

CHAPTER ONE

INTRODUCTION

The present research entitled **Language Anxiety of M.Ed. English Language Education Students** has been proposed to find the anxieties that the prospective English teachers do have while learning the English language skills and aspects. This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Nepal is a multilingual, multicultural and multiethnic nation where 123 languages are spoken by 125 ethnic communities as mother tongues, as identified by 2011 census (C.B.S., 2011).

Language is a unique gift given to any human being who distinguishes us from animals. It is the most important means of communication that functions as the most powerful medium of expressing ideas, feelings, emotions, desires, experiences, etc. voluntarily by their vocal cords.

English is a West Germanic language that was first spoken in the early medieval England and is now a global lingua franca. It is also the language spoken internationally and learned by many people. It is the world's most dominant and widely used language. 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 hesitant due to their personal or social problems to opt for English. And these problems usually cause a decrease in their performance in class. One of the biggest problems for them is anxiety towards language learning. Anxiety is the feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous

system (Spielberger, 1983). It is a negative way to present human feelings. When we are anxious, we feel nervous, worried and fearful.

Language anxiety (LA) can be defined as the fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Gardner and MacIntyre, 1993) or the worry and negative emotional reaction when learning or using a second language (MacIntyre, 1995). Generally, language anxiety has further been viewed as a negative psychological factor in the language learning.

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 (1998) 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).

The anxiety experienced in a classroom is called Foreign Language Classroom Anxiety (FLCA). Horwitz, Horwitz and Cope (1991) argue that foreign language anxiety (FLA) is a specific anxiety that some people experience when learning or using a second language. They suggest that foreign language anxiety is similar to some other well-known anxieties such as public speaking anxiety or test anxiety. Specifically, they think that FLA is related to the discomfort some people feel when their limited language proficiency keeps them away from being themselves when using the new language. They further view FLCA as a distinct complex of self-perceptions, beliefs, feelings, and

behaviours related to classroom language learning arising from the uniqueness of the language learning process (p. 31). They consider FLCA to be a situational anxiety rather than a trait anxiety which learners experience in the well-defined situation of a foreign language classroom.

In terms of different stages of the language learning process, specifically in a classroom situation, Williams and Andrade (2008) discuss these stages as input, processing (mental planning), and output. Input and processing stages are concerned with the worries, confusions and thinking process of the learners in responding when called for participation in the classroom situation, whereas the output stage is concerned with the actual response of the learners. The researchers have pointed out the effects of LA on each of these stages as well. Other researchers in their studies have also investigated the effect of induced anxiety during each of these stages (Bailey, Onwuegbuzie and Daley, 2000; Onwuegbuzie, Bailey and Daley, 1999).

The common point of all these studies are that they reveal the remarkable influence of affective factors on language learning process. The affective variables which are associated with the emotions and feelings of human beings involve certain personality traits or qualities such as self-esteem, empathy and introversion (Brown, 1994).

Foreign language anxiety negatively impacts on the quality of learning and is a critical factor in a learner's success or failure in learning a foreign language. Learning English as a foreign language has always been a problematic area for the learners. Most of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. The feeling of anxiety can provoke many problems in the acquisition, retention and production of the language (MacIntyre and Gardner, 1991c) which ultimately affects their grades, as compared to their more relaxed peers. It is widely believed that learning a foreign language can be a stressful activity for some learners (Hewitt and Stefenson, 2011). Many researchers have, therefore, examined the role of anxiety in language learning since early 1970s.

Anxiety is associated with the feeling of uneasiness, self-doubt, worry or fear that a person feels under certain circumstances. A threatening environment does not promote language acquisition. Factors such as an emphasis on competition between students or forcing students to produce in the second language before they are ready can cause anxiety. Language anxiety is one of the best predictors of foreign language achievement. It is considered one of the most important affective factors influencing the success of language learning. Language learning constitutes a specific kind of anxiety, aroused by situational factors such as tests and speaking in front of class. It is the feeling of tension and apprehension specifically associated with second language contexts including four language skills; listening, speaking, reading and writing, and language aspects such as pronunciation, meaning, vocabulary and spelling.

1.2 Statement of the Problems

Most of the people, who become language teachers have to love their language, help students to experience the joy of learning a new language and culture. In achieving this goal, it is most important to remember that language learning is not simply a cognitive endeavour and that the students will have a variety of possibly strong emotions about language learning.

The students enter their classroom with different motivations, beliefs about language learning, and anxiety levels. Therefore, teachers must help them feel comfortable using their new language skills, identify and maintain positive learning motivations, and develop realistic beliefs about language learning. The effects of anxiety always occur in educational settings. It can seriously inhibit learning and performance particularly during the examinations period.

The main source of anxiety is students' fear of failure and particularly in English in the context of Nepal. Anxious students may have difficulty in learning in the first place, difficulty using or transferring knowledge, and difficulty in demonstrating their knowledge on tests. The questions which arose here are: what are the main areas in which the students have anxiety;

what are their sources; how do they affect in their achievement and how can they be sorted out? The present study, thus, tried to explore the language anxieties that the M.Ed. English students have had and thereby help them to overcome such anxiety. This will in turn be instrumental to uplift their academic achievement.

1.3 Objectives of the Study

The study had the following objectives:

- a. To explore the areas of the English language i.e. language skills and aspects, in which the students had anxiety,
- b. To find out the types of anxiety they had, and
- c. To suggest pedagogical implications.

1.4 Research Questions

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

- a. Which language skills and aspects do the M.Ed. English students have anxiety in?
- b. What are the things that make them anxious of?

1.5 Significance of the Study

The study explored the areas (particularly of the language skills and aspects) of the English language in which the students have anxiety. In addition, the study will bear significance to all who are directly or indirectly involved in the ELT world such as students, teachers, researchers, educationists, curriculum designers, policy makers and so on. As the students are the primary stakeholders of the ELT enterprises, the study will be very significant to them in the sense that the results of the study will help them to overcome their anxiety and thereby enhance their academic achievement. In the same way, the study will be significant to the teachers 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 will equally be beneficial for the curriculum framers, textbooks writers and policy makers to keep in mind the outcomes of this study to make the ELT more result oriented.

1.6 Delimitations of the Study

The proposed study had the following delimitations:

- a. The study was only conducted at Department of English Education.
- b. This study was delimited to the language anxiety of M.Ed. English Students studying at Tribhuvan University Campus.
- c. The study was further delimited to the exploration of the language anxiety and their causes in the areas of language skills and aspects.
- d. The primary data were delimited to only 40 students of M.Ed. 4th semester.
- e. This study was limited to language anxiety.

1.7 Operational Definition of the Key Terms

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

English: is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca.

Linguistics: are the scientific study of language and its structure, including the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics.

Language: is a system of communication used by a particular country or community.

Anxiety: is the feeling of unease, worry, nervousness, fear, apprehension and frustration.

Trait Anxiety: People feel anxious or nervous at different levels. Some of them are always in a worry but this habit does not disturb them that much because they somehow begin to get used to it. This type of anxiety is called trait anxiety, Horwitz (2001).

Situation Specific Anxiety: is the anxiety experienced in a specific situation or context.

State Anxiety: is the actual experience of anxiety and its effect on emotions, cognition and behaviour.

Self-Assessment of Ability: is the process of looking at oneself in order to assess aspects that is important to one's identity.

Language skill: is the ability to comprehend receptive language and use expressive language to communicate.

Aspect: is a grammatical category that expresses how an action, event, or state, denoted by a verb, extends over time.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

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

2.1 Review of Related Theoretical Literature

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

Language learners usually express anxiety, apprehension and nervousness when learning a new language. Language anxiety can originate from learners' own sense of self, their self-related cognitions, language learning difficulties, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity. This sub-section deal with different theoretical perspectives related to the language anxiety and the types and effects of language anxiety on the English language learning.

2.1.1 English Language Teaching (ELT) in Nepal

Everyone wants to have command over English that is why; it has got greater importance in the field of education as well as business and other areas. It has more than one and half century long history in Nepal since its teaching started in 1853. After the establishment of Durbar High School, English was started to be taught in Nepal. As time passed by, it got priority especially in the teaching and marketing field. ELT is a major international enterprise. Now it has been like a national language because someone who has good command over English can have innumerable opportunities in different fields for employment. If someone does not know the English language s/he loses all the chances and also feels inferior to others. So, English language teaching in Nepal is very important for all the people to survive in their own daily life.

The initiation of English language teaching- learning, more or less a historical event closely associated with the British rule in India, has now occupied an important place in the educational field of Nepal. The event has brought the people in Nepal in contact with one of the five official languages of the United Nations. With the increasing value of world languages for communicative and educational processes the English language has become very much essential for the Nepalese people chiefly for three main reasons: international communication, acquisition of modern science and technology, and for the promotion of higher education.

2.1.2 Language Anxiety

The English language has the most dominant status in the education systems in many countries of the world. Similarly, the term anxiety is related to the psychological aspects of a learner. Generally, the term anxiety refers to the feeling of uneasiness towards something. Language anxiety is a problem that may hinder language learning 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 language learning entails the communication of personally meaningful and appropriate messages through unfamiliar and un-mastered phonological, syntactic, semantic and sociolinguistic systems”. As a result, anxiety might be affirmed as the complication 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 Chang, 2004, p.3), “there is likely to be a strong negative correlation between FL anxiety and measure of FL proficiency”. Similarly, other researchers show a negative relationship between anxiety and performance (Bailey, 1997, p.19, as cited in Chang, 2004, p.5). So, anxiety has a great effect on the English language learners.

2.1.3 Causes and Sources of Anxiety

Different problematic situations occur when learners deal with different ingredients of language learning. Nevertheless, Along with the occurrences of positive factors like motivation, excitement and pleasure, negative factors also occur in English language learning such as fear, tension, frustration and apprehension. Mainly, anxiety always caused by personal reasons which are mentioned below:

a) Self-Assessment of Ability

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

b) Self-Comparison to Others

Horwitz, Horwitz and Cope (1986) studied on Spanish learners and they found out that students who are anxious were reluctant 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.

c) Learner Beliefs

Aydin (2001) declares that learners bring their beliefs about language learning to the classroom and their beliefs affect their "effectiveness in the classroom" (p.34). She also states that learner beliefs could cause to 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 the level of doubt that one will be able to do so, the higher the anxiety experienced. If, however, one is not concerned with how s/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.

2.1.4 Factors that Contribute to Anxiety

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

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

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

2.1.5 Factors to Reduce Anxiety

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

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

2.1.6 Manifestation of Anxiety in the Students

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

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

2.1.7 Classification of Anxiety

Anxiety in language learning is necessary but the ratio must be maintained. Even though, some people dislike learning under tension; they still believe that tension is good for learning. It becomes clear from what Spielmann (2001) says “there is no gain no pain” (p.13, as cited in Chang, 2004, p.6). To create a low anxiety atmosphere in the language classroom is an important and essential issue for EFL learners and teachers. Desuggestopedia, which is an affective humanistic approach that promotes respect for students’ feeling might be a good way to reduce students’ language anxiety (Freeman, 2000, p.73). Language learning anxiety can be classified from three broad perspectives namely: anxiety from linguistic perspective, anxiety and its nature in relation to the time, and anxiety in terms of its effects in learning (Allwright and Bailey, 2002, Hamzah, 2007 and Tanveer, 2007).

2.1.7.1 Anxiety from Linguistic Perspective

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

Language from structural view, language from functional view and language from interactional view are theories of language (Richards and Rodgers, 2002, pp. 20-22). The perspective to view the language may vary but the ingredients are more or less similar, for example, phonetics, phonology and grammar are common ingredients of all views of language nature.

Similarly, the inherent features of language and its linguistic aspects anxiety can be viewed from linguistic perspective. Therefore, Sparks, Ganschow and Javorsky (2000, p.251 as cited in Tanveer 2007, p.19) say “students’ anxiety

about L2 learning is likely to be a consequence of their language learning difficulties”.

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

2.1.7.1.1 Grammatical Aspects

The term “grammar” has been derived from Greek word “grammarkia or grammatiks” and its etymological meaning is “the art of writing”. According to Varshney (1993, p. 200) “grammar had come to be regarded as a set of rules usually in the form of a textbook, dictating the ‘correct’ usage”.

Giri (2007, p.12) suggest that “we as language teachers should not forget that grammatical accuracy is not only integral to language and communication but also essential for academic success”. This statement tells us that awareness of grammatical knowledge is there in students’ conscious thought for their academic success and it is more or less responsible to cause anxiety.

No L2 learner learns L2 well by avoiding grammar of that language. Even if the rules of universal grammar are common but parametric differences of grammatical aspects of various languages create matter of anxiety for L2 learners. That is why, Tanveer (2007, p.1) has quoted L2 learners’ insight feeling “I never learn the preposition; I cannot learn this bloody language”. It is just a single example but there might be plethora of such emotional insight of L2 learners.

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

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

2.1.7.1.2 Semantic Aspects

The term “semantics” has been derived from French word “semantique”. It is the study of the meanings which is newly emerged in the field of language. We realised that the features distinguishing human language from other systems of communication used by animals include the ability to create an infinite number of utterances with a finite number of sounds, the ability to talk across space and through time, the arbitrary relationship between human speech sounds and what they refer to and finally, that each generation of humans need to relearn their language, because a language is not inherited genetically unlike one’s basic physical appearance. We then broadly defined ‘English’ as an example of a living language, noting that it belongs to the large Indo-European family of languages and is widely spoke both as a first and second language. It was also pointed out that there is not only one variety of English, but that English is a group of many related dialects. Finally, we acknowledged the important place English holds as an international or ‘World Language’. MacIntyre (1995, as cited in Tanveer, 2007, p.50) notes that “researches found a significant negative correlation between language anxiety and the ability to recall vocabulary items”. Moreover, Tanveer (2007, p.50) quoted the following sentences:

“I don’t have exact word to express my ideas”.

“I don’t have exact word to express my ideas”.

“Sometimes I am conscious I am not using right word”.

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

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

- * I prefer skin shoes instead of leather shoes.
- * I eat water instead of drink water.
- * I gave an examination.
- * We have a problem of eating water.
- * I live in my large brother's house.

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

- a. Teaching vocabulary in isolation through translation technique.
- b. High class translation.
- c. Lack of counter word in L1.
- d. Lack of additional reading materials.
- e. Less writing and reading activities.
- f. Morphological problem e.g. word formation/inflection.

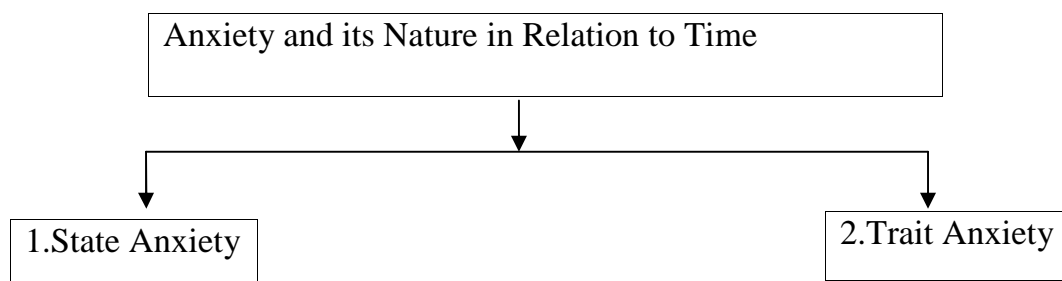
2.1.7.1.3 Phonological Aspects

Phonology is the study of sounds in a language. It is the basic unit of a sound. Phonology is one of the most significant levels of language which should carefully be treated while teaching and learning the English language. By extracting the self reported experience of Dr. Cornelius a second language learner of Italian, Dickinson (1988, p. 23-24) says "in her experience of language learning, most difficult and least pleasant phase is the initial period of gaining command over the basic grammar and pronunciation". Due to the problem with pronunciation, L2 learners avoid participating in conversation. Fundamentally, it stops their development of speaking skills. The less exposure of L2 materials results problem in native like pronunciation and ultimately hampers listening skill. Eventually, English learners become anxious with phonological aspect of language.

2.1.7.2 Anxiety and its Nature in Relation to Time

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

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



1. State Anxiety

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

a. Personal and Interpersonal Issues

Personal and interpersonal issues revolve around the individual's feelings of self esteem and competitiveness. Krashen (as cited in Young 1991, p. 427) suggests 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.

b. Learner Beliefs About 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 language learning. She discovered that a large 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.

c. Instructor Beliefs About 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 feelings of anxiety.

d. 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.

e. Classroom Procedures

There are a number of popular classroom activities which can lead to feelings of language anxiety in students. Young (1991, p. 429) states that 68% of her subjects reported feeling more comfortable when they did not have to stand up in front of the class and speak.

f. 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

evaluative. 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 Chang, 2004 and Wei, 2007 which are mentioned below:

- a. Test anxiety
- b. Peer anxiety
- c. Teacher anxiety
- d. Communication anxiety
- e. Teaching method anxiety.

2. Trait Anxiety

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

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:

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

2.1.7.3 Anxiety in Terms of Effects in Learning

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

a. Facilitative (Positive) Anxiety

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

b. Debilitative (Negative) Anxiety

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

2.1.8 Anxiety in Language Skills

Language differ from each other in terms of grammar, lexicon (vocabulary), idiom (set expressions) and accent (pronunciation). As an international language of communication English is by far the most widely used language, both in terms of translation and from the language and also in terms of business and other functions of English in the global community. In the field of English as a second language, language is frequently discussed in terms of its four component skills, i.e. listening, speaking, reading and writing.

Language means to understand communication first. Communication involves transferring or conveying a message from its source to the recipient. A message

may contain any information for any number of reasons and communicating a message makes use of any of the five senses (seeing, hearing, touching, tasting and smelling) and other methods such as sound production, chemical reactions, thought and memory, and possibly Extra Sensory Perception. Often a number of methods are employed to transfer only one piece of information.

2.2 Review of Empirical Literature

As an international language of communication, English is by far the most widely used language, both in terms of translation to and from the language and also in terms of business and other functions of English in the global community. English has achieved this position partly through its historical role in many parts of the world, especially in parts of the former British Empire. Today, the main reason for the success of English internationally is due to the position of the United States in the world affairs. As a second language and world language, English is used in many areas of life. Language anxiety is a problem common to language classes throughout the world. It is also widely accepted that language anxiety is linked to the constructs of communication apprehension and test anxiety. A historical overview of the research literature reveals that research on language anxiety has come a long way and the affective state of the individual in the language classroom is now receiving the attention it deserves. The ability to communicate in more than one language is widely recognized as a desirable skill, whether to further a career or merely for personal use. Consequently thousands worldwide study second languages, however many factors hinder the learner's progress and level of proficiency in their target language.

Under the department of English education many comparative research works have been carried out. But a very few researches have been done in language anxiety.

So, I am interested to do research in this sector. Each and every research work requires the knowledge of previous background to obtain the targeted

objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, journals and reports.

In order to make understand the concept of language anxiety, Hilgard, Atkinson and Atkinson (1971, as cited in Scovel, 1991, p.18) define it to be ‘a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object.

Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language, it is termed as ‘second/foreign language anxiety’. It is a complex and multidimensional phenomenon. Similarly, the term anxiety, “as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” (Horwitz, 2001, p.113).

Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, ‘a more permanent predisposition to be anxious’ (Scovel, 1978: cited in Ellis, 1994, p.479); whereas state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983: cited in Horwitz, 2001, p.113). The third category, situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre and Gardner, 1991a: cited in Horwitz, 2001, p.113). It is aroused by a specific type of situation or even such as public speaking, examinations, or class participation (Ellis, 1994, p.480).

Hamzah (2007) conducted a study entitled “Language Anxiety among First Year Malay Students of the International Islamic College (IIC): An Investigation of L2 Skills, Sources of Anxiety and L2 Performance” at International Islamic University in Malaysia. The Objectives of the study were: to find out more language anxiety creating L2 skills, potential sources of language anxiety, and the relationship between language anxieties and learners’

L2 performance. The college students learning English were sample of the study. Three research instruments: questionnaire, interview and end of semester papers were used to obtain data. 88% of the students were found to be highly anxious in all L2 skills with speaking being the high. It was found out that the main sources of anxieties were personal and interpersonal anxieties. The highly anxious learners tended to obtain the lower marks.

Recently, Horwitz (2001, p.121) has reiterated that the issue of understanding the relationship between anxiety and achievement is unresolved. The reason for these mixed results are perhaps comparison of the experimental research examining the relationship between anxiety and second language learning is, to a degree, perplexing, presenting some conflicting evidence and illustrating that anxiety is a complex, multi-faceted construct.

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

Dulay and Burt (1977) proposed the model of affective filter hypothesis in SLA.

Scovel (1978) made a distinction between ‘trait anxiety’ (a relatively permanent personality feature) and ‘state anxiety’ (stage fright).

Likewise, Crystal (1980, p. 169), noted that several participants in his study said that anxiety made them poor listeners, because they were concentrating too much on what they/themselves were saying. Many of the more server cases complained of the amount of physical and mental energy taken up by this activity, amounting at times to exhaustion.

Similarly, Krashen (1982a, p.31) affecting factor including motivation of self-confidence plays an important role in SLA. Lack of motivation, low self-

esteem, and debilitating anxiety and so on can combine to raise the filter, form a mental block which prevents comprehensible input (CI) from reaching the language acquisition device.

Bailey (1983, as cited in Ellis, 1985, pp. 101-102) studied from her diary studies on “Competitiveness and Anxiety in Second Language Learning”. She found facilitative anxiety was one of the key to success and closely related to competitiveness.

MacIntyre and Gardner (1991) advocated the treatment of language anxiety as a separate concept; as they found performance in the second language was negatively correlated with language anxiety but not with more general types of anxiety.

Young (1991) defined six potential interrelated sources of language anxiety which may be partly attributed to the classroom. They were personal and interpersonal anxieties, learners’ belief about language learning, instructors’ beliefs about language teaching, instructor-learning interactions, classroom procedures and language testing.

In addition to the negative effects of anxiety on language learning and performance, anxiety has occasionally been found to facilitate language learning. Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Facilitating anxiety “motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approach behavior” (Scovel, 1991, p. 22). Debilitating anxiety, in contrast, “motivates the learner to ‘flee’ the new learning task; it stimulates the individual emotionally to adopt avoidance behavior”.

Most of the researches on language anxiety have revealed the fact that anxiety can impede foreign language achievement and its production. According to Campbell and Ortiz (1991), almost one half of all language students experience a startling level of anxiety. Language anxiety is experienced by learners of both foreign and second language and poses potential problems “because it can

interfere with the acquisition, retention and production of the new language” (MacIntyre and Gardner, 1991, p. 86). Again since 1970s, there has been a great deal of research on second/foreign language anxiety. But the researchers are unable to draw a clear picture of how anxiety affects language learning and performance.

All of the above research works have been carried out in the context of foreign countries, but the research works carried out in the context of Nepal in the Department of English Education has been reviewed as below:

Joshi (2010) has carried out a correlated research on “Relationship Between Learning Anxiety and English Language Achievement” at the Department of English Education. An objective of his research was to find out the relationship between anxiety and achievement. The sample of the study was 40 higher secondary level students in Kathmandu valley. In average, more than 77% students were found to have average level of achievement. The learners, who had low level of anxiety, were found to have better achievement. The relationship between learning anxiety and language achievement were found to correlate negatively.

This study only found the poor predictor of anxiety, through many studies on Language anxiety found high correlation between anxiety and English language anxiety. Language anxiety is one of the negative factors in second language acquisition. However, several studies produced inconsistent results and have not concurred in the sub- categorization of language anxiety. These inconsistent results seem likely to be caused by socio- cultural differences.

K.C. (2010) has carried out a survey research on “Anxiety Among EFL Learners” at the Department of English Education in University Campus T.U., Kirtipur. An objective of his research was to discover the main sources and causes of language anxiety among Nepalese EFL learners. The sample of the study was 60 EFL learners of grades nine and ten were selected from two secondary schools of Rukum district. It was found that almost all the learners had anxiety of foreign language learning. As a whole EFL learner were found

that they did not have moderate level of anxiety. Moreover, test, self-concept, over competitiveness, peer, teacher, method, pathological aspects, cognitive aspects and academic aspects were main sources and causes of anxiety. In average, more than 80% EFL learners were found to have average level anxiety. Thus, though several studies have been carried out outside Nepal on the related topics, no studies have yet been carried out regarding sources and causes of language anxiety in Nepal.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. It plays a very vital role in any research because it helps the researcher to bring clarity and focus on research problems, reform methodology and contextualize the findings. It broadens the mind of a researcher in the area of study s/he is looking into. Kumar (2009, p. 30) states that “reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding”.

Thus, I have tried to review the previous research works, ELT journals, articles and books which are related to my research work. All the reviewed studies are related to the periphery of language anxiety in English students. After reviewing these research works, I developed a deeper understanding in the matters of language anxiety, setting its background, enumerate causes of anxiety, in the areas of English language skills, aspects and pedagogical skills in which the students have anxiety. In addition, I got an idea as to how a survey research is designed and executed. Those research works have been carried out with various objectives, methodology and research questions pertinent to the situation they were meant for. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my present research work. Hence, these works have direct implication to my research study.

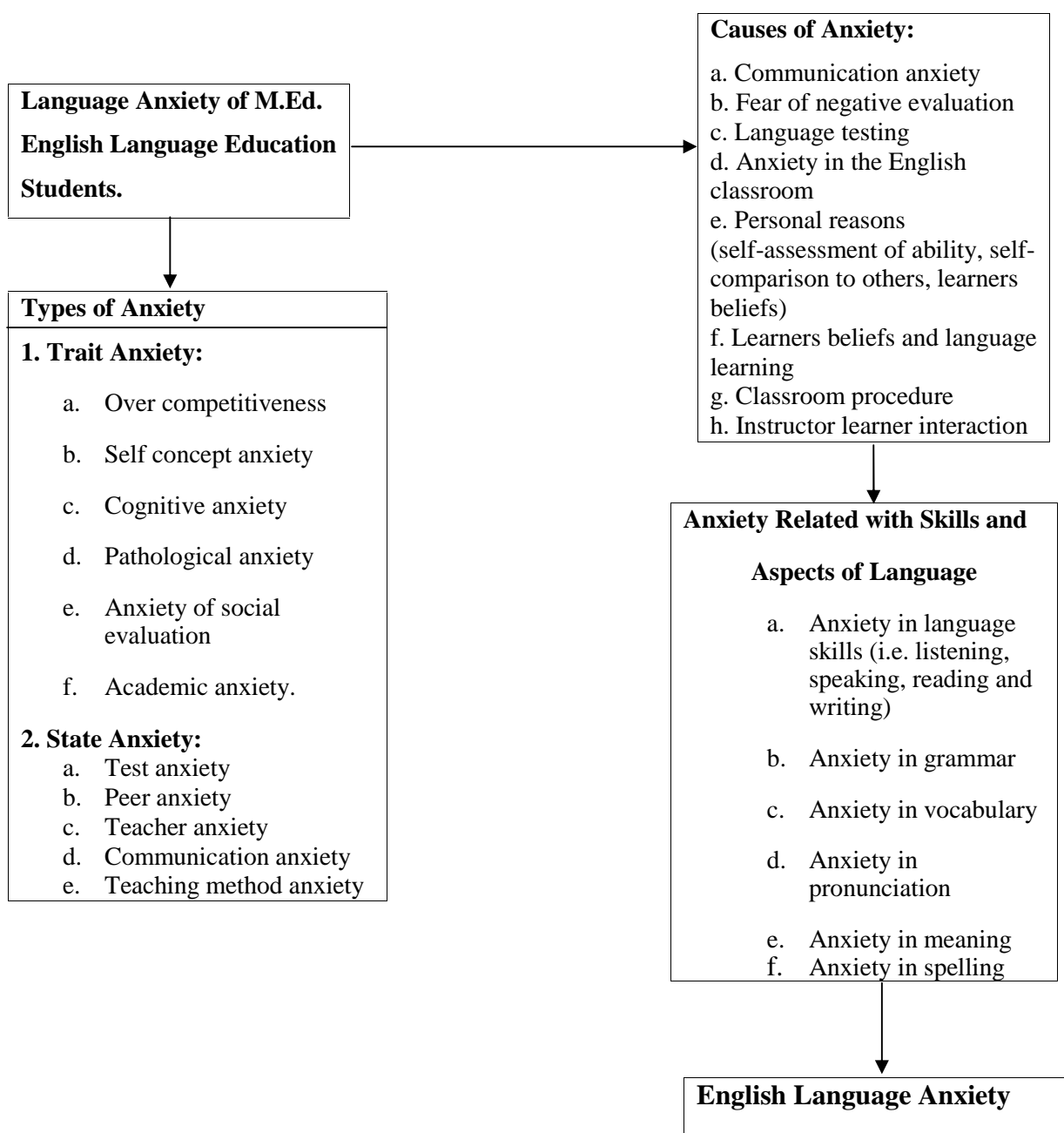
Similarly, Aida (1994), Bailey (1983), Horwitz, Horwitz, and Cope's (1986), Horwitz and Young's (1991), Krashen (1985b), MacIntyre (1995),

MacIntyre and Gardner (1988, 1989, 1991, 1994), Young (1990, 1991, 1992) have consistently revealed that anxiety can impede foreign language production and achievement. Indeed, Campbell and Ortiz (1991) report that one-half of all language students experience a startling level of anxiety. Language anxiety is experienced by learners of both foreign and second languages and possesses potential problems because it can interfere with the acquisition, retention and production of the new language. MacIntyre and Gardner (1991, p. 86) provided insights and information about language anxiety, its types, causes of anxiety, and so on to help me to explore the theoretical concepts on my study. Thus, the review of the literature becomes milestone to make my task more informative and reliable.

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

2.4 Conceptual Framework

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



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design of the Study

Research is a kind of work or study which is done to find out truth or evidence on something. The research topic itself reveals the nature of the research to be undertaken. To be precise, the researcher adopted survey research design. To define the survey research, various scholars have put their views in their own ways. According to (Cohen, Manion and Morrison, 1985, cited in Nunan, 1992, p. 140) surveys are the most commonly used descriptive methods in educational research and may be very large scale government investigation to small studies carried out by a single researcher.

Cohen, Manion and Morrison (2010, p.208) concluded that survey can be both descriptive and analytical. Descriptive survey simply describes data on variables of interest whereas analytical surveys operate with hypothesized predictors or explanatory variables that are tested for their influence on dependent variables.

To sum up, a survey is the descriptive research which deals with clearly defined problems and objectives. It is used for collecting data in most of the areas. The purpose of the survey is generally to find out the opinions, beliefs and attitudes on a certain issues as well as to find out behaviours of different professionals which are quite related to subjectivity of the study.

Cohen, Manion and Morrison (2010, p. 208) further present the following characteristics of a survey research.

- a) It collects data on one-shot basis and hence is economical and efficient.
- b) It represents wide target population.
- c) It generates numerical data.
- d) It gathers standardized information.
- e) It captures data from multiple choice, closed question, test scores or observation schedules.

The steps of survey research presented by Nunan (1992, p.160) are as follows:

Step 1: Defining Objectives:

Defining objectives is an essential part in any research. Therefore, the first task of a researcher is to define objectives of the study. What does s/he want to find out should be clearly mentioned in their research work at first.

Step 2: Identify the Target Population:

This is the second step of research design under which target population of the study should be mentioned. For example, teachers, students, parents, etc.

Step 3: Literature Review: Under this step, related literature should be reviewed. It helps to know about what other said/ discovered about the issues.

Step 4: Determine Sample:

In this step, we need to be clear about the population that we are going to survey and what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are also important.

Step 5: Identify Survey Instruments:

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design Survey Procedure:

In this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify Analytical Procedure:

After collecting raw data it should be analysed using appropriate statistical and descriptive tools.

Step 8: Determine Reporting Procedure:

At last, after analysing data we have to prepare the report of our research. It can be written in narrative way with description. On the basis of aforementioned procedures I conducted my research study.

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

To summarize, my study was based on survey research design because it was done to derive the actual situation of the phenomena by observing it. So, I used survey research design for my study.

3.2 Population, Sample and Sampling Strategy

My research was conducted in Department of English Education. Students, who have finished their fourth semester examination in English Education, were the population of my study. As the survey research requires a large amount of population so, I chose 40 students as a sample because of time and expense constraints.

I used purposive non-random sampling procedure to select the sample from the population of the study.

3.3 Research Tools

Tools are the most important elements of any research. For this study, I used a questionnaire in which close ended questions were included in order to find out language anxiety of M.Ed. English language education students.

3.4 Sources of Data

I made use of both primary as well as secondary sources of data for the study.

3.5 Data Collection Procedures

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

First of all, I prepared the questionnaire for the students. Then, I went to the field and established the rapport with the department and the students. After clarification of the purpose and getting an approval letter from the department of English education, I selected the students through stratified non-random sampling procedures. Finally, I collected the distributed questionnaires from the students.

3.6 Data Analysis Procedures

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

3.7 Ethical Considerations

Ethical considerations are one the most valuable ornament that a researcher should follow while conducting his/her research work. As this research involved human beings as participants, before conducting the study I took approval from department of English education T.U., Kirtipur, Kathmandu. After obtaining the approval I invited the participants, students, who have finished their fourth semester examination in English education. Then I asked them to fill the consent form and after that I handed them over with participant information statement and questionnaire. I kept the responses of respondents' confidential and did not mention the real names of participants in the research. Likewise, all the ideas generated in this research were my own except from the cited ones. I have tried to keep it safe from plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the quantitative results of the questionnaire. The analysis and interpretation of data is done in this section on language anxiety of M.Ed. English language education students.

4.1 Analysis of Data and Interpretation of the Results

Anxiety is an unpleasant state which is associated with feelings of un-easiness and apprehension. In this chapter, the data collected through the questionnaire have been analysed and interpreted using various statistical tools and the display devices. In other words, it includes the process of sifting, organizing, summarizing and synthesizing the data so as to derive the results and conclusion of the study. The following are the headlines under which the collected data have been analysed and described.

4.1.1 Category Based Analysis

The analysis and interpretation is done under the following nine categories of the sources of English language anxiety:

4.1.1.1 Listening Anxiety

The anxiety that accompanies the listening anxiety task is difficult to detect, but potentially one of the most debilitating, because in order to interact verbally first, the listener must understand what is being said. It is an anxiety merits closer examination. This section of the thesis deals with the analysis and interpretation of data related to the anxiety of the students in their listening skills. The analysis is based on the four items included in this section.

Table: 1
Listening Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
1.	When I listen to the BBC/VOA world service, I am being quite confused to understand the language which was used there.	26	65	3	7.5	7	17.5	1	2.5	3	7.5
2.	After listening, I reflect on my problems such as, the speech rate was too fast, or the linkage was hard to identify which makes me so anxious.	25	62.5	6	15	4	10	5	12.5	-	-
3.	I discuss my experiences of listening with classmates somewhat anxious and block out what I hear, even if it is understandable to me.	20	50	9	22.5	10	25	1	2.5	-	-
4.	In the class, I become more focused on showing my comprehension and pay less attention to what I am actually listening to.	3	7.5	5	12.5	30	75	2	5	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

According to the data presented in item 1, the majority of respondents, i.e. 65% highly agreed on the statement, i.e. ‘when the learners listen to the BBC/VOA world service, they are being quite confused to understand the language which was used there’. Here, 7.5 % respondents strongly agreed and 17.5% disagreed on it. A very few i.e. 2.5% strongly disagreed and only 7.5% neither agreed nor disagreed on the statement.

Similarly, in item 2, where 62.5% of respondents agreed and 15% strongly agreed the statement. Whereas, 10% disagreed and 12.5% strongly disagreed the statement, 'after listening, the learners reflect on their problems such as, the speech rate was too fast or the linkage was hard to identify which makes them so anxious'.

Likewise, while analysing item 3, where 50% respondents agreed and 22.5% strongly agreed. But 25% disagreed and only 2.5% strongly disagreed regarding the statement, 'students discuss their experiences of listening with their classmates somewhat anxious and block out what they hear, even if it is understandable to them.

Eventually, item 4 shows that, 7.5% agreed the statement and 12.5% strongly agreed. But, 75% disagreed and 5% strongly disagreed the statement, 'in the class, students become more focused on showing their comprehension and pay less attention to what they actually listening to'.

Overall, from this category, this research shows that in order to be effective listeners, learners must be able to actively and strategically participate in the listening process within a low anxiety classroom environment.

4.1.1.2 Speaking Anxiety

People often get frustrated when they do not find the words they need to express themselves while speaking in the English language. This is true to the language learners as well. Whether students can feel anxiety in their English language education class while speaking or not was analyzed in this category. This section consisting of four items intended to find out speaking anxiety.

Table: 2
Speaking Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
5.	I feel overwhelmed by the number of rules I have to learn to speak in English.	20	50	2	5	9	22.5	6	15	3	7.5
6.	Whenever I get chance, I try to speak in English but I started to panic when I have to speak without preparation.	21	52.5	6	15	10	25	3	7.5	-	-
7.	I become anxious of the appropriacy of my language, when I speak to a stranger.	25	62.5	1	2.5	11	27.5	-	-	3	7.5
8.	I feel very self-conscious about speaking English in front of other learners because, I always feel that the other learners speak English better than I do.	10	25	3	7.5	20	50	3	7.5	4	10

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

Based on the information presented in the above table, it can be said that 50% of the respondents in item 5 designed to find out the speaking anxiety agreed and only 5% strongly agreed on the statement. Likewise, 22.5% disagreed and 15% strongly agreed it. But 7.5% neither agreed nor disagreed the statement i.e. students feel overwhelmed by the number of rules they have to learn to speak in English.

In the same way, in item 6 where the majority of the learners i.e. 52.5% agreed and 15% strongly agreed the statement. Similarly, 25% disagreed and 7.5% strongly disagreed the statement i.e. whenever students get chance, they try to speak in English but they start getting nervous when they have to speak without preparation.

Similarly, in item number 7, where the majority of the respondents i.e. 62.5% highly agreed but only 2.5 % strongly agreed regarding the statement. However, 27.5% disagreed and 7.5% respondents neither agreed nor disagreed on the statement i.e. ‘students become anxious of the appropriacy of their language, when they speak in front of the stranger’.

25% of the respondents agreed the item 8 and 7.5% strongly agreed on the statement. But, 50% of the respondents disagreed and 7.5% strongly disagreed the statement whereas, 10% neither agreed nor disagreed it i.e. ‘the students feel very self-conscious about speaking English in front of other learners because, they always feel that the other learners speak English better than they do’.

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. It is an anxiety merits closer examination. Students can highly appreciate that speaking skill also makes them feel anxious.

4.1.1.3 Reading Anxiety

Reading is the most important receptive skill of gaining knowledge. The more one reads the more knowledge s/he gains. It is a way of grasping information from written text through graphic symbols. Reading is very important in English language learning since the people who do not have chances to meet native speakers of the language can learn the language through reading books written in that language. This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their reading skill. In order to elicit data, four items were included to find out reading anxiety of the students.

Table: 3
Reading Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
9.	Being in an ambiguous situation due to the mismatch between the questions asked in a reading test and the questions asked in an ordinary reading activity make me worry.	22	55	3	7.5	15	37.5	-	-	-	-
10.	I get afraid whenever I encounter unknown grammar when reading a book in English.	20	50	1	2.5	9	22.5	9	22.5	1	2.5
11.	The thick book with long reading chapters containing many unknown words make me so tensed.	22	55	3	7.5	14	35	-	-	1	2.5
12.	I get upset when I'm not sure whether I understand what I'm reading or not.	21	52.5	4	10	10	25	5	12.5	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

This section consists of four items. The information presented against item 9 in the above table reveals that 55% of the respondents agreed the statement and 7.5% strongly agreed, whereas, 37.5% disagreed. The data indicate that most of the respondents were left in an ambiguous situation due to the mismatch between the questions asked in a reading test and the questions asked in an ordinary reading activity resulting in their worries.

In the same way, in item 10, where the 50% majority of the respondents agreed the statement and 2.5% strongly agreed. Likewise, 22.5% disagreed and 22.5% strongly disagreed but a very few i.e. 2.5% neither agreed nor disagreed

the statement, 'students get afraid whenever they encounter unknown grammar while reading a book in English'.

However, in item 11 was designed to find out the level of learners reading anxiety where 55% of the respondents agreed on the statement and 7.5% strongly agreed. Similarly, 35% disagreed and only 2.5% neither agreed nor disagreed on the statement i.e. 'the thick book with long reading chapters containing many unknown words make them so tensed'.

The item 12 was also looked into the anxiety level of the learners in reading, where 52.5% of respondents agreed and 10% strongly agreed. Likewise, 25% disagreed and 12.5% strongly disagreed the statement, i.e. 'students get upset when they are not sure whether they understand what they read or not'.

Additionally, in overall, reading is one of the language skills where students can feel more anxious due to their different obstacles such as mismatch between the questions, and encounter unknown grammar and unknown vocabulary items in their reading tasks.

4.1.1.4 Writing Anxiety

Anxiety is associated with feelings of uneasiness, frustration, self doubt and worry about something. Writing is one of the language skills where students can feel anxious due to their different reasons such as, poor writing skill and lack of confidence in expressing clear ideas. This section of the thesis deals with the analysis and interpretation of data with regard to the anxiety of the students in their writing skill. This section consists of four items.

Table: 4
Writing Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
13.	It's not easy for me to write good papers in English due to my poor writing skills.	10	25	-	-	25	62.5	2	5	3	7.5
14.	I usually self-evaluate my English writing process but I feel bad to see my writing style.	8	20	1	2.5	26	65	4	10	1	2.5
15.	I feel less confident in my English writing ability to clearly express my ideas.	21	52.5	6	15	9	22.5	3	7.5	1	2.5
16.	I'm nervous about writing in English because I think to express my ideas through writing in English seems to be very difficult.	18	45	3	7.5	9	22.5	10	25	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

The item 13 was designed to find out the level of anxiety in writing. The table 4 shows that 25% respondents agreed and 62.5% disagreed the statement. Only 5% strongly agreed and 7.5% neither agreed nor disagreed the statement i.e. 'it is not easy for the students to write good papers in English due to their poor writing skills'.

In the same way, in item 14, where 20% respondents agreed the statement but only 2.5% strongly agreed it. Likewise, 65% disagreed and 10% strongly disagreed. Whereas, 2.5% neither agreed nor disagreed regarding the statement, 'the students usually self-evaluate their English writing process but they feel bad to see their writing style'.

In item 15, where 52.5% of respondents agreed and 15% strongly agreed regarding the statement. Similarly, 22.5% disagreed and 7.5% strongly disagreed it. But only 2.5% neither agreed nor disagreed the statement, i.e. 'the students feel less confident in English writing ability to express their ideas'.

Likewise, the item 16 was agreed by 45 % of the respondents agreed and 7.5% strongly agreed it. Similarly, 22.5% disagreed and 25% strongly disagreed the statement, i.e. 'the students feel nervous while writing in English because they want to express their ideas through writing but they feel very difficult'.

To sum up, writing is one of the language skills where students can feel anxious due to different various reasons i.e. poor writing skills, bad writing style and lack of confidence in their own ability. So, writing also creates anxiety in the language class.

4.1.1.5 Vocabulary Anxiety

Vocabulary is such an important aspect of language, in the lack of which, it is rather difficult to communicate even if someone has a good knowledge of the system of a language in question. This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their vocabulary. All together, five items were intended to find out vocabulary anxiety.

Table: 5
Vocabulary Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
17.	I am not rich in vocabulary items and often cannot understand the text due to it.	24	60	6	15	10	25	-	-	-	-
18.	It bothers me to encounter words I can't pronounce while reading English.	5	12.5	20	50	8	20	5	12.5	2	5
19.	I feel nervous when my teacher uses so many difficult words in his lecture.	24	60	8	20	8	20	-	-	-	-
20.	When my friends use so many big words that I do not know, I become nervous.	27	67.5	2	5	9	22.5	2	5	-	-
21.	Sometimes teachers make a remark, "you don't know such simple words also". I feel insulted in such a situation.	26	65	3	7.5	9	22.5	2	5	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

The information presented in the above table reveals the fact that 60% of the respondents agreed and 15% strongly agreed the statement. Similarly, 25% disagreed the statement, i.e. 'the students are not rich in vocabulary items and often cannot understand the text due to it'.

The statement in item 18 i.e. 'it bothers students to encounter words which they cannot pronounce while reading English'. Here, 12.5% respondents agreed the statement and the majority of the respondents i.e. 50% strongly agreed it.

Likewise, 20% disagreed and 12.5% strongly disagreed. But only 5% neither agreed nor disagreed the statement.

Similarly, in item 19, where 60% of the respondents agreed the statement and 20% strongly agreed. Similarly, 20% disagreed the statement i.e. 'students feel nervous when their teacher uses so many difficult words in his lecture'.

Likewise, 67.5% of respondents agreed the item 20 and only 5% strongly agreed it. 22.5% disagreed but 5% strongly disagreed the statement i.e. 'the learners become nervous while their friends use so many big words that they do not know'.

In item 21, where 65% of respondents agreed the statement and 7.5% strongly agreed it. Likewise, 22.5% disagreed and 5% strongly disagreed the statement, i.e. "sometimes teachers make a remark, 'you don't know such simple words also'. At that time the students feel insulted in such a situation".

Eventually, students feel anxious due to various reasons such as, lack of confidence in expressing clear ideas and lack the vocabulary items needed promptly. Vocabulary should be exposed to the students considering their level of knowledge. Although the respondents of this study reported an anxiety towards being positively evaluated, it seems that they were finding ways to intensify such fear.

4.1.1.6 Pronunciation Anxiety

Pronunciation is the way a language is spoken, or the manner in which someone utters an utterance. If one is said to have correct pronunciation, then it refers to both within a particular dialect. Pronunciation is one of the very important aspects of a language. This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their pronunciation. This section consists of five items which are intended to find out pronunciation anxiety the students.

Table: 6
Pronunciation Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
22.	I feel nervous to participate in the classroom discussion because my pronunciation is not good.	20	50	5	12.5	8	20	2	5	5	12.5
23.	I feel insulted when my teacher corrects my pronunciation mistakes.	8	20	3	7.5	25	62.5	3	7.5	1	2.5
24.	I fear that other students may consider my pronunciation ridiculous.	9	22.5	2	5	20	50	6	15	3	7.5
25.	I'd rather feel other students did not hear me making a pronunciation mistake.	9	22.5	1	2.5	22	55	6	15	2	5
26.	I do not want to talk with native speakers because my English pronunciation is not good.	6	15	22	55	8	20	2	5	2	5

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

The information presented in the above table, in item 22 reveals that 50% of agreed and 12.5% strongly agreed the statement. Similarly, 20% disagreed and 5% strongly agreed it. Whereas, 12.5% neither agreed nor disagreed the statement i.e. students feel nervous to participate in the classroom discussion because they think that, their pronunciation is not good enough.

In the same way, in item 23, where 20% respondents agreed and 7.5% strongly agreed the statement. Similarly, the majority of the respondents i.e. 62.5% disagreed and 7.5% strongly disagreed it. Finally, only 2.5% neither agreed nor disagreed the statement i.e. 'students feel insulted when the teacher corrects their pronunciation mistakes'

Similarly, in item 24, where 22.5% of respondents agreed the statement and 5% strongly agreed it. Likewise, 50% disagreed and 15% strongly disagreed it however, 7.5% neither agreed nor disagreed the statement, i.e. ‘students worry about other students may consider their pronunciation ridiculous’.

In the same way, in item 25, where 22.5% of respondents agreed the statement and 2.5% strongly agreed it. Likewise, 55% highly disagreed and 15% strongly disagreed the statement. Finally, 5% of the respondents neither agreed nor disagreed the statement, i.e. ‘the students would rather feel other students did not hear them while making a pronunciation mistake’.

Finally, in item 26, where 15% of respondents agreed and 55% strongly agreed the statements. Similarly, 20% disagreed and 5% strongly disagreed the statement but only 5% neither agreed nor disagreed regarding the statement i.e. ‘the students do not want to talk with native speakers because they think that, their English pronunciation is not good enough’.

MacIntyre, Noels, and Clement (1997) assume that when a learner perceives his or her competence as low, anxiety occurs and “the arousal of anxiety probably makes some students more reluctant to speak. If language learners do not choose to communicate, they cannot re-assess their competence” (p. 278). To break this vicious circle, it is important to lower the levels of language anxiety in the classroom for example while practicing pronunciation. So, here language anxiety affects the pronunciation of the learners.

4.1.1.7 Meaning Anxiety

This section of the thesis deals with the analysis and interpretation of data with regard to the anxiety of the students in understanding and communicating meaning. The anxiety in meaning is obtained through the five items included in this section.

Table: 7
Meaning Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
27.	In English, one form may have several meanings and many forms convey a single meaning. I am not sure which form to be used in which situation.	4	10	23	57.5	10	25	3	7.5	-	-
28.	I have a habit of consulting the dictionary for the meaning of words but many of them may not be in the dictionary. As a result, I can't understand the texts.	23	57.5	4	10	3	7.5	6	15	4	10
29.	I try to figure out the meaning of unknown words through guessing but it does not always work.	5	12.5	20	50	9	22.5	5	12.5	1	2.5
30.	Sometimes, I think I have a talent to acquire English words, but I still don't know how to figure out the contextual meaning of new words easily.	1	2.5	25	62.5	10	25	4	10	-	-
31.	I know the meaning of words in isolation but I do not have confidence to use it in sentence properly.	29	72.5	1	2.5	6	15	4	10	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

In item 27, where the information presented in the above table reveals that a very few of the respondents, i.e. 10% agreed the statement whereas a majority of them, i.e. 57.5% strongly agreed it. Whereas, 25% disagreed and only 7.5%

strongly agreed the statement i.e. 'in English, one form may have several meanings and many forms convey a single meaning where the students are not sure which form to be used in which situation'.

In the same way, majority of respondents in item 28, i.e. 57.5% agreed the statement and 10% strongly agreed it. Similarly, only 7.5% disagreed and 15% strongly disagreed it. But 10% of the respondents neither agreed nor disagreed the statement i.e. 'students have a habit of consulting the dictionary for the meaning of words but many of them may not be in the dictionary. As a result, they cannot understand the texts'.

Similarly, in item 29 where, 12.5% of respondents agreed and 50% strongly agreed the statement. Likewise, 22.5% disagreed and 12.5% strongly disagreed it. But, only 2.5% of the respondents neither agreed nor disagreed the statement i.e. 'students try to figure out the meaning of unknown words through guessing but it does not always work which makes them tensed'.

Regarding the item 30 where, a very few i.e. 2.5% of the respondents agreed the statement. The majority of the respondents i.e. 62.5% strongly agreed and 25% disagreed it. Finally, 10% strongly disagreed regarding the statement i.e. 'sometimes, the students think that, they have a talent to acquire English words, but they still do not know how to figure out the contextual meaning of new words easily'.

Finally, in item 31 where the majority of the respondents i.e. 72.5% agreed the statement and only 2.5% strongly agreed it. However, 15% respondents disagreed and 10% strongly disagreed the statement i.e. 'the students know the meaning of words in isolation but they do not have confidence to use it in sentence properly'.

Overall, anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts beat quickly due to our nervousness. The results revealed that most of the students lacked confidence in their nervousness of English rules

and regulations related to meaning and they felt nervous about it in current educational system.

4.1.1.8 Language Class Anxiety

This section of the thesis deals with analysis and interpretation of data with regard to the anxiety of the students in their English language class. To elicit the data, five questions were asked.

Table: 8
Language Class Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
32.	I become nervous when I do not understand what the teachers teach me in the class.	20	50	1	2.5	9	22.5	10	25	-	-
33.	In the class, sometimes I can't express my true feelings in English and this makes me uncomfortable.	12	30	18	45	6	15	2	5	2	5
34.	I can feel my heart pounding when I'm going to be called in my English classes.	-	-	-	-	28	70	12	30	-	-
35.	I get nervous when the English teacher asks questions which I haven't prepared in advance.	24	60	7	17.5	9	22.5	-	-	-	-
36.	I am not confident to ask questions to my teachers even if I don't understand them. I think my friends will make a joke of my language and ability.	21	52.5	11	27.5	8	20	-	-	-	-

(Note: A= Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

Interpreting the data in item 32, it was found that the great number of respondents i.e. 50% agreed the statement. Most of the learners are nervous in the English language class because they do not understand what the teachers teach them in the class. Out of them, only 2.5 % respondents strongly agreed the statement. Whereas, 22.5% respondents disagreed the statement and finally 25% respondents strongly disagreed the statement.

Regarding the respondents' anxiety during the language class, the item 33, was intended to discover it. Here, 30% agreed the statement and 45 % strongly agreed it. Similarly, 15 % disagreed and 5% strongly disagreed whereas 5% neither agreed nor disagreed the statement 'the learners cannot express their true feelings in English which makes them uncomfortable'.

The item 34 was designed to find out the English language learners' feeling in their English classes. They can feel their heart pounding when they are called in their English classes. In this statement, majority of the respondents' i.e.70 % disagreed the statement and 30% strongly disagreed it.

The item 35 was also designed to find out the learners feelings while studying in the English class. From the data it is found that 60% respondents agreed and 17.5 percent strongly agreed the statement. Likewise, 22.5 % disagreed the statement. They get nervous when the English teacher asks questions to them, which they haven't prepared in advance.

Finally, the last item i.e. 36 was intended to find out respondents' level of tension created by the language class. As the table shows 52.5% of the respondents agreed the statement, 27.5% strongly agreed and 20% disagreed it. They are not confident to ask questions to their teachers even if they don't understand them; they think that, their friends will make a joke of their language and ability.

In overall, from this category, anxiety in the classroom is a common problem to the students throughout the world. It has also a great effect on the English language classes in the context of Nepal. It's not an easy job to learn the English language, so it is always problematic task for the learners. From the

above analysis, it implies that almost all the English language students feel anxious in their language class due to their nervousness.

4.1.1.9 Grammar Anxiety

Without grammar rules a language is paralysed, so learning the English language through grammar can be a stressful activity for the learners.

The section, consisting of four items, was intended to find out the grammar anxiety of English language education students.

Table: 9
Grammar Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
37.	My main source of anxiety is my grammar. I am very confused about English grammatical rules that's why, I cannot speak in English without any hesitation.	27	67.5	2	5	10	25	1	2.5	-	-
38.	I keep thinking that the other students are better in English grammar than I am.	12	30	1	2.5	22	55	5	12.5	-	-
39.	I am so afraid that my English teacher is ready to correct every grammatical mistake I do in my English class.	10	25	1	2.5	20	50	6	15	3	7.5
40.	I get upset when I don't understand the teacher's corrections of my mistakes.	17	42.5	6	15	15	37.5	-	-	2	5

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

The item 37 was designed to find out the level of grammar anxiety. In this item, 67.5% respondents agreed and 5% strongly agreed on the statement. Whereas, 25% respondents disagreed and only 2.5% strongly disagreed the statement, 'the learners' main source of anxiety is their grammar, they confused about English grammatical rules, that's why; they cannot speak English without hesitation'.

In the same way, item 38 was also intended to discover the level of English language learners' anxiety in grammar. Here, majority of the respondents' i.e. 55% disagreed and 30% agreed the statement. Similarly, 2.5% strongly agreed and 12.5% strongly disagreed the statement, i.e. 'students keep thinking that the other learners are better in English grammar than they are'.

While analysing the item 39, the learners felt so afraid that their English teacher always corrected every grammatical mistake which they committed in their English class. Where, 25% of respondents' agreed and 2.5% strongly agreed the statement. Similarly, 50% disagreed and 15% strongly disagreed but 7.5% neither agreed nor disagreed it.

Finally, the last item i.e. 40 was intended to find out respondents' level of tension created by grammar. The table given above shows that 42.5% of the respondents agreed with the statement. Whereas 15% of the students strongly agreed, 37.5% disagreed it and 5% neither agreed nor disagreed the statement 'they get upset when they don't understand the teacher's corrections of their mistakes'.

All these items were designed to find out the level of learners' anxiety in grammar. Grammar also plays the vital role in English language classes. There are so many grammatical rules which can distract the learners' mind and they can feel uncomfortable in their English class, so grammar as a level of English language is a source and cause of anxiety to the students.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The final chapter of the study incorporates findings, conclusions and recommendations, which are based on the analysis of data and interpretation of results.

5.1 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 “Language Anxiety of M.Ed. English Language Education Students” is an attempt to find out the anxiety of students regarding language skills and aspects. As a whole, all the students were found to be anxious about their English language learning. M.Ed. English language education students’ level of anxiety is high regarding the aspects and skills of language.

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

- a. It was found that the students have anxieties in all the aspects and skills of language such as listening, speaking, reading and writing, vocabulary, pronunciation, meaning, spelling, grammar.
- b. Students do not want their English language class because they have inadequate knowledge of language skills and aspects.
- c. From the research, it has been found that, 60 percent students feel nervous when the English teacher asks them all the questions which they (students) have not prepared in advance.
- d. On the basis of the data, it was found that a majority of the students, i.e. 67.5 percent students feel nervous in their grammar class. For example, they get confused with the grammatical rule, that’s why; they cannot speak English without hesitation. This creates problem in their grammar class.

- e. In the same way, 55 percent students were found to be anxious due to the thick books with long chapters containing many unknown words make them so tensed.
- f. Similarly, students feel nervous when the teacher uses so many difficult words in his/her lecture.
- g. In average, 50 percent students were found nervous to participate in the classroom discussion because their pronunciation was not good enough.
- h. Most of the respondents responded that, writing is one of the language skills where students feel anxious due to their different obstacles such as, poor writing skills, bad writing style, less confidence in expressing ideas clearly.
- i. It was found that, many students feel anxious in their listening skill because when they listen to the BBC/VOA world service, they are unable to understand the language used there.
- j. According to the data presented, the majority of students, i.e. 62.5 percent feel anxious about the appropriacy of their language, when they speak to a stranger.
- k. Likewise, 55 percent students who were being in an ambiguous situation due to the mismatch between the questions asked in an ordinary reading activity become worried.
- l. Almost all the students sampled were found to be anxious in the use of English language skills and aspects.

5.2 Conclusion

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 relative 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 M.Ed. English language education students. I have elicited the data collected from English language education students. I used a questionnaire as a research tool to collect the data in the course of research study. I selected 40 English language education students from M.Ed. fourth semester. I have listed the major findings and implications of the study after analysing the collected data. After analysis and interpretation it was found that, the students have anxieties in all the aspects and skills of language such as listening, speaking, reading, writing, vocabulary, pronunciation, meaning and spelling. Highly anxious learner who do not believe in their abilities and self-evaluate poorly, for example, in the area of English language skills, pronunciation, meaning of a word, grammar and vocabulary in the classroom or when faced with academic tasks; they are worried about making mistakes and losing face; and they fear criticism, negative evaluation, judgmental remarks, and 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 that 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 listening, reading and writing. 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 teachers' lectures, poor pronunciation, lack of vocabulary and spelling/word mistake, using simple or broken English, thinking other students are better and will laugh at them when they speak English, worrying about getting confused by the number of rules of 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.

5.3 Recommendations

This research is conducted for the partial fulfilment of master in English education study. I have found that students believe that a friendly classroom atmosphere can help them overcome their anxiety and increase their involvement in activities more. So, it can be said that a low anxiety classroom environment and friendly teacher can help the students to make their learning process smooth. Also, more exposure 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, participate more in the class, read English

newspapers, listen to English news like BBC/VOA, watch English movies and the role of teachers in helping to reduce anxiety.

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

5.3.1 Policy Related

In order to reduce language anxiety of M.Ed. English language education students and bring quality in their language skills, I recommend the following actions to be taken at policy level.

- a. Most of the respondents have anxiety on different language skills, so there should be a strong policy to develop those skills by providing sufficient exposure in their course work.
- b. There should be strong policy to encourage students to learn those skills.
- c. Education planners, syllabus designers and materials developer should take care about reducing the anxiety in language skills by providing effective materials and course books.

5.3.2 Practice Related

My study is equally advantageous to those who are at practice level. The following recommendations can be made in practice level on the basis of my findings:

- a. The expert teachers should focus more on grammatical practice in order to ease the students from their anxiety.
- b. The teacher should focus on vocabulary skills while teaching English to develop their vocabulary and speaking skills.
- c. The learners should focus on accurate pronunciation in order to make their speaking well.
- d. Most of the learners are less confident and have anxiety regarding the English language rules and regulations, so more examples should be provided before rules.

- e. Teachers should provide comfortable environment and encourage students to use language skills and aspects to reduce their anxiety.

Therefore, it can be said that the teachers can help students to minimize their anxiety and keep it at a moderate pace which can motivate them to perform better in their classroom. The students indicate that their main reason of experiencing anxiety is due to their lack of knowledge and poor skill development in the English language. Therefore, these suggestions can be taken into consideration and provide them with help, support and encouragement for executing these activities.

5.3.3 Further Research Related

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

The following recommendations can be made for further researches.

- a. 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 encouraged to carry out further researches in this areas such as ‘English language anxiety and language skills’, ‘Relationship between language anxiety and language aspects’ and ‘Causes of anxiety among the English language learners’.
- b. It was found that the students have anxieties in all the aspects and skills of language such as listening, speaking, reading, writing, vocabulary, pronunciation and spelling. Hence a detailed study on each aspects and skills should carry out.

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 the 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. That's why, it is widely accepted that anxiety plays a crucial role while learning the English language.

REFERENCES

- Abu, R.S. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh- grade students studying English as a FL. *Educational psychology*, 24 (5),711-721
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*78, ii, 155-168.
- Allwright, D. and Bailey, K.M. (2002). *Focus on language classroom*. Cambridge: CUP.
- Awasthi, J.R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of ELT*, vol.8, p.17-18.
- Aydin, B. (2001). Konusmave Yazma Derslerinde Yabancı Dil Öğrenimindeki Kaygı Nedenleri [A study of sources of foreign language classroom anxiety in speaking and writing classes].Eskisehir: Anadolu Üniversitesi Yayinlari.
- Bailey, K.M. (1983). Competitiveness and anxiety in adult second language learning: *Looking at and through the diary studies*. In H.W. Seliger and M.H. Long (Eds.), *classroom oriented research in second language acquisition*. Rowley, MA: Newbury House, from: jaltcue.org/files/OnCUE/OCJ3-1-Curtis-Bailey-pp67-85.pdf
- Bailey, P., Daley, C. E., & Onwuegbuzie, A. J. (1999).*Foreign language anxiety and learning*. *Applied Psycholinguistics*, 20, 217–239, from: www.onlinelibrary.wiley.com/doi/10.1111/j.1944-9720.1999.tb02376.x/full
- Bailey, P., Onwuegbuzie, A.J. & Daley, C.E. (2000).Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology* 19(4), pp. 474-490.

- Best, J.W. and Kahn, J.V. (2004). *Research in education*. New Delhi: Prentice Hall of India private limited.
- Bosiak, P. (2004). Anxiety and second language acquisition. *Electronic EFL journal*. Retrived April 12, 2010 from:
www.it.snhu.edu/EFL.../bosiakpatricia
- Brown, H. D. (1994). *Principles of language learning and teaching*. London, England: Prentice Hall Regents.
- Campbell, C. M. & Ortiz, J. A. (1991). Helping students overcome foreign language anxiety: A foreign language anxiety workshop. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*(pp.153-168). Englewood Cliffs, NJ: Prentice-Hall.
- C.B. S. (2011). *Statistics pocket book of Nepal*. Kathmandu.
- Chang, Y. (2004). *The effects of anxiety among EFL learners in Taiwan*. An unpublished master's thesis. Southern New Hampshire University, Taiwan from: www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123
- Chen, C.M. & Lee, T.H. (2011). Emotion recognition and communication for reducing second language speaking anxiety in a web-based one-to-one synchronous learning environment. *British journal of educational technology*, 42 (3), 417–440, from:
www.onlinelibrary.wiley.com/doi/10.1111/j.1467-8535.2009.01035.x/abstract
- Cohen, L., Manion, L. & Morrison, K. (2010). *Research methods in education*. New York: Routledge
- Crystal, D. (1980). *Introduction to language pathology*. London: Edward Arnold.

- Daly, J.A. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety: From theory and research to classroom implications*(pp. 3-13). Englewood Cliffs, NJ: Prentice Hall.
- Dikinson, L. (1988). *Self- introduction in language learning*. Cambridge:CUP.
- Dulay, H. and Burt, M. (1977). *Viewpoints on English as a second language*. New York: Regents.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (1985). *Understanding second language acquisition*. Cambridge: CUP.
- Eysenck, M. W. (1979). Anxiety, learning, and memory: A reconceptualization. *Journal of Research in Personality*, 13(4), 363-385.
- Foss, K. A. & Reitzel, A. C. (1988). *A relational model for managing second language anxiety*. *TESOL Quarterly*, 20, 559-562.
- Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Gardner, R. C., & MacIntyre, P.D. (1993). A student's contributions to second language learning, part-II affective variables. *Language Teaching*, 26, 1-11
- Giri, A. (2007). Why to teach grammar? *Young voices in ELT*, 6, 9-12. Department of English Education, T.U.
- Hamzah, M.H.B. (2007). *Language anxiety among first year Malay students of the international islamic college: An investigation of L2 skills, sources of anxiety and L2 performance*. An unpublished M. H.S. (English language students) dissertation. I. I. University, Malaysia, from:
www.lib.iium.edu.my/mom2/cm/content/view/view.jsp?key
- Harmer, J. (2008). *How to teach English*. London: Longman.

- Hewitt, E.K. & Stephenson, J. (2011). Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ study. *The modern language journal*, 96, 170–189. doi:10.1111/j.1540-4781.2011.01174 .
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern language journal*, 70(2), 125-132, from: www.hyxy.nankai.edu.cn/jingpinke/.../foreign%20language%20classroom%20anxiety.pdf
- Horwitz, M. B., Horwitz, E. K., & Cope, J. (1991). Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: from theory and research to classroom implications* (pp. 27-39). Englewood Cliffs, NJ: Prentice Hall, from: www.files.eric.ed.gov/fulltext/EJ1078777.pdf
- Horwitz, E.K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston, MA: Pearson Education/Allyn & Bacon.
- Hyman, L.M. (1975). *Phonology: Theory and analysis*. New York: Holt Rinehart and Winston.
- Joshi, P.N. (2010). *Relationship between learning anxiety and language achievement*. An unpublished M. Ed. Thesis, Tribhuvan University Kirtipur, Kathmandu, Nepal.
- K.C., L. (2010). *Anxiety among EFL learners*. An unpublished M. Ed. Thesis, Tribhuvan University Kirtipur, Kathmandu, Nepal.
- Krashen, S. (1983). *The nature approach: Language acquisition in the classroom*. Oxford: Pergamon.

- Krashen, S. D. (1985a). Applications of psycholinguistic research to the classroom. In C. James (Ed.), *Practical applications of research in foreign language teaching* (pp.51-66). Lincolnwood, IL: National Textbook Co.
- Krashen, S. D. (1985b). *The input hypothesis: issues and implications*. New York: Longman.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Krashen, S.D. (1985). *The input hypothesis: issues and implications*. Torrance, CA: Lored Publishing.
- Kumar, R. (2009). *Research methodology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Larsen-Freeman, D. and Long, M.H. (1992). *An introduction to second language research*. London: Longman.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP.
- MacIntyre, P. D. & Gardner, R. C. (1989). *Anxiety and second language learning: Toward a theoretical clarification*. *Language Learning*, 39, 251–275.
- MacIntyre, P.D. & Gardner, R.C. (1991c). *Language anxiety: Its relationship to other anxieties and to processing in native and second languages*. *Language learning* 41, 531-534. Retrieved December 12, from: www.eric.ed.gov/ERICwebPortat/recordDetail?accno=EJ435998
- MacIntyre, P. D. & Gardner, R. C. (1991). *Methods and results in the study of anxiety and language learning: A review of the literature*. *Language Learning*, 4, 85–117.

- MacIntyre, P. D. & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, 283–305. Retrieved December 12, from: <http://www.eric.ed.gov/ERICwebPortal/custom/>
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99, from: <https://leighcherry.wikispaces.com/.../Anxiety's+Effect+on+L2+Learning+-+MacIntyr>
- MacIntyre, P. D. (1995). On seeing the forest and the trees: A rejoinder to Sparks and Ganschow. *Modern language journal*, 79, 245-248. www.onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1995.tb05438.x/full
- MacIntyre, P. D. (1999) Language anxiety: a review of the research for language teachers. In D. J. Young (Ed.) *Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw-Hill.
- MacIntyre, P. D., Noels, K. A., & Clement, R. (1997). *Bias in self-ratings of second language proficiency: The role of language anxiety*. *Language Learning*, 47, 265-287.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Onwuegbuzie, A. J., Bailey, P. & Daley, C. E. (1999). 'Factors associated with foreign language anxiety', *Applied Psycholinguistics*, Vol. 20 (2), 217-239.
- Philipson, L. (2005). *A study of the foreign language anxiety on tertiary students' oral performance*. An unpublished M.A. thesis, University of Hong Kong, Hong Kong.
- Philipson, R. (2007). *Linguistic imperialism*. New York: OUP.

- Richards, J.C. & Rodgers, T. (2002). *Approaches and methods in language teaching* (2nd ed.). New York: CUP.
- Richards, J. C. & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics*. Essex: Pearson Education Limited.
- Rogers, C.R. (1969). *Freedom to learn*. Columbus, OH: Charles E. Merrill Publishing Co.
- Scovel, T. (1978). *The effect of affect on foreign language learning: A review of the anxiety research*. *Language Learning* 28(1): 129-41.
- Scovel, T. (1991). 'The Effect of affect on Foreign language learning: A review of the anxiety research', in Horwitz, E.K., & Young, D. J. (eds.) *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, pp. 15-24.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory* (Form Y). Palo Alto, California: Consulting Psychological Press.
- Spielberger, C. D. & Reheiser, E. C. (2009). Assessment of emotions: anxiety, anger, depression, and curiosity. *Applied psychology: health and well-being*, 1 (3), 271–302.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for EFL/ESL learners in learning speaking skills and the influence it cast in communication in the target language*. An unpublished M.Ed. dissertation. University of Glasgow, United Kingdom.
- www.multidisciplinaryjournals.com/.../FACTORS-AFFECTING-STUDENTS'-SPEAK
- Tianjian, W. (2010). Speaking anxiety: more of a function of personality than language achievement. *Chinese journal of applied linguistics* (Bimonthly), 33 (5).
- www.macrothink.org/journal/index.php/ijld/article/viewFile/4419/4641

- Varshney, R.L. (1993). *An introduction text book of linguistics and phonetics*. Students Store Bareilly.
- Wei, M. (2007). *The interrelatedness of affective factors in EFL learning: an examination of motivational patterns in relation to anxiety in China*. An unpublished Ph.D. thesis, Oklahoma State University, China.
www.asian-efl-journal.com/June_2007_EBook_editions.pdf
- Williams, K. E. & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: causes, coping, and locus of control. *Electronic journal of foreign language teaching* 5, (2),181-191.
Retrieved April 12, 2010
www.e-flt.nus.edu.sg/v5n22008/williams.htm
- Wilson, J.T.S. (2006). *Anxiety in learning English as foreign language: Its association with students variables, with overall proficiency, and with performance on an oral test*. An unpublished Ph.D. Thesis, Department de Filolgies Inglesay Alema Universidad de Granda
<https://www.hindawi.com/journals/edri/2011/493167/>
- Worde, R. A. (1998). An investigation of students' perceptions of foreign language anxiety (Doctoral dissertation, George Mason University, 1998). *Dissertation abstracts international*, 59-03A, 0717.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: what does language anxiety research suggest? *The modern language journal* 75 (4): 426-437.
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172.
- Young, D. J. (1994). New directions in language anxiety research. In C. A. Klee (Ed.), *Faces in a crowd: The individual learner in multisection courses* (pp. 3-46). Boston: Heinle & Heinle.

Young, D. J. (1999). A Perspective on foreign language learning: From body to mind to emotions. In Young, D. J. (Ed.), *Affect in foreign language and second language learning*,(pp.13-23). Boston: McGraw-Hill.

Yong, Z. & Campbell, K. P. (1995).English in China. *World Englishes*, 14, 377-390.

<https://www.researchgate.net/...Chinese.../54eb0d120cf27a6de115fdc3?>

Yukina, K. (2003). *Exploring relationship between English proficiency and individuals factors during junior high school years in Japan*. Unpublished doctoral dissertation, Waseda University, Tokyo.

https://www.researchgate.net/profile/Erkan_Erel/.../links/565ede7308ae4988a7bd84ce

Participant Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor Prof. Dr. Anju Giri

Language Anxiety of M.Ed. English Language Education Students

I....., agreed to take part in this research study.

In giving my consent I state that:

I understood the purpose of study, what I will be asked to do, and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement Statement and have been able to discuss my involvement in the study with research if I wished to do.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire	YES	NO
-----------------------------------	-----	----

Signature..... Name..... Date.....

Appendix-I

Questionnaire

Dear Informants,

I am **Jamuna Khan**, M.Ed. 4th semester student of Department of English Education, University Campus, Kirtipur, Kathmandu. This questionnaire has been prepared in order to accomplish a research entitled **Language Anxiety of M.Ed. English Language Education Students**. Your co-operation is highly appreciated in accomplishing my research work. I appreciate your honest opinions to the items given in the questionnaire. I assure you that your responses will be used for the research purpose only. Your name will be kept anonymous maintaining strict confidentiality.

Researcher

Jamuna Khan

Department of English Education

jamuna0071@gmail.com

SURVEY INSTRUMENT FOR THE M.Ed.STUDENTS

Name:.....

Semester:.....

Dear Informants,

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

a) A = agree, b) SA = strongly agree, c) D = disagree, d) SD = strongly disagree, e) N = neither agree nor disagree.

1. I become nervous when I do not understand what the teachers teach me in the class.
a) A b) SA c) D d) SD e) N
2. In the class, sometimes I can't express my true feelings in English and this makes me uncomfortable.
a) A b) SA c) D d) SD e) N
3. I can feel my heart pounding when I'm going to be called in my English classes.
a) A b) SA c) D d) SD e) N
4. I get nervous when the English teacher asks questions which I haven't prepared in advance.
a) A b) SA c) D d) SD e) N
5. I am not confident to ask questions to my teachers even if I don't understand them. I think my friends will make a joke of my language and ability.
a) A b) SA c) D d) SD e) N
6. My main source of anxiety is my grammar. I am very confused about English grammatical rules that's why, I cannot speak in English without any hesitation.
a) A b) SA c) D d) SD e) N

7. I keep thinking that the other students are better in English grammar than I am.
- a) A b) SA c) D d) SD e) N
8. I am so afraid that my English teacher is ready to correct every grammatical mistake I do in my English class.
- a) A b) SA c) D d) SD e) N
9. I get upset when I don't understand the teacher's corrections of my mistakes.
- a) A b) SA c) D d) SD e) N
10. When I listen to the BBC/VOA world service, I am being quite confused to understand the language which was used there.
- a) A b) SA c) D d) SD e) N
11. After listening, I reflect on my problems such as, the speech rate was too fast, or the linkage was hard to identify which makes me so anxious.
- a) A b) SA c) D d) SD e) N
12. I discuss my experiences of listening with classmates somewhat anxious and block out what I hear, even if it is understandable to me.
- a) A b) SA c) D d) SD e) N
13. In the class, I become more focused on showing my comprehension and pay less attention to what I am actually listening to.
- a) A b) SA c) D d) SD e) N
14. I feel overwhelmed by the number of rules I have to learn to speak in English.
- a) A b) SA c) D d) SD e) N
15. Whenever I get chance, I try to speak in English but I started to panic when I have to speak without preparation.
- a) A b) SA c) D d) SD e) N
16. I become anxious of the appropriacy of my language, when I speak to a stranger.
- a) A b) SA c) D d) SD e) N

17. I feel very self-conscious about speaking English in front of other learners because, I always feel that the other learners speak English better than I do.
a) A b) SA c) D d) SD e) N
18. Being in an ambiguous situation due to the mismatch between the questions asked in a reading test and the questions asked in an ordinary reading activity make me worry.
a) A b) SA c) D d) SD e) N
19. I get afraid whenever I encounter unknown grammar when reading a book in English.
a) A b) SA c) D d) SD e) N
20. The thick book with long reading chapters containing many unknown words make me so tensed.
a) A b) SA c) D d) SD e) N
21. I get upset when I'm not sure whether I understand what I'm reading or not.
a) A b) SA c) D d) SD e) N
22. It's not easy for me to write good papers in English due to my poor writing skills.
a) A b) SA c) D d) SD e) N
23. I usually self-evaluate my English writing process but I feel bad to see my writing style.
a) A b) SA c) D d) SD e) N
24. I feel less confident in my English writing ability to clearly express my ideas.
a) A b) SA c) D d) SD e) N
25. I'm nervous about writing in English because I think to express my ideas through writing in English seems to be very difficult.
a) A b) SA c) D d) SD e) N
26. I am not rich in vocabulary items and often cannot understand the text due to it.
a) A b) SA c) D d) SD e) N
27. It bothers me to encounter words I can't pronounce while reading English.

- a) A b) SA c) D d) SD e) N
28. I feel nervous when my teacher uses so many difficult words in his lecture.
- a) A b) SA c) D d) SD e) N
29. When my friends use so many big words that I do not know, I become nervous.
- a) A b) SA c) D d) SD e) N
30. Sometimes teachers make a remark, “you don’t know such simple words also”. I feel insulted in such a situation.
- a) A b) SA c) D d) SD e) N
31. I feel nervous to participate in the classroom discussion because my pronunciation is not good.
- a) A b) SA c) D d) SD e) N
32. I feel insulted when my teacher corrects my pronunciation mistakes.
- a) A b) SA c) D d) SD e) N
33. I fear that other students may consider my pronunciation ridiculous.
- a) A b) SA c) D d) SD e) N
34. I’d rather feel other students did not hear me making a pronunciation mistake.
- a) A b) SA c) D d) SD e) N
35. I do not want to talk with native speakers because my English pronunciation is not good.
- a) A b) SA c) D d) SD e) N
36. In English, one form may have several meanings and many forms convey a single meaning. I am not sure which form to be used in which situation.
- a) A b) SA c) D d) SD e) N
37. I have a habit of consulting the dictionary for the meaning of words but many of them may not be in the dictionary. As a result, I can’t understand the texts.
- a) A b) SA c) D d) SD e) N

38. I try to figure out the meaning of unknown words through guessing but it does not always work.

- a) A b) SA c) D d) SD e) N

39. Sometimes, I think I have a talent to acquire English words, but I still don't know how to figure out the contextual meaning of new words easily.

- a) A b) SA c) D d) SD e) N

40. I know the meaning of words in isolation but I do not have confidence to use it in sentence properly.

- a) A b) SA c) D d) SD e) N

Thank you for your participation and co-operation.