

ANXIETY AMONG EFL LEARNERS

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

**Submitted by
Laxman K. C.**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2010**

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**T.U. Regd.: 9-1-29-814-2000
Campus Roll No:-203/2063
2nd Year Exam Roll No.: 280379/065**

**Date of Approval of
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Date of Submission: 2067-04-11**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Laxman K.C.** has prepared this thesis entitled "**Anxiety Among EFL Learners**" under my guidance and supervision.

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DEDICATION

Affectionately Dedicated

To

My Parents, Brothers and Sister

DECLARATION

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

.....

Date: 2067/04/10

Laxman K. C.

ACKNOWLEDGEMENTS

First of all, I would like to avow my deep gratitude to my guruma and supervisor of my thesis **Prof. Dr. Anju Giri**, at the Department of English Education; University Campus T. U., Kirtipur for her constant guidance and support. Without her insightful guidance, my thesis would have remained paralyzed.

Similarly, I would like to express my sincere gratitude to **Prof. Dr. Chandreshwar Mishra**, the Head of the Department of English Education; University Campus T. U., Kirtipur for his inspired support and cooperation.

In the same way, my deep gratitude goes to **Prof. Dr. Jai Raj Awasthi**, at the Department of English Education; University Campus T.U., Kirtipur and a member of my research guidance committee for his innovative and paramount guidance and support.

I am equally indebted to various works of foreign researchers and writers whose works had become the ingredients of my study. So, my thanks go to **Mr. Patricia Bosiak** Southern New Hampshire University Taiwan, **Mr. Mohad Hilmi Bin Hamzah** International Islamic University Malaysia, **Mr. Sosyal Bilimler Dergisi** Balikesir University Turkey, **Kenneth E. Williams and Relvin R. Andrade** National University Singapore, **Mrs. Ming Wei** Oklahoma State University China and **Mr. Muhammad Tanveer** University of Glasgow UK for their internet materials.

Of course, I am always indebted to the students of **Janakalyan Higher Secondary School Peepal, Jeepu, Rukum** whose anxiety and difficulties in learning English inclined me to carry out research on their problems.

Moreover, my gratitude goes to all the students who were the subjects of my study, of grade nine and ten of the year 2067 B. S. of **Janta Higher Secondary School Pokhara, Rukum** and **Janakalyan Higher Secondary School Peepal, Jeepu, Rukum**.

Similarly, my special thanks go to **Mrs. Madhavi Khanal** the librarian at the Department of English Education, University Campus T. U., Kirtipur for her due support in providing me books and other administrative aspect when I was in need. Definitely, my thanks go to my sister- in- law **Mrs. Sharmila K.C.** for her cooperative support

Lastly but no means the least, my thanks go to **Miss Dibya Chhetri 'Purnima'** of Creative Computer Centre for computer work of this study.

Date: 2067/04/10

Laxman K. C.

ABSTRACT

The current study aims at making a survey of these causes and sources of foreign language anxiety. For this purpose, a sample of 60 EFL learners of grades nine and ten were selected from two secondary schools of Rukum district. Analyzing the data collected through survey FLCAS Questionnaire; it was found that all most 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 the main sources and causes of anxiety in average for more than 80% EFL learners. All these findings indicate that most of the sources and causes of language anxiety were resulted from the teaching and learning environment.

This study consists of four chapters. The first chapter presents the general background, second language acquisition, teaching and learning English: needs and problem, introducing anxiety, anxiety and EFL teacher, classification of anxiety, and sources and causes of anxiety. Furthermore, the chapter deals with review of the related literature, objectives and significance of the study, and definitions of the specific terms used in the study. The second chapter deals with the methodology used in the process of this study; namely: sources of data, population of the study, sampling procedure, the tools for data collection, procedures for data collection and limitations of the study. The third chapter is the presentation of the analysis and interpretation of the data. In the fourth chapter, the findings and recommendations have been presented on the basis of the data analysis and interpretation in chapter three. The final chapter also appended the references consulted in this study and the appendices.

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List of Abbreviations and Symbols

%	Percentage
CI	Comprehensible Input
Dr.	Doctor
e.g.	For Example (Exemplia Gratia)
EFL	English as a foreign Language
ELT	English Language Teaching
ESL	English as Second Language
etc.	Et Cetera
FL	Foreign Language
FLCAS	Foreign Language Classroom Anxiety Scale
FLL	Foreign Language Learning
FLT	Foreign Language teaching
i.e.	that is
IIC	International Islamic College
IPOAS	Input Processing and Output Anxiety Scale
L1	First Language
L2	Second Language
M. A.	Master in Arts

M.Ed.	Master of Education
P.	Page
pp.	Pages
Prof.	Professor
SLA	Second Language Acquisition
T.U.	Tribhuvan University
TAS	Test Anxiety Scale
TESL	Teaching English as Second Language
TL	Target Language