

.CHAPTER – ONE

INTRODUCTION

This research entitled **English Language Anxiety in Class Eight Students** has been carried out to find the anxieties that the students do have while learning the English language skills and aspects. This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the study

Language can be viewed as one of the most essential aspect of human beings. Human existence has been possible due to language as it transfers the heritage from one generation to another. Language has been doing so as it is the most important means of communication. It is the means of expressing emotions, feelings, ideas and perspectives of human beings. Sapir (as cited in Lyons 2003, p.3) defines language as a “a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”

Language is body of words and the system for their use common to the people who are in the same community, nation, the geographical areas or in the same cultural traditions. In course of defining language Robins (1964, p.14) views that a language is symbol system based on pure arbitrary convention indefinitely extendable and modifiable according to the changing need and condition of the speaker. So, language is a purely human communication system which includes a set of vocal sounds which is arbitrarily and voluntarily produced to convey certain type of meaning. It is actually a social institution and a form of cultural behavior. It is a medium to share thoughts, emotions, and ideas etc. to each other. English is being taught and learnt all over the world but learning and teaching of English differ greatly from individual to individual. English language has become the craze of the society. Every young generation is eager to learn English language. In course of teaching and learning English language many methods, approaches, techniques have been introduced in the

field of English language teaching. But all the efforts became worthless if the learners themselves do not have internal drive for learning. Many students sometimes may become hesitant due to their personal or social problems to opt for English. And these problems usually cause a decrease in their performance in class. One of the biggest problems for them is anxiety towards language learning. Anxiety is the feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Spielberger, 1983). It is a negative way to present human feeling. When we are anxious, we feel nervous, worried and fearful.

Language anxiety (LA) can be defined as the fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Gardner and MacIntyre, 1993) or the worry and negative emotional reaction when learning or using a second language (MacIntyre, 1995). Generally, language anxiety has further been viewed as a negative psychological factor in the language learning. Foreign language anxiety negatively impacts on the quality of learning and is a critical factor in a learner's success or failure in learning a foreign language. Learning English as a foreign language has always been a problematic area for the learners. Most of the learners express their fears and a feeling of uneasiness against learning English as foreign language. The feeling of anxiety can provoke many problems in the acquisition, retention and production of the language (MacIntyre and Gardner, 1991c) which ultimately affects their grades, as compared to their more relaxed peers. It is widely believed that learning a foreign language can be stressful activity for some learners (Hewitt and Stephenson 2011). Many researchers have, therefore, examined the role of anxiety in language learning early 1970s.

Anxiety is associated with the feeling of uneasiness, self-doubt, worry or fear that a person feels under certain circumstances. Likewise factors such as an emphasis on competition between students or forcing students to produce in the second language before they are ready, can cause anxiety in language achievement. It is considered as one of the best predictors of foreign language achievement. It is considered one of the most important affective factors influencing the success of language learning.

Language learning constitutes a specific kind of anxiety, aroused by situational factors such as tests and speaking in front of class. It is the feeling of tension and apprehension specifically associated with second language contexts including four

language skills; listening, speaking, reading and writing, and language aspects such as pronunciation, meaning, vocabulary and spelling.

1.2 Statement of the Problems

Language cannot be used in vacuum or in isolation. It has always been used among the people in their families, societies or communities and classroom. Since Teaching English is closely related to the classroom context, it helps the teachers and learners to understand and receive the desired objectives. Lack of sufficient interest, guidelines, teaching learning environment, there may be hindrance to achieve the goal. The main problems are; lack if ability, motivation, studies habits and support. In this connection, the researcher desires to evaluate student's attitudes towards English language.

The main source of anxiety in students' fear of failure and particularly in English in the context of Nepal. Anxious students may have difficulty in learning in the first place, difficultly in using or transferring knowledge, and difficulty in demonstrating their knowledge on tests. The questions which arose here are: what are the main areas in which the students have anxiety; what are their sources; how do they affect in their achievement and how can they be sorted out? The present study, thus, tried to explore the language anxieties that the Class eight students have had and thereby help them to overcome such anxiety. This will turn be instrumental to uplift their academic achievement.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out English language anxiety and its causes in Grade Eight students.
- b) To explore the areas of English language i.e. language skill and aspects, in which the students have anxiety.
- c) To suggest pedagogical implications.

1.4 Research Questions

Based on the purpose of the study, the researcher sought to answer the following questions:

- a) What level of do students have anxiety in learning English as L2?
- b) Which language skills and aspects do the class eight students have anxiety in?
- c) How does the anxiety affect in learning English?

1.5 Significance of the Study

This study attempts to identify the attitudes of government schools' students towards English. Thus, it is expected to be useful to these schools and learning places having similar geographical and social features. It may be useful for the planners and policy makers, too. It also opens the gate for further studies related to this issue. In other words, this study also helps the textbooks designers because it provides them an insight to incorporate exercises which are significant for learners and overall teaching learning activities related to English. It is useful for those students and teachers who have keen interest in the consequences of reading, writing and grammatical type of class work on teaching learning activities, since this study has fully covered these issues practically. In the same way the study will be significant to the teachers teaching English language. Once they know the language anxiety of their students and their cause they can plan their lessons in such a way that their teaching becomes effective to grasp desired results.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

- a) This study was limited to Chitwan district only.
- b) This study was also concerned only with grade eight students.
- c) This study was delimited for the exploration of language anxiety their cause in the of language skills and aspects.

1.7 Operational Definition of the Key Terms

What follow now is the definitions of the words extensively used in this study.

Anxiety: Feeling of uneasiness, worry tension, nervousness, fear, apprehension, fear and frustration.

Attitude: Opinion or view on specific topic or issue.

First Language: A person's mother tongue or language acquired first.

Language Anxiety: Feeling of uneasiness, self-doubt worry or fear for learning language

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Many research works have been carried out in the field of second language acquisition (SLA). Different scholars have different views regarding the teaching and learning of second language, i.e. English. Learning English is not an easy task. Many factors play significant role in course of learning language. Here, no work has been carried out to find out the English language anxiety for the class Eight students.

Language anxiety is relatively a new concept in the field of English language. Internationally, several researches have been carried out regarding language anxiety. But at the national level, there are a few researches on this area.

Hence, the present study is proposed on English language anxiety in class Eight students thinking that it may have immediate implications. This chapter includes the related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

2.1 Review of theoretical literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associate with English language development of the students. The theoretical review of the literature is mentioned as below:

Language anxiety is a problem common to English language classes throughout the world. Research has shown that language anxiety is a significant problem in language classrooms throughout the world especially in terms of its strong relationship with the skill of speaking in a foreign or second language. It is therefore, imperative that language instructors develop an awareness of the phenomenon of language anxiety, what cause feelings of anxiety in language classroom and practical ways to reduce anxiety levels.

Language learners usually express anxiety, apprehension and nervousness when learning a new language. The fear of the learning language mostly regarding English Language can originate from learners' own sense of self, their self-related cognitions,

language learning difficulties, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity. This sub-section deal with different theoretical perspectives related to the language anxiety and the types and effects of language anxiety in English language learning.

Most of the language classes are conducted in large classroom and the lecture method is a common tool for instruction used in the classroom (Budhathoki, 2010). Students are involved in rote learning and low priority is given to active participation of the students (Shrestha, 2013). National Curriculum Framework (2063) clearly mentions that the medium of instruction of English subject should be in English, Conversely, it is not implemented satisfactorily in all the cases. Some private schools in certain places teach their students through English. Besides this translation, paraphrasing and lecture method are popular. Along with it few of the schools of Nepal lack sufficient and adequate - materials to teach English to the students this results in the demoralization to learners.

2.1.1. Teaching of Language

When teaching a language, we spend very little of our times in giving the different skills and aspects of it whenever we have done so we should ask ourselves it was really necessary. The teacher's first and most urgent task is to give his pupils the opportunity to hear words significantly enough for the sounds and the patterns of sounds to form in their minds and make durable impressions that stands for something when they are repeated. The teacher should give his pupils the opportunity to use the sounds themselves to explore. The situation they are in with these new tools of perception. In this regard, Billows (1961, p.3) says "Students must experience language, live in it, merely understand it, every movement, every process, every wish, every need must be followed by

2.1.2 English Language Teaching Situation in Nepal

In the context of Nepal, though there exist different type of schools, two types of schools viz; government school and. private schools have the dominant role (Bhattarai, 2006). In case of. Private schools, all the subjects except the national language Nepali are taught in English whereas in government schools, all other subject except English are taught in Nepali as a medium of instruction. However, both these streams' students finally meet when they sit for Basic level Examination BLE or at the end of grade Eight. Nowadays BLE is grading in GPA system.

Although, approximately Two lakhs students appear in each of these national examinations every year, only half of those go to university level examination. And alarming number of students from the Nepali medium school fail because they cannot secure pass mark in English which is the huge wastage in resource (Bhattarai, ibid)

Usually, classes in Nepal are large in size. It is great challenge for teachers to manage large classes with mixed ability students. Individual differences, learning ability of the students and personal strategies are to be taken into consideration.

2.1.3 English Language in lower Secondary Level

Undoubtedly, English is the means of international communication and it is also the major world language. Nepal is weak both economically and industrially. So, English language may play vital role in order to resist the challenges of newly developed world. Because of this purpose, English has been taught as compulsory subject from class one up to bachelor level. During lower secondary education, students spend eighty percent of their time on the six core subjects, English, Nepali, Mathematics, Science, Social Studies, Health Population and Environment, and remaining 20 percent on optional subjects. The importance of English in Nepalese education is also indicated by the fact that additional English is one of the optional subjects.

According to CDC (2005), the structure of Nepal education system is outlined below.

Pre-primary education-a preparatory phase for primary.

Primary classes 1-5

Lower secondary classes 6-8

Secondary classes 9-10

Higher secondary classes 11-12

The two year English curriculum for grade 8 and 9 has two main purposes. One is to enable students to exchange ideas with people of any nationality who speak or write English and the others is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English. A single language function can usually be expressed through more than one grammatical structure or set of vocabulary items. For this reason, English is used at grade 8 and 9 levels. Functions remain the same at this advanced level but they are recycled with an increasing expression of structure vocabulary and register. The curriculum also includes instructional objectives and skills in content areas, and a scope and sequence chart specifying the number of periods for each unit. Furthermore, assessment procedures have also been established to assist in the students' educational development.

2.1.3.1 English language in Class Eight

The curriculum of Grade 8 is based on functional or communicative approach to language teaching. The functional language teaching approach emphasizes the teaching of language Functions along with grammatical items and language structures. We use language to get things done for example, to greet someone, to ask for permission or to express intentions or plan each of those is a language function. Aim of the new curriculum is to enable the students to be competitive in order to tackle the new era. Beside this, students should be able to communicate both in spoken and written English not only by using grammatically correct sentences but also using the appropriate utterances according to the demand of the situation.

Compulsory English of Class Eight has organized the lessons consistently in each unit. Each unit of the book has reading material, followed by variety of exercises.

Each unit has sufficient materials involving listening, speaking, reading and writing activities, Ways with word, True or False, Matching items, Correct order and question and answer is given there.

At the beginning of the book exercises and activities revising previous learning are included, referring to grammatical structures that have been learnt and taught in the previous grades. There is also a glossary, this book can represent as communicative friendly so, teachers are suggested or demanded to be a facilitator.

Teaching and learning in the classroom should be learner centered. Children learn by doing. So language teachers should give students every opportunity to use language and to sharp their productive qualities. The teacher's role should be that of a manager, guide and a facilitator, not that of an authority. Teachers should provide students sufficient materials and opportunities to use the language mainly demonstration with relia. Dramatization, role play, group work, and pair work are some of the activities that can be applied by the teachers.

On the other hand, students also perform varieties of activities in classroom related to class work. In addition; the class work can be provided in the classroom during teaching learning activities under the direct supervision of the teacher.

2.1.4 Teaching Language Skills

Listening, speaking, reading and writing are major language skills which are integrated not only while we are using it for various purposes. A language is a basically used in real life situation in order to exchange information. To grasp information, we have to listen to someone or something or read a written text. Therefore, listening and reading are referred to as receptive skills. It means we receive a message and information through listening and reading. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. Therefore, speaking and writing are known as productive skills. It means speaking and writing are involved in production. Human beings learn to listen and speak automatically and naturally. They do not have other options. They are situationally compelled or obliged to listen and speak. They acquire these two basic skills without any conscious effort. Listening and speaking are therefore, referred to

as primary or obligatory language skills. On the other hand, reading and writing are called secondary or optional language skills because we human being are not compelled to acquire or learn them to conduct our life. We have to learn them through conscious effort. Regular practice and teacher's support on doing activities related to skills help teaching activities.

2.1.4.1. Teaching Listening

Teaching Listening is an activity of paying attention to and trying to get meaning from which we hear. Listening refers to the ability that enables the learner to identify and understand the natural or recorded speech of someone. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm and intonation, grammar and vocabulary of the language. Students have anxiety towards listening. They feel bore when they are advised to listen.

2.1.4.2 Teaching Speaking

Teaching speaking is fluently and appropriately into foreign language contexts. Speaking is primarily a productive skill because the language is primarily manifested in speech. Of all the four language skills, speaking seems intuitively the most important as people who know languages are referred to as speakers of that language. Second language learner seems to be primarily eager and interested in learning to speak, as if speaking includes all the skills required for learning a language completely.

2.1.4.3 Teaching Reading

Reading is an activity dominated by the eyes and the brain. The eyes receives message and the brain filters its significance. Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It also activates receptive skill because the reader has to be actively involved in reading in order to receive information. While reading a foreign language text, the reader has to try to understand the message and information contained in the text without the help of native speakers of the language.

2.1.4.4 Teaching Writing

The process of generating tentative ideas with voice to write and translating them into a readable text. Writing skill is associated with the productive aspect of language. It is immensely important because it is permanent and powerful medium of expression. It is the fourth or last skill of language in natural order. When we use graphic symbol i.e. letters or combination of letter which are related to speech sounds. Writing is much more than the production of symbols. Our writing is expected to impart the message to readers. Writing involves the encoding of message of some kind that is why it is said that we are writing for the readers. While we are writing a text, we aim at translating our thoughts into language. Generally, our writing is read by others interpretation of the message.

2.1.5 Language Anxiety

English language has the most dominant status in education system in many countries of the world. Similarly, the term anxiety is related to the psychological aspects of a learner. Generally, the term anxiety refers to the feeling of uneasiness towards something. Language anxiety is a problem that may hinder language learning.

Language anxiety is the fear or nervousness that occurs when learners is expected to perform the second/foreign language. Anxiety has both the negative and positive effects. Some researchers have concluded that anxiety in language learning has negative effect.

According to Ganschow (1994, p.42, as cited in Chang, 2004, p.3), "there is likely to be a strong negative correlation between FL anxiety and measure of FL proficiency". Similarly, other researchers show a negative relationship between anxiety and performance (Bailey, 1997, p.19, as cited in Chang, 2004, p.5). So, anxiety has a great effect on the English language learners.

2.1.5.1 Causes and Sources of Anxiety

Different problematic situations occur when learner deals with different ingredients of language learning. Nevertheless, along with the occurrences of positive factors like motivation, excitement and pleasure, negative factors also occur in English language

learning such as fear, tension, frustration and apprehension. Mainly, anxiety which are always caused by personal reasons are mentioned below:

a) Self-Assessment of Ability

It is indicated that self-assessment of ability usually supports learning and it contributes to the techniques of learners' language achievement. On the Other hand, they figured out that there is a negative relationship between the students' talents and language anxiety. According to their study, it is revealed that when the language anxiety level of the students increased the results of the tests on speaking, listening, writing and competence are all decreased.

b) Self-Comparison to Others

Horwitz, Horwitz and Cope (1986) studied on Spanish learners and they found out that students who are anxious were reluctant to attend language learning tasks. And they feared to talk in the foreign language as they do not want to be less successful than the others or they do not want to be humiliated.

c) Learner beliefs

Aydin (2001) declares that learners bring their beliefs about language learning. to the classroom and their beliefs affect their "effectiveness in the classroom" (p.34). She also states that learner beliefs could cause anxiety.

All these explanations reveal that students may find it difficult to express themselves in English language and some of English language teaching practices may not be useful for them as they suffer from language anxiety.

2.1.5.2 Factors that Contribute to Anxiety

Students often use the terms frustration, nervous, and anxious interchangeably. They enumerate various sources for their anxiety, such as speaking activities, inability to comprehend, negative speakers, methodology, pedagogical practices, and the teachers themselves. The sources of anxiety often were intertwined, causing difficulty in teasing out a discrete factor or source.

According to Worde (1998), the most often cited anxiety generating factors are:

- a. Non-Comprehension
- b. Speaking activities
- c. Pedagogical and instructional practices
- d. Error correction
- e. Native Speakers

2.1.5.3 Factors to Reduce Anxiety

Students believe that English language classes generated considerable anxiety. Therefore, it was anticipated that the students themselves would offer concrete suggestions for alleviating this anxiety, which they did. According to Worde (1998), the proposals ranged from simple suggestions to complex curriculum and textbook changes are:

- a. A sense of community
- b. Pedagogical practices and classroom environment
- c. Role of teacher

2.1.5.4 Manifestation of Anxiety in the Students

According to Worde (1998), the manifestations of anxiety in the students are:

- a. Physical
- b. Internal and functional
- c. Avoidance.

2.1.5.5 Classification of Anxiety

Anxiety in language learning is necessary but the ratio must be maintained. Even though, some people dislike learning under tension; they still believe that tension is good for learning. To create a low anxiety atmosphere in the language classroom is an important and essential issue for EFL learners and teachers. Desuggestopedia, which is an affective humanistic approach that promotes respect for students' feeling might be a good way to reduce students' language anxiety. Language learning anxiety can be

classified from three broad perspectives namely: anxiety from linguistic perspective, anxiety and its nature in relation to time, and anxiety in terms of its effects in learning (Allwright and Bailey, 2002, Hamzah, 2007 Tanveer, 2007)

2.1.6 Anxiety from Linguistic Perspective

Linguistic is a science with many sub-branches and may be described in general terms as the scientific study of language. Language is not only used as a Lingua-Franca, but also the most of the speakers from other speech community of the world use it as an international language. English is taken as a prestigious language in Nepal. Everyone wants to have command over English that is why; it has got greater importance in the field of education as well as business and other areas.

Similarly, the inherent features of language and its linguistic aspects anxiety can be viewed from linguistic perspective. Therefore, Sparks, Ganschow and Javorsky (2000, p.251) as cited in Tanveer 2007, p.19) say "students' anxiety about L2 learning is likely to be a consequence of their language learning difficulties".

Moreover English language is being taught and acquired in artificial situation in Nepal. On the basis of different research findings and corpus evaluation, we can subcategorize anxiety from linguistic perspective under the following aspects:

2.1.6.1 Grammatical Aspects

The term "grammar" has been derived from Greek word "grammarika or Grammatik's" and its etymological meaning is 'the art of writing". Grammar had come to be regarded as a set of rules usually in the form of a textbook, dictating the correct' usage. We as language teachers should not forget that grammatical knowledge is essential for their academic success and it is more or less responsible to cause anxiety.

Grammar plays a crucial role in teaching English. Without grammar rules a language is paralyzed in the sense that grammar directs language use and usage. It is believed that more than six thousand distinct languages exist in the world. There are various speech communities which use their own distinct language within the group. The languages that are used in the world have some common properties i.e. language universal and distinct features. Every language has its own vocabulary and grammar.

A grammar tells about proper selection of words in correct order and punctuation in a sentence as well as in a paragraph.

2.1.6.2 Semantic Aspects

Semantics is the level of language which studies meaning and its features and components. It also tries to explain the logical and literal relationship of words in terms of meaning. We then broadly defined 'English' as an example of a living language, noting that it belongs to the large Indo-European family of languages and is widely spoken both as a first and second language. It was also pointed out that there is not only variety of English, but that English is a group of many related dialects. Finally, we acknowledged the important place English holds as an international or 'World Language'. MacIntyre (1995, as cited in Tanveer, 2007, p.50) notes that "researches found a significant negative correlation between language anxiety and the ability to recall vocabulary items". Moreover, Tanveer (2007, p.50) quoted the following sentences:

"I don't have exact word to express my ideas".

"Sometimes I am conscious I am not using right word".

"I always feel nervous speaking English because I do not have enough vocabulary".

The second language learners' view the L2 from L1 perspective in various aspects and they produce semantically erroneous sentences. We can exemplify:

* I prefer skin shoes instead of leather shoes.

* I eat water instead of drink water.

The language learners produce such, not grammatically but semantically, inappropriate sentences. Such frequent semantic errors and teacher's treatment over them make the L2 learners feel apprehension and this definitely hinders L2 learning. According to Hamzah and Tanveer (2007, pp. 49-51), the following factors are responsible to cause anxiety related to semantics:

- a. Teaching vocabulary in isolation through translation technique.
- b. Lack of additional reading materials.
- c. Less writing and reading materials.
- d. Morphological problem e.g. word formation/inflection.

2.1.6.3 Functional/ Pragmatic Perspectives of SLA

Functional/Pragmatic approaches to SLA give broad explanation of contextual and functional phenomena in relation to learners inter language development. The language learning process is not viewed merely from the linguistic perspectives. This is to say what skills and levels of language have been acquired is not the primary determinant of the success in SLA, but what ways of making meaning from the utterances and achieving communication goals are acquired by the learners is centrally concerned within functional/pragmatic approaches to SLA.

Functional approach views SLA from the perspective of how language functions (i.e. how language is used for communication purpose.) The major concern of functionalist approach is how different forms are used to express different functions. It also takes into consideration the relationship between forms and functions in the learner's target language. The form-function relationship has very important to do with meaning aspects along with its relation to different levels and aspects of language, including pragmatics, syntax, and lexicon and so on. This is to say in functional approach multiple levels and aspects of language are considered simultaneously.

2.1.6.4 Phonological Aspects

Phonology refers to the study of sound system i.e. the study of how speech sounds structure and function in a language. It has been defined variously by various linguists. Ladefoged (2006,p. 33) opines "Phonology is the description of the system and patterns of sounds that occur in a language." Similarly, according to Hyman (1975,p.1) "phonology) is the study of sound system of a language." Crystal (2003: 350) opines in the same way. He defines phonology as a "branch of linguistics which studies the sound system of languages.

L2 learners avoid participating in conversation. Fundamentally, it stops their development of speaking skills. The less exposure of L2 materials results problem in native like pronunciation and ultimately hampers listening skill. Eventually, English learners become anxious with phonological aspect of language.

2.1.6.5 Anxiety and its Nature in Relation to Time

At one-time people interested in language were very prescriptive, that is, they used their knowledge to tell people how to speak and how to write correctly according to standard usage. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. People often experience a general state of worry or fear before confronting something challenging such as test, examination, recital, or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation. Anxiety can also be defined in terms of its nature related to time.

Scovel (1978, as cited in Al 1 wright and Bailey, 1999, p.173) classified anxiety into the following two types:

Anxiety and its Nature in Relation to Time

1. State Anxiety
2. Trait Anxiety

1. State Anxiety

State anxiety refers to the actual experiences of anxiety and its effect on emotions, cognition and behavior (Maclyre as cited- in Young 1999, p.28). Young (1991) identifies six main sources of language anxiety as:

- a. Personal and Interpersonal Issues
- b. Learner Beliefs About Language Learning
- c. Instructor Beliefs About Language Teaching
- d. Instructor-Learner Interactions

e. Classroom procedure

f. Language Testing

2. Trait Anxiety

Trait or global anxiety refers to a stable predisposition to become anxious in a wide range of situations. Spielberger (1983) defines trait anxiety as the probability of becoming anxious in any situation. Trait anxiety refers to the stable tendency to attend, to experience, and to report negative emotions such as fears, worries, and anxiety across many situations.

Trait anxiety is a relatively permanent personality feature (Allwright and Bailey, 2002, p. 173)

Thus, trait anxiety is related to personal not to the situation. Trait anxiety can be summed up as follows:

- a. Over competitiveness
- b. Self-concept anxiety
- c. Cognitive anxiety
- d. Pathological anxiety
- e. Anxiety of social evaluation
- f. Academic anxiety (Bosiak, 2004 and Wei, 2007).

2.1.6.6 Anxiety in Terms of Effects in Learning

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat (adapted from the Encyclopedia of Psychology). From the perspective of effect and importance of anxiety in learning and teaching, there are, of course, two opinions namely:

a. Facilitative (Positive) Anxiety

Bosiak (2004, p.7) says "facilitative anxiety as it is known, produces positive effects on the learner's performance". Finally, little nervousness and tension as facilitative anxiety in the process of learning are therefore, good things. It facilitates the learner to be alert toward her/his foreign language learning.

b. Debilitative (negative) Anxiety

Many researchers have taken anxiety as debilitative factor rather than facilitative factors in language learning. Some of the linguists strongly disagree with facilitative anxiety. We can say that; language anxiety is more harmful rather than helpful.

2.1.6.7 Anxiety in Language Skills

Language differ from each other in terms of grammar, lexicon (vocabulary), idiom (set expressions) and accent (pronunciation). As an international language of communication English is the most widely used language, both in terms of translation and also in terms of business and other functions of English in the global community. In the field of English as a second language, language is frequently discussed in terms of its four component skills, i.e. listening, speaking, reading and writing. Language means to understand communication first. Communication involves transferring or conveying a message from its source to the recipient. A message may contain any information for any number of reasons and communicating a message makes use of any of the five senses (seeing, hearing, touching, tasting and smelling)

2.2 Review of Empirical Literature

Second language anxiety is a problem common to language classes throughout the world. It is also widely accepted that research on language anxiety has come a long way and the affective state of the individual in the language classroom is now receiving the attention it deserves. The ability to communicate in more than one language is widely recognized as desirable skill, whether to further a career or merely for personal use. Under the department of English education many comparative research works have been carried out. But a very few researchers have been done in language anxiety.

So, I am interested to do research in this sector. Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, journals and reports.

Gardner et al. (1976, as cited in All right and Bailey, 2002, p. 172) carried out a survey research on "Relation Between Anxiety and Speech Skills in Foreign Language" involving over thousand Canadian high school learners of French and found that the more anxious learners are the less likely to do well at speech skills. They, furthermore, conducted that the phenomenon of language classroom anxiety was so widely spread as to be identifiable. Dulay and Burt (1977) proposed the model of affective filter hypothesis in SLA.

Likewise, Sharma (2015) carried out another research entitled "Effectiveness Of Group Work Technique in Teaching Communicative Functions". Main objective of his study was to find out the effectiveness of pair work technique in teaching communicative function. She used the questions as the sources of data collection. The study found that pair works technique in teaching communicative function really enhances the students' progress.

Similarly, Dulal (2016) carried out the thesis entitled "Effectiveness of Group Work Technique in teaching Speaking". Main objective of the study was to find out the effectiveness of pair work technique in teachings speaking. In order to find out the results she used the question as the tools for data collection.

Parajuli (2018) has carried out a research on 'English Language anxiety in Class Nine Students.' The objective of the researcher was to analyze data procedure of secondary level of thirty students to analyze three different government school of Chitwan district. The data collected from the students were analyzed, interpreted to find out the anxiety of the students in language skills and aspects.

In addition to these, I also acquired insights from different sources such as books, journals, articles and websites that helped me to make my research study a complete one.

2.3 Implication of the Review for the Study

I reviewed a number of researches to satisfy my research. However, I do not find any research that could evaluate the grade. Eight students' attitude toward English language. Many researchers have been carried out under attitude but in the context of Nepal anxiety towards English language is new in the field of educational research. Here I got equally facilitated from a number of research works related to students' attitude toward English.

From the study carried out by Patterson (2005) I got the concept of title and questionnaire for research. This study also taught me that survey questionnaire can be used to find the anxieties related to English language among Eight grade.

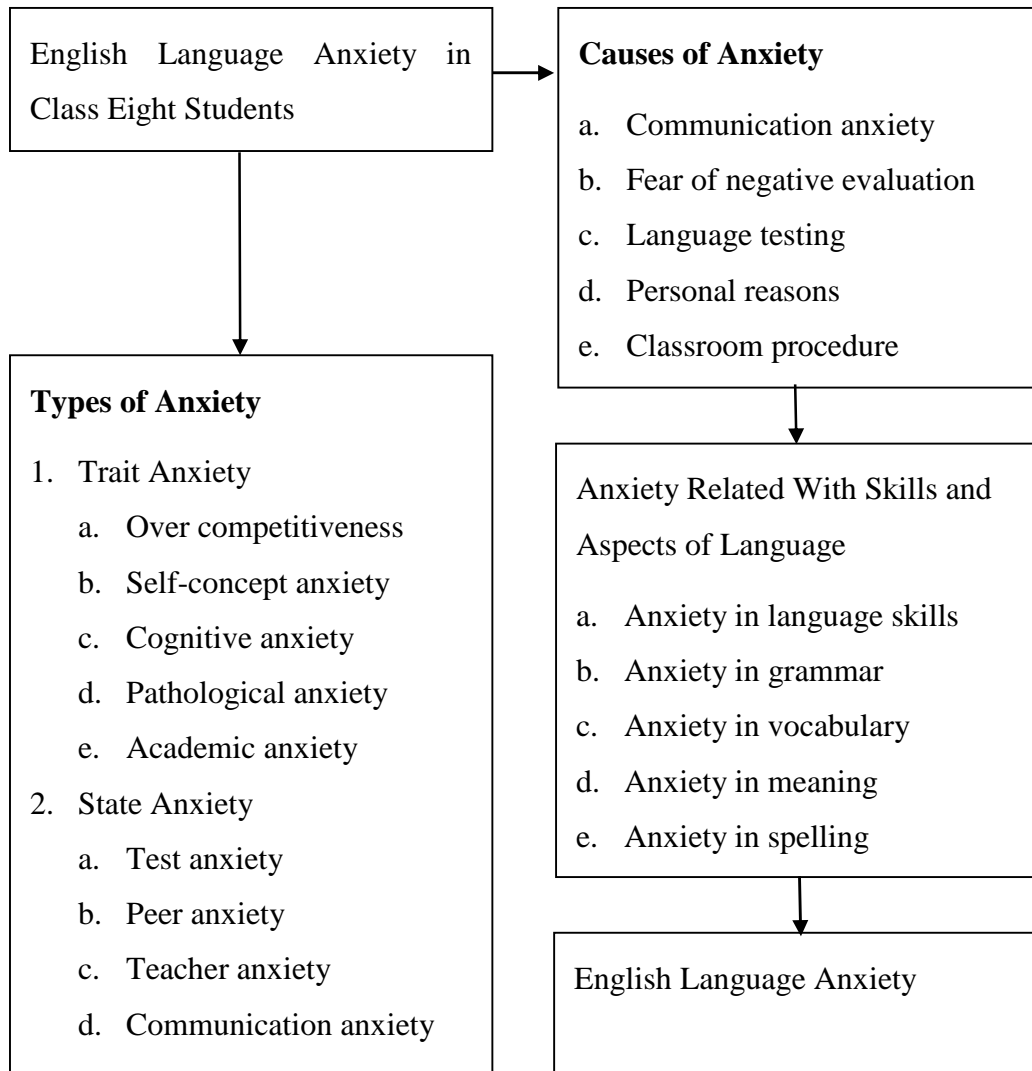
In the same way, from the study carried out by Sharma (2004), I learnt how to write historical background and introduction part. Beside this, his finding supported me to get the idea concerning the further research.

On the other hand, from Goldstein (1960), I got ideas regarding how to -collect data from informants and sampling procedure. This study also guided me to make an overview of students' problematic areas in English Language.

Finally, the study got supported by Ojha (2005), concerning tools and techniques of data collection and his study supported me in Writing, references and list of tables.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that are involved in the study. The present study "Language Anxiety of Class Eight English Language Education Students" was based on the following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the vital elements of a research study. If any research work follows appropriate methodology and procedures, it will obtain its objectives easily. Appropriate methodology helps the researcher to go in to the path in his/her research work. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, and ethical consideration.

3.1 Design of the Study

Research is a kind of work or study which is done to find out truth or evidence on something. The research topic itself reveals the nature of the research method to be undertaken. To be precise, I will adopt survey research design.

Hence, a survey research is the most commonly used research. This research is very common in the field of social sciences and it is one of the descriptive methods in educational research. It is used to find out the characteristics or behaviors of any person, places or the existing reality of the objects. It is a type of research which tries to study a large area or population by selecting and studying samples in order to accomplish research objectives. Its main aim is to find out opinions, evaluate an existing situation, and study certain things at a point of a time. Survey research is different from other types of researches such as experimental and quasi-experimental research in terms of population of the study, number of collection of data.

To summarize, the researcher's study was based on survey research design because it was conducted to derive the actual situation of the phenomena by observing it. So, the researcher used survey research design for his study.

3.2 Population, Sample and Sampling Strategy

The sampling of schools was based on the researcher's ease of access. So the schools were chosen randomly or purposively. Three governments' schools of Chitwan district were chosen. From each school thirty students of grade Eight were sampled using simple random sampling procedure. In total, thirty students of grade eight were collecting the data survey research.

3.3 Field of the Study

The study was related to anxiety of Eight grade students toward English language. It was related to three government schools of Chitwan district. The primary data were collected by administering questionnaire to the students. Three government schools name like; Lower Secondary Debauli, Lower Secondary Belsi and Shree Secondary School Chitrasari of Chitwan district.

3.4 Tools and Techniques of Data Collection

Tools are the most important elements of any research. For this study, the researcher used a questionnaire in which close ended questions were included in order to find out English language anxiety in class nine students. The set of questionnaire was distributed to the concerned informants and they were requested to complete it. For that the researcher himself was presented to facilitate the informants explaining the questions according to their difficulty level. Then, the researcher collected the filled questionnaires. Furthermore, the researcher went through the related books, journals, reports, thesis etc. in order to grasp the supporting ideas.

3.5 Data Collection Procedures

When the researcher follows appropriate data collection procedures, the researcher can easily gain the required data. To collect the required data for this study, the researcher used the following procedures.

First of all, the researcher prepared the questionnaire for the students of English as a second language. Then, the researcher went to the field and established rapport with the department and the students. After clarification of the purpose and getting approval from the school administration, the researcher selected the students through

random sampling procedures. Finally, the researcher collected the distributed questionnaires from the students.

3.6 Data Analysis Procedure

After the collection of data, the researcher needs to organize and analyze the data as per his/her purpose, nature of study and convenience. Generally, the data from qualitative research is analyzed using description and language and the data from quantitative research is analyzed using statistical tools. The researcher followed both descriptive and statistical analysis such as percentile to analyze and interpret the data. The researcher did so because his/her tool was the formulated questionnaire.

HAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of collected data on language anxiety in Eight Grade students. In this section the quantitative results of the questionnaire is presented.

4.1 Analysis of Data and Interpretation of the Results

The data, collected through questionnaire was analyzed and interpreted using various statistical tools and devices. To accomplish the research, the researcher selected three government schools from Chitwan district and randomly selected thirty students from each school. Then, the researcher provided questionnaire to the students. Students were advised to tick the options as they feel while learning English language. After collecting the provided questionnaire, the researcher made category based analysis.

4.1.1 Category Based Analysis

The analysis and interpretation was carried out under the following categories of the sources of English language anxiety.

4.1.1.1. Listening Anxiety

Listening anxiety deals with that kind of anxiety when learners feel worry, tense and confuse in gaining the required knowledge regarding English language .Listening anxiety is one of the potentially rooted area of English language learners. In order to interact verbally, first the listener must understand what is being said. This section of the thesis deals with the analysis and interpretation of data related to the anxiety of the students in their listening skill. The analysis is based on five items included in this section.

Table 1: Listening Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|----|-------|----|------|----|-------|
| | | N | % | N | % | N | % | N | % | N | % |
| 1. | When I listen to the new BBC, I could not understand the language used | 40 | 45.56 | 25 | 28.52 | 4 | 4.2 | 2 | 2.22 | - | - |
| 2. | When I am feeling burden, I watch Nepali pop songs music | 35 | 39.57 | 30 | 34.25 | 2 | 2.22 | 6 | 6.36 | 2 | 1.11 |
| 3. | In the class, I must be focus on comprehension attention | 30 | 30.25 | 35 | 38.76 | 8 | 9.11 | 2 | 2.22 | 1 | 1.11 |
| 4. | After listening, I reflect on my problem such as the speech is so fast | 29 | 32.33 | 30 | 32.56 | 10 | 10.37 | - | - | 11 | 12.44 |

There are four items that are included under listening anxiety. According to the data presented in item first 45.56% of respondents agreed on the statement i.e. when I listen to the new BBC, I could not understand the language is used in it. Similarly 28.52% of students strongly agreed on it. Hence, 4.2% disagreed on it. 2.22% pupils strongly disagreed the statement.

On the second point, when I am feeling burden I watch Nepali pop song music because pronunciation is easy to understand 39.57% agreed on the statement. 34.25% strongly agreed on this item. Only 6.36% strongly disagreed with the statement.

Finally, only 2.22% disagree and only 1.11% of the pupils neither agreed nor disagreed it.

Continuously on the third points in the class I must be focus on comprehension attention. In this statement 38.76% of respondents strongly agreed. In a similar way 30.25% of students agreed the statement. Then 9.11% are disagreed 2.22% strongly disagreed the item. At last 1.11% respondents neither agreed nor disagreed the statement.

The last point of the statement 'After listening, I reflect on my problem such as the speech is so fast which makes me so anxious.' The number of pupils who strongly agreed it was 32.56% and 32.33% of them agreed this statement. Similarly 12.44% neither agreed nor disagreed the items.

It is clear from the data that majority of the students have listening anxiety of learning English as a foreign language context. Adequate materials related to English language should be provided to the learners.

4.1.1.2 Speaking Anxiety

Most of the EFL students feel stress and worry when they have to speak in English. They have fear of making different mistakes while interacting with others. The pupils get tensed when they do not find the required vocabulary items rules, different meanings of the same word, grammar etc which make them so confused In this category, whether class nine students feel anxiety in course of speaking or not is analyzed. The researcher used four items to check the student's anxiety level.

Table 2: Speaking Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|----|-------|----|------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 5. | I am trying to speak in English but without Preparation | 52 | 58 | 20 | 22.78 | 7 | 7.79 | 2 | 2.22 | - | - |
| 6. | I become more anxious appropriacy of my language | 30 | 32.56 | 40 | 43.78 | 10 | 11.11 | 2 | 2.33 | - | - |
| 7. | I always feel that other learners could speak better than I do | 49 | 53.56 | 24 | 26.78 | 4 | 4.56 | 4 | 4.56 | 4 | 4.56 |

To find out the speaking anxiety of English in EFL learners, the researcher used this statement. Which analyzing it 58% of learners agreed. In similar way 22.78% strongly agreed with it. The number of students who disagreed the statement was 7.79% and 2.22% strongly disagree.

Similarly, the second statement was 43.78% are strongly agreed for this item. Then, 32.56% are agreed with these items. 11.11% are disagreed and 2.33% strongly disagreed on this item.

Finally, 53.56% agreed and 26.78% strongly agreed it. Only 4.56% disagreed this item. At last 4.56% strongly disagreed. 4.56% neither agreed nor disagreed the statement.

4.1.1.3 Reading Anxiety

Reading is the most important receptive skill of learning language. It is used for gaining knowledge. In the context of our country, English is being taught as a foreign language. Most of the learners feel confused because of the vocabulary items used in reading passages. The learners cannot understand the passage. The thick books often get them tensed. The rules, structures, grammar and vocabularies etc trap them in a vicious circle. This section of the research explores the class nine students' anxiety on reading skill. This section consists of four items.

Table 3: Reading Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|---|------|----|------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 8. | I get upset when I'm not sure whether I could understand what I'm reading or not | 49 | 43.33 | 33 | 36.67 | 4 | 4.44 | 9 | 10 | 5 | 5.56 |
| 9. | I get afraid when ever I encounter unknown grammar | 48 | 53.56 | 21 | 23.56 | 5 | 5.57 | - | - | 4 | 4.44 |
| 10. | The big book with long reading chapters many unknown words make feel bored. | 30 | 33.67 | 47 | 52.22 | 4 | 4.44 | 3 | 3.33 | 2 | 2.22 |

To check reading anxiety of EFL learners, three items were used. According to the data 43.33% of learners agreed on the statement. Similarly 36.67% of the respondents strongly agreed on it. Regarding the statement 10% of strongly disagreed it. It was also found that 5.56% of them neither agreed nor disagreed the statement.

Secondly, 53.56% of respondents agreed reading activity. In a similar way, 23.56% of them strongly disagreed the statement. In the contrast only 5.57% of respondents are disagreed. There was only 4.44% neither agreed nor disagreed this item.

Finally, regarding this statement too 33.67% of them agreed. In this item 52.22% of them strongly agreed. It was found that 4.44% learners disagreed with the statement. Similarly, 3.33% them strongly disagreed, here 2.22% respondents constant means they neither agreed nor disagreed this item.

4.1.1.4 Writing Anxiety

Anxiety is associated with feelings of uneasiness, frustration, self-doubt and worry about something. Writing is one of the productive skills-the other being speaking..While writing, the students get problems because of their poor writing skills and lack of confidence in expressing their views. This section of the thesis deals with the analysis and interpretation of data regarding the anxiety of the students in their writing skill. This section consists five items.

Table 4: Writing Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|----|-------|----|-------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 11. | Spelling of new words often writing paragraph | 40 | 45 | 20 | 22.50 | 15 | 16.89 | 3 | 3.33 | 2 | 2.22 |
| 12. | I always self-evaluation of writing process but I feel worried | 30 | 33.33 | 22 | 24.25 | 18 | 20.22 | 15 | 16.67 | 3 | 3.33 |
| 13. | It's not easy to write English due to poor writing skills | 23 | 25.78 | 28 | 31.33 | 16 | 18 | 14 | 15.67 | 2 | 2.22 |

Table 4 shows that 45% of respondents agreed on the statement. In this item 22.50% of them strongly agreed. Similarly, 16.89% disagreed and 3.33% of learners strongly disagreed with it. Only 2.22% neither agreed nor disagreed the statement.

Then, they were asked if they had problems in forming sentences. On it, 33.33% agreed, and nearly 24.25% also strongly agreed regarding to this statement. 20.22% disagreed on it. There was 16.67% of the respondents who were strongly agreed the statement. Only 3.33% neither agreed nor disagreed the statement.

Finally 3.33% of them neither agreed nor disagreed. At the end of the statement 25.78% agreed for the learners. Then, 31.33% are strongly agreed and 18% disagreed. On the other hand only 15.67% strongly disagreed with 2.22% neither agreed nor disagreed.

4.1.1.5 Vocabulary Anxiety

Vocabulary is the backbone of a particular language. If one cannot use it appropriately, the sentence is sure to be incomplete. The wrong use of vocabulary changes the sense of the utterance. So, this section of research analyzed and interpreted the class eight students' anxiety level in English vocabulary. The different sorts of problems they face while using vocabulary are presented here in this section. This section consists four items to find out vocabulary anxiety.

Table 5: Vocabulary Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|---|----|-------|----|-------|----|------|----|-------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 14. | I am not rich in vocabulary items and often cannot understand the test due to it. | 35 | 39.44 | 30 | 33.33 | 18 | 20 | 14 | 15.67 | 2 | 2.22 |
| 15. | I try to figure out the dictionary for the meaning of words through guessing but it does not always work. | 55 | 61.44 | 21 | 23.33 | 3 | 3.33 | 1 | 1.11 | 6 | 6.78 |
| 16. | When my friends use so many words that I do not know, I become nervous. | 45 | 50.33 | 25 | 28.11 | 8 | 8.89 | 2 | 2.22 | 4 | 4.44 |
| 17. | When I try to write long paragraph with new vocabulary items, I cannot use them in an appropriate way. | 40 | 45.56 | 20 | 23.33 | 5 | 5.56 | 5 | 5.56 | - | - |

Different items were used to check the anxiety level of EFL learners regarding vocabulary. The first statement was ‘I am not rich in vocabulary items and often cannot understand the text due to it.’ In relation to the statement, 39.44% of respondents agreed. Likewise, 33.33% of the students strongly agreed it. In the similar

way 20% of them disagreed the statement. 15.67% strongly disagreed and 2.22% respondents neither agreed nor disagreed it.

Under item 15, majority of the respondents i.e. 61.44% agreed. This statement was strongly agreed by 23.33%. in this item 6.78% of them neither agreed nor disagreed. Only 3.33% showed their disagreement on it. But only 1.11% strongly disagreed this item. Then, it was asked whether they feel nervous when their friends use new words that they do not know. In this statement too. 50.33% of them agreed and 28.11% strongly agreed it. Similarly, only 8.89% of them disagreed the statement. The research found that 4.44% of them remained neutral means they neither agreed nor disagreed it. The percentage of respondents was 2.22 who strongly disagreed the item 16.

Finally, there was inquiry for getting the students' success in using the words in an appropriate way. Out of total, 45.56% agreed it and 23.33% of the learners strongly agreed. Simultaneously 5.56% disagreed and 5.56% of them strongly disagreed the topic. No respondent was there who neither agreed nor disagreed the statement.

Overall, the data collected through questionnaire showed that most of the EFL learners have anxiety in reading and using vocabulary in an appropriate way. It is clear that they have problems in using vocabularies for writing long paragraphs. So, different strategies are to be followed to overcome from such complexities.

4.1.1.6 Pronunciation Anxiety

Pronunciation is the way a language is spoken, or the manner in which someone produces an utterance. Pronunciation is one of the very significant aspects of language. This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their pronunciation. This section consists of five items which are intended to find out pronunciation anxiety in the class eight students.

Table 6: Pronunciation Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|---|----|-------|----|-------|----|-------|----|-------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 18. | It bothers me to encounter words I can't pronounce while reading English. | 40 | 45 | 20 | 22.67 | 8 | 9.11 | 7 | 7.78 | 4 | 4.44 |
| 19. | I feel nervous to participate in the classroom discussion because my pronunciation is not good. | 50 | 56 | 30 | 33.33 | 3 | 3.33 | 1 | 1.11 | 2 | 2.22 |
| 20. | I fear that other students may consider my pronunciation ridiculous. | 35 | 39.33 | 27 | 30 | 14 | 15.56 | 10 | 11.11 | - | - |
| 21. | I'd rather feel other students did not hear me making a pronunciation mistake | 48 | 50.33 | 28 | 31.11 | 8 | 8.89 | 4 | 4.44 | 2 | 2.22 |
| 22. | I do not want to talk with native speakers because my English pronunciation is not good. | 30 | 34.44 | 35 | 38.89 | 8 | 8.89 | 5 | 5.56 | 2 | 2.22 |

When a person learns English as a foreign language S/he gets anxiety in pronunciation. To elicit the anxiety of students, different items were given. In accordance with the data 45% of the total respondent agreed item 18. Similarly, 22.67% strongly agreed and only 9.11% disagreed it. It showed that 7.78% strongly disagreed and, 4.44% neither agreed nor disagreed the statement.

To check nervousness of the pupils in their participation in classroom discussion, EFL learners were inquired. Among them 56% agreed and 33.33% strongly agreed the item 19. Only 3.33% disagreed it and the number of learners who strongly disagreed was very low i.e. 1.11. In this item too, only 2.22 neither agreed nor disagreed it.

In the same way, 39.33% of the learners agreed that they have a kind of fear to be insulted by their friends because of their ridiculous pronunciation in English. Regarding this 30% of the students strongly agreed the statement. on the other hand, only 15.56% disagreed the statement. the number of students who strongly disagreed was 11.11%. No one was under the heading of neither agreed nor disagreed.

In item 21, 50.33% agreed the statement whereas 31.11% of them strongly agreed it. With the view of disagreement 8.89 came under the heading of disagreed, similarly, 4.44% of the students strongly disagreed item 21. Finally, 2.22% neither agreed nor disagreed the item.

Finally, in item 22, 34.44% agreed and 38.89% of them strongly agreed it. On the other hand 8.89% disagreed and 5.56% strongly disagreed the statement. only 2.22% neither agreed nor disagreed the statement.

Overall, it was found that learners have anxiety in pronunciation. They think their pronunciation is not good so they have a kind of hesitation in communication. Most of them are scared of their pronunciation so they can't involve in classroom discussion.

4.1.1.7 Meaning Anxiety

Different meaning of the same word hinders the students from learning language. Because of the meaning, the sense can be changes. This section of the thesis deals with the analysis and interpretation of data with regard to the anxiety of the students in understanding and communicating meaning. The anxiety in meaning was obtained through four items included in this section.

Table 7: Meaning Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|----|-------|----|-------|---|------|
| | | N | % | N | % | N | % | N | % | N | % |
| 23. | In English, one form may have several meaning and many forms convey a single meaning; it worries me. | 40 | 45 | 28 | 31.33 | 8 | 8.89 | 2 | 2.22 | 3 | 3.56 |
| 24. | Sometimes, I think I have talents to acquire English words, but I still don't know how to figure out the contextual meaning of new words easily. | 35 | 39 | 25 | 27.78 | 18 | 20 | 11 | 12.22 | - | - |
| 25. | I have a habit of consulting dictionary or the meaning of words but many of them are not available in the dictionary. As a result, I can't understand the texts. | 30 | 33.67 | 25 | 28.33 | 13 | 14.44 | 12 | 13.44 | 1 | 1.11 |
| 26. | I try to figure out the dictionary meaning of words through guessing but it does not always work. | 55 | 61.44 | 21 | 23.33 | 3 | 3.33 | 1 | 1.11 | 7 | 7.78 |

In relation to meaning anxiety, four items were used. Firstly, 45% of total respondents agreed that different meanings of the same word tense them. Likewise, 31.33% of then strongly agreed the statement. In contrast, 8.89% learners disagreed the item. On the other hand, 3.56% of them neither agreed nor disagreed the statement. There was only 2.22% who strongly disagreed item 23.

In item 24, majority of the respondents i.e. 39% agreed the statement. there was 27.78% who strongly agreed it. In the same way, 20% disagreed and 12.22% strongly disagreed this item. There was no one who neither agreed nor disagreed the statement.

Likewise, 33.67% of learners agreed that they have a habit of consulting the dictionary for the meaning of words but many of them may not be in the dictionary as a result they cannot understand the texts. Regarding this statement, 28.33% strongly agreed and only 14.44% disagreed it. Similarly, the percentage of the respondents who strongly disagreed the statement was 13.44%. only 1.11% of them neither agreed, nor disagreed the statement.

In item26, 61.44% agreed and 23.33% strongly agreed. In this item 7.78% of the learners neither agreed nor disagreed the statement. only 3.33% disagreed this statement. The number of learners who strongly disagreed was only 1.11%.

Overall, this data shows that most of the EFL learners have anxiety in meaning. The different meanings of the same word which, mismatch their guesses with dictionary meaning are the main sources of anxiety. Most of the students seem to have inability in using the word contextually.

4.1.1.8 Language Class Anxiety

When the teachers teach in the class, the students try to grasp the knowledge. But in all cases, it may not be possible for the students to get all the taught lessons from their teachers. At this time, the students may not be confident to ask the questions to their teachers. This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their English language class. To elicit the data, five statements were asked.

Table 8: Language Class Anxiety

| S.N | | A | | SA | | D | | SD | | N | |
|-----|--|----|-------|----|-------|---|------|----|------|----|-------|
| | | N | % | N | % | N | % | N | % | N | % |
| 27. | I become nervous when I do not understand what the teachers teach me in the class. | 60 | 66.89 | 18 | 20 | 4 | 4.44 | 4 | 4.44 | 2 | 2.22 |
| 28. | I get upset when I don't understand the teacher's corrections of my mistakes. | 30 | 33.44 | 40 | 45 | 4 | 4.44 | - | - | 10 | 11.11 |
| 29. | I feel my heart pounding when I'm going to be called in my English classes. | 35 | 39.22 | 30 | 35.33 | 6 | 6.67 | 8 | 9.11 | - | - |
| 30. | Sometimes teachers make a remark, 'you don't know such simple words also.' I feel insulted | 20 | 22.33 | 60 | 66.89 | 4 | 4.44 | 2 | 2.33 | - | - |
| 31. | I feel nervous when my teacher uses so many difficult words in his class. | 54 | 60 | 23 | 25.78 | 6 | 6.69 | 2 | 2.22 | 1 | 1.11 |

According to the data presented in the above table 66.89% of respondents agreed item 27. Similarly, 20% of them strongly agreed the statement. in the similar way, 4.44%

disagreed it. The percentage of respondents was 4.44% who strongly disagreed this item. In the similar way, 2.22% neither agreed nor disagreed with this statement.

When teachers correct the learners' mistakes, 45% of them strongly agreed that they get upset as they do not understand the teachers' correction. Similarly, 33.44% agreed it. On the other hand, 11.11% of them neither agreed nor disagreed the statement. Only 4.44% respondents disagreed with it. There was no one who strongly disagreed it.

When the students are going to be called in their English classes 35.33% strongly agreed that they feel their heart pounding. Regarding the statement, 39.22% agreed the statement. Only 9.11% strongly disagreed it, and 6.67% disagreed the statement. There was not any respondents who neither agreed nor disagreed the statement.

Sometimes teachers make a remark "you don't know such simple words also." I feel insulted. This statement was strongly agreed by 66.89%. There was 22.33% respondent who agreed this item. Majority of the respondents seemed to be strongly agreed on this statement. However, 4.44% of them disagreed and 2.33% strongly disagreed it. The students who neither agreed nor disagreed the statement was Zero.

Similarly, 60% of the learners agreed that it is so difficult for them to understand the new words used by their teachers in his/her class. This statement was strongly agreed by 25.78%. Only 6.69% disagreed the statement. When 2.22% strongly disagreed the topic. Finally, only 1.11% neither agreed nor disagreed it.

Overall, it was found from the collected data that most of the students do not understand the new words when their teachers use n their class.

4.2 Summary of Findings

The focal point of every research is its findings. It is also the fulfillment of the objectives of the study. The thesis entitled "Language Anxiety In Class Eight Students" is an attempt to find out the anxiety of students regarding language skills and aspects. As a whole the students were found to be anxious about their English language learning.

On the basis of analysis of data and interpretations of results the Findings have been drawn as mentioned below:

- a) It was found that the students have anxieties in all the aspects and skills of language such as listening, speaking reading, writing, vocabulary, pronunciation, meaning, spelling and grammar.
- b) Students do not want their English language class because they have inadequate knowledge in English language skills and aspects.
- c) The research found that majority of the students are worried about their mistakes and losing face when they are assigned to complete their tasks.
- d) Their main source of anxiety was grammar. Due to the lack of knowledge in grammatical rules the learners are not able to make. Grammatically correct sentence.
- e) Nearly 80% learners get confused when they listen to the BBCNOA World service because of the language used there.
- f) In the same way approximately 80% of the learners are anxious when they try to speak English without preparation.
- g) The thick books with long reading chapters containing many unknown words make them so worried.
- h) 78% of learners have problem in using spelling while writing paragraphs.
- i) Most of the respondents responded that, writing is one. of the language skills in which students feel anxious due to their different obstacles such as, poor writing skills, bad writing styles, less confidence in expressing ideas clearly.
- j) Similarly students feel nervous when their teachers use so many difficult words in his/her class.

- k) Likewise 83.33% of students have problems in understanding the different meanings of the same words.
- l) Majority of the learners have anxiety in reading skills of English.
- m) Almost all the students were found to be anxious in the use of English language skills and aspects.

CHAPTER-FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This is the last chapter of the study. It deals with the conclusion and recommendation or pedagogical implications of the study.

5.1 Conclusion

This study was carried out to explore the anxiety of EFL learners in different skills and aspects of English Language. It is a complex task to define anxiety in a simple way. It is associated with feelings, self-doubt and worry.

In this research the first chapter was about background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. And second chapter was on review of related literature and conceptual framework of the study. Likewise, the third chapter dealt about the methods and procedures of the study. And fourth chapter was analysis and interpretation of results and finally, last chapter i.e. chapter five was the conclusion and recommendation of the study.

Here, this study was carried out to find out the anxiety in class nine students in English language 1 skills and aspects. I used questionnaire as the tool to collect data. The research was limited to Chitwan district only. Three different government schools named Belsi lower Secondary school Belsi, Debauli lower Secondary school Debauli and Chitrasari Secondary school Chitrasari were randomly chosen. 30 students were randomly selected from each school. They were handed over questionnaire which was previously prepared. I did category based analysis to check their anxiety in English. I have listed the major findings and implication of the study after analyzing the collected data. After analysis and interpretation, it was found that the students have anxieties in all skills and aspects such as listening, speaking reading, writing vocabulary meaning, pronunciation grammar and language classroom. When they are assigned to complete their tasks. they are worried about their mistakes and losing face. Their main source of anxiety is their grammar because of the numerous numbers of rules, they cannot use it properly. Similarly, they are afraid of their friends in the

class. They always think that, their colleague will make joke at their pronunciation if they speak English in classroom. Similarly, it is found that they have problems in listening. They cannot understand the BBC or VOA because they think it is too fast for them. It is hard to get the ideas when they watch English movies. Likewise, it was found that they cannot use vocabularies in an appropriate way. Similarly, when teachers give a remark on their weak areas, they feel insulted. Because of the new words in the reading passage it becomes hard for them to understand the passage clearly. They have anxieties in writing skills too.

When teachers make correction, they feel so nervous. Students were found that they always think their friends are better than him\her in different areas of language skills and aspects.

Language anxiety is an overwhelming tendency and something that should be reduced at any cost, but it is not eliminated from the language classroom. We definitely want to teach in the classrooms where the students are not anxious to learn and have desire to participate. Whether language anxiety is a more negative or positive force in the classroom, will largely be determined by interpretation among teachers, their objectives, methodologies and the learners. English teachers should be good at considering the learners learning styles and previous experiences to decrease their anxieties and should make them feel good. Anxiety hampers students to improve skills in different aspects of English language.

From the data, it was found that most of the students have anxieties in different skills and aspects of the English language. So, being an English teacher comprehensive input should be provided to the learners. Instead of scolding them, the English teachers should provide proper inspiration, motivation encouragement and so on while teaching in the class. The ,teacher should be friendly and fearless environment should be created. Sometimes the classroom can be boring for the students. During this time a good teacher is to select interesting topics for their students. While teaching English the teachers should explain the difficult words that s/he has used in the language classroom.

5.2 Recommendations

On the basis of the findings of the present study, the following recommendations or the pedagogical implications have been made.

5.2.1 Policy Related e

Policy is an action of government to systematize the activities of the people belonging to the particular area. It is a long term vision of the nation. The study conducted on the anxiety in class nine students formulates policies related to English language teaching. The major implications of the study in policy level are given below.

- Most of the learners have anxiety on different language skills and aspects, so there should be effective policies to develop those skills providing sufficient input in their learning.
- Syllabus designers, methodologists language teachers, text book writers are suggested to use sufficient and effective tools and course books to reduce the anxiety of learners.
- The ELT, ESL and EFL personalities should launch motivational programs for EFL learners so that they are motivated to learn those language skills and aspects.

5.2.2 Practice Related

This research is equally beneficial at practical level. The following recommendations can be made in practical level on the basis of my findings.

- The teachers should focus on vocabulary skills while teaching English to develop vocabulary and speaking skills in students.
- The main source of anxiety for students is grammar, so teaching should be focused on grammatical practice.
- The learners get confused because of the unlimited numbers of rules, so that the learners should be taught using deductive method.
- The learners themselves should prioritize for the correct pronunciation of the words.

Therefore, teachers are the role model to eliminate anxieties of the learners with motivation and inspiration. An expert teacher can easily make the class effective. There are many areas of anxieties as mentioned above, so the learners are also suggested to pay careful attention towards the perception of English language skills and aspects. The students indicate that their lack of knowledge hampers learning English. Therefore, these suggestions can be taken into consideration and enough support and encouragement should be provided to the students.

5.2.3 Further Research Related

On the basis of the study, several recommendations can be made for further researches which complement the research undertaken in this field. The following recommendations can be made for further researches.

- There are few researches being carried out in the field of department of English Education at Saptagandaki Multiple Campus. So, the students should be encouraged to carry out further researches in the areas such as English language anxiety and role of motivation to eliminate causes of anxiety among English language learners and so on.
- Researchers can carry out this kind of research to compare English language anxiety from different grades.

In conclusion, language teacher should understand the learners' difficulties in learning language. With the analysis of the learners anxieties, the teachers can teach the learners in accordance with their level. Language anxieties are also caused by several affective and cognitive factors that make learning of English language very difficult and extremely painful. Language anxiety impedes successful language learner. The teachers should take care of the learners' difficulty in learning English. That's why it is widely accepted that anxiety plays a crucial role while learning English language.

REFERENCES

- Abu, R.S. (2004). *Teachers' role, learners' gender differences. And FL anxiety among seventh-grade students studying English as a FL*. Educational psychology, 24 (5), 711-721
- Allwright, D, and Bailey, K.M. (2002). *Focus on language classroom*. Cambridge: Cup
- Awwasthi, J. R. (2003). *Teacher education with special reference to English language teaching in Nepal*. Journal of ELT. vol. 8, p. 17-18.
- Bailey, P., Onwuegbuzie, A. J. & Daley, C.E. (200). Correlates of anxiety at three stages of the foreign language learning process. Journal of Language and Social Psychology 19 (4), pp. 474-490.
- C.B.S. (2011). *Statistics pocket book of Nepal*. Kathmandu.
- Cohan, L., Manion, L. & Morrison. K. (2010). *Research methods in education*. New York: Routledge
- Crystal, D. (1980). *Introduction to language pathology*. London: Edward Arnold.
- Dikinson, L. (1988). *Self-introduction in language learning*. Cambridge: CUP
- Ellis, R. (1985). *Understanding second language acquisition*. Cambridge: CUP
- Gardner, R.C., & Lambert, W.E. (1972). *Attitudes and motivation in second language learning, part-II affective variables*. Language Teaching, 26, 1-11
- Harmer, J. (2008). *How to teach English*. London: Longman.
- Hyman, L.M. (1975). *Phonology: Theory and analysis*. New York: Holt Rinehart and Winston
- Joshi. P.N. (2010). *Relationship between learning anxiety and language achievement*. An unpublished M.Ed. Thesis, Tribhuvan University Kritipur, Kathmandu, Nepal.

- K.C., L. (2010). *Anxiety among EFL learners*. An unpublished M.Ed. Thesis, Tribhuvan University Kritipur, Kathmandu, Nepal
- Krashen, S. (1983). *The nature approach: Language acquisition in the classroom*. Oxford: Pergamon.
- Krashen, S.D. (1982). *Principles and practice in second language acquisition*. Pergamon
- Krashen, S. D. (1985b). *The input hypothesis: issue and implications*. New York: Longman.
- Kumatr, R. (2009). *Research methodology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Larsen-Freeman, D, and long M.H. (1992). *An introduction to second language research*. London: Longman,
- MacIntyre, P.D. & Gradner, R.C. (1991c). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning* 41, 531-534.
- Parajuli. S.B. (2018). *English language anxiety in class Nine students*. An unpublished M.Ed. Thesis, Tribhuvan University, Kritipur, Kathmandu, Nepal

Appendix-I
Questionnaire

Dear Informants,

I am **Sirjana Lamichhane**, English students of Department of English Education, Saptagandaki Multiple Campus. This questionnaire has been prepared in order to accomplish a research entitled “Language Anxiety in Class Eight Students.” Your co-operation is highly appreciated in accomplishing my research work. I appreciate your true opinions to the question items given in the questionnaire. I assure you that your response will be used for the research purpose only. Your name will be kept anonymous maintaining strict confidentiality.

Researcher

Sirjana Lamichhane
Saptagandaki Multiple Campus
Bharatpur, Chitwan

SURVEY INSTRUMENT FOR EIGHT GRADE STUDENTS

Name: School:

Dear Informants,

The following statements are related to you. Please tick (✓) the best option which you think is appropriate.

1. I become nervous when I do not understand what the teachers teach me in the class.
A. A B. SA C. D D. SD E. N
2. I get nervous when the English teacher asks questions which I haven't prepared in advance.
A. A B. SA C. D D. SD E. N
3. I am not confident to ask questions to my teachers even if I don't understand them. I think my friends will make a joke of my language and ability.
A. A B. SA C. D D. SD E. N
4. I keep on thinking that the other students are better in English grammar than I am.
A. A B. SA C. D D. SD E. N
5. I am so afraid that my English teacher is ready to correct every grammatical mistake I make in my English class.
A. A B. SA C. D D. SD E. N
6. The thick book with long reading chapters containing many unknown words make me so worried.
A. A B. SA C. D D. SD E. N
7. It's not easy for me to write good papers in English due to my poor writing skills.
A. A B. SA C. D D. SD E. N
8. I am not rich in vocabulary items and often cannot understand the text due to it.
A. A B. SA C. D D. SD E. N

9. It bothers me to encounter words I can't pronounce while reading English.
- A. A B. SA C. D D. SD E. N
10. I feel nervous when my teacher uses so many difficult words in his class.
- A. A B. SA C. D D. SD E. N
11. I feel nervous to participate in the classroom discussion because my pronunciation is not good.
- A. A B. SA C. D D. SD E. N
12. I get upset when I don't understand the teacher's corrections of my mistakes.
- A. A B. SA C. D D. SD E. N
13. When I listen to the BBC/VOA world service, I am being quite confused to understand the language which was used there.
- A. A B. SA C. D D. SD E. N
14. After listening, I reflect on my problems such as, the speech rate was too fast or the linkage was hard to identify which makes me so anxious.
- A. A B. SA C. D D. SD E. N
15. I feel overwhelmed by the number of rules I have to learn to speak in English.
- A. A B. SA C. D D. SD E. N
16. I fear that other students may consider my pronunciation ridiculous.
- A. A B. SA C. D D. SD E. N
17. I'd rather feel other students did not hear me making a pronunciation mistake.
- A. A B. SA C. D D. SD E. N
18. In English, one form may have several meaning and many forms convey a single meaning, it worries me.
- A. A B. SA C. D D. SD E. N

19. I try to figure out the dictionary for the meaning of words through guessing but it does not always work.
- A. A B. SA C. D D. SD E. N
20. I feel bore when I watch English movie because pronunciation is too difficult to understand.
- A. A B. SA C. D D. SD E. N
21. I can't express my view when teacher ask me question because I think I will make many mistakes.
- A. A B. SA C. D D. SD E. N
22. I become nervous when I do not understand what the teachers teach me in the class.
- A. A B. SA C. D D. SD E. N
23. I feel my heart pounding when I'm going to be called in my English classes.
- A. A B. SA C. D D. SD E. N
24. My main source of anxiety is my grammar. I am very confused about English grammatical rules that's why, I cannot speak in English without any hesitation.
- A. A B. SA C. D D. SD E. N
25. I get upset when I'm not sure whether I understand what I'm reading or not.
- A. A B. SA C. D D. SD E. N
26. I usually self-evaluate my English writing process but I feel bad to see my writing style.
- A. A B. SA C. D D. SD E. N
27. I feel less confident in my English writing ability. To clearly express my ideas through writing in English clearly seems to be very difficult.
- A. A B. SA C. D D. SD E. N
28. When my friends use so many bombastic words that I do not know, I become nervous.
- A. A B. SA C. D D. SD E. N

29. Sometimes teachers make a remark, “you don’t know such simple words also”. I feel insulted.
- A. A B. SA C. D D. SD E. N
30. I feel insulted when my teacher corrects my pronunciation mistakes.
- A. A B. SA C. D D. SD E. N
31. I discuss my experiences in listening with classmates somewhat anxious and block out what I hear, even if it is understandable to me.
- A. A B. SA C. D D. SD E. N
32. In the class, I become more focused on showing my comprehension and pay less attention to what I am actually listening.
- A. A B. SA C. D D. SD E. N
33. Whenever I get chance, I try to speak in English but I started to panic when I have to speak without preparation.
- A. A B. SA C. D D. SD E. N
34. I become anxious of appropriate of my language, when I speak in English.
- A. A B. SA C. D D. SD E. N
35. I feel very self-conscious about speaking English in front of other learners because I always feel that the other learners speak English better than I do.
- A. A B. SA C. D D. SD E. N
36. Being in an ambiguous situation due to the mismatch between the questions asked in a reading test and the questions asked in an ordinary reading activity make me worry.
- A. A B. SA C. D D. SD E. N
37. I get frightened whenever I encounter unknown grammar when reading a book in English.
- A. A B. SA C. D D. SD E. N

38. I do not want to talk with native speakers because my English pronunciation is not good.
- A. A B. SA C. D D. SD E. N
39. I have a habit of consulting the dictionary for the meaning of words but many of them are not available in dictionary. As a result, I can't understand the texts.
- A. A B. SA C. D D. SD E. N
40. Sometimes, I think I have a talent to acquire English words, but I still don't know how to figure out the contextual meaning of new words easily.
- A. A B. SA C. D D. SD E. N
41. I know the meaning of words in isolation but I do not have confidence to use them in sentence properly.
- A. A B. SA C. D D. SD E. N
42. I can not express my views freely because I think I will be insulted because of my poor pronunciation.
- A. A B. SA C. D D. SD E. N
43. I forget normal words too when my English teacher asks me to explain in English.
- A. A B. SA C. D D. SD E. N
44. When I try to write long paragraph with new vocabulary items, I cannot use them in an appropriate way. A. A B. SA C. D D. SD
E. N
45. Different meanings of the same word make me so confused.
- A. A B. SA C. D D. SD E. N
46. When I try to speak with my seniors I think I am weaker than them in vocabulary use.
- A. A B. SA C. D D. SD E. N
47. The spelling of the new words often makes me so confused in writing paragraph.
- A. A B. SA C. D D. SD E. N

Thank you for your participation and co-operation.