi_y^2 Z(\phi_y)^2}}$$

Where,

$$N = 40$$

$$\phi_X = 1893$$

$$\phi_Y = 596$$

$$\phi_X^2 = 94361$$

$$\phi_Y^2 = 9680$$

$$\phi_{XY} = 27534$$

r_{xy} = correlation between anxiety and achievement

$$r_{xy} = \frac{4(27534) Z(1893)(596)}{\sqrt{(40)(94361) Z(1893)^2 \cdot (40)(9680) Z(596)^2}}$$

$$r_{xy} = \frac{1101360 Z1128228}{\sqrt{3774440 Z3583449 \cdot 387200 Z355216}}$$

$$r_{xy} = \frac{Z26868}{190991 \mid 31984}$$

$$r_{xy} = \frac{Z26868}{\sqrt{6108656144}}$$

$$r_{xy} = \frac{Z268684}{78157.89} \times Z0.35$$

Thus, according to the conception of correlation coefficient, below 0.3 is weak relation, above 0.7 is strong relation and between the two is average relation.

The correlation coefficient of anxiety and achievement -0.35 shows the average relation between the anxiety level and the achievement level of the students in the process of learning English as a second language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After analyzing and interpreting the data obtained, the following findings have been derived.

1. On the basis of Four point Likert scale used for measuring students' anxiety, it was found that a vast majority of the students, i.e. 77.5 percent had the anxiety in average level whereas; only 7.5 percent had low anxiety. Similarly, 15 percent students were found to have been highly anxious, i.e. they had the anxiety in high level.
2. From the achievement test it has been found that among the total students 35 percent possessed high level of achievement whereas 15 percent possessed low level of achievement. Similarly, 50 percent placed themselves in the scale of average level of achievement.
3. The students who were found to have low anxiety did better in their achievement test. For evidence S_{13} and S_{20} who were rated 28.28 and 44.44 percent in anxiety scale obtained 70 and 73.33 percents marks in the achievement test. Similarly, the students who had high level of anxiety did not do better in their achievement test. For example, S_8 who was rated to have high level of anxiety, i.e. 64.64 percent could not do better in achievement test and obtained just 26.66 percent marks. But some students who had average level of anxiety possessed high level of achievement. From this we can say that the highly anxious students can not do better in their achievement whereas those students who are only slightly anxious can do better. Students were also found to shift. Some students who were slightly anxious were also found to possess high level of achievement. For example, S_5 was found to have average level

of anxiety but high level of achievement. Similarly, the students having average level of anxiety were also found poor regarding the results of achievement test.

4. From the research, it has been found that only 50 percent students could show average level of achievement while 77.5 percent students were rated to have the anxiety in average level. Similarly, only 7.5 percent students had low level of anxiety but 35 percent students performed highly in the achievement test. This shows that some students who had average level of anxiety did better in achievement test. Furthermore, 15 percent students were found to have high level of anxiety and the percent of the students who performed badly in achievement test is also 15 percent.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made:

1. Since a very few students were found to have low level of anxiety, the teachers should try to reduce its level in students. Students with high anxiety cannot perform well or are not better in language achievement. So, the teachers should make their students feel free in the classroom.
2. Maximum exploitation of communicative activities should be made. When the students are involved themselves in performing something, their shyness and anxiety is reduced at least to some extent. They can better learn the language by using it themselves than becoming the mere listeners of the teachers. Not only the extrovert students but also the introvert students should be given equal opportunity to use language so that the anxiety level can be reduced. The teachers should try to make frequent interactions between these two type of students.
3. The feedback that the teachers provide should neither be immediate nor delayed. The teachers should choose appropriate time for it. Immediate

correction increases the level of anxiety. They should be corrected in such a way that they do not know they are being corrected but know what is right and what is wrong.

4. Most of the students were not good at language achievements. Some times language achievement is decreased not only because of the high level of anxiety but also because of other factors like weak presentation of teaches, not proper management of the classroom, and so on. That is why the teachers should also pay attention to the factors other than anxiety which can hinder the language achievement of the students.
5. The teachers should pay much attention towards making the students read a lot. Development of reading habit increases the level of comprehension. The teachers should not themselves solve everything. The students should be asked to read and do the works themselves. If they make mistakes, they should be asked to read and re-read.

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24. I feel very self conscious about reading the English language in front of other students.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

25. I do not worry about getting left behind even if language class moves so quickly .

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

26. I feel more relaxed and confident in my language class than in my other class.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

27. I do not get nervous and confused when I am reading in my language class.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

28. When I am on my way to language class, I feel very sure and relaxed.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

29. I do not get nervous when I don't understand every word the language teacher says.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

30. I never feel overwhelmed by the number of rules you have to learn to read the English language.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

31. I am not afraid that the other students will laugh at me when I read the English language.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

32. I always feel comfortable around native like speakers of the English language.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

33. I do not get nervous when the language teacher asks questions which I haven't prepared in advance.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

12. In language class, I do not get so nervous even if I forget the things I know.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

13. It never embarrasses me to volunteer answers in my language class.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

14 I would not be nervous while reading in the English language with native like speakers.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

15. I do not get upset when I don't understand what the teacher is correcting.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

16. Even if I am not well prepared for language class, I do not feel anxious about it.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

17. I never feel that I should miss my language class.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

24. I feel very self conscious about reading the English language in front of other students.

- a. strongly disagree
- b. disagree
- c. agree
- d. strongly agree

25. I do not worry about getting left behind even if language class moves so quickly .

- a. strongly disagree
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- c. agree
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- a. strongly disagree b. disagree
- c. agree d. strongly agree

32. I always feel comfortable around native like speakers of the English language.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

33. I do not get nervous when the language teacher asks questions which I haven't prepared in advance.

- a. strongly disagree b. disagree
- c. agree d. strongly agree

APPENDIX- II

Read the Following Passage and Answer the Question