

Chapter I

Introduction

This chapter contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definitions of the key terms.

Background of the Study

In the process of teaching learning English as a second languages classroom, interaction plays major role in order to develop student's oral fluency and accuracy. Classroom interaction helps students to have real communication experience in which they can learn how to express their own views and opinions. It creates an opportunity to the learners to develop their knowledge and skills. In classroom interaction, there must be mutual influence between teachers and students while giving and receiving message. Brown (2001, p. 165) states that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each other. English is a West Germanic language that was first spoken in the early medieval England. English is now becoming a global language because of power of people who speak it. So, English being one of the most influential or dominant international languages, its spread all over the world cannot be exaggerated. The uses of the English language in information technology, media, business, etc. have made it inextricable part of today's world.

Many students sometimes may become hesitation 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 feelings. When we are anxious, we feel nervous, worried and fearful. Language anxiety (LA) can be defined as the fear or apprehensions occurring when a learner is expected to perform in the second or foreign language (Gardner and MacIntyre, 1994) or the worry and negative emotional reaction when learning or using a second language (MacIntyre, 1995). Generally, language anxiety has a further been viewed as a negative psychological factor in the learning.

In some cases, it is a negative impact that affects the human brain. Language anxiety has been considered to be an important affective variable in foreign language learning process. According to Krashen (1982) as a part of the learner's affective filter, anxiety might interfere with the process of learning and acquiring a language. Similarly, Abu (2004, p.711) takes anxiety as fear, panic and worry. Anxiety is a feeling of nervousness associated with language learning which is further termed as language anxiety. MacIntyre (1989) conceives of LA "as the worry and negative emotional reaction aroused when learning or using a second language" (p.27). According to Abu (2004), the foreign language learner characterized as having anxiety is usually worried, physically insecure, and unable to engage in situational learning (p.712).

Likewise, anxiety experienced in the course of learning a foreign language is specific and unique (Horwitz et al., 1986; Macintyre and Gardner, 1989). It is a complex, multidimensional phenomenon (Young, 1991b). Students in language classes may engage in negative self-talk, ruminating over a poor performance, which affects their ability to process information in foreign language contexts (McIntyre and Gardner, 1991). Some students with high levels of foreign language anxiety even have a mental block, similar to that experienced by students studying mathematics (Tobias, 1979). Apprehension and social-evaluative anxiety, which were shown to have a negative effect on production. The students with high communicative anxiety tended to have lower scores on free recall on the paired associates learning task and oral and written vocabulary tests. Thus, the researchers concluded that "the results presented tend to indicate that anxiety leads to deficits in learning and performance" (1989: p. 271).

Anxiety is the negative aspect of experience stress. It is worry that is experienced due to fear of failure. Most of the students feel anxious because English language is dominated as well as it is compulsory subject in the context of Nepalese school. That's why they are weak in vocabulary, pronunciation and communication so students feel anxious in interaction.

In order to communication, interaction is a medium through which learners acquire a second language classroom interaction, is best for language development and its skill namely listening, speaking, reading and writing. Classroom interaction describes the form and the content of behavior of social interaction. In particular, it is

the relationship between learners and teachers and the learners themselves. A wide range of methods have been adopted to investigate the amount and the type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language which would determine their future learning.

Statement of the Problem

Classroom is the place where the numbers of students and teachers are involving in teaching learning activities. In the classroom, teachers are in charge of engaging, directing, explaining and summarizing the language and content among others (Blanchett, 2009). Therefore, their speaking time may be longer than that of students. All right (1982) mentions that teacher who dominates the speech in the classroom is not effective. So, teacher should let the students to learn language him or herself. Therefore, as stated by (Domalewska, 2015) the most controlled learning is meaningless because there is no spontaneous and natural interaction.

The students of government aided schools and private schools of Nepal study compulsory English from grade one to ten as part of the foreign language policy of Nepal. Besides it, students learn and use the English language as it is the medium of instruction in the private schools. Their interest, attitudes and motivation for learning English language and the chances of success in foreign language learning depend on a large extent on the favorable practice and positive perception of the English language classroom interaction, because classroom interaction is very important factor for language achievement which is affected by the classroom management in every aspect. But in the case of government aided school of Nepal, most of the students are found being failed in the exam of English subject. The main sources of anxiety is students' fear of failure and particularly in English learning in the first place, difficulty using or transferring knowledge, and difficulty in demonstrating their knowledge on tests. The questions which will arise 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?

Students' anxiety is much undiscovered area which needs to be dug out its facts and fictions by first hand research. To research in the field of teacher's anxiety can be an ocean. Therefore, Students' anxiety in learning English language has been sought out. The research aimed to explore the anxiety of classroom interaction and

suggest some pedagogical implication. Our study stresses on the general anxiety factors in learning especially in English and all other subject in general as being students. While learning or communicating students suffer from various anxiety like mentally aspects, psychological aspects, emotionally, lack of subject knowledge, misbehave or unequal treatment from teachers and so on.

Objectives of the Study

The study had the following objectives:

- To explore the anxiety of secondary level students in learning English language
- To identify the factors of students' anxiety in their classroom interaction.
- To suggest some pedagogical implications.

Research Questions

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

- a) What are the various factors of student's anxiety?
- b) How do English teachers engage their secondary level students in learning English language?
- c) How the anxiety does affect students in the classroom interaction?

Significance of the Study

The study identify the factors of students' anxiety in learning English language in which the students have anxiety. In addition, the study bear significance to all who are directly or indirectly involved in the ELT world such as students, teachers, researchers, educationists, curriculum designers, policy maker and so on.

As the students are the primary stakeholders of the ELT enterprise, the study is very significant to them in the sense that the results of the study help them to overcome their anxiety and thereby enhance their academic achievement. In the same way, the study is significant to the teacher teaching the English language. Once they know the language anxiety of their students and their causes they can plan their lessons in such a way that their teaching becomes effective to yield desired results. Similarly, the study is equally beneficial for the curriculum framers, textbooks writers

and policy makers to keep in mind the outcome of this study to make the ELT more result oriented.

Classroom interaction is a very important factor that determines students' future learning. My study is useful to the novice teachers who have just started their teaching career. This study is equally being beneficial to in-service teachers also as this is concerned with classroom interaction.

Delimitations of the Study

The study had the following delimitations:

- The number of sample was five public school to explore students' anxiety of secondary level students in learning English language.
- This study was conducted in Vaishnavi Secondary School, Kirtipur Secondary School, Baghavairab Secondary School, Jansewa Secondary School and Mangal Secondary School.
- This study was delimited to the English language anxiety of class ten students studying above mention school.
- The information for this study was elicited through questionnaire.
- The study was further delimited to the exploration of the language anxiety and their causes in the areas of the language skills and aspects.
- The primary data were delimited to only 50 students of class ten.
- The area of study was limited to Kathmandu only.

Operational Definition of the Key Terms

Anxiety. In this study, anxiety is worry that is experience due to fear of failure.

Learning English. English is an international language that is spoken all over the world. It has been established as world language. Where you go, you spend to use a lingua franca for your adjustment and that is English.

Classroom. In this study, classroom is a place where teaching learning takes place.

Input. In this study, input refers to the amount of information or extra linguistic data that are available to the learners.

Interaction. In this study, interaction means exchange of thoughts, ideas, and feelings between two people.

Role play. In this study, role play refers to a learning activity in which you behave in the way somebody else would behave in a particular situation.

Students. In this study, students refer to the learners of secondary level of community school.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of the general overview of the related theoretical literature, empirical literature, implication of the review for the study and conceptual frame work for this study.

Review of the Theoretical Literature

The review of theoretical literature is an essential task for researcher to acquire theoretical knowledge about the related topic. This chapter consists of several sub-chapters. They are presented as follows;

Second language acquisitions. Second language acquisition is the process of acquiring additional language after they have acquired their mother tongue or their first language. Gass and Selinker (2008, p. 7) define SLA as “The process of learning another language after the native language has been learned.” According to them, SLA Sometimes refers to the learning of the third language, too. Similarly, Ellis (1985, p. 6) says, “Second language acquisition refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutorial setting.” By this definition, we can understand that SLA is used as a general term that includes the acquisition of second language either in natural setting or in formal setting. Second language acquisition heavily depends upon the efforts that the learners make in their learning. All of the learners do not learn language in the similar ways, obviously, it is a gradual process that it is learnt in a sequence of order of the times. The degree of which one achieve proficiency is different from the learners to learner. There are several aspects that bring variation in the learning. Some of such factors might be linguistic, sociolinguistic, cultural and the individual factors.

Similarly, first language acquisition is the process whereby children acquire their first languages. All humans have an innate capacity to acquire language. For the purpose of SLA concerns, the important features that all the shade of L1 share are that they are assumed to be language which are acquired during early childhood.

Similarly, first language acquisition is the process whereby children acquire their first languages. All humans have an innate capacity to acquire language. For the purpose of SLA concerns, the important features that all the shade of L1 share are that they are assumed to be languages where are acquired during early childhood, normally

beginning before the age of 3 years. First language is naturally acquired because of the exposure provided by the family and the society. Children do not need extra efforts and conscious practices to acquire their mother tongue.

Likewise, Second language refers to the process of learning another language after the native language has been learned. The important aspect of that SLA refers to the learning of native language after the learning of native language. Sometimes, the term refers to the learning of a third or fourth language.

Non-language factors of SLA. The question of the role of non-language factors in second language learning has had less of an impact on SLA than has the research based on linguistics, psychology and psycholinguistic. To understand how the research tradition that investigates such area as aptitude, attitude, motivation, learning strategies, age differences and anxiety etc. are the non-language factors of SLA among them one is anxiety which is related to my study.

Language anxiety. English language has the most dominant status among all languages especially in the education systems in many countries like Nepal. Due to being dominant, learners have pressure to learn it but the lack of exposure in target language, they feel anxious and frustrated. 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 duration.

Hilgrad and Atkinson, 1971(as cited in Tanveer, 2007, p. 3) said that,” Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object.” In addition, Horwitz (as cited in Young 1999, p.12) states that “language anxiety affects a wide range of students as the essence of foreign languages learning entails the communication of personally meaningful and appropriate message through unfamiliar and un-mastered phonological, syntactic, semantic and sociolinguistic systems”. As a result, anxiety might be affirmed as the complications of “anger, depression, and curiosity which are the major indicators of psychological distress and well –being that require careful assessment” (Spielberger and Reheiser, 2009, p. 271).

Language anxiety is the fear or nervousness that occurs when a learner is expected to perform in 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 Change, 2004, p.3), “there is likely to be strong negative correlation between FL anxiety and measures of FL proficiency”. Similarly, others researchers show a negative relationship between anxiety and performance (Bailey, 1997, p.19 as cited in Change, 2004, p. 5). So, anxiety has a great effect on the English language learners.

Likewise, Hafaifi (2005) shows that advance anxiety has very big effects on motivation and achievement in English language learning. It discourages students from following up academic or professional careers because anxiety is one of the internal components of second language learners that might obstruct in performance and achievement. A big number of researches started from investigation different learning strategies, experience and ideas, they feel anxious while learning English Language. English language learning classroom creates tension, fear, frustration, apprehension, uneasiness, because of the domination language.

Moreover, Kachru (1985) outlet English speaking countries into three concentric circles where Nepal comes under expanding circle in which English has various purpose like business and tourism, employment, build of carrier in different field for higher education etc. This shows that learning contexts, availabilities, flexibilities and environments for English language learners in the scenario of Nepalese educational system. Where achievement level of the student’s best regards to English subject seems poor in secondary level students in community schools of Nepal from the very beginning years. So, we believe that it brings anxious for the students in their ELT classroom interaction. Therefore, it seems necessities to carry out a research to find out factual reality on how anxiety acts behind the poor achievement and performance of students and this research aims to go beyond the boundaries to find out the grounded realities.

Language testing. Daly (as cited in Young 1991, p. 429) found that students experience more apprehension when the testing situation is novel, ambiguous or highly evaluate. Students experience anxiety if they have had no experience with a particular test format and if the test involves content that was not covered in class.

Similarly, state anxiety can be summed up from Chan, 2004 and Wei, 2007 which are mentioned below: Test anxiety, Peer anxiety, Teacher anxiety, Communication, anxiety and Teaching method anxiety.

Categories' of anxiety. Horwitz et al. (1986) identified three different categories of anxiety. Trait anxiety, state anxiety and situation specific anxiety. These are the categories of anxiety which are given below.

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 refers as the probability of becoming anxious in any situation. Trait anxiety refers to the stable tendency to attend, to experiences, and to report negative emotions such as fears, worries, and anxiety across many situations. MacIntyre and Gardner (1991c, as cited in Brown, 1994, p.142) say "trait anxiety, because of its global and somewhat ambiguously defined nature has not proved to be useful in predicting second language achievement". 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: Over competitiveness, Self-concept anxiety, Cognitive anxiety, Pathological anxiety and Anxiety of social evaluation Academic anxiety (Bosiak, 2004 and Wei, 2007).

Situation-specific anxiety. Situation-specific anxiety is a kind of anxiety. Which is occurred actual experience in the field of learning. As well as we can say that it is temporary anxiety because learner feels anxious while learning in the specific situation. This anxiety may be common or can be normal when the learner takes long time to present or interaction then they feel anxious.

Similarly, (MacIntyre & Gardner, 1991 a: Cited in Horwitz, 2001:113), It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation.

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

Belief about language learning. Personal and interpersonal issues revolve around the individual's feeling of self-esteem and competitiveness. Krashen (as cited

in Young 1919, p. 427) Suggest that self –esteem is strongly related to language anxiety as ‘people with low self –esteem worry about what their peers think (and) are concerned with pleasing others’. Bailey (as cited in Young 1991, p. 427) contends that competitiveness among students can lead to anxiety especially when they compare themselves to an idealized self-image.

Learner beliefs and language learning. Unrealistic expectations can lead to anxiety when these expectations are not met in reality. Horwitz (as cited in Young 1991, p.428) conducted a survey of students’ expectations and beliefs about learning. She discovered that a larger percentage of respondents believed that it was possible to become fluent in another language in one to two years by studying the language for only one hour per day.

Instructor beliefs and language teaching. The instructor is responsible for setting up and maintaining the social context of the classroom and the type of relationship and interaction between teacher and students. Authoritarian instructors who intimidate their students can only serve to create and reinforce feeling of anxiety.

Instructor –learner interactions. One of the most important interactional areas in the language classroom is that of error correction. Young (1991, p. 429) reports that students worry about how mistakes are perceived by others in the classroom as opposed to simply being concerned about making mistakes.

Classroom interaction. Classroom can be defined as a place where two or more than two people sit together for the purpose of teaching and learning. The person who teaches is called a teacher and those who get something learn from him are the learners. The teacher has certain perception about his or her role in the classroom.

Similarly, the classroom is the crucible factor in which elements interact. Here, elements refer to teacher and students where both of them have own particular needs and expectation that they hope to see satisfied.

On the other hand, interaction refers to the actions between the two people or more than two. Brown (2001) says “interaction is a collaborative exchange of thoughts, feeling or ideas between the two or more people resulting in reciprocal effect on each other”. Rivers (1987) says “interaction can be two ways or four ways but never on way (9)”. In addition to this, Tsui (1995) defines interaction as “the

relationship between input and output with no assumption of a linear cause and effect relationship between the two (as cited in Carter and Nunam p. 121)'. Good interactive teaching and learning includes the task or lesson which offers a challenges and gives pupils something to think about. Similarly, possible learning which fosters confidence and respect enabling learners to give and accept constructive criticism and seen errors as stepping stones to success. Furthermore, teaching which addresses a variety of learning styles has high expectation and allows thinking time. Likewise, leadership and vision which anticipate the needs of teachers' pupils is also needed for classroom in interaction.

The classroom may be relatively inefficient environment for the methodological mastery of a language system just as it is limited in providing opportunities for real world communication in new language. Classroom has its own potential and its own Meta communicative purpose. It can be particular social context for the intensification of the cultural experience of the learning. We need to examine how language development can be promoted in the classroom in foreign language setting where outside exposure to the target language may be minimal. This view suggests that the participations in and L2 classroom are concerned with language learning i.e. many of the things the they do are therefore done with aim of learning in mind. This makes us clear that to learn the language there must be interaction in which students get opportunities to ask and answer question.

Similarly, (Harmer 2007, p. 51) suggests the three elements for successful language learning: engage (E), study (S) and actives (A). All three ESA elements need to be present in most lesson or teaching sequences. Whatever the main focus of the lesson is, students always need to be engage in practices, study and activities should be designed to get students using languages as freely and communicatively as they can So, in the language classroom, interactions are more important because language is at once the subject of the study as well as the medium of learning .when students listen to the teacher's instructions and explanations, when they express their views, answer questions and carryout tasks and activities, they are not only learning to use. In such situations where the target language is seldom used outside the classroom and student's exposure to the target language is therefore mainly in the classroom. The kind of input and interaction that is made available is particularly important.

Aspect of classroom interaction. Aspect of classroom interaction gives outline or relevance to language learning where the dominant pattern of interaction is that of teachers' questions, student response and teachers' feedback, which is commonly found in all classroom and is typical of classroom exchange. As we can see, teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. Tsui, (1995) discusses the following aspects of classroom interaction.

Teacher questions. Teacher plays a significant role in teaching. The learners depend upon the extent to which they communicate and interact with the teacher. Educational studies on classroom languages have examined the cognitive demand of teachers' questions and their effects on students, learning. Studies on ESL classroom however have a focused on the effect of teacher questions on learners' production of the target language and on the types of learners response. The modification of question to make them comprehensible to students and to elicit response is another important area of classroom interaction (Tusi, 1995).

Teacher feedback and error treatment. Teacher's feedback on responses given by students is another element in classroom interaction. Students need to know whether they have understood the teachers and have provided the appropriate answers. They are likely to be frustrate if the teacher does not provide feedback (Tsui, 1995).

In language classroom, what the teacher considers as appropriate contributions and errors are very important, not only in terms of getting students to produce the target language and to engage in meaningful communication, but also in terms of their understanding of how the language works.

Teacher explanation. Explanation simply refers to generating as much information as possible. There are various ways of defining it. Some define it very generally as providing information or communicating content, others make a distinction between explanations or procedures and explanation of contents, vocabularies and grammatical rules. Inappropriate explanation or over explanation (1995, p. 16).

Action modification input and interaction. Input simply refers to extra linguistic data / information that is available to learners. Many researchers show that

in order to make teacher's speech more comprehensible to learners, they tend to modify their speech by speaking more slowly. Using exaggerated intonation, giving prominence to key words, using simpler syntax and more basic set of vocabulary. According to (Tsui1995), on examining conversations among the interlocutors, it was found that typically these conversations contain many modification devices, such as comprehensions checks, request for repletion, clarification request and confirmation checks. This results in modification not only of the input but also the structure of interaction. Students are curious in language learning. They often take part in questioning, interacting and answering. Whereas others do not like speaking, even if they speak, they have a great hesitation and shyness. For this, cultural factors, anxiety, motivation, gender etc. may be the factors that affect students' participation in the class. Sometimes, they are inactive because they are weak in English and cannot express themselves in English (Taufi, 1995). An effective way to alleviate these factors is to remove the formative and evaluate nature of speaking in the class. This can be achieved by group work, where the students interact with their peers in a collaborative manner. In terms of language learning, group work provides students with the opportunities to engage in genuine communication, where they produce coherent discourse rather than isolated sentences hence helping them to acquire discourse competence rather than linguistic competence.

Levels of interaction. Interaction is a collaborative process in which there is exchange of thoughts, feeling, emotions or experiences between two or more than two people on certain topic. In this regard, interactive teaching and learning involves the interaction between the teachers and the students and interaction among themselves. In general, there are two levels of classroom interaction as mentioned below.

Student – teacher interaction. Teaching is successful and meaningful when there is interaction between students and teachers. This is why, student's communicative ability becomes stronger and also they avoid their hesitation. More importantly, this is the students' participation more actively in the classroom. When they are well motivated in the subject matter, they will ask for additional information which will help to develop reading and writing skills of students.

Interaction among the students. Students develop their communicative ability through interaction among themselves in the classroom. Interaction helps them to

achieve educational outcomes, recall the information and apply knowledge to new and novel situations. Their learning is meaningful when the students embark in interaction among them. Language is primarily speech as it should be spoken according to situations and role relations. Interaction helps them to grow their interactive ability in foreign language fluently. They also become cooperative when they interact in each other. Thus, interaction among the students helps to play the role of foundation for the development of independent, self-directed and permanent learning.

Interactive Activities in the class room learning. Interactive activities are those types of activities which are organized in language classroom. Regarding this, interactive teaching involves the interaction between the teacher and students and interaction among the students, students –teacher's interaction is often a two-way process where the teacher encourages the students to participate more actively in class. Students remain more active to learn. When students are well motivated in the subject matter, they will ask for additional information. They will volunteer to take part in activities. Their attentiveness and willingness to learn will in turn motivate the teacher to teach. Some of the activities are given below.

Pair work. According to Cross (1992),” pair work is one of the important learners centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability “(p.43). Pair work makes students engage in interaction to teach other. During pair work teacher has two roles as a monitor and a resource person.

Group work. The teacher divides the whole class into small groups to work together in group work .IT is learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of large task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

Role play. It can be used with the large classes. It is a way of bringing situations from real life in the classroom. When we do role play, we ask students to imagine. They may imagine a role and situation. In it, students improvise. According, to Brown (2001),” role play minimally involves (a) giving role to one or more members of a group and (b) assigning an objective or purpose that participants

must accomplish “. Brown suggested that role play can be conducted with a single person, in a pairs or in groups, with each person assigned a role to accomplish an objective (p. 183). Role play is simple and brief technique to organize in the classroom.

Project work. According to Richards and Rogers (2014),” the project work is an activity which centers on around the completion of a task and usually requires an extended amount of independent work either by an individual element or by a group of students. This work takes place outside classroom “(p.259). Project work has been introduced during 1977s as a part of communicative language teaching .IT is integrating all the languages skills involving a number of activities that requires all language skills.

We can say that project work provides one solution to the problem of autonomy of making the learners responsible for their own learning.

Factors of causing anxiety in learners. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry. When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reaction. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situation from those who are anxious only in specific situations. (the modern language journal 1986,70). There are so many factors of anxiety among them:

Emotional factors. When a student is experiencing anxiety, it is common for them to constantly feel on edge and uneasy. They may find themselves getting easily irritated by small things that wouldn’t normally bother them and can find it very difficult to concentrate. Emotional changes can also include constant worrying having overwhelming and irrational fears regarding everyday activities, consistent nervousness and prevalent low self –esteem (Dollah, 2016) Moreover, the student may also feel restless and may act out in unexpected ways to avoid a situation they perceive as threatening. For example, a student might purposely get kicked out of class before a quiz if they have test anxiety.

Social factors. The key indicator of student’s anxiety are the social changes that occur. For example, a student with an anxiety disorder may suddenly stop engaging with friends and social activities altogether. They may start to find excuses

as to why they can't make plans with others. Social anxiety usually begins around the age of 13, making it something middle schools and high school can be vigilant about looking out for (Gonzalvez et al, 2018). Student with social anxiety will isolate themselves and start to spend the majority of their time alone. In some severe cases, selective mutism is a major sign of social anxiety. It is very helpful for teacher and school staff to understand that these behaviors are not coming from a disobedient place, but the student is struggling and most likely needs professional intervention.

Physical factors. In the field of learning physical changes play vital role. When they suffer from different kinds of problems like headaches, dizziness, and stomachache then students may not perform well and it brings anxious in their learning process. When it comes to physical changes it is crucial to look for patterns rather than jumping to conclusion right away. Some physical changes can include headaches, dizziness, sweating body or muscle aches, and upset stomach, excessive fatigue change in diet and unexplained illness (Saito and Samimy, 1996).

Factors related to School Performance. Poor school performance is an aspect of anxiety which creates negative influence to the learner while learning second language. Jiang and Pell, (2017) Say "students who suffer from anxiety may miss school due to physical ailments brought on by anxiety and might have a hard time concentrating due to sleep disturbances and constant worrying". Disturbances and worry may be great hindrances factors for the learner while communicating in the classroom because they want to interact well but due to those factors there may not be well interaction so it creates anxiety.

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.

Self-comparison to others. Horwitz, Horwitz and Cope (1986) studied on Spanish learners and they found out that students who are anxious were reluctant for attending 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.

Learner's 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 learners' belief could cause anxiety.

Chen and Lee (2011) focused on the possible sources of this anxiety, such as “Difficulty in authentic self- presentation and various language teaching practices” (pp. 418-419). It is posited that the stronger one's motivation is to convey certain self- presentation and the higher level of doubt that one will be able to do so, the higher the anxiety experienced. If, however, one is not concerned with she/he is seen and evaluated by others or believes he is able to make the desired impression, social anxiety should not occur according to this model, that is, the two factors are seen both as necessary and sufficient conditions for anxieties of this kind.

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

Fear of negative evaluation. Learning an FL is a “roundly unsettling psychological proposition” (Guiora, 1983:8) and evaluation intensifies it. Fear of negative evaluation, let it be by their learning peers or by the instructors, is one of the major anxiety –causing factors. Worde (2003) defined it as learners' ‘anticipation of being judged negatively in any situation. Language Classroom is always anxiety causing for the students because it involves constant competition and regular evaluation of learners' competence and performance. They are scared of being negatively judged by their peers and teachers and so, they prefer to avoid evaluation situations (Lucas, Miraflores and Go, 2011) and also in classroom situations they are highly disinclined in responding to evaluative questions, participating in discussion or making an oral presentation and rather remain silent (2006).

Classroom Environment. There must be a relaxing, comfortable and motivating in the class, and the teachers have to take the main responsibility in doing so, they have to ensure a safe and welcoming classroom (Zheng, 2008). There may be a set of rules in the classroom, and students may be some roles in determine the classroom rules. Teachers' considerate and empathetic behaviors, easy but effective ways of

presentation, interesting and engaging activities etc. It can play a vital role in relieving learners' anxiety. Classroom demands such as everyday tasks, assignments, quizzes may be decided based on the learners' actual capacity. Instead of individual work and presentation, there should be group work and group presentation, because working in group relieves individual stress and the individuals start having a being – worthy feeling which in the long run helps learners get rid of anxiety and makes them confident. Moreover, working in a group, learners can discover their hidden capabilities, and develop mutual respect for each other.

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 proposal ranged from simple suggestions to complex curriculum and textbook changes are: A sense of community, Pedagogical practices and classroom environment, and Role of teacher.

Review of Empirical Study

Empirical literature review refers to the reviews of related literature to the topic which is carried out earlier by the senior researcher, students and organization. It is a main foundation of research work and hints for conducting new research which provides theoretical as well as practical knowledge on a particular topic or research. Different researchers have been carried out research in the field of students' classroom interaction though I have conducted research adding student's anxiety and reviewed some empirical studies related to my study. They have been presented below.

Horwitz et al. (1986) identified three different types of anxieties.

“Communication apprehension, fear of negative evaluation and test anxiety”. Firstly, communication apprehension is connected to the state in which a learner feels shy, uncomfortable and stressed while talking to others or speaking the target language. Last component of foreign language anxiety is test apprehension or test anxiety. Test anxiety is an apprehension over academic evaluation. It is a fear of failing in tests and an unpleasant experience held consciously or unconsciously by learners. It comes from a fear of failure. This research shows that; students have different types of anxiety while learning EFL according to situations.

Further, Yu-ching & Wu. (2004) carried out a study on "A study of foreign Language Anxiety of EFL secondary school students in Taipei country." The purpose of this study is to investigate the foreign language anxiety level of EFL secondary school in Taiwan. The population of this study was all fifth graders in 205 secondary schools of Taipei County. The researchers used stratified purposeful sampling and cluster sampling to select 18 classes from the total nine educational districts. All the 601 students from the 18 classes were the participants answering the questionnaires. In order to have a further understanding of the students' foreign language anxiety, 18 high anxious students were selected as the interviewees according to their scores in the questionnaires. This study shows that, the differences in language level between students with different English learning experiences as well as student's low proficiency is the major sources of their high language anxiety.

Now, Liu. Meihua (2006) conducted a research on "Anxiety in Chinese EFL students at different proficiency levels", the study was carried out with the aim of finding out the three different proficiency levels. By way of survey, observation, reflective journals and interviews. The study revealed that, a considerable number of students at each level felt anxious when speaking English class, the more proficient students tended to be less anxious, the students felt the most anxious when they responded to the teacher or were singled out to speak English in class. In this research, there were five hundred and forty-seven students among them 430 males and 117 females. For the finding out their speaking levels. This research shows that, there are three different proficiency levels of the students in same class of University in Beijing.

Likewise, Khattak, Janshed, Ahamd & Baig (2011) carried out a research on Anxiety in classroom presentation in teaching –learning interaction in English for students of Indonesian study program at higher education." The study was conducted to find out anxiety in classroom presentation in teaching –learning interaction in English as a foreign language in Indonesia. The data were collected about sixty-two students of language and literature among them 88.71% females and 11.29% were male. Similarly, data were collected through questionnaire and observation. From this research, it was found that female students are more anxious rather than male students. Similarly, a situational dimension of school anxiety and a broader analysis is necessary in order to determine the relationship between school refusal behavior and different school

situations that can generate anxiety including School Punishment Anxiety, Victimization Anxiety, Social Evaluation Anxiety and School Evaluation Anxiety. Such situations can be interpreted under three response systems including Cognitive, Behavioral and Psychophysiological (González *et al.*, 2018).

Similarly, Tahriri and Divsar (2011) conducted the study on Iran EFL learners indicated no significant differences between male and female learners ‘The study investigated LLS use by undergraduate level EFL students in Nepal. The results indicated that participants were medium strategy users with regard to the overall strategy use. When examining strategies separately, they were high users of metacognitive and compensation strategies and medium users of other strategies. Metacognitive and compensation strategies were the most favored strategies, while affective strategies were the least favored ones. The finding that participants made moderate use of the overall strategies suggests that participants were not sophisticated strategy users. In other words, they did not use strategies consistently to learn English. But, it is usually argued that consistent use of strategy is necessary to become successful language learners (Oxford, 1990). There are two tentative explanations for the moderate use of strategies by participants in this study.

In the same way, Bhattari (2013) carried out research entitled “Teaching Poetry through interaction”. His objective was to find out the effectiveness of interaction technique in teaching poetry. For the completion of his research, he used both primary and secondary sources of data. The main tools of data collection in his study were questionnaire. His findings were that teaching poetry through interaction is more than the conventional way of teaching poetry.

Likewise, Khan, (0217) has carried out a survey research on “Language anxiety of M.Ed. English Language Students aimed to explore the areas of the English language, i.e. language skills and aspects, in which the students have anxiety. I used a survey research design to carry out the research work. To meet the objectives of my research, I selected 40 students who have completed fourth semester from Department of English Education by using purposive non- random sampling procedures. I used questionnaire as the main tool data it was found that almost all the students sampled were found to be anxious in the use of the English language skills and aspects. All the students do not want their English language class because they

have inadequate knowledge of the English language skills and aspects such as, listening, speaking, reading, writing, vocabulary pronunciation, meaning and spelling.

Khadka (2018) carried out a research on "Classroom Interaction of Grade Ten". The study was carried out with the aim of finding out activities used by English language teachers' classroom interaction in ELT. The population of the study comprised the thirty secondary levels both public and private schools, English teachers and students of grade ten from Kathmandu. In the course of sampling the population, the researcher visited thirty government and private school of Kathmandu district. The schools were selected through purposive random sampling procedures. And the English teachers from the same school had been selected to observe their classes through random sampling procedure. This research shows that, for the interaction classroom environment should be friendly as well as good relationship between teachers and students.

Tawa (2019) conducted a research on "Interaction patterns in Teacher – student Talk in ELT classroom" the major objectives of this research is to find out the interaction patterns practices in secondary level. In this study populations were all English teachers teaching in secondary level of community schools from Panchthar district. There were 20 English teachers as a sample She used random sampling procedures to select sample from the population. For the data collecting, she had used questionnaire and classroom observation. While collecting data, this research shows that, In ELT classroom there mostly used interaction patterns.

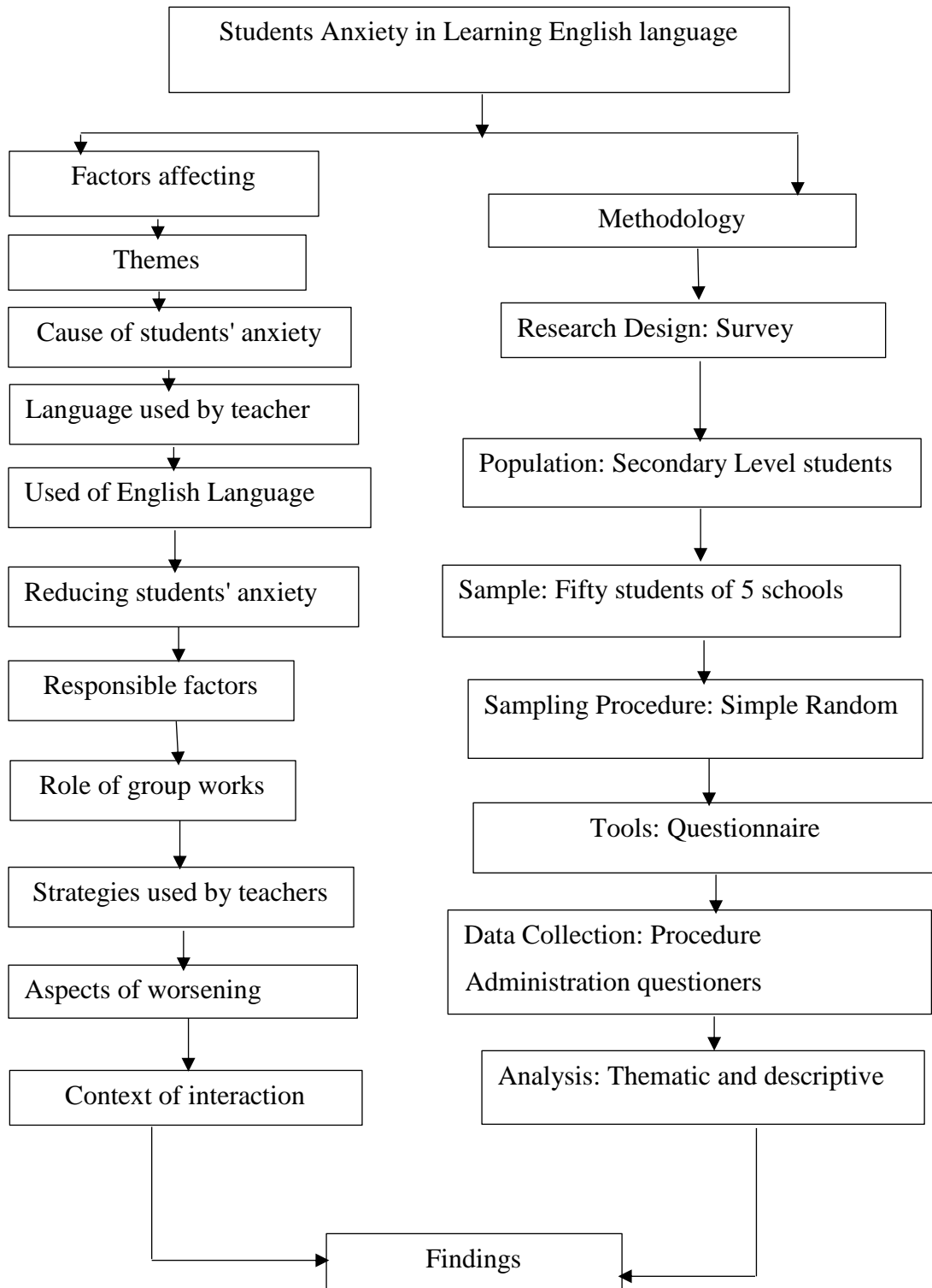
Implications of the Review for the Study

By the review of theoretical and empirical literature, I got the significant ideas, information and guideline about student anxiety in ELT classroom interaction. In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. I found some of the related research works in the department of English Education. I went through those works and got some ideas about my topic. This review of the study may obtain from the variety of the sources including books, journals and articles. This entire source helps to bring the clarity of my research work. I have got lots of ideas from the research studies conducted by different researches and their findings really help to be more curious.

Similarly, the review of empirical literature helped me to develop the conceptual framework and clarity and focus to the research problems. It also helped me improve the methodology of the studies. I got information regarding what sorts of problems are faced by students in ELT classroom interaction. Bhattari (2013) supported me to get the ideas on interaction. Moreover, Horwitz et al. (1986) helped me to know different types of anxiety of the area in general and of our research topic in particular. Similarly, Tawa (2019) provided an idea on interaction pattern. Likewise, Liu-Meihua (2006) helped me to gain ideas regarding different proficiency level. Tahariri and Divsur (2011), Khadka, B. (2018) and Negeri (2019) helped me to take the ideas and information regarding research questions, design of the study, research tools and data analysis procedures. Similarly, after reviewing them, I come to understand the procedures of the research. Moreover, all of them have selected survey research designs and needless to say, my research also falls under to the same design. Last but not lest. I updated myself with research process, design and methodological tools which are very beneficial to my research work.

Conceptual Framework.

It is a roadmap that the researcher was applied in the research work. Thus, it is considered the theoretical mental image of the researcher towards the proposed research. It explains the relationship and effects among the variables. The conceptual framework of this research is diagrammatically presented in the following ways;



Chapter III

Methods and Procedures of the Study

This chapter consists of research design, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design

Research design is an overall plan for the activities to be undertaken during the course of a research. It is a clearly planned procedure for carrying out the research for which many things need to be planned in advanced. The present study was based on survey design. “Surveys are the most commonly used descriptive methods in educational research and may vary in the scope from large scale government investigation to a small scale studies carried out by a single research” (Cohen and Manion, 1985 ascited in Nun an, 2008, p -140). Research is a systematic activity; therefore, it should be conducted following some systematic steps. Creswell (2012, p. 403-404) provides these steps in survey research: Step 1. Decide if a survey is the best design to use, identify the research question or hypotheses, identify the population, the sampling frame, and the sample, determine the survey design and data collection procedures, develop or locate an instrument, administer the instrument, analyze the data to address the research questions or hypothesis, write the report.

The researcher conducted survey research design to achieve the objectives of the study. Survey is the most commonly used method of research in the field of educational research. Under mixed method, this design can easily gather the opinion and attitude of respondents via closed-ended and open-ended questionnaire. It helped the research to get the both statistical and thematic data from primary sources. This method helped the researcher to meet the objectives of this study. So, the researcher selected this research design to collect the in-depth information about the students' anxiety in learning English language. The main purpose of survey research is to find out behaviors of different information's find out public opinions or certain issues and assess certain activity. In this regard, this research design will be helpful to get the required data for the study.

Population, Sample and Sampling Strategy

The population of this study included the five community secondary levels schools' students of grade ten from Kathmandu District. The sample size consisted of

fifty students. This study adopted simple random sampling procedure to collect the field data.

Research Tools

A set of questionnaire having some closed-ended and open-ended questions was constructed to acquire the stipulated information from the respondents. All questions were prepared focusing students' anxiety in learning English language.

Sources of Data

Fifty students of class ten studying in Mangal Secondary School, Janasewa Secondary School, Vaishanabi Secondary School, Kirtipur Secondary School and Bagh Bhairav Secondary school in Kirtipur, Kathmandu were primary sources of data in this study. Therefore, primary data were collected through the closed –ended and open-ended questions. Secondary data were collected via relevant theses, Journal articles, books and online sources.

Data Collection Procedures

In order to collect the authentic data, the researcher followed stepwise procedures. First of all, the researcher selected the participants purposively. Then, the researcher visited those selected students of class ten and established good rapport with them. Then, the researcher informed them about the process and objectives of the study. Then the researcher requested them for the participants. The researcher also assured their confidentiality in terms of ethics regarding the obtain through questions. After that, the research disturbed the questions to them. Likewise, the researcher asked them to write the answers without having any hesitations, fear and anxiety. Then, the information was collected from the participants. Finally, the participants were thanked for their kind support.

Data Analysis Procedures

The achieved data were analyzed and interpreted using simple percentage and number of students descriptively. The data from the closed –ended questions were calculated by percentage tabulated. The data from the open-ended questions were described thematically.

Ethical Considerations

Ethical aspects play an important role while conducting a research. So, the researcher should be conscious about the ethical aspects while conducting research. To maintain the ethical consideration, the researcher adopted varied ethical considerations. First of all, the researcher conducted the research by taking consent from the participants. Then after, the researcher ensured to keep the responses of the respondent confidentiality. Moreover, the researcher ensured that the achieved data will not be used for any other purposes excepts this study without taking consent from the participants. The researcher also maintained privacy, trustworthiness. Objectivity, openness and credibility in the research.

Chapter IV

Results and Discussions

This chapter deals with analysis and interpretation of the data. The collected information from the informants were analyzed and interpreted to identify the factors of students 'anxiety in learning English and to explore the anxiety of secondary level students in classroom interaction. The data were elicited by using questionnaire including closed-ended and open-ended questions through open ended and close ended questions.

English only in classroom instruction as the cause of student' anxiety.

In the classroom is a method of learning English where the teacher and students only use English. The students are not allowed to use their own native language. It is a total immersion method that is often used in English classes to force the students to use English and not rely on their own language to help them out. Close-ended and open ended questionnaires were used to find out the students' anxiety in Learning English language. The collected responses from the students are analyzed in the following sub –headings. They are:

English Language used by Teachers

In the response of English language learners, the following different data from the secondary level students were asked about the anxiety level of the students with the language used by teacher. The percentage their responses are presented in the given table.

Table 1

Classroom Learning English Languages used by Teachers

Responses	No. of students	Percentages
English	27	54%
English and Nepali	15	30%
Nepali	16	32%

The above table shows that out of 50 secondary level students, 54% students agreed to the statements that students feel anxiety when teacher used English

language while teaching English. Similarly, 30% students felt anxiety when teacher used English and Nepali. Likewise, 32% students felt anxious when teacher used Nepali language.

. It can be said that most of the students are anxious while using English language in classroom.

Use of English language in classroom interaction. Interaction has a crucial role in Second Language Acquisition but in the responses to the statement 'use of English language in classroom interaction', is not facilities to motivate them. I got following different data from secondary level students which are given in the table.

Table 2

Use of English language in classroom interaction

Responses	No. of students	Percentages
Motivated	5	10
Demotivated	28	56
Neutral	10	20%
Slightly Motivate	7	14%

The above table shows that out of 50 secondary students 10% students were motivated for the use of English language in classroom interaction. Similarly, 56% were demotivated. Likewise, 10% were neutral and 14% were slightly motivated when teacher used English language in classroom interaction. This indicates students are demotivated if teacher uses only English in classroom interaction.

First language as hindrance and helpfulness in reducing students' anxiety.

Regarding this, the students repose first language hinders to learn second language because learners acquire first language during child hood and they learn second language for education, employment and others purpose. Students learn English more effectively if they continue to develop their first language at the same time so that they become truly bilingual. The percentage their responses are presented in the given table.

Table 3**First language as hindrance and helpfulness in reducing students' anxiety**

Attributes	Agree		Disagree		Strongly Agree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Use of mother tongue in the classroom interaction	32	64	8	16	5	10	5	10
Hesitation to speak English	38	76	4	8	10	20	0	0
Assistance of group works in reducing hearing anxiety	35	70	10	20	3	6	2	4

The above table shows that out of 50 secondary level students, 64% students agreed to the statements that students feel anxious when teacher used mother tongue while teaching ELT in classroom interaction. Similarly, 16% students disagreed likewise, 10% students strongly agreed and 10% students strongly disagreed when teacher used mother tongue in the classroom.

Similarly, students feel hesitation while speaking English. This table displays that 76% agreed to feel hesitated while speaking English, 20% strongly agreed to the fact, 8% disagreed while none of them strongly disagreed to the fact that they feel hesitated to speak English in the classroom.

Likewise, 70% of the students agreed that group work assisted in reducing hearing anxiety, 20% disagreed to have the group work as assistance in reducing the anxiety, 6% strongly agreed while 4% of the students strongly disagreed that group work helped them in reducing the anxiety. Students are being demotivated by their teachers in using English only.

Factors responsible for anxiety. In responses to the statement 'various factors are responsible for student's anxiety', I got following different data from the secondary level students which are given in the table.

Table 4
Responsible factors for anxiety

Responses	No. of students	Percentage
Language environment	16	32%
Home environment	15	30%
Cultural gap	7	14%
Gender bias	12	24%

The above table shows that out of 50 secondary level students, 32% students were shown to have anxiety due to language environment followed by home environment 30%. Cultural gap was responsible for anxiety among 14% students. Likewise, 24% students became anxious the gender bias. Language environment plays crucial role to affects language learning and it is more responsible for anxiety.

Motivation for using home language. Regarding this, the students were asked whether they motivate or demotivate by using home language to reducing English language anxiety, I got following different data from the secondary level students which are given in the table.

Table 5
Motivation for using home language

Responses	No. of students	Percentage
Yes	25	50%
No	10	20%
I don't know	15	30%

The above table was designed to find out if students were motivated to use home language. And 30% students found themselves motivated to use home language where as 44% weren't motivated. 26% students while don't know whether they were motivated or not. It is a hint that students love to use English at their home environment.

Reducing anxiety through group work. In response to the statement ‘how do you feel when you work in a group’, I got following different data from the secondary level students which are given in the table.

Table 6

Group work in the Reduction of Anxiety

Responses	No. of students	Percentage
Relaxed	16	32 %
Difficult	2	4 %
Easy	24	48 %
Very easy	8	16 %

Above table proclaimed that majority of students i.e. 48% felt easy while working in group work then 32% felt relaxed during group work. 16% of students felt very easy while the least i.e. 4% found difficulties in group work.

Based on the respondents’ response, it is easy for students to reduce anxiety when they are involved in group work.

Role of group works, parents support and teachers’ positive feedback for reducing anxiety

In the response to the statement, group works, parents support and teachers’ positive feedback play crucial role to reducing their anxiety while learning English language. The percentage of their responses are presented in the given table

Table 7

Role of group works, parents support and teachers’ positive feedback for reducing anxiety

Attributes	Always		Sometimes		Often		Never	
	No.	%	No.	%	No.	%	No.	%
Group work	13	26	30	60	7	14	0	0
Involvement in social activities	15	30	12	24	14	28	8	16
Positive feedback of teachers	31	62	15	30	2	4	2	4
Parents support	36	72	8	16	5	10	6	12

Regarding student's involvement in group work, above table revealed that all students have involved in group work where 60% were sometimes involved in group works while 26% of students were always involved in group works and only 14% were often involved in the group work.

In the same way, when the students were involved in the social activities, this work reduced their anxiety. 30% of the students stated that involvement in the social activities always helped them in reducing anxiety, 24% students were sometimes helped by those activities, 28% were often assisted while 16% of the students were never helped in reducing anxiety by the involving in those activities.

Through above table students were asked whether they received feedbacks from their teachers in their classroom interaction and 62% students responded for always while 30% responded for sometimes. Equal percentage i.e. 2% of students responded for seldom and never each.

In the same way, 72% of students were always supported by their parents in their study and 16% were supported sometimes. Concordantly, 12% were never supported and 10% were rarely supported by their parents. It is widely believed that role of group works, parents support, and teacher positive feedback importation for reducing anxiety.

Student's thought on English speaking as Prestigious. In response to the statement 'students' thought English speaking is extremely prestigious', I got following different data from the secondary level students which are given in the table.

Table 8

Students' thought on English speaking

Responses	No. of students	Percentage
Extremely prestigious	21	42 %
Lightly prestigious	16	32 %
Prestigious	11	22 %
Less prestigious	2	4 %

The table given above disported that 42% of students think English speaking as extremely prestigious and 32% of them thought as lightly prestigious. Similarly, 22% of students took English speaking as prestigious while only 4% of them responded English speaking as less prestigious. It is widely believed that English speaking is extremely prestigious

Methods used by teachers in classroom interaction. In response to the statement teacher used variety of method to teach them English, I got following different data from the secondary level students, which are given in the table.

Table 9

Methods Used by Teachers in Classroom Interaction

Responses	No. of students	Percentage
GT method	9	18 %
Direct method	17	34 %
Audio-Lingual method	4	8 %
Communicative method	20	40 %

Above table revealed that 48% of student's responded to Audio-Lingual method as the method used by their teacher in class room interaction and 34% responded to direct method. Similarly, 18% students responded for GT method while none of the students responded for communicative method. So, it is concluded that communicative methods are used in those classroom.

Anxiety reduction strategies. **Strategy** is a plan of actions that fit together to reach a clear destination. Teachers use their own strategy to able their students in learning English language. When teacher used different strategies it helps to reduces students 'anxiety. The percentage of their responses are presented in the given table.

Table 10
Anxiety reduction strategies

Attributes	Group work		Pair work		Individual work		Classroom presentation	
	No.	%	No.	%	No.	%	No.	%
Preference for reducing the anxiety	22	44	10	20	6	12	12	24
Strategies used by teachers	8	36	7	14	14	28	11	22
Techniques used by teachers	25	50	15	30	4	8	6	12

Among 50 students, 44% students preferred group work for reducing their anxiety and 24% were interested in individual work. Similarly, 20% preferred Classroom presentation while 12% responded for pair work to reduce their anxiety.

While analyzing the strategies used by the teachers to reduce the anxiety of their students, it was displayed that, majority of students i.e. 36% found themselves involved in group work and 28% in individual work. Likewise, 22% of students responded for classroom presentation and 14% for pair work.

Above table expressed that half of the student's i.e. 50% were made involved in group works by their teacher and 30% in pair work. While 12% were involved in role play and only 8% were made involved in class presentation by their teachers. The give data show that 50% students are showing their positive response that the use of different techniques is helpful in learning English.

Context of interaction. In response to the statement 'the situation of interaction in the classroom in our context' I got following different data from the secondary level students which are given in the table

Table 11
Context of Interaction

Responses	No. of students	Percentage
Excellent	8	16 %
Good	15	30%
Satisfactory	15	30 %
Poor	12	24 %

To understand the situation of interaction in the classroom in our context, table given above was designed. 30% of the students found it good and 16% of them found it excellent. Likewise, 30% were satisfied while 24% of them found it poor. Students reports that the interaction in English classrooms are good and satisfactory. It shows that English classes are up for interactive class.

Factors of students ‘anxiety. Regarding this, the students were asked about the factors of anxiety. They replied their answer in own way. The percentage their responses are presented in the given table.

Table 12

Factor of students ‘anxiety

Responses	No. of students	Percentage
Lack of confidence	7	14 %
Fear of negative evaluation	11	22 %
Personality traits	14	28 %
All of the above	18	36 %

The given table shows that factors for students ‘anxiety in the classroom interaction. 28% of the students referred personality traits as the factor and 22% referred to fear of negative evaluation. While 14% indicated lack of confidence and majority i.e. 36% of the students agreed with all the three factors as the factors of students’ anxiety. It can be said that these factors of anxiety play negative role to learn English.

Besides these very closed –ended question, an open-ended question was also asked in order to get the information on the various factors that affect the students learning English They are the factors to affects students learning like “*classroom environment, cultural gap, classroom presentation, home environment, personality gender bias, fear of negative evaluation, learner’s linguistic capacity and different other factors.*

It can be concluding that these are the factors of anxiety which is hindering to acquire the second language. Therefore, when we fell anxious, we feel nervous,

worried, and fearful. We struggle, tremble, perspire, and heart beat quickly due to our nervousness.

Practice of English at home. In response to the statement 'do you spend time for English at your home', I got following different data from the secondary level students which are given in the table.

Table 13

Practice of English at home

Responses	No. of students	Percentage
Half an hour	25	50%
An hour	12	24%
More than an hour	8	16%
More than two hour	5	10%

Table 22 showed that majority of students i.e. 50% spent half an hour for English followed by 24% spending an hour for English at home. While 16% spent more than an hour for English and the least i.e. 10% of the students spent more than two hours for English at their home. It is found that students spend their less time using English at home .10% of students use more than two hours of their time for English.

Aspects of worsening anxiety. This deals with the issues of what helps to aggravate students' anxiety. Students feel anxious when they did not get small things on time. Small things make them anxious and physical ailments as well as habits of compare to their friends make them anxiety. The following data from the secondary levels' students' responses are presented in the given table.

Table 14

Aspects of worsening anxiety

Attributes	frequently		Sometimes		Seldom		Never	
	No.	%	No.	%	No.	%	No.	%
Irritated by small things	13	26	17	34	12	24	8	16
Participating in classroom activities	18	36	28	56	3	6	1	2
Problems faced while speaking English	5	10	24	48	19	38	2	4
Physical Ailments	4	8	26	52	15	30	5	10
Comprehension with friends	20	40	9	18	10	20	11	22

Studying the above data, most of the students felt anxious when they did not get small things in time. 26% of the respondents responded were frequently irritated by small things, 34% were irritated sometimes, 24% were irritated seldom and 16% were never irritated by the small things.

Similarly, participation in classroom activities played crucial role in reducing anxiety of the students. They loved to play different games via which they learn different languages which helped in reducing their anxiety of the language. Analyzing the data, 36% students frequently reduced their anxiety by involving in different activities, 56% of the students sometimes reduced their anxiety through their participation, 6% seldom reduced their anxiety while 2% of the students never found participation in classroom activities assisting in reducing their anxiety.

While analyzing the table given above it was indicated that majority of students i.e. 48% suffered from some problems like headaches, dizziness, sweating and fear while speaking English with teachers while 38% seldom passed through such difficulties. In the same way, 10% students always faced such problems and only 4% of the students never faced such problems while speaking English with their teachers.

While interpreting above table, it was manifested that 52% of the students sometimes missed their class due to physical ailments and have a hard time concentrating due to constant worrying and 24% students seldom missed their class due to some physical ailments. Similarly, 14% of the students reported that they always missed their class while only 10% students never missed their class due to physical ailments and never have hard time concentrating due to anxiety.

Out of 50 secondary level students, 22% of students always compared themselves with their friends in contradiction 36% of the students never compared themselves with their friends. While majority of them i.e. 40% sometimes compared with their friends and the least of them (2%) seldom compared with themselves.

In the table above indicates that small things also play big role to worsen anxiety. Participating in classroom activities and speaking are not less anxious activities to be in.

Beside these closed –ended questions the factors of students' anxiety in learning English, seven open-ended questions were also asked in order to collect the free opinion/responses from the respondents. Which are described below:

Problems faced by students while commutating in the classroom.

This section deals with the students 'response on problems faced while commutating in the classroom. The students were asked to express their view on the question "what sort of problems you face while commutating in the classroom?" "Some of the relevant responses from the students are presented below:

Student-A said:

"of course pronunciation, grammar and subject –verb agreement is some area where I feel hard to go through".

Similarly, respondent B responded that:

Difficult in speaking English fluently and accurately as well as fear of wrong speaking is main problem of classroom interaction.

Likewise, respondent C responded that:

'I have faced so many problems such as word selection, pronunciation, lack of confidence,, lack of peaceful environment and hesitation and shyness'

In the same way, respondent D responded that' *vocabulary selection, lack of confident, nervousness and lack of English education are the problem for interaction"*

The above statement shows that, in the ELT classroom interaction,, different kind of challenge have been faced by the students such as language problem, vocabulary problem, word selection, sentences selection, problem of grammar, miss pronunciation, hesitation, shyness and lack of confident these are the problem of communicating in the classroom. As a whole, lack of four aspects and skills are the main problem of students while interacting in the classroom.

Feeling of students while speaking English.

Speaking is beginning capable of speech using language. It is the ability to express ideas fluently, appropriately and comprehensively in academic and real life context. Students feel nervous and fear while speaking English language in the classroom. As I asked the question how you feel while speaking English language in the classroom.

Respondent A responded that:

“I feel nervous, frustrate and hesitate while speaking English in the classroom.”

Likewise, respondent B responded that:

“Speaking English in classroom is not easy as other think it is, I feel ashamed gets me hooked in grammar and so on.

” Similarly, respondent C responded that:

“I feel difficult when English teacher speaks English only in the classroom, I do not understand complete. It feels me, difficult in comprehension.” In the same way, respondent D responded that *“I feel easy while speaking English language in the classroom because our English teacher helps us.”*

Respondent E responded that:

” I feel proud because English is the international language used by almost more than 50% people of the world. Sometimes it is also difficult to understand when the words are vague.”

Therefore the majority of the students, they often get frustrated, hesitated, nervous and difficult when they do not find the words to express themselves and their teachers speak English only in the classroom. This is true to the language learners as well. Whether students can feel anxiety in their English language education class. Similarly, in overall, the anxiety that accompanies the speaking skill is difficult to detect, but potentially one of the most debilitating, because in order to interact orally the speaker must understand first what is being said. Information and Technology (IT) is an anxiety. Students can highly appreciate that speaking skills also makes them feel anxious.

Frequency of using teaching material’s in the classroom.

In teaching learning activities teachers have used various types of teaching materials for the effective classroom. But they have distinct frequency of using it. Discussing to this term respondent have argued accordingly.

Respondent A said:

“I rarely get any teaching materials on time in this learning activities, it creates me anxious.”

Similarly, Respondent B said:

“Our teachers hardly provide us related teaching materials it makes me nervous”.

Likewise, respondent C said:

“the main teaching material I get on time is textbook. Apart from that other teaching materials are not easily available. It makes me frustrated.”

Furthermore, respondent D said:

“I don’t get teaching materials on time. It feels me irritation.”

Finally, most of the students feel anxious when they didn’t get teaching materials on time. Teaching material is supplementary materials which support for the student’s study. When they have got teaching materials on time, they easily solve their difficulties tasks.

Involve in group work and pair work for learning English language.

Based on responses of students learning English language at schools prefer to have group works rather than pairs work. On the administrated question whether they prefer group or pair works. Most of the respondents go with group works.

Student A said:

“I prefer to do group works in the classroom interaction as an understandable and better way.”

Likewise, in the same question student B said:

” I love engaging in mass to have interaction.”

Similarly, next student C said:

“it is more fun and more learning while I’m in Group.”

It shows that majority of the students they learn more and feel less anxious being in the group. They feel less hesitation and can express fearlessly. Learning happens much when they open up themselves in the environment of English learning with less anxiety.

Teachers help them in reducing language learning anxiety.

Foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language in Nepal. Majority of the students feel uneasy and

end up begin anxious. To reduce student's language anxiety teachers are found exploiting many techniques.

Respondents A said:

“my teacher helps me completing my uncompleted sentences while I stuck up on my answers.”

Similarly, Respondents B said:

“our teacher is so helpful he has got good motivation power that he motivates us even when we make mistake.”

Moreover, Respondent C said:

“English is a good subject because English teacher never points our mistake but he indirectly correct student's mistakes”.

Furthermore, Respondents D said:

“English teachers is so funny we don't feel hesitated asking and replying the question and answer”.

In conclusion, students sometime need fearless space from where they can learn in better way. And feel uncomfortable, which leads anxiety, if teachers directly point student's mistakes rather indirectly correcting their mistakes having good lesson with students and humorous behavior makes students feel free to talk with teachers. Such as motivation, students and teacher's rapport, accepting student's mistakes, responding indirectly, engaging in project work are some of the intervention to reduce students' anxiety.

Chapter V

Findings, Conclusion and Recommendations

In this chapter, I have presented the major findings of the study on the basis of data analysis and interpretation which I have collected from the secondary level's students from the Mangal secondary school, Vaishnabi Secondary School, Janasewa Secondary School, Bagbhairab Secondary School and Kirtipur Secondary School. On the basis of data obtained and its interpretation and analysis I have come up with the finding of this research which has been mentioned below.

Findings

The focal point of every research study is its findings. It is also the fulfilment of the objectives of the study. The thesis entitled “students anxiety in their ELT classroom interaction” is an attempt to find out the anxiety of students regarding aspects and skill. As a whole, all the students were found to be anxious about their English language learning. Secondary level student's anxiety level is higher regarding aspects and skills of language.

On the basis of analysis of data and interpretations of results the following major findings have been drawn:

1. It was found that the students have anxieties in all the factors such as classroom environment, personality, cultural gap, gender bias, home environment and fear of negative evaluation.
2. Students do not want their English class because they have inadequate knowledge of English language.
3. From the research, it has been found that 66% students feel anxious when their teachers give chance for the interaction.
4. 64 percent students feel anxious when their teacher used mother tongue in ELT classroom.
5. On the basis of the data, it was found that majority of the students feel nervous in their grammar class. For example, they get confused with the grammatical rule, therefore they cannot speak English without hesitation. This creates problem in their grammar class.

6. In the same way 56 percent students feel anxious when they don't get teaching material on time.
7. Similarly, students feel nervous when the teacher uses so many difficult words in his/her lecture.
8. Fifty-two percent students are anxious when they missed their class.
9. Most of the respondents responded that, speaking is one of the language skill where students feel anxious due to their different obstacles such as, poor vocabulary, spelling, pronunciation, meaning, less confidence in expressing ideas clearly.
10. In average 50 percent students' were found to feel easy when they got chance during interaction in the class.
11. Forty students feel anxious when they compared their ability with their friend's ability.
12. Likewise, 62 percent of the student's anxiety was reduced when they got positive feedback from their teachers.
13. Seventy-two percent of the student's anxiety was reduced when they got support of their parents.
14. Classroom environment determines the rate of learning. It means peaceful environment should be created as far as possible and noisy environment should be discarded. Similarly, suitable windows, cleanliness, ventilations and air condition in the class are also not less important factors to learn the language, which the teachers should take into account.
15. Based on to the data presented, the majority of students, i.e. 64 percent reduce their anxiety when they engage in collaborative work.
16. Teacher should focus on group work or pair work technique while teaching English language because, these techniques make the student, independent and self-directed.
17. In the same way 54 percent students reduced their anxiety when teacher used both language.

18. Almost all the students' samples were found to be anxious to learn English language.

Conclusions

IT is very difficult to define anxiety in a simple way. However, it is associated with feelings of uneasiness, frustration, self-doubt and worry. Anxiety is a relatively or subjective to the learners as it is related to personality or emotional factors of a learner.

Here, this study was carried out to explore the language anxiety of secondary level students in their English language teaching classroom interaction. I have elicited the data collected from secondary levels students. I used both the closed ended and open-ended questionnaire as a researcher tool to collect the data in the course of research study. I selected 50 students of secondary level particularly class ten from Kirtipur, Kathmandu I have listed the major findings and implication of the study after analyzing the collected data. To reduce their anxiety by supporting their parents, positive feedback of their teachers doing collaborative task with friends. Highly anxious learner who do not believe in their abilities and self- evaluated poorly. They are worried about making mistakes and losing face; and they fear lack of confidence, classroom environment, lack of vocabulary knowledge, negative feedback, and negative evaluation, so on.

Language anxiety is an overwhelming tendency and something that should be reduced at all costs, if not eliminated from the language classroom. Yet, this is a dubious notion. We definitely want to have classrooms where the students are not anxious to learn, who have a desire to participate. An anxiety – free classroom, for all its apparent appeal, may not, in fact, be conducive to learning, nor for the matter to a creative environment. Whether language anxiety is a more negative or positive force in the classroom will largely be determined by the interaction between teachers, their objectives, methodology and the learners. English teachers should be good at considering the learners' previous learning styles and experiences to decrease their anxiety and let them feel good.

Anxiety affects students' English language skills. They have high speaking anxiety compared to other. They become highly anxious when they are to speak in English without any preparation in front of class, read and do not understand what

they are reading, unexpectedly write in English, answer unexpected questions on a text and, use correct grammar to speak English. Also, their anxiety provokes for facing the difficulty in understanding teacher' lectures, poor pronunciation, lack of vocabulary, spelling, word mistake and lack of practice, thinking others students are better and worrying about getting confused by the number of rules English in grammar.

Therefore, by not being put on the spot in class would help the students to be less anxious. The teachers should give more comprehensible input to their students. For this purpose, they can reduce their speed of speaking in the class. Teachers should provide comfortable environment and encourage students to use language skills and aspects to reduce their anxiety they may sometimes divert from the target language to the native language of the learners where they find it difficult to understand in the English language. Interesting topics for class discussions and exercises can help the students to concentrate and feel less burdensome which will alleviate their anxiety.

Recommendations

This research was conducted for the partial fulfilment of secondary level students in their ELT classroom interaction. I have found that students believe that a friendly classroom atmosphere can help them to overcome their anxiety and increase their involvement in activities. So, it can be said that a low anxiety classroom environment and friendly teachers can help the students to make their learning process smooth. Also, more exposed to the language outside of the classroom may help anxious students become more comfortable with the language and thus help reduce the anxiety. According to the students, the ways to reduce anxiety are to practice and learn English, practice free-hand writing, friendly and supportive classroom environment, take English language learning courses, speak with friends and relatives, participation more in the classes, read English stories, novels, articles, watching English movies and listen to English news like BBC and the role of teachers in helping to reduce anxiety.

Grounded on the major findings of the study, recommendation related to three different areas, i. e. policy related, practice related and further research related have been made.

Police level. In order to reduce language anxiety of secondary level students and bring quality in their language aspects and skills, I recommend the following actions to be taken at policy level.

1. The respondents have anxiety on different language aspects and skills, so there should be a strong policy to develop those aspects and skills by providing sufficient exposure in their course work.
2. There should be strong policy to encourage students to learn English languages those aspects and skills.
3. Education planners, syllabus designers and materials developers should take care about reducing the anxiety in language aspects and skills by providing effectives materials and course books.
4. The strategies and policy determine the nature of the course for those communicative or interactive activities should be focused while designing the curriculum. New method of teaching in CLT which focuses on language use and therefore it is the matter of classroom interaction

Practice level. Secondly, the implications of this research at practice level deals with day to day life or practical fields with the implements of curriculum at classroom developers, linguists, and so on. The ELT practitioners such as, curriculum developers, linguists, textbook writers, materials producers, language teachers, supervisors and other concerned agencies can utilize this study, the major implications of this study in practice level are as follow:

1. The teachers should follow, focus and explore more collaborative learning approaches and let the students practice freely in various small group under their guidance in language classes in order to develop their speaking.
2. Collaborative learning approach is an effective technique for building rapport, developing confidence, co-operation, positive attitudes, decreasing unfair competition and shyness of the students. Therefore, collaborative learning approach should be implemented by all the English language teachers.
3. The expert teachers should focus more on grammatical practice in order easy the students from their anxiety.

4. The teacher should focus on vocabulary skills while teaching English to develop their vocabulary and speaking skills.
5. The learners should focus on accurate pronunciation in order to make their speaking well.
6. Most of the learners are less confident and have anxiety regarding the English Language rules and regulations, inductive method should be provided before rules.
7. Teachers should provide comfortable environment and encourage students to use language factors to reduce their anxiety.

Further research level. No any research covers several areas related to the topic. The findings and result of any research study might not be generalized to the entire context. Therefore, this research study also has so many limitations, it has limitations in terms of study population, sample, and data collection tool and so on. So, further research can be conducted on the basis of the limitation of this present research and this research would be helpful for those who conduct research related to this area as follows:

1. There are few researches being carried out in the field of language anxiety in the department of English education at Tribhuvan University. So, students should be encouraging to carry out further researches in this areas such as ‘English language anxiety and language skills” Relationship between language anxiety and language aspect’ and ‘Causes of anxiety among the English language learners’.

It was found that the students have anxiety in so many factors such as classroom environment, cultural gap, classroom presentation, home environment, personality gender bias, fear of negative evaluation, learner’s linguistic capacity and different other factors Therefore a detailed study on each factors should carry out.

1. Teacher’s perception in classroom interaction.
2. Student’s perception in classroom interaction

In conclusion, language educators must be willing to understand the learning difficulties learners are encountering in their classes. These difficulties stem from a more deeply rooted problem which is caused by certain anxieties that they are

experiencing once they are in their English language classes. These language anxieties are also caused by several affective and cognitive factors that make the learning of English language very difficult and an excruciatingly painful learning process to the learners. Language anxiety impedes successful language learning among English language learners. It is important that language teachers look at the affective state of the learners as this greatly affects their learning. Therefore, it is widely accepted that anxiety plays a crucial role while learning the English language.

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Appendix

Questionnaire for participants

Name of school:

Name of student:

Class:

Part -I

Pick the tick (✓) to the alternative that best indicates your response

1. Which language does your teacher use in the classroom?

- a English
- b Nepali
- c Nepali and English
- d Both

2. How do you feel when teacher uses English only in the interaction?

- a Motivated
- b Demotivated
- c Neutral
- d Slightly

3. Does your mother tongue help in your interaction?

- a Agree
- b Disagree
- c Strongly agree
- d Strongly disagree

4. Do you hesitate to use your mother tongue in the classroom?

- a Agree
- b Disagree
- c Strongly agree
- d Strongly disagree

5. Which of the following factors are responsible for your anxiety (you can tick more than one)

- a Language domination
- b Home environment
- c Cultural gap

d Personality

e Gender bias

6. Does your teacher motivate you to use your home language?

a Yes

b No

c I don't know

7. Have you ever worked in a group?

a Always

b Sometimes

c Often

d Never

8. How do you feel when you work in a group?

a Relaxed

b Difficult

c Easy

d Very easy

9. Does group work assist you to reduce your anxiety?

a Agree

b Disagree

c Strongly agree

d Strongly disagree

10. Which task do you prefer in the reduction of anxiety?

a Group work

b Pair work

c Individual

d Classroom presentation

11. What are the strategies that your teacher uses for the classroom interaction?

a Group work

b Pair work

c Individual work

d Classroom presentation

12. How often you get engaged in those tasks?

A Always

B Sometimes

c often

d Never

13. Do your teacher provide you positive feedback in the classroom interaction?

a Always

b Sometimes

c often

d Never

14. Do your parents support you in your study?

a Always

b Sometimes

c often

d Never

15. Which technique does your teacher mostly apply?

a Group work

b Pair work

c Individual work

d classroom presentation

16. Do you think English speaking is prestigious?

a Extremely prestigious

b Lightly prestigious

c Prestigious

d Less prestigious

17. Which method does your teacher use in classroom interaction?

a GT method

b Direct method

c Audio Lingual method

d Communicative method

18. What is the situation of interaction in the classroom in our context?

a Excellent

b Good

c Satisfactory

d Poor

19 Which is the demotivating factor of the students in the classroom interaction?

a Lack of confidence

- b Fear of negative evaluation
 - c Personality traits
 - d All of the above
20. Do you easily get irritate by small things?
- a Frequently
 - b Sometimes
 - c Seldom
 - d Never
21. How often do you get engaged with your friends and social activities together?
- a Always
 - b Sometimes
 - c Seldom
 - d Never
22. How much time do you spend for your English at your home?
- a Half an hour
 - b An hour
 - c More than one hour
 - d More than two hours
23. Do you suffer from some problems like headaches, dizziness, and sweating fear while speaking English with teachers?
- a Always
 - b Sometimes
 - c seldom
 - d never
24. Have you missed your class due to physical ailments and have a hard time concentrating due to constant worrying?
- a Frequently
 - b Sometimes
 - c Seldom
 - d Never
25. Do you compare yourself to your friends?
- a Frequently
 - b Sometimes
 - c Seldom
 - d Never

Part - II

1. What sort of problems you faced while communicating in the classroom?

Ans:

.....
.....

2. How do you feel while speaking English language?

Ans:

.....
.....

3. Do you feel anxious when English teacher speaks English?

Ans:

.....
.....

4. What are the factors of students' anxiety in learning English language?

Ans:.....
.....

5. How often do you get any teaching materials related to the subject matter?

Ans:

.....
.....

6. Do you prefer group works or pair works in the class room interaction?

Ans:.....
.....

7. How does your teacher help you to reduce language anxiety?

Ans:

.....
.....

1. How does your teacher help you to reduce language anxiety?

Ans:

.....
.....

Name of student: