

CHAPTER ONE

INTRODUCTION

This study is about the "Anxiety Among FFL Learners". This study mainly focuses on the main causes and sources of language anxiety. This section deals with the general background of the study, second language acquisition, teaching and learning English: needs and problems, introducing anxiety, anxiety and EFL teacher, classification of anxiety from various perspectives, causes and sources of anxiety in foreign language learning. Moreover, it deals with the related literature review, objectives of the study, significance of the study and definition of the specific terms.

1.1 General Background

Human civilization has passed innumerable risings and fallings to achieve the present era of human civilization. From scientific and anthropological perspectives, human civilization began with savagery. By facing and overcoming the different and difficult situations, human civilization has come up to this era of science and technology. Education has facilitated human being to be in this civilized era. It has changed the animal into the human beings and has made them the excellent creature of the world. Language is a nuclear component of the education. The human being is a social animal, and the chief-mechanism for maintaining the bonds of society is language. With the contribution of language, every thing in this world is easily communicable.

We might have many testimonies to indicate the history of educational system. But we have no evidence to support the history of language by whom, where and when it was used first. We can, therefore, say that history of language and its use is as old as the human civilization. From the early history of educational development, we can find the evidence that main ingredient of education was

language because it is the gate way of every sort of knowledge. Even if the present world is occupied with science and technology; the world has become like a village, but the value of language in past and present is equally important. Moreover, science and technology has minimized the value of many other things like transportation and post office. Reversely, language is pervasive phenomena not only for human beings but also for computer and other related technologies.

There are about six thousand languages in different status in the world. In general, we can categorize languages into two types namely: mother tongue and second language. Further, they can be classified into other sub-categories. The first language or mother tongue is natural and basic language needs for a language acquirer. On the other hand, the second language is not basic but extra one for the fulfillment of learner's extra linguistic needs. The common and popular statement about language is "language is means of communication". If we take the term communication broadly it deals with many types of language needs of the learners. Not only in the past but also at the present; language is a core part of teaching and learning in formal educational system. Even if mother tongue is acquired naturally, it is also taught as a subject in formal education system. On the other hand, second language is also taught as a school subject in formal education system in the world. For instance, English is taught as a subject in the schools. Teaching English as a foreign language in Nepal has different objectives. Along with it, there are a number of challenges in teaching and learning English in Nepal. There might be common challenges to all the teachers and students who have been enrolled in teaching and learning respectively. On the other hand, the parametric challenges might be over there in accordance with situation and context. For example, all the problems which occur in the ELT in Nepal might not be found in India. Moreover, the problems occur in ELT in Rukum may not occur in Kathmandu.

1.1.1 Second Language Acquisition

A child, in its early days of language acquisition with no definable language behavior, picks up language elements from its surrounding by observing, testing hypothesis, imitating mother and hearing others. The needs to understand others and to make others understand his/her intention results in the acquisition of mother tongue. A child acquires a language to fulfill its basic needs of language.

A child, in addition to his mother tongue or first language, acquires a language to accomplish the extra linguistic needs or situational demands, which in general is called second language. According to Marckwardt, (1963, as cited in Shrestha, 1983, p.46), "It is a second language when English becomes a language of instruction in the schools, as in the Philippines, or a *lingua franca* between speakers of widely divergent languages as in India". Thus neither his mother tongue nor his first language is second language. The second language can be both acquired and learned. According to Krashen (1985, pp. 26-27), picking up language subconsciously in natural situation with implicit knowledge is acquisition. Ellis (1985, p.292) defines the term acquisition as the "internalization of rules and formulas which are used to communicate in the L2". From this view, we can generalize that acquisition and learning are synonymous. Thus, most of the time, the second language is learnt. A child learns a language with conscious efforts to its goal, needs and usability is second language learning. As said by Krashen (ibid) to develop competence in second language in tutorial situation, consciously with explicit knowledge is second language learning. But Ellis (1984) defines learning as synonymous to acquisition (p. 299).

1.1.2 Teaching and Learning English: Needs and Problems

Language in formal education is the most practical subject. Since language is the most used phenomenon rather than others in the world, its success or unsuccessfulness in teaching and learning can immediately be realized. There might be various perspectives, objectives and importance of learning extra-language. To support the importance of second language acquisition, Cook (1992, p.1) emphasizes that:

Knowing another language may mean getting a job; a chance to get education; to take fuller part in the life of one's own country or the opportunity to emigrate to another, an expression of one's literary and cultural horizons; the expression of one's political opinions or religious beliefs.

The English language has the dominant status in the education systems in many countries of the world. Focusing the status and needs of English in the world Philipson (2007, p.1) says, "once Britannia ruled the waves, now it is English which rules them". Similarly, "Teacher should understand that English will be the master language of most students" (Yew, 2005, as cited in Mckay and Bokhorst-Heng, 2008, p.117). Colonialism is central to the spread of English for several reasons (Mckay and Bokhorst-Heng, 2008, p.4). From the points of view of English as the world language Smith (1976, as cited in Shrestha, 1983, p. 45) says:

We in English language Education (ELE) need to find redundant ways to point out that English belongs to the world and every nation which uses it does so with different tone, colour, and quality. English is an international auxiliary (now intranational) language. It is yours (no matter who you are) as much as mine (no matter who I am) ...English is one of

the languages of Japan, Korea, Micronesia, and the Philippines. It is one of the languages of the Republic of China, Thailand, and the United States ... It is a language of the world.

Since English is the language of the world, as the countries of the world, English is a school subject in Nepal. Its formal history is not so old. Its beginning is in periphery of beginning of Rana regime. (Khanal, 2004, pp.1), Janga Bahadur Rana established a school in Thapathali -Palace to teach English to the members of Rana families after returning from England in 1910 BS. By the realization of the needs of the English language, government of Nepal in Education Act (1971) with the eighth amendment (2063 B.S.) has declared English language as medium of instruction for teaching English and as a compulsory language subject. But in the initial time "NESP (1971) kept the medium question undecided" (Shrestha, 1983, p. 51). ELT in higher education as said by Shrestha (1983, p. 50) "English was a compulsory subject of study and was the medium of instruction and continued to be so ever after the founding of the native university (T.U. in 1959 A.D.)". This means before that time English was not compulsory subject in higher education. But furthermore Shrestha (ibid) says "The University Act (1959) envisaged that Nepali would replace English as the medium of instruction by 1974". Its message is that before the establishments of T.U. Nepalese colleges were affiliated to Indian universities and their medium of instruction was also English. So, learning English is closely associated with an individual's career development.

Besides the many efforts employed in the teaching and learning of English in Nepal, many problems are in front of us. According to Marckwardt (1963, as cited in Shrestha 1983, p. 46) "English is a foreign language, if it is taught as a school subject or at an adult level solely for the purpose of giving the student a foreign language competence". In the context of Nepal, English is as a foreign language. There might be various needs of learning English in Nepal for

example as said by Conrad and Fishman (1977, as cited in Shrestha 1983, p. 54) English is the language of diplomacy, the predominant language in which mail is written, and the principal language of aviation and radio broadcasting. "It is also the language of good jobs", Shrestha (ibid). Malla (1975, as cited in Shrestha, 1983, p. 55) points out two needs of learning English in Nepal: firstly to have access to the scientific and technical knowledge of the modern world secondly for establishing effective channels of communication with the rest of the world. Similarly, Adhikary (1977, as cited in Shrestha, 1983, p. 55) also states two needs of learning English in Nepal namely: needs of English for non-technical subject is mainly for reading standard works and articles in their subjects. Next need of English for majors on technical subjects is for acquiring their knowledge through the medium of English for both reading and writing. Moreover, Shrestha (1983, p. 55) says "Nepal needs to make use of the English language for international and national purposes". So, learning English is basic and minimum needs for Nepalese learners in their academic repertoire. But unfortunately for most of the learners, English is a very difficult subject in their study. If we go through the result of school and higher education, we can find that most of the students have failed in compulsory English. Not only at school level but also at university level, one of the causes of dropping out is failure in English. Most of the learners are afraid of English. Many Nepali medium school students are anxious of English language learning. Their proficiency in English is very poor. A problem among EFL learners of Nepal is language anxiety. While talking about the problem of foreign language anxiety, Allwright et al. (2002, p.174) state:

Language learning still seems to be anxiety-breeding business, because, as we have seen, the way we set about teaching foreign languages in the classroom often temporarily deprives learners of their mother tongue-the

very means of communication they might otherwise use in other lessons to help them to overcome their problems.

To treat the anxiety of learners, first of all the teachers should find out causes of anxiety which are responsible to make the learners anxious. The current study has tried to find out causes and sources of such anxieties.

1.1.3 Introducing Anxiety

The term anxiety is related to the psychological aspects of a learner. Generally, the term anxiety means the feeling of uneasiness toward something." 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" (Hilgard and Atkinson, 1971, as cited in Tanveer, 2007, p. 3). Though it is psychological in nature, the result appears in behavior. It is the state of feeling nervous or worried about something. According to Bosiak (2004, p.3) "Anxiety is associated with feeling of uneasiness, frustration self-doubt and apprehension". Hence, anxiety is psychological concept realized in behavior. In the words of Dergisi (2007, p. 146) " Anxiety is described as an uncomfortable emotional state in which one perceives danger, feels powerless and experiences tension in preparation for an expected danger". Anxiety exists in every sort of human life. As said by Bosiak (2004, p.3), "the first time date meeting the in-laws for the first time, holidays with the family, writing this paper and a job interview are just a few of the endless list of situations that can cause anxiety". The concern of this study here is language anxiety. Language anxiety is the fear or nervousness that occurs when a learner is expected to perform in the second or foreign language.

Anxiety has both the negative and positive effects. Some of the 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." 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 second language acquisition.

For effective teaching and learning in low anxiety in learners, Murcia (1991, as cited in Larsen-Freeman, 2007, p. 73) asserts "affective humanistic approach

helps to understand students' feelings". Larsen-Freeman (ibid) further puts that due to the psychological barriers, we may be using only five to ten percentage of our mental capacity and for better use of mental capacity, we have need to be de-suggested.

On the contrary, language anxiety facilitates in learning a second language, if it is in the appropriate proportion just enough no more than necessary (Brown, 2002, p. 152, as cited in Chang, 2004, p.11). Language anxiety will be helpful, if it is for wanting something to happen (Oxford Advanced Learner's Dictionary, 7th edition). In our context, we realize two types of anxiety. The type of anxiety which keeps students alert in their learning process is the first type. Good learners of English are also anxious but their anxiety is for progress and improvement in their learning. Another might be the type in which learner might be in high anxious situation, consequently the learners intend to avoid their learning.

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 on 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 (Larsen-Freeman, 2000, p. 73).

1.1.4 Anxiety and EFL Teacher

In Sartre's (1946) opinion "Human reality is what is not, and it is not what it is". Human being is, of course, very complex creature in terms of its thinking, efficiency, performing behavior, and complex and vast creating capacity. Above mentioned statement challenges the psychologists and their psychological theories. Since psychology is the science which studies the

behaviors that are the results of performers mental processing as reaction to its environment. As said by Sartre (ibid), we cannot infer the mental process of performers because the behaviors which we observe might not be true and as a result of mental processing. This means that behaviors which are performed by learners or any human personality might be pretended behaviors. Not in all the cases, but sometimes this statement becomes an axiom because some of the behaviors can be found as pretended behaviors.

This was the philosophical portion regarding psychology. On the contrary, we must believe that most of behaviors that might be performed by learners or any other human personality are less or more directly related to his/her mental interaction to the environment. Our inherent concerns are language teacher and psychology, teacher and teaching, and teaching and psychology.

It is the teacher, who according to theory, guides, dictates, facilitates helps and preaches to the learners and their learning with materials within and out of curriculum, syllabus, course of study and textbooks as per demands.

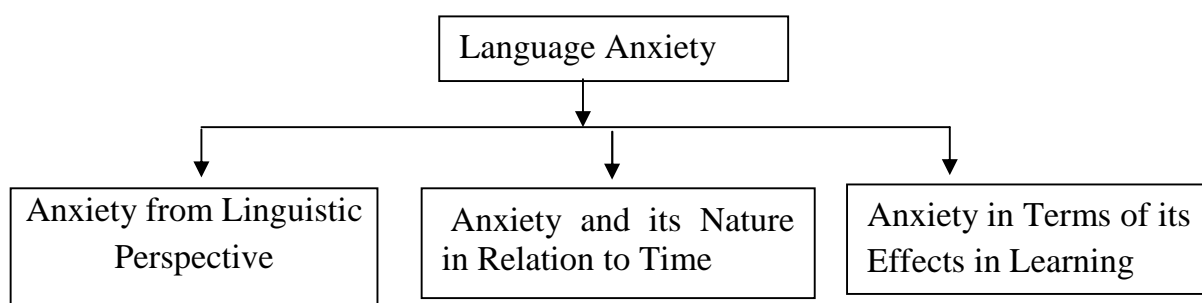
Psychology is the science of behaviors. Here our concern is educational psychology which helps teachers to make their teaching live and effective. Moreover educational psychology helps teachers to perform their theoretical knowledge of teaching and learning into practical. Teaching is a job which makes the learner understands the materials of courses by bearing various theoretical and empirical aspects of, not only the learning but also the teaching and the psychological theories. Therefore, teaching has two sides, that is, to understand learner's complex behaviors and to make the learners understand their teacher's own behaviors in respect to subject matter of teaching contents and materials. We can, with the repertoire of evidences, say that psychology is the most essential factor for a successful teacher. Similarly, the most emerging psychological issue in teaching and learning more especially in the field of second language teaching and learning is anxiety.

Anxiety in language learning is directly proportional to anxiety in language teaching because anxiety in learning creates tension and questions in the objective and course materials, more directly in teacher's selection of approach, method and technique of teaching, and their effective use. In other words, anxiety impedes not only foreign language learning (FLL) but also foreign language teaching (FLT). As said by Phillipson (1992 as cited in Wei 2007, p. 22) "In today's proficiency-oriented classroom, teachers must continue to view foreign language anxiety as a serious problem to be confronted in the effort to encourage students to further their education in foreign languages". Foreign language teachers are, therefore, anxious about FLT. For instance, Tanveer (2007, p. 1) has quoted the L2 teacher "I need to use English perfectly; I can't make mistake in front of my students". Moreover, if we take the moderate anxiety positively, it helps the teacher to be innovative by conducting different types of research on the basis of the problems with anxiety for professional development. Consequently, the teacher's teaching would be research oriented. For the language teacher to distinguish language anxiety behaviors from other behaviors, he should try to find out sources and causes of those anxious behaviors and treatment of those behaviors and causes. These are the necessary professional abilities of a teacher for effective teaching. Moreover, the teacher should be able to grasp the potentiality and usability of language anxiety because all the anxious behaviors as said by Brown (2000, as cited in Chang, 2004) are not detrimental and some of them are with potential quality if they are in good proportion. Eventually, the relation of teacher with anxiety is compatible in respect to reduce, use, and to understand the role and effects of it in language learning and teaching.

1.1.5 Classification of Anxiety

We have ample of evidences and research reports which help us to infer the relationship between language proficiency and language anxiety. They are obviously in negative correlation. Sometimes anxiety might be good use of bad

thing, if the level of anxiety in learners is for betterment and strategically employed effective effort in learning second language. Anxiety is of different kinds. Language learning anxiety can be classified from three broad perspectives namely: linguistic perspective, its nature in relation to the time and in terms of its effects in learning.



(Summed up from: Allwright et al., 2002, Hamzah, 2007 and Tanveer, 2007)

A. Anxiety from Linguistic Perspective

Metaphorically language can be compared to the ocean. An individual can take chunks of language as much as he/she needs. Language is “species specific” behaviors (Lennberg, 1967, as cited in Brown, 1993, p. 25). Varshney, (1993, p. 5) defines “Every language is a system of systems”. Language is holistic and integrated phenomena. Language is a perfect phenomenon made up of different linguistic ingredients. Language is in part whole relation. 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 nature 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.

Based on 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/FL learning is likely to be a consequence of their language learning difficulties". In addition, Tanveer (2007, p.61) says:

Anxiety has also been found to be exacerbated by students' feeling of low proficiency or lack of confidence in general linguistic knowledge, the evidence of which students do not want to display. The subjects expressed many problems and difficulties in learning English language like grammar, pronunciation, English word-class system, modal verbs etc. which were commonly thought to impede the fluency of the ESL/EFL learners and hence, were perceived to be major obstacles in achieving the desired performance goals in English language.

Our concern is on second language acquisition. Moreover, our due emphasis is on anxiety from linguistic perspective in second language acquisition in instructional situation. English language is being taught and acquired in artificial situation in Nepal. On the basis of different research findings and corpus evaluation we can sub categorize the anxiety from linguistic perspective under the following aspects:

I. Grammatical Aspects

The English term "grammar" has been derived from Greek word "grammarkia" or "grammatiks" and its etymological meaning is "the art of writing". But, by middle ages, Varshney (1993, p. 200) says "grammar had come to be regarded as a set of rules usually in the form of a textbook, dictating the 'correct' usage". Further, Varshney (ibid) says "grammar deals with mechanism of sentence constructions which establish a sound meaning relation in the language" Grammar is known as skeleton of language. "Language has patterns and regularities which are used to convey meaning, some of which make up its grammar" (Cook 1992, p. 9). Grammar as a level of second language is a source and cause of anxiety. As reported by Tanveer (2007, p. 49) "difficulties regarding preposition, different use of article systems in different languages,

use of English modal verbs, etc. were mentioned as significant problems learners face". Such difficulties can lead learners to be anxious. Such anxiety ultimately gets the learners to attempt to (Steinberg and Horwitz 1986, as cited in Tanveer 2007, p. 49) "be less complex and less interpretative".

L2 learners commit errors in their performance due to the difficulties and differences with their mother tongue. The learner avoids using language in and out of the school to get rid of from errors and teacher's bad treatment over his/her errors. Giri (2007, p.12) suggests "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. For example, the following differences between TL and L1 and pedagogical aspects can cause grammatical errors that cause language anxiety:

- a. Structural differences. e.g. S.O.V. S.V.O.
- b. Systematic differences in L2. e. g. article for Nepalese learners.
- c. Lack of enough grammar practice.
- d. Teaching grammar deductively (without context).

(Tanveer, 2007, p. 49)

Grammatical aspect is, therefore, anxiety breeding level of second language. No L2 learner learns L2 well by avoiding grammar of that language. Even if 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.

II. Semantic Aspects

Semantics is the newly emerged phenomenon in the field of language. The term "semantics" has been derived from French word "semantique". According to Breal (1893, as cited in Thakur, 1999, p.1) it was derived from the Greek word "cemantikos" (significant) which means primitively historical changes in meaning of word. But, Breal (1990) takes it as "science of meaning" Thakur (ibid). This, not only in second language but also in mother tongue, is the most controversial phenomena because it is influenced by the culture, society, dialect and register. Moreover, in the field of second language acquisition, it creates more controversies. According to MacIntyre (1995, as cited in Tanveer 2007, p. 50) "researches , which 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".

SLA is strongly influenced by the learner's first language (L1) Ellis (1984, p.19). Similarly, Marton (1981, p.150, as cited in Ellis, 1984, p.19) opines:

Taking a psychological point of view, we can say that there is never peaceful co-existence between two language systems in the learner but rather constant warfare and that warfare is not limited to the moment of cognition but continues during the period of storing newly learnt ideas in memory.

Ellis (ibid) argues that the learner's L1 also affects the other language levels such as: vocabulary and grammar. It is obvious that meaning aspects in second language, in language store, arouses tension. Moreover it creates tension in its use, ultimately causes anxiety. The second language learners view the L2 from L1 perspective in various aspects and they produce semantically erroneous sentences. We can exemplify:

- * I gave an examination.
- * We have problem of eating water.
- * I live in my large brother's house.

The language learners produce such, not grammatically but semantically, inappropriate sentences. Such a frequent semantic errors and teacher's treatment over them make the L2 learners feel apprehension, and this definitely hinders L2 learning. 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.

(Hamzah, 2007, p.51 and Tanveer, 2007, pp. 49-50)

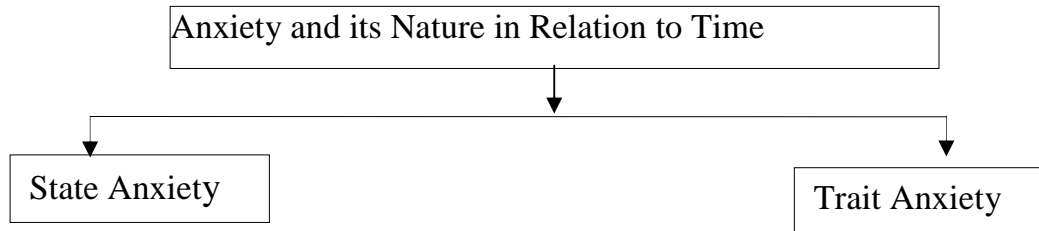
III. Phonological Aspects

Phonology is one of the most significant levels of language which should carefully be bore in mind while teaching and learning second language. It is regarded as the most difficult and researched level of language in the field of SLA. Hockett (2006, p.15) states, "It follows that one subject which we must study if we wish to know how language works is sound-the sorts of sound used in speech, and how they are produced and detected. This part of linguistics is called phonology or phonemics". Similarly, phonology is the study of the sound systems of language, (Hyman, 1975, p.1). Phonetics is a branch of language which cannot be acquired by L2 learners perfectly as native speaker after critical period. In pronunciation children do better (Ellis, 1984, p.108). By extracting the self reported experience of Dr. Cornelius a second language learner of Italian, Dickinson (1988, pp. 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. By revealing the differences between learning language and other subjects like mathematics, social study Allwright et al. (2002, p. 174) says" even if in a sense you get the answer right, you may still make an almost infinite numbers of mistakes in what you say- for example with imperfect pronunciation of individual sounds, wrong word stress, wrong sentence stress, and so on". Ultimately, it stops their development of speaking skill. The less exposure of L2 materials results problem in native like pronunciation and ultimately hampers listening skill. Eventually, L2 learners become anxious with phonological aspect of language.

B. Anxiety and its Nature in Relation to Time

Anxiety can also be defined in terms of its nature related to time. Some of the types of anxiety are temporary or transitory related to certain events. Conversely, some of the types of anxiety would be somehow permanent or

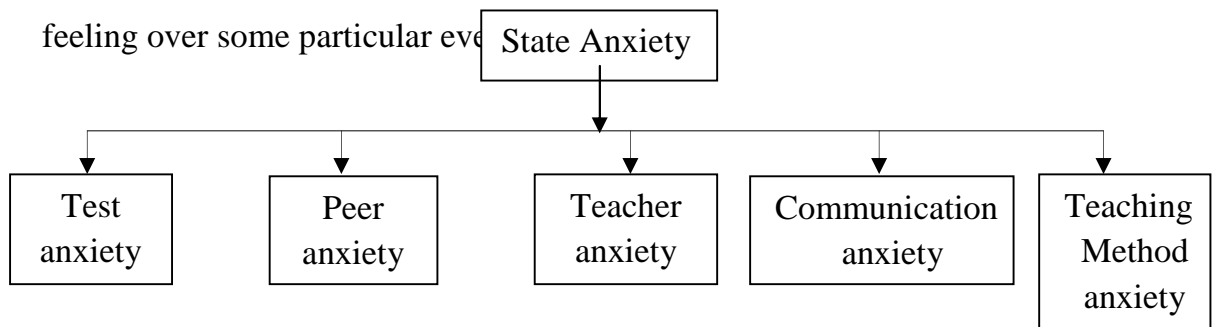
more stable than others. According to Scovel (1978, as cited in Allwright and Bailey, 1999, p. 173), anxiety is classified into the following two types:



These types can be explained briefly as follows:

I. State Anxiety

This is anxiety which is not more durable in nature in relation to time is state anxiety. Brown (1994, p.142) claims that state anxiety is experienced in relation to some particular event or act. Additionally, Spielberger (1966, p. 120) says “state anxiety is transitory state or condition of the organism that varies in intensity and fluctuates over time” (as cited in Wilson, 2006, p. 42). State anxiety is unstable and event related sometimes to individuals' fluctuated feeling over some particular event.

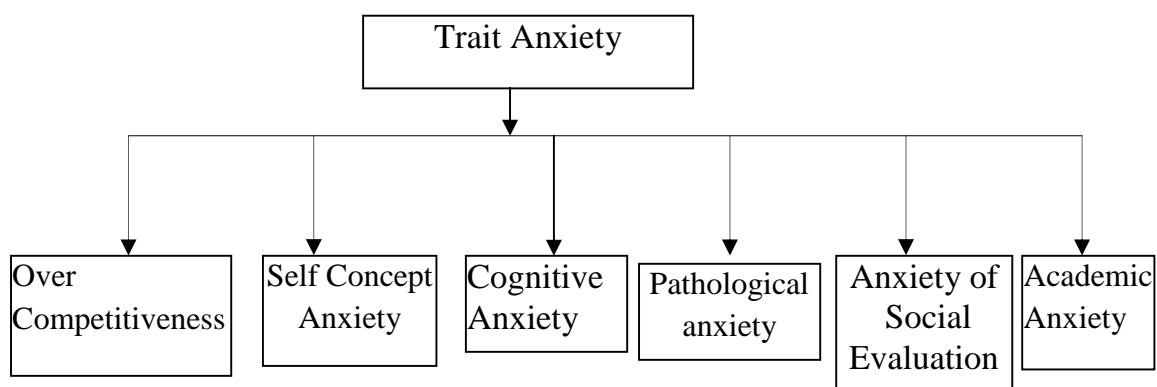


(Summed up from: Chang, 2004 and Wei, 2007)

II. Trait Anxiety

Anxiety which is relatively more durable global and stable in its nature is trait anxiety. According to Brown (1994, p.141), "at the deepest or global level, trait anxiety is a more permanent predisposition to be anxious". He further adds, “some people are predictably and generally anxious about many things” (ibid).

By doubting on predictability of trait anxiety MacIntryre and Grardner (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". According to Levitt (1980, as cited in Brown, 1994, p143), trait anxiety has been defined as a constant condition of anxiety without time limitation. Spielberger (1966, as cited in Wilson, 2006) has related the trait anxiety to stable feature of personality and says an acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as the threatening. Trait anxiety is a relatively permanent personality feature (Allwright et al., 2002, p.173). Thus, the trait anxiety is stable in nature but relatively related to personality. Moreover, such anxiety can be found in the personalities who share some common feature of personality e.g. extrovert and introvert personality. Some persons highly shy with others. This is sometimes at gender level; in general fewer girls are more extroverts. For instance Tanveer (2007, p. 53) says "the subject appeared to have different experiences of feeling anxious or comfortable while talking to the opposite sex". Moreover according to Dergisi (2007, p. 153) "female students feel less confident and relaxed than the males when they know they will take a test". Thus, trait anxiety is related to personality not to the situation.

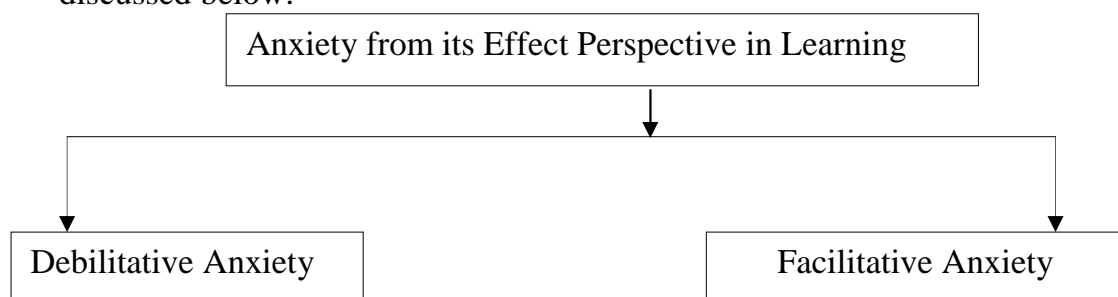


(Summed up from: Bosiak, 2004 and Wei, 2007)

C. Anxiety in Terms of Effects in Learning

This classification of anxiety deals with role or effect of anxiety in language learning and relatively in language teaching too. Anxiety newly emerged as a psychological concept in the field of second language teaching and learning, and has become an issue of research at present scenario of SLA. It is an issue because it has dimensions of opinions and research findings over it. Diversity in research findings in anxiety creates a new issue that is whether anxiety is a challenge or an opportunity in the field of SLA. Even though anxiety is the least researched issue in SLA, research finding up to now have raised a number of questions.

From the perspective of effect and importance of anxiety in learning and teaching, there are, of course, two opinions namely: are negative (debilitative) and positive (facilitative) anxiety. The former opinion is that anxiety hinders learning. On the contrary, supporters of the second view opine prudently that language anxiety is definitely useful but the condition is, if the anxiety is in moderate level. The pervasive impact of anxiety on the language learning process makes the identification of language anxiety as an important component of L2 research. Being a complex, multi-dimensional phenomenon, language anxiety manifests itself in students differently, almost unavoidably and indirectly intertwined with other factors among which motivation might be one. Both, too much and too little anxiety may hinder the process of successful second language learning (Brown, 1994, p.143). According to Bailey (1983, as cited in Ellis, 1984, p. 102), there are two such types of anxiety which are discussed below:



I. Facilitative Anxiety

Some research findings have been concluded that anxiety facilitates learners in learning L2 and FL. Facilitative anxiety which actually helps people to do better than they might be. According to Kleinmann (1977 as cited in Allwright et al. 2002, p.172) and Scovel (1978 as cited in Allwright et al. *ibid*), "facilitative anxiety which helps people do better than might be otherwise". This means facilitative anxiety gets the learners to employ effective effort to L2 learning. For Allwright et al. (2002, p.172) "a real effort might make all the difference between success and failure; we may do better precisely because our anxiety has spurred us on". Existence of anxiety in foreign language learning (FLL) is unavoidable as errors but due care has not been given to the facilitative anxiety. By supporting this Young (1992, as cited in Bosiak, 2004, p.8) says "a positive aspect of anxiety operates all the time but we only noticed when a negative imbalance occurs". Anxiety, especially, facilitative anxiety is constructive. According to Brown (1994, p.143) "She (Bailey, 1983) explained the positive effects of competitiveness by means of the construction of facilitative anxiety". For example, feeling of nervousness before giving a public speech is, in experienced speaker, often a sign of facilitative anxiety (*ibid*).

It is obvious that anxiety is a type of tension but as facilitative anxiety is just enough tension which helps learners to get the job done of L2 learning (Brown, 1994). Indicating the situation in which anxiety lacks, Brown (1994, p.142) says "a learner might be inclined to be 'wishy-washy' lacking that facilitative tension". Furthermore Ortega, (2009, p. 202) states "These findings remind us that some degree of tension can help people invest extra effort and push themselves to perform better. This is what we would call facilitating anxiety". Frankly speaking, facilitative anxiety is the L2 learners' seriousness, curiosity towards and interest in their L2 learning. Facilitative anxiety facilitates the learner to be alert toward his/her FLL. 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.

II. Debilitative Anxiety

It is the bitter truth that anxiety in FLL is unavoidable phenomena; moreover, its negative called debilitative anxiety is the intertwined challenge in the process of FLL and foreign language teaching (FLT). Debilitative anxiety definitely hampers both FLT and FLL but the challenge is to make distinction (Alpert and Haber, 1960, as cited in Scovel, 1978) between debilitative and facilitative anxiety, since facilitative anxiety is helpful for FLL and FLT.

Many research findings suggest that anxiety and FLL are always in conflict. Thus, the correlation between language anxiety and language learning is negative. Gardner et al. (1976, as cited in Allwright et al., 2002, pp.172-178) say "a survey involving over one thousand Canadian high school students of French to study the relation between anxiety and speech skill were reported negative". There might be various factors which create debilitative anxiety. As said by Schumann (1975, as cited in Allwright et al. 2002, p.174) "learners' self, language shock, linguistic and cultural setting force learner to display self that is fundamentally incompetent creates debilitative anxiety". Cognitive process and learners attitudes towards the target language are threatening factors. In the words of Allwright et al. (2002, p.174), "learning someone else's language is seen threatening rather than existing because of contradictory ways of looking at every things". 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". There is a parameter in anxiety. Anxiety is not found in the same level in all language skills, aspects, system and items. Bailey (1997, p.3, as cited in Chang, 2004, p.4) puts, "oral oriented activities in class produce the most foreign language anxiety and there is negative relation between anxiety and performance". The language skills, listening, speaking and reading comprehension have been negatively correlated

with language anxiety. Moreover, highly anxious students tried to recall less passage context than the students with lower anxiety (Sellers, 2000, p.512, as cited in Chang, 2004, p.7).

Many researchers have taken anxiety as debilitating factor rather than facilitative factors in language learning. In the words of Aida (1994, p.156, as cited in Chang, 2004, p.5), "debilitative anxiety has been strongly supported by many researchers because their studies all showed the negative correlation of anxiety with grades in language course". Anxiety reduces the learners' self efficiency and ultimately hampers the learning. While talking about the debilitating anxiety Ehrman (1996, as cited in Chang, 2004, p. 5) says, "Disappointment with one's performance can lead to a reduction of self efficiency and also to a reduction motivation; it can also result in anxiety that gets in the way of learning". Some of the linguists strongly disagree with facilitative anxiety such as, Krashen (1983) and says "there is no helpful aspect of language acquisition" Oxford (1999, as cited in Bosiak, 2004, p. 8). Wei (2007) conducted a research on "an examination of motivational patterns in relation to anxiety in China" and she found that the correlation is negative between instrumental motivation and moderate anxiety. In conclusion, we can say that language anxiety is more harmful rather than helpful.

1.1.6 Causes and Sources of Anxiety

This section mainly deals with causes and sources of anxiety, what and how different factors cause anxiety in language learning. Since language learning is integrated process, it has to be intertwined with different aspects like psychology, sociology and ethnology. Different problematic situations occur when learners deal with different ingredients of language learning.

Nevertheless, occurrences of positive factors like motivation, exciting, pleasure etc, negative factors also occur in second language learning such as fear, tension, frustration, apprehension and so on. The negative factors cause anxiety in language learning. Almost all the factors of trait anxieties and state anxieties

are sources and causes of anxiety in FLL. These sources and causes of anxiety in language learning are discussed briefly in the following points:

I. Test Anxiety

Test is compulsory but burdensome component of teaching and learning. In the words of Harrison (1991, p.1) "a test is seen as a natural extension of classroom work providing teacher and student with useful information that can serve each as a basis for improvement". So, a test is for evaluation of educational program including language and other subjects. There might be ample of objectives, uses and functions of language test. According to Heaton (1988, p.6), "test must be emphasized that the students' performance for purposes of composition or selection is an only one of the functions of a test." Testing is bond of teaching and learning. No doubt, examination has many positive aspects but one of the psychological aspects i.e. anxiety is a problem in language testing. For instance, Dergisi (2007, p. 149) says " Teachers' observations, students' experiences and the research in the field of education and psychology show that test anxiety in L2 learning process is a significant factor that affects learners' performance and achievement". To avoid the tension of test in learner; once upon, China which is the first examination introducing country and Soviet Union (Khaniya, 2005, pp.41-42) tried to abolish examination. Furthermore, by indicating the psychological problem in learners Khaniya (2005, p. 42) says "people have a fear of losing face when they appear to have underperformed in an examination". Since language testing is a discipline; it has its own practical and technical aspects which cause anxiety in L2 learning.

About the use, importance, purpose and functions of examination have sophisticatedly been researched internationally but its psychological aspect anxiety which hampers language learning has not been duly cared. In the words of Brown (1994, p.142) "we are all familiar with the feeling of test anxiety before a big examination". Wei (2007, p.21) has reported the high test anxiety

by the participants on the FLCAS in the statement "I worry about the consequences of failing my English class". According to Jackson, (2001, as cited in Dergisi 2007, p. 149) "Test anxiety as a factor that affects L2 learning is a barrier that stops learners from performing well on tests". Examination forces the learners to think over and it hampers in learning; finally it becomes source and cause of anxiety. Teaching, testing and learning anxiety therefore go side by side.

II. Peer Anxiety

Peers however become a good helpers to whom a learner believes more rather than other like parents, teachers, senior fellows; to share his/her happiness and problems. Sometimes they become learner's matter of anxiety. Similarly, the peer is regular criticizer who always seeks and finds learner's weakness and errors in language performance. While talking about the peer anxiety Tanveer (2007, p. 1) has quoted the L2 learner "Sometimes I feel stupid, some people look at me; a strange man, cannot speak good". Furthermore, slow learners are always dominated by good learner. For example, in a language lab, in communicative activities and in other practical classes, good learners dominate such slow learners. Because of the good learning friends' proud behaviors, poor students always doubt to seek help in their problems.

According to King (2002, p.2) "Good English learners are willing to take risks and accept errors but poor English learners like to use only language that they are certain is correct". Similarly Bosiak (2004, p.18) says "Over correcting students' mistakes create anxiety". As a result some learners may appropriately view second language production is test situation rather than an opportunity to communicate.

III. Teacher Anxiety

Teacher is the prominent figure who is more or less responsible to cause anxiety or to reduce anxiety in foreign language classes. Therefore, the teacher

must pay due attention to reduce level of anxiety in L2 learners for effective and proficiency-oriented teaching which eventually results in effective learning. In the same way, Phillipson (1992, as cited in Wei 2007, p. 22) states "In today's proficiency-oriented classroom, teachers must continue to view foreign language anxiety as a serious problem to be confronted in the effort to encourage students to further their education in foreign languages". Every teacher has different sort of behaviors not only in the classroom but also outside of it. These behaviors are greatly associated to the learning of the students. Some teachers are humorous, co-operative and inversely others are rigid, serious and impatient in the classroom sometimes out of the class too. It is apparent that teacher's behavior has the greater role in reducing anxiety. For instance, Williams and Andrad (2008, p. 11) present that "The majority of students attributed the cause of anxiety to the teacher or other people". According to Chang (2004, p.8) "the teacher's character and teaching strategies deeply influence students' anxiety in the language classroom". Teacher's behaviors and strategies are responsible to reduce the anxiety (Young, 1991, p.433). Different methods and techniques might be devised of reducing anxiety for example desuggestopedia, which is an affective humanistic approach that promotes respect for students' feelings might be a good way to reduce students' anxiety (Larsen-Freeman, 2000, p.75).

IV. Method Anxiety

As said by Anthony (1963, pp. 63-67, as cited in Richards and Rodgers 2002, p.19) "method is an overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach". Definitely in language teaching, method is a procedure which becomes the bridge between the objective and achievement of language materials. There are various methods which cannot be applied in all the situations because they demand their own circumstances. For example, communicative language teaching method demands small number of students and sophisticated physical infrastructure. Thus, in spite of its popularity in

ELT, it cannot be applied in all the situations. Effectiveness in teaching and learning highly depends upon selected methods. For instance, if the selected method is teacher centered, students remain passive and feel uneasy and bore which cause anxiety.

A foreign language teacher delivers lectures on any subject matter and assesses the students through long comprehensive questions which cause anxiety. In such teacher centered methods, students always seem anxious before teacher's entry in the class because the learners are afraid of being asked questions. In the word of Bosiak (2004, p.11) "an extremely anxiety providing technique is, calling on students one after another in seating order". Similarly, teacher's fast speaking and ending off the class so quickly cause anxiety because students do not have enough time to internalize the rules and vocabulary. Even in the communicative method, anxiety occurs for example, some learners are a social in nature they not only do not take part in communication but also are passive outside the school in social behaviors and want to avoid from communication activities in language class.

V. Academic Anxiety

Academic contemporary status of learner's society determines the learner's motivation and attitudes toward his/her language learning. Among the various aspects related to academic anxiety, course and its objectives are also prominent aspects. Since language is the means of communication, situation that demands the language use must be available otherwise learning second language with great effort would be worthless. Secondly, purpose of learning second language is academic. The secondary purpose of learning L2 is questionable because the English language as a compulsory subject in Nepal causes the high rate of dropout. Two main objective of secondary level English curriculum are:

- a. To develop an understanding of and competence in spoken English.

- b. To communicate fluently and accurately with other speakers of English.

The students who are from rural area of Nepal neither use English nor see the other speakers of English but they study English for just as said by Bosiak (2004, p.6) "freezing up academic purpose". Most of the rural English language learners are not aware of importance of learning EFL. Such aspects cause anxiety in language learning.

The next academic factor which causes anxiety related to test anxiety is grading. It is somehow related to Bailey's (1983) over competitiveness. According to Bosiak (2004, p.5) " academic effects of language anxiety can be identified as over studying and students who experience anxiety feel the need to compensate for the negative effect of anxiety arousal by increased effort in learning". In academic setting, students with lower levels of achievement than they would be expected based on the work and time they have investigated in language studies cause anxiety.

VI.Cognitive Anxiety

Cognitive anxiety deals with input, processing and output problems. However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL/ESL learners" Tanveer, (2007, p.19). Furthermore, Tanveer, (2007, pp.19-21) categorizes cognitive anxiety as input anxiety, processing anxiety and output anxiety, and says " language anxiety has been theorized to language learning: input, processing and output". In second language acquisition, limitation of input (Krashen's 1983), its filter (Dulay and Burt's 1977) and interference of L1 in processing and monitoring output cause anxiety in learners. The affective factors in affective filter hypothesis are motivation, self confidence and anxiety. Learning is effective in low anxiety. As said by Ellis (1984, p.263), "the affective filter influencing the rate of development but it does not affect

the route". Cognitive anxiety causes more harmful consequences than other. At input stage, there is filter which prevents getting information into the cognitive process and in processing stage, anxiety can influence both the speed and accuracy of learning. Moreover, in processing, the conflict occurs between L1 and L2 in storage stage. In the words of Bosiak (2004, p.6) "anxiety arousal at the output stage can influence the quality of second language communication". Bosiak (2004, p. 6) has used the term "freezing up" to indicate the information that is known to learners but does not come to the mind. Thus, this is the result of output anxiety.

VII. Self-concept

Of course, the self-concept is also psychological concept. It is the process where an individual evaluates himself/herself from different perspectives such as: by comparing with other and by comparing self with self history. In L2 acquisition, it affects both positively and negatively. Evaluating own self might be good habit. But it hinders language learning, if a learner evaluates himself/herself as "weak" and "stupid" (MacIntyre, 1999, pp.33-39, as cited in Bosiak, 2004, p.7). L2 learners make self inference that they are not progressing in language learning. They think they are worse at learning than others. Some learners have self doubt over their performance. To indicate the self concept Bosiak (2004, pp.1-19) notes the following statements:

"I had particularly self doubt about my ability to communication orally in Spanish"

"I feel so dump in German class".

"Sometimes when I speak English in class I am so afraid"

"I feel bad in my mind because I wonder why I can't speak English very well".

Tanveer (2007, p.1)

Unsuccessful self concept/image results debilitating and facilitative anxiety. Debilitative anxiety causes avoidance of course and failure in learning (Bailey, 1983, as cited in Ellis, 1985, p.102).

VIII. Over Competitiveness

The concept of self-image and over competitiveness (Bailey, 1983) is somehow similar. In self concept negative self evaluation results anxiety and leads to failure. Over competitiveness in L2 learners, which refers to the self-esteem, that is intended to have the best performance in all cases, causes anxiety. "Self-esteem...has been found to be strongly linked with language anxiety" (Tanveer 2007, p. 15). Similarly, according to Ellis (1985, p. 101) "competitiveness may be manifested in a desire to outdo other language learners by shouting out answers in the class or by racing through examination to be the first to finish". Similarly, as said by MacDonough (1978) "although rivalries can promote confusion they can also serve as a stimulus for learning" (as cited in Ellis, 1984 pp.101-102). It is an axiomatic fact that desire to outdo other and a stimulus for learning respectively are signs of self-esteem which ultimately causes tension whatever the self-esteem of being first or good learner. Thus over competitiveness causes both debilitating and facilitative anxiety.

IX. Pathological Anxiety

Language is primarily listening and speaking. Any learner therefore wants to use language in oral mode of communication. According to Crystal (1980, pp.166-191), the following pathological productions cause problem in speech production:

- a. Disorder of fluency: arhythmia, dysrhythmia, stuttering (stammering) and cluttering.
- b. Voice disorder: phonation, resonance, loudness and pitch.

- c. Timber: stridor, dysphonia or a phonia, hypernasality, hyporasality and artificial larynx.
- d. Developmental disorder: pure dysphonia and dysphonia.
- e. Organic disorder: vocal nodules or nodes.
- f. Psychological disorder: vocal abuse and conversion dysphonia.
- g. Disorder of articulation: cleft lip, absent of teeth and cleft palate.

These sorts of disorder ultimately cause anxiety of language use in oral communication in learners. No doubt, it causes anxiety in both L1 and L2 learners. Moreover, it does not mean that other language skills related to disorder do not cause anxiety. It is a paradoxical issue that is: whether anxiety causes pathological disorder or pathological disorder cause anxiety.

Elaborating this issue Crystal (1980, p.172) ironically presents:

Again to take another theory how would you decide if the anxiety and hostility of the patient in your clinic was the cause of the stutter or the result of the stutter? There is a "chicken and egg" aspect to this problem- the anxiety feeds the stutter which feeds the anxiety which ... or did the stutter come first?

So, whatever the first factor is, it is obvious that the anxiety exists in a pathological production.

1.2 Review of the Related Literature

Second language acquisition is the newly emerged subject in ELT. Many researches have been carried out in SLA. One of the most compatible but not duly cared psychological aspects of SLA is anxiety. Internationally, several researches have been carried out regarding language anxiety. But in national level there is a single research on this area. They have suggested different findings and developed different systematic instruments to carry out SLA research regarding the phenomena. Moreover, they have pointed out different causes, effects, treatments and potentialities of foreign language anxiety. Their brief reviews are presented as below:

The first emergence of the issues on language anxiety is related to emergence of theories and models of second language acquisition. As a part of larger study the Harvard Project (Cazden, Cancino, Rosansky and Schumann, 1975, as cited in Larsen-Freeman et al. 1992, p. 229), conducted ten month observation of untutored acquisition of ESL by Alberto, a 33 year old working class Costa Rican. He was socialized mostly in Spanish. Alberto was the least successful of the six learners studied by Cazden et al. Schumann (1978a, pp.29-30, as cited in Larsen-Freeman et al. *ibid*) has explained many causes of Alberto's unsuccessfulness in acquisition of ESL. Among them, psychological distance was the most detrimental cause of unsuccessfulness in ESL acquisition.

According to them psychological distance included the following aspects:

Language Shock: which may produce feeling of dissatisfaction, frustration or guilt at not being able to produce appropriate language or process it correctly.

Cultural Shock: operative in TL culture which may produce feeling of alienation or anxiety, coupled with defensive strategies such as rejection of native speaker value.

Motivation: less motivation towards target language.

Gardner et al. (1976, as cited in Allwright et al. 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, concluded 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).

In an abnormal case, at one London clinic as reported by Crystal, (1980, pp, 169-171), a group of adult stutters were asked about their feelings about their own stutters. Many of them were greatly preoccupied with their speech whatever the level of severity of their stutter was. Some of them were very anxious about it; others were simply alert to the prospective difficulties involved in speaking-always scanning a head to see if any problem words were coming up. Furthermore, as said by crystal.(1980, p.169), an interesting consequence of this was that several participants said they thought this made them poor listeners, because they were concentrating too much on what they themselves were saying. Many of the more severe cases complained of the amount of physical and mental energy taken up by this activity, amounting at times to exhaustion.

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, to 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. Additionally, it was found competitiveness, sometimes hinders learners' progress if the learners have the pressure to outdo that is debilitating anxiety.

Many learners claim that they have a mental block against learning a foreign language in contrast to other subjects. In addition, Horwitz et al. (1986, p.128, as cited in Ortega, 2009, p. 200), first developed Foreign Language Classroom Anxiety Scale (FLCAS) to measure language anxiety. Then they define foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language arising from learning process".

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-learner interactions, classroom procedures and language testing.

Cheng and Chang, (2004) revealed language learning difficulties could predict anxiety best in foreign language learning settings.

Philips (2005) carried out a research as his M.A. thesis entitled "A Study of Foreign Language Anxiety on Tertiary Students' Oral Performance" at University of Hong Kong. Aims of this study were to find out the impact of anxiety on assessment of public speaking proficiency and on how students feel about their oral performance. 62 tertiary level students from four English

classes at the University of Hong Kong were the population of the study. Randomly selected four low anxiety and four high anxiety students were sample of the study. No significant correlation was found between grade and anxiety level. The relation between foreign language anxiety and oral performance was not always clear cut.

Dergisi (2007) carried out a research on " Test Anxiety in Foreign Language Learning" at Balikesir University, Turkey. Objectives of this research were to find out reasons, effects and results on foreign language learning of test anxiety. The English language learners at university were the population of the study. There were 114 students (sample of the study) from English language department consisting of 24 first, 30 second, 28 third and 32 fourth year students. The instruments used by the researcher consisted of three parts: a background questionnaire, a test anxiety scale (TAS) and a survey. Learners usually had test anxiety. Test anxiety provoking factors were low level proficiency of the learners, negative attitudes of teachers towards test applications, students attitudes towards language learning, test invalidity, face of the negative evaluations, bad experience on tests, time limitation and pressure, the difficulty of course contents ,and parental expectations. Test anxiety caused physical and psychological problems; affected motivation, concentration and achievement negatively; increased errors in learning process; prevented to transfer their real performance to test results and studying efficiently, and decreased the interest in language learning.

Hamzah (2007) conducted a study as his M.H.S. dissertation 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 Malaysia. Objectives of the study were: to find out more language anxiety creating L2 skills, potential sources of language anxiety, and the relationship between language anxiety 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 devised 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.

Tanveer (2007) carried out a research as his M. Ed. dissertation entitled "Investigation of the Factors that Cause Language Anxiety for ESL/ EFL Learners in Learning Speaking Skill and the Influence it Cast on Communication in the Target Language" at University of Glasgow, United Kingdom. Objectives of this study were: to find out psycholinguistic factors, the socio-cultural factors, ways of manifestation of language anxiety in ESL/EFL learners, and strategies to successfully cope with language anxiety. Including highly experienced ESL/EFL teachers, learners and practitioners were twenty subjects; where nine were males and eleven were females. The instruments that the researcher devised were interview and little observation. Semi-structured interviews were utilized to lend breadth and richness to the data. As the findings and recommendations of this research psycholinguistic and socio-cultural factors that cause and manifest language anxiety were cultural phenomena, lack of sufficient input and chances of practicing speaking skills (output), lack of cognitive process of using a language in the society, feeling of apprehension, feeling of anxiety or stresses in intercultural communication, learners' self identity, social inequality and status, linguistic problem and teaching techniques. Furthermore, he has suggested the strategies that communicative approach, emphasis enhancing learning opportunities, three approaches (Hambree, 1988 as cited in Tanveer 2007, p. 63, cognitive, affective and behavioral approaches), friendly informal and learning supportive environment, creative treatment of errors, more emphasis on formative assessment, reduction of the sense of competition among learners, avoidance of students self centered attention, awareness of students' previous language

learning experiences and ethnic background, and finally teacher training course on anxiety should be considered to cope with language anxiety.

Wei (2007) carried out a research on "The Interrelatedness of Affective Factors in EFL Learning: An Investigation of Motivational Patterns in Relation to Anxiety in China", at University in Beijing. Objectives of her study were to find out the level of anxiety in Chinese college English classrooms, to find out stronger motivational patterns, to find out the relationship between learners' proficiency, and their anxiety and motivation and to find out the relationship between anxiety level and motivational patterns. In this research, the population of the study were undergraduate second year environmental science program students. The samples of the study were 57 Chinese students composed of 28 males and 29 females. Moderate anxiety level was found in Chinese learner. Moderate anxiety level and moderate motivation level were negatively related with participants' proficiency. Learners were motivated more instrumentally rather than integrative. No significant relationship was found between anxiety and motivation in general.

Williams et al. (2008) have carried out a research entitled "Foreign Language Learning Anxiety in Japanese EFL University Classes Causes, Coping, and Locus of Control". Objectives of this research were: to find out specific classroom situations that provoke anxiety, to identify who or what the students think is responsible for the anxiety and to find out students' ways of coping with anxiety. The sample of the study was 243 randomly selected Japanese students at six private universities in Japan. FLCAS questionnaire was the tool for data collection. Anxiety was most often associated with the output and processing (in sense of mental planning) stages of the learning processes. Students attributed the cause of anxiety to the teacher or other people. Most of the students were found to feel frustrated and helpless, although students who perceived themselves as having higher ability indicated a greater sense of resilience. Effect of and responses to anxiety were associated with gender and perceived ability level.

Joshi (2010) has carried out a correlated research on "Relationship between Learning Anxiety and English Language Achievement" at the Department of English Education, in University Campus T.U., Kirtipur, Nepal. Objective of his study 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 anxiety whereas only 50% 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.

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. Even among the studies reviewed above, none overlaps with mine.

1.3 Objectives of the Study

This study had the following objectives:

- I. To discover the main sources and causes of language anxiety among Nepalese EFL learners.
- II. To suggest some pedagogical implications.

1.4 Significance of the Study

Objectively speaking, this research will be at the door way of language anxiety. Those FL teachers and learners who are directly related to this issue will be benefited from findings of this research. Furthermore, some other teachers and learners who are being suffered from and interested in this issue and with its common features can take fruitful information, from this research. Last but not the least, significance of this research will also be to encourage the researchers

to carry out further researches on the issues which are related to this research;
and other extensions of this research.

1.5 Definition of the Specific Terms

Anxiety: In this study anxiety refers to fear, apprehension dissatisfaction and frustration towards English language learning.

Facilitating anxiety: Anxiety that is potential for foreign language learning rather than detrimental.

Debilitating anxiety: Anxiety that is really detrimental in learning foreign language.

Freezing up idea: Idea that is known to learners but does not come in mind as in need.

Competence: Having the knowledge of usages and use of second language.

Internalization: Acquisition of L2 rules

Over competitiveness: L2 learner's ego or desire to outdo other or want to be super.

Cognitive anxiety: Language, anxiety created during language learning stage namely: input, processing and output stages.

Pathological anxiety: Language anxiety caused production disorder e.g. stammering during speech.

Psychological distance: L2 learners' feelings of frustration, dissatisfaction towards target language and culture.

Instrumental motivation: Motivation that is created by external materials and things, somehow similar to extrinsic motivation.

Humanistic approach: Newly emerged approach in ELT which intends to teach through learner centered method and learner based activities.

Proficiency: L2 learners' language capacity and ability.

Self -Concept: In this study self- concept refers to learners self negative evaluation towards himself/herself in learning English as a foreign language.

Self esteem: In this study self- esteem refers to L2 learners' super ego or over confidence to over come foreign language but might not real in learning.

Dropout: Learner's ways of giving up their study because of their failure in test specially in English.

'Wishy-washy': L2 learner's self-confusion, uncertainty and lack of alertness in learning foreign language.

CHAPTER TWO

METHODOLOGY

The following methodological procedures were devised to achieve the above mentioned objectives.

2.1. Sources of Data

Both the sources of data namely: primary and secondary were used.

2.1.1. Primary Sources of Data

The primary sources of data were the 60 students composed of 30 from class nine and 30 from class ten from two secondary schools in Rukum district.

2.1.2 Secondary Sources of Data

The major consulting references of this research were various books: Crystal (1980), Krashen (1983), Ellis (1985), Larsen-Freeman and Long (1991), Cook (1992), Brown (1994), Larsen-freeman (2000), Allwright and Bailey (2002), Ortega (2009); journals like: The EFL Journal, The internet TESL Journal, Young Voice in ELT, and other related books and unpublished theses in and out of Nepal.

2.2 Population of the Study

The population of the study was the students of class ten and nine.

2.3 Sampling Procedure

For sorting out the intended study population random sampling procedure was used in this study. As pointed by Kumar (2006, p. 164) sampling is the process of selecting a few from a bigger group for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding

a bigger group. A sample is the sub-group of the population that we are interested in. by bearing these things in mind; a sample of 60 students was selected for this study as follows:

- Purposively Rukum district was selected as the study area.
- Then, two schools were selected by following the same methodology.
- After that, 60 students were randomly selected from the two schools. From each school, 30 students were selected where 15 were from grade 9 and 15 from grade 10.

2.4 Tools for Data Collection

The main tool for this study was questionnaire which was based on FLCAS and IPOAS of Chang (2004), Dergisi (2007), Tanveer (2007) and Wei (2007).

It has become an international trend to use FLCAS, TAS and IPOAS to measure the level of L2 learners' anxiety. FLCAS (Foreign Language Classroom Anxiety Scale) was first developed by Horwitz et al. (1986, as cited in Ortega 2009, p. 200). In FLCAS, there are five-point likert scales items. Every likert is assigned with weight e.g. strongly disagree (1) to strongly agree (5). But, some other researchers have used six-point likert scales; for instance Wei (2007) has used six-point likert scales. Similarly, IPOAS (Input, Processing and output Anxiety Scale) was first developed by MacIntyre and Gardner (1994, as cited in Ortega 2009, p. 200). This is also similar to five-point likert scales of FLCAS. Moreover, Dergisi (2007) has also developed TAS (Test Anxiety Scale) on the basis of FLCAS and IPOAS to measure L2 learners' level of test anxiety. In the same way, the questionnaire of this research has been designed on the basis of these international trends of anxiety level measurement.

2.5 Procedures of Data Collection

The following processes were adopted to collect the required information as data for this study.

- a. First, the researcher visited the related schools to ask for the consent and then developed rapport with them.
- b. Then, he explained them the purpose of the study.
- c. After that, the researcher selected 15 students from grade 9 and 15 from grade 10 of each school by following the simple random sampling procedures.
- d. Then, he distributed and administrated questionnaire for about 40 minutes.

2.6. Limitations of the Study

This study was limited in the following boundaries:

- a. This study was limited to 60 students of class nine and ten of two secondary schools of Rukum district.
- b. This study was limited to the sources and causes of language anxiety in EFL learners.
- c. It was limited to the Questionnaire in Appendix-A.
- d. This research was limited to its academic purpose only and restricted to EFL learners' anxiety.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter, the data collected from primary sources through the quantitative tools questionnaire were analyzed and interpreted using the following statistical procedures:

Step I: The responses have been assigned with numerical values (weight of given options) '1-5' ranging from 'a-e' respectively. This has been vividly described in 2.4 (see p. 41)

Step II: The responses have been analyzed by tabulating in descriptive statistical framework (frequencies, percentages and measures of central tendency i.e. the weight mean, the grand mean and the overall grand mean). As said by Best and Kahn (2004, p. 279) "The mean of a distribution is commonly understood as the arithmetic average. The term grade-point average, familiar to students, is a mean value. It is computed by dividing the sum of all scores by the number of scores". In this study the weight mean (mean of weighted values), the grand mean (mean of weighted mean of a designed category) and the overall grand mean (mean of all the grand mean of all the designed categories) have been calculated by devising the following statistical formulae:

a. Weighted Mean

$$\bar{X}_w = \frac{\sum WX}{N}$$

Here,

$$\bar{X}_w = \text{Weighted Mean}$$

Σ = Sum of

N = Total number of respondents

W = Weight assigned to the responses

X = Frequencies of the respondents

b. Grand Mean

$$\bar{X}_g = \frac{\Sigma \bar{X}W}{N_I} =$$

Here

\bar{X}_g = Grand Mean

Σ = Sum of

\bar{X}_w = Weighted Mean

N_I = Number of items in the category

c. Overall grand mean

$$\bar{O}_g = \frac{\Sigma \bar{X}_w}{C_N}$$

\bar{O}_g = Overall Grand Mean

\bar{X}_w = Grand Mean

C_N = Number of Categories

Step III: In this step all the analyzed data have been paraphrased in paragraphs based on the individual item.

3.1 Overall Analysis

Table No. 1

Learner's Overall Anxiety Level

S.N.	Anxiety Category	Grand Mean
1	Test anxiety	4.56
2	Self-Concept and Over Competitiveness	4.42
3	Peer Anxiety	3.9
4	Teacher Anxiety	4.54
5	Method Anxiety	4.38
6	Pathological Anxiety	1.73
7	Cognitive Anxiety	4.39
8	Academic Anxiety	4.04
Overall Grand Mean		3.995

This table has presented the overall grand mean of 8 categories of sources of anxiety. Among the categories, since grand mean of test anxiety was 4.56, learners were more anxious with test. Conversely, learners were found to be the least anxious with pathological disorder because its grand mean was only 1.73. In average, the overall grand mean of all these grand means was 3.995 approximately 4 implies that EFL learners' level of anxiety regarding these categories is very high. Definitely, the level of anxiety of EFL learners caused by the above mentioned sources is not at moderate level. Thus, the anxiety is debilitating. The level of anxiety, the learners have, therefore, impedes their L2 learning.

3.2 Category Based Analysis

Processes of the analysis and interpretation have been practiced under the following 8 categories of sources and causes of language anxiety.

- ◆ Test anxiety
- ◆ Peer anxiety
- ◆ Method anxiety
- ◆ Cognitive anxiety
- ◆ Self-concept and competitiveness
- ◆ Teacher anxiety
- ◆ Pathological anxiety
- ◆ Academic anxiety

3.2.1 Text Anxiety

Table No. 2
Learner's Level of Test Anxiety

No.	Item	Responses														Mean
		Disagree						Undecided				Agree				
		SD(1)		DA (2)		Total		UD (3)		A (4)		5A (5)		Total		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
1	I am afraid of English because most of the students fail in English.	6	10			6	10			21	35	33	55	54	90	4.25
2	During the test I forget what I know.	3	5			3	5			36	60	21	35	57	95	4.2
3	I feel pressured by time limits during test.									3	5	57	95	60	100	4.95
4	I feel worried when I study for a test.									12	20	48	80	60	100	4.8
5	Tests bother me much.	3	5			3	5			12	20	45	75	57	95	4.6
6	I feel stressed before an exam.	3	5							12	20	45	75	57	95	4.6
Grand Mean															4.56	

This section, consisting of six items was intended to find out learners' level of test anxiety of foreign language. Interpreting the data of item 1, it was found that the great number of learners i.e. 90% agreed on the statement. The most of the learners are afraid of English because most of the students fail in it. Out of them, only 10% students disagreed on the statement. The weighted mean 4.25 indicates that most of the learners are afraid of English language test.

Regarding the learners' anxiety during test in item 2, it was found that a high majority of the learners i.e. 95% agreed on it and 5% disagreed on the statement. Its weighted mean was 4.2 implies that EFL learners forget what they know during the test.

Item 3 was designed to find out EFL learners' feeling over time limits during test. In this table we can observe all the learners i.e. 100% agreed on it. Its weighted mean remained 4.95 implies that almost all EFL learners feel pressured by time limits during test.

Item 4 was designed to find out the EFL learners feeling while studying for a test. From the data analysis, 100% learners agreed with it. Its weighted mean was 4.8 indicates that almost all the EFL learners feel worried when they study for test.

Item 5 intended to find out learners' level of tension created by test. Regarding its findings, a great number i.e. 95% of learners agreed with the statement. Out of them, only 5% disagreed on it. Its weighted mean was 4.6 implies that most of the EFL learners are bothered much by tests.

Item 6 was designed to discover EFL learners' level of feeling of stressed before an exam. In this item a great number i.e. 95% agreed on it and only 5% disagreed with the statement. The weighted mean of this item was 4.6 implies that most of the EFL learners feel stressed before an exam.

In overall, from this category, more than 96% EFL learners have agreed on the statements of this category. Its grand mean was 4.56 implies that most of the learners' level of anxiety with test is high.

3.2.2 Self-Concept and Competitiveness

This section, consisting of 3 items, was intended to discover the EFL learners' level of self-concept and competitiveness regarding EFL learning. Item 7 was designed to find out the level of learners' self- concept by comparing with other fellow learners. In this item, 95% agreed and only 5% disagreed on the statement. Its weighted mean was 4.4 indicates that only a few, may be good learners do not think that other students are better than them.

Table No. 3

Learner's Level of Anxiety Caused by Self-Concept and Competitiveness

No.	Item	Responses														Mean
		Disagree						Undecided				Agree				
		SD(1)		DA(2)		Total		UD(3)		A(4)		5A(5)		Total		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
7	I keep thinking that other students are better than me.	3	5			3	5			24	40	33	55	57	95	4.4
8	I think my proficiency in English is tolerable, so I have to work hard.									3	5	57	95	60	100	4.95
9	I feel that other students speak	6	10	3	5	9	15	6	10	21	35	24	40	49	75	3.9

English better than I do.																	
Grand Mean																4.42	

Item 8 was intended to discover the level of EFL learners' self-concept regarding their proficiency in the English language. All the subjects i.e.100% agreed on the statement. Its weighted mean was 4.95 implies that almost all EFL learners think their proficiency in English is tolerable, so they have to work hard.

Item 9 was designed to discover the level of EFL learners self-concept regarding their feelings of speaking proficiency by comparing with other counter - part learners. A great number i.e. 75% of the learners agreed on it. Out of total subjects, 15% disagreed and 10% remained 'undecided' on the statement. Its weighted mean was 3.9 implies that money EFL learners feel that other students speak English better than they do. But a few learners do not compare themselves with others means undecided and fewer number of learners do not feel that other learners speak English better than they do.

Similarly, in overall, its grand mean was 4.42 implies that learners are anxious about the anxiety of self-concept and competitiveness.

3.2.3 Peer Anxiety

Table No. 4

Learner's Level of Peer Anxiety

No.	Item	Responses														Mean
		Disagree						Undecided		Agree						
		SD(1)		DA (2)		Total		UD(3)		A (4)		5A (5)		Total		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
10	I feel that other students	12	20	3	5	15	25			9	15	36	60	45	75	3.9

This section, consisting of 4 items, was designed to discover the level of EFL learners' anxiety regarding their teachers. Item 11, a great number i.e. 90% of learners agreed on the statement. Only 10% remained 'undecided' on it. Its computed weighted mean was 4.75 indicates that most of the learners get upset when they do not understand what the teacher is correcting. But a few learners remained 'undecided', even if they do not understand what their teacher is correcting.

Item 12, was intended to find out the level of EFL learners' anxiety towards their teachers' moving classes so quickly. In this table, a great number i.e. 95% of learners agreed on the statement of 12. Only 5% disagreed with it. Its weighted mean was 4.75 implies that most of the EFL learners were worried about getting left behind because their English teachers move classes so quickly.

Item 13 was designed to discover the level of EFL learners anxiety towards their teachers' treatment over their mistake in performance. A great number i.e. 75% of the learners agreed with the statement. Out of total, only 25% disagreed with it. Its weighted mean was 4.05 indicates that most of the learners are anxious towards their mistakes which would be corrected by their teacher.

Item 14 was designed to find out the level of learners anxiety because they do not understand what their teacher is saying in English. A vast majority in number i.e. 95% of the learners agreed with this statement. But insignificant in number i.e. 5% disagreed on it. Its weighted mean was 4.6 which indicates that they do not understand what the teacher is saying in English.

Additionally, in overall from the category; in average, more than 88% learners agreed with statements of the category. Its grand mean was 4.54 implies that learners appeared highly anxious because of teacher and his/her behaviors.

3.2.5 Method Anxiety

This section, consisting of 6 items, was designed to discover the level of EFL learners' anxiety caused by ELT method. Item 15 was designed to discover level of learners' anxiety in listening skill caused by pronunciation problem due to methodological problem. A vast majority i.e. 95% of the learners agreed with the statement. Only 5% disagreed on it. Its weighted mean was 4.65 which indicates that in spite of having a desire of listening English text, learners are anxious because they have problem in pronunciation.

Table No. 6

Learner's Level of Method Anxiety

No.	Item	Responses														Mean
		Disagree						Undecided				Agree				
		SD(1)		DA (2)		Total		UD(3)		A (4)		5A (5)		Total		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
15	I have desire to listen to language text but pronunciation is problem for me.	3	5			3	5			9	15	48	80	57	95	4.65
16	I know the meaning of words in isolation but I do not have confidence to use it in sentence properly.			3	5	3	5	6	10	3	5	48	80	51	85	4.6
17	I do not understand English speaking except some words.									9	15	51	85	60	100	4.85
18	I like English but I do not understand teacher's presentation.							6	10	18	30	36	60	54	90	4.5
19	I want to communicate with teacher but she/he does not facilitate me.	12	20			12	20	6	10	15	25	27	45	42	70	3.75
20	I am poor in listening skill	12	20	3	5	15	25	3	5	3	5	39	65	42	70	3.9

because they have less recorded authentic listening classes. Moreover, some learners were not aware of listening skill.

Moreover, in average 85% of the learners were agreed with the statements of the category. The grand mean of this category was 4.38 which also implies that most of the EFL learners feel anxiety because of methods that their teacher followed.

3.2.6 Pathological Anxiety

This section, consisting of 2 items, was designed to discover the anxiety level of learners caused by pathological disorder. Item 21 was designed to find out the anxiety level of learners caused by voice disorder. A majority number i.e. 95% of learners disagreed with the statement. Only small number i.e. 5% of them agreed on it. Its weighted mean was 1.75 which indicates that it is developmental disorders and suffers only a few learners.

Table No. 7

Learner's Level of Pathological Anxiety

No.	Item	Responses														
		Disagree						Undecided		Agree						
		SD(1)		DA (2)		Total		UD(3)		A (4)		5A (5)		Total		Mean
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
21	I cannot express what I know because my voice is poorly clear.	21	35	36	60	57	95			3	5			3	5	1.75

22	I do not like to speak because my friends laugh at my disordered voice.	27	45	30	50	57	95					3	5	3	5	1.7
Grand Mean															1.73	

Item 22 was designed to discover the anxiety level of learners caused by fluency disorders. The majority of learners i.e. 95 % disagreed on the statement. The small number i.e. 5% agreed on it. Its weighted mean was 1.7 which indicates that fluency disorder like stuttering suffers a few learners. Statistically out of 60 subjects, 3 were found suffered from stammering 1 from grade 9 and 2 from grade 10.

In overall, only 5% of the learners were found to be anxious with pathological disorder. Its grand mean was 1.73 implies that EFL learners' level of anxiety caused by pathological disorder is the least.

3.2.7 Cognitive Anxiety

Table No. 8

Learner's Level of Cognitive Anxiety

No.	Item	Responses														Mean
		Disagree						Undecided				Agree				
		SD(1)		DA (2)		Total		UD(3)		A (4)		5A (5)		Total		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
23	. The more I work, the more confused I get.	3	5	6	10	9	15			30	50	21	35	51	85	4
24	I have knowledge about the subject matter but I could not express it in English.									9	15	51	85	60	100	4.85
25	I understand English passages but I cannot answer its question because my grammatical knowledge is			3	5	3	5			18	30	39	65	57	95	4.5

	poor.															
26	I feel my heart pounding when I am going to be called on in English classes.			9	15	9	15			21	35	30	50	51	85	4.2
Grand Mean																4.39

This section, consisting of 4 items, was designed to discover the anxiety level of learners caused by cognitive process e.g. input, processing and output. Item 23 was designed to explore the level of anxiety of EFL learners regarding their confusing while studying foreign language. Most of the learners i.e. 85% agreed on the statement. Only insignificant number i.e. 15% disagreed on it. Its weighted mean was 4 which implies that more the EFL learners work, the more confused they get. Only a few learners get free from this problem.

Item 24 was designed to discover the level of anxiety of EFL learners caused by processing problem. All of the subjects unanimously agreed the statement. Its weighted mean was 4.85 which implies that all most all Nepali medium EFL learners have been highly suffered from this sort of problem.

Item 25 was designed to discover the anxiety level of learners regarding grammatical knowledge which ultimately impedes more at output stage. The vast majority of learners i.e. 95% agreed the statement. Only insignificant number i.e. 5% disagreed with the statement. Its weight mean was 4.5 which implies that most of the learners can not answer the questions because their grammatical knowledge is poor in context.

Item 26 was designed to find out the anxiety level of learners regarding their feeling of uneasy when they are going to be called on in English classes. A great number i.e. 85% of subjects agreed with the statements. Only small number i.e. 15% disagreed on it. Its weighed mean was 4.2 which indicates that most of the EFL learners feel uneasy and anxiety when they know they are going to be called on in English classes.

In overall, from the category, in average, more than 91% learners were found to be anxious about language learning stages e.g. input, processing and output. Its grand mean was 4.39 implies that most of the EFL learners have high level of cognitive anxiety.

3.2.8 Academic Anxiety

This section, consisting of 7 items, was designed to discover the anxiety level of EFL learners regarding the academic aspects. Item 27 was deigned to find out the level of anxiety of learners towards English language. Most of the learners i.e. 80% agreed on the statement. Only 20% disagreed on it. Its weighted mean was 3.85 which implies that most of the learners wanted to avoid English learning.

Item 28 was designed to explore the anxiety level of learners regarding their perception that English as the most difficult subject for them. A vast majority i.e. 95% of the learners agreed with the statement. Only 5% disagreed on it. Its weighted mean was 4.6 which indicates that most of the EFL learners perceive that English is the most difficult subject.

Table No. 9

Learner's Level of Academic Anxiety

No.	Item	Responses														Mean
		Disagree						Undecided				Agree				
		SD(1)		DA (2)		Total		UD(3)		A (4)		5A (5)		Total		
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
27	I am studying English because it is compulsory subject.			12	20	12	20			33	55	15	25	48	80	3.85
28	English is the most difficult subject for me.			3	5	3	5			15	25	42	70	57	95	4.6
29	My English is poor because I have no chance to use it except the English class.	3	5	3	5	6	10			9	15	45	75	54	90	4.5

30	I pass the English with poor marks.			3	5	3	5			9	15	48	80	57	95	4.7
31	I have no guardians to support my English learning.	9	15	6	10	15	25			12	20	33	55	45	75	3.9
32	I often feel like not going to my English class.	9	15	21	35	30	50			27	45	3	5	30	50	2.9
33	I think, I am good at English but my grade is poor.			12	20	12	20	3	5	30	50	15	25	45	75	3.8
Grand Mean																4.04

Item 29 was designed to find out the anxiety level of learners regarding the usability of English language except the English classes. The majority i.e. 90% of the learners agreed with the statement. Only 10 % learners disagreed on it. Its weighted mean was 4.5 which implies that learners are anxious to their poor English proficiency because they do not have chance to use English out of the English classes. Some of learners were found that they are not aware of importance of English language.

Item 30 was designed to find out the anxiety level of EFL learners regarding poor achievement in English. The vast majority i.e. 95% of learners agreed with the statement. Out of them, only 5% disagreed on it. Its weighted mean was 4.7 implies that except a few good learners, most of the learners are worried in their poor marks in English.

Item 31 was designed to find out the level of anxiety of learners caused by no guardians to support their English learning. Most of the learners i.e. 75% agreed in the statement. Only small number of learners i.e. 25% disagreed on it. Its weighted mean was 3.9 which indicates that EFL learners from remote area like Rukum, have fewer guardians to support their English learning.

Item 32 was designed to discover the anxiety level of learners caused by their feelings like not going to their English class. Out of the total subjects, 50% agreed with the statement. Similarly, in the same number i.e. 50% disagreed on

it. Its weighted mean was 2.9 which implies that half of the learners often feel like not going to their English class.

Item 33 was designed to discover the anxiety level of EFL learners caused by dissatisfaction towards their academic achievement in English in comparison of their hoped proficiency. The majority of the learners i.e. 75% agreed in the statement. Out of total, 20% disagreed and 5% remained 'undecided' on it. Its weighted mean was 3.8 which implies that most of the learners think, they are good at English but their grade is poor.

Eventually, from the analysis of this category, it has been found that in average, 80% of the learners were found to be anxious with their academic aspects. Its grand mean was 4.04 implies that EFL learners are highly anxious with their academic aspects.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

This chapter has presented the main findings of this study. As mentioned in objectives of this study it intended to discover the main sources and causes of anxiety among Nepalese EFL learners. Furthermore this study aimed at suggesting some pedagogical implications.

4.1 Findings

After analyzing and interpreting the data collected through FLCAS questionnaire (see Appendix-A) the following results have been found in this study.

As a whole, all learners were found to be anxious about their foreign language learning. As its overall grand mean i.e. 4 indicated, EFL learners' level of anxiety is very high regarding these sources of anxiety. But, the pathological disorder as a source and cause of anxiety was interestingly found the least suffering source and cause of anxiety among EFL learners. Additionally, the category based findings have been presented as below:

I. Test Anxiety

In average more than 95% of learners were found anxious in their language testing. All learners were found to be suffering from time limits during test.

II. Self-Concept and Competitiveness

In average more than 90% of the learners were found to be anxious due to self-concept and competitiveness. Regarding the competitiveness, only 75% were found to be anxious.

III. Peer Anxiety

About 75% of the learners were found to be anxious because of peer.

IV. Teacher Anxiety

In average, more than 88% of the learners were found to be anxious with teacher and his/her behaviors.

V. Method Anxiety

In average, 85% of the learners were found to be anxious in their learning because of approaches methods and techniques devised by their teachers.

VI. Pathological Anxiety

This is the least suffering source and cause of anxiety for EFL learners. In average, about 2% were found to be anxious with pathological disorder.

VII. Cognitive Anxiety

In average, about 92% of the EFL learners were found to be anxious due to cognitive (input, processing and output) complexity.

VIII. Academic Anxiety

In average, 80% of the learners were found to be anxious in their academic aspects.

Eventually in the FLA, anxiety is the compatible ingredient as error but it should not be allowed to overcome the moderate level. No error no learning is comparable with no tension no learning. But over tension impedes learning.

4.2 Recommendations

Stepped on the major findings of this study, the following pedagogical suggestions have been recommended:

- I. To reduce the test anxiety, formative evaluation system should be devised. Test should incorporate all the criteria of a test e.g. validity and reliability. Test should not be unfamiliar to the learners that mean test should be student friendly.
- II. Friendly competition and cooperative group dynamics should be encouraged among learners which lead to exploit the cooperation in competition.
- III. Teachers' behavior should be flexible. In teaching, teacher should be facilitator but in administration, s/he should be rigid.
- IV. If the learners are with pathological problem, they should be behaved well and helped in their problems. If necessary, pathologically disordered learners should be paid special care as per the possible.
- V. To reduce the anxiety due to the method in learners, let them be responsible in their learning and participate more and more in classroom activities. To reduce the learners' monotony, appropriate method under approach and followed by techniques with materials and if possible modern technology should be facilitated by concerning bodies.
- VI. Learners should be facilitated more and more exposure of L2 to reduce the anxiety caused by cognitive aspects. Moreover, they should be encouraged to reveal their individual creativity by

means of English language. They should be encouraged in testing hypothesis regarding their language learning.

- VII. Education should be perceived as common effort of tri-polar phenomenon namely: learners, teachers and guardians. Learners should be made aware of their objectives and importance of learning English to reduce cognitive anxiety. EFL learners should be motivated intrinsically and extrinsically. By providing and prescribing additional learning materials, learners should be encouraged for autonomous learning which helps learners to reduce academic anxiety indeed.

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Appendix-A

Questionnaire

This Questionnaire is a part of my research entitled “Anxiety among EFL Learners: A Case of Rukum District”. Please, give the information as asked:

Name: _____ Age: _____
School: _____ Class: _____

I: Test Anxiety

1. I am afraid of English because most of the students fail in English.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
2. During the test I forget what I know.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
3. I feel pressured by time limits during test.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
4. I feel worried when I study for a test.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
5. Tests bother me much.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
6. I feel stressed before an exam.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

II: Self-concept and competitiveness

7. I keep thinking that other students are better than me.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

8. I think my proficiency in English is tolerable, so I have to work hard.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

9. I feel that other students speak English better than I do.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

III. Peer Anxiety

10. I am afraid of the other students that they will laugh at me when I speak English.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

IV: Teacher Anxiety

11. I get upset when I do not understand what the teacher is correcting.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

12. My English teacher moves classes so quickly that I worry about getting left behind.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

13. I am afraid that my English teacher is ready to correct every mistake I commit.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

14. It frightens me when I do not understand what the teacher is saying in English.

- a. Strongly Disagree
- b. Disagree
- c. Undecided
- d. Agree
- e. Strongly Agree

V: Method Anxiety

15. I have desire to listen to language text but pronunciation is problem for me.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
16. I know the meaning of words in isolation but I do not have confidence to use it in sentence properly.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
17. I do not understand English speaking except some words.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
18. I like English but I do not understand teacher's presentation.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
19. I want to communicate with teacher but she/he does not facilitate me.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
20. I have desire to listen to language text but pronunciation is problem for me.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

VI: Pathological Anxiety

21. I cannot express what I know because my voice is poorly clear.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
22. I do not like to speak because my friends laugh at my disordered voice.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

VII: Cognitive Anxiety

23. The more I work, the more confused I get.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
24. I have knowledge about the subject matter but I could not express it in English.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
25. I understand English passages but I cannot answer its question because my grammatical knowledge is poor.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
26. I feel my heart pounding when I am going to be called on in English classes.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

VIII: Academic Anxiety

27. I am studying English because it is compulsory subject.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
28. English is the most difficult subject for me.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
29. My English is poor because I have no chance to use it except the English class.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
30. I pass the English with poor marks.
- a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

31. I have no guardians to support my English learning.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
32. I often feel like not going to my English class.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree
33. I think, I am good at English but my grade is poor.
a. Strongly Disagree b. Disagree c. Undecided d. Agree
e. Strongly Agree

Thank you very much for your kind co-operation.