

CHAPTER ONE

INTRODUCTION

1.1 General Background

Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second/foreign language. These learners may be good at learning other skills but when it comes to learning to speak another language, they have a 'mental block' against it. In many cases, students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings of anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes second language/FL learning from learning other skills or subjects. Both teachers and students are aware and generally feel that anxiety is a major hurdle to be overcome when learning to speak another language.

1.1.1 Defining Anxiety

The term anxiety is related to the psychological aspects of a learner. Generally, the term anxiety means the feeling of uneasiness towards something. Though, it is psychological in nature, the result happens in behaviour. 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 behaviour. 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 thesis paper and a job interview are just a few of the endless list of

situations that can cause anxiety”. Hilgard, et al. (as cited in Scovel, 1991, p. 18), define “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”. Spielberger (1983, p.6) defines anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system”. Horwitz, Horwitz, and Cope (1986, p. 128) define FL anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. The essence of FL anxiety, according to Horwitz et al., is the threat to an individual’s self-concept caused by the inherent limitations of communicating in an imperfectly mastered second language.

To sum up, anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire and our hearts beat quickly. In general, anxiety can be defined as a complex concept of dependent upon not only one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

1.1.2 Foreign Language Anxiety

MacIntyre (1999), as cited in Ay (2010, p. 84), has suggested a type of anxiety called situation specific anxiety which is experienced only in a particular and specific situation. According to him, foreign language anxiety is a situation specific anxiety that relates to environments of foreign language learning, and that is felt when it is required to use a foreign language. According to Horwitz, et al. (1986, p.128), foreign language education is a complex process, which involves learners' self-perception, beliefs and behaviours particular to

environments of foreign language learning. Individuals who do not have difficulty expressing them and comprehending others in their native language have difficulty doing the same in a foreign language, and they perceive all kinds of acts to be performed in a foreign language as a threat to their self-perception. Language anxiety ranks high among factors influencing language learning, whatever the learning setting is and it has become central to any examination of factors contributing to the learning process and learner achievement (Hurd, 2007, p.488).

1.1.3 Difference between First and Second/Foreign Language Anxiety

Anxiety and speech communication appear to have a strong bond with each other. Speaking, either in first (L1) or second/foreign (L2/FL) language in different situations; particularly the situations that demand public speech, tend to be anxiety provoking. However, the anxiety experienced when speaking in a second/foreign language seems to be more debilitating than the anxiety experienced when speaking in the first language. Anxiety while communicating in other than L1 goes a step further with the addition of the difficulties associated with learning and speaking a foreign language. In a foreign language, a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehensible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. Daly (1991, p.1) while discussing the reactions to second language learning from the perspective of first language communication apprehension expresses that the anxiety experienced by many people while communicating in their first language seem to have many logical ties to second language anxiety. Educators and second language acquisition (SLA) researchers can get insight from the analogy of first language anxiety to cope with the second language anxiety.

1.1.4 General Anxiety and Academic Anxiety

From the field of anthropology, psychology and education—numerous perspectives on anxiety, in general, have been put forward; in the majority of cases concerning the notion of fear and threat to the person's physical safety or psychological well being in his/ her interactions with the environment. Twenge (2002), as cited in Ay (2010, p.108), affirms that "emotions are adaptive ... they serve specific purposes for the survival of the individual. Anxiety and fear primarily serve to warn potential danger and trigger physiological and psychological reactions". At the beginning of the 20th century, Freud (1920, p.343) thought that anxiety was a kin to 'fear' or fright:

I avoid entering upon the discussion as to whether our language means the same or distinct things by the word anxiety, fear or fright. I think anxiety is used in connection with a condition regardless of any objective, while fear is essentially directed toward an object.

In later decades, anxiety was seen as a state of "apprehension", a vague fear that is only indirectly associated with an object "(Scovel, 1978, p. 134).

Spielberger (1983, p.6), made the distinction between anxiety and fear, while fear is caused by a real objective danger in that environment. The reasons that are behind anxiety may not be known to him/ her.

As regards what constitutes general anxiety, it has been considered to comprise worry and emotionality. In which worry refers to the cognitive aspects, such negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequences emotionally concerns one's perceptions of the physiological–affective elements of the anxiety experience, that is, indications state such as nervousness and tension.

The next section deals with the broad anxiety issues in the academic field (state, trait, situation- specific, facilitating, debilitating, anxiety in testing situations).

1.1.4.1 State and Trait Anxiety

State anxiety is not more durable in nature in relation to time. Brown (1994, p.142), claims that state anxiety is experienced in relation to some particular event or act. Additionally, Berger (1966), as cited in Chang (2004, p.9), says “state anxiety is transitory state or condition of the organism that varies in intensity and fluctuates over time”. State anxiety is unstable and event related sometimes to individuals' fluctuated feeling over some particular event or act. 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, MacIntyre and Gardner (1991), 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, p.143), trait anxiety has been defined as a constant condition of anxiety without time limitation. Trait anxiety is a relatively permanent personality feature (Allwright and Bailey, 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; fewer girls are more introverts. Trait anxiety is related to personality not to the situation.

1.1.4.2 Situation Specific Anxiety

Situation Specific anxiety can be considered to be probability of becoming anxious in a particular type of situation, such as during tests (labeled as test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety), (MacIntyre and Gardner, 1994 b, p. 2). Oh (1990), thought of foreign language anxiety as a "situation specific anxiety that students experience in the classroom which is characterized by self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions is the language classroom" (as cited in Chang 2004,p. 56). MacIntyre and Gardner (1989, p.272), put forward the idea that situation specific anxiety "solidifies" in a language learner as result of suffering state anxiety on several occasions.

As regards investigating anxiety in language learning, which is of special interest of us here, MacIntyre and Gardner (1991 a) considered that the situation specific approach "offers move to understanding of anxiety because the respondents are queried about various aspects of the situation" (p. 91). Although this approach has the drawback that the anxiety provoking situation may be thought of in a very general sense (e.g., shyness), in a more restricted sense (e.g., communication apprehension) or extremely precisely (e.g., Stage fight) (examples from MacIntyre and Gardner, 1991 a, p. 91), these authors considered that the situation specific approach to the study of foreign or second language anxiety offers "more meaning and consistent results" (MacIntyre and Gardner, 1991 a, p. 92).

1.1.4.3 Facilitative and Debilitative Anxiety

From the prospective of effect and importance of anxiety in learning and teaching, there are, of course, two opinions namely: are positive (facilitative) and negative (debilitative) anxiety. The later opinion is: anxiety hinders learning. On the contrary, supporters of the first view opine prudently that language anxiety is definitely useful but the condition is, if the anxiety is in moderate level. These two types of anxiety are discussed below:

I) Facilitative Anxiety

Facilitative anxiety supports the views of learning outcomes positively or facilitates learners. Facilitative anxiety which actually helps people do better than they might be. According to Scovel (1978, as cited in Wilson 2006, p.45), facilitative anxiety gets the learners to employ effective effort to L2 learning. For Allwright and Bailey (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 due care is to be 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". Facilitative anxiety is constructive according to Brown (1994, p.143).

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, p.142). Indicating the situation in which anxiety lacks, Brown (ibid) says, "A learner might be inclined to be 'wishy-washy' lacking that facilitative tension". Frankly speaking, facilitative anxiety is the L2 learners' seriousness, curiosity towards interest in their L2 learning. Facilitative anxiety facilitates the

learner to be alert towards his/her FLL. Bosiak (2004, p.7) says, "Facilitative anxiety, as it is known, produces positive effects on the learner's performance".

II Debilitative Anxiety

It is the bitter truth that anxiety in FLL is unavoidable phenomena; moreover, its negative called debilitative anxiety is the untwined 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 Wilson 2006, p. 45) between debilitative and facilitative anxiety, since facilitative is anxiety that 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 and Bailey (2002, p.172), 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 and Bailey (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 and Bailey, (2002, p. 174), "Learning someone else' language is seen threatening rather than existing because of contradictory ways of looking at every things. There is a parameter in anxiety; anxiety is not found in the some level in all language skills, aspects, system and items. Bailay (1997), 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". Sellers (2000, p.512),

as cited in Chang (2004, p.7), 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.

Anxiety reduces the learners' self efficiency and ultimately hampers the learning. By indicating 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".

1.1.4.4 Anxiety in Testing Situation

Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as "Unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations", Dusek (1980), as cited in Brown (1994, p.7). It emerges for some children during the preschool or elementary school years when parents begin to make some demands or hold overly high expectations for their children's performance (Hill, 1970, p.106). The parents react negatively to their children's failure and children turn fearful of evaluation. Through, the years, some other factors such as parental, peer or self-induced aspirations, teachers' attitude and classroom atmosphere enhance evaluation anxiety (Hill 1970; 1980; 1996). Low anxious children are more motivated and they do not have fear of failure whereas high anxious children have a proclivity to either over study or avoid criticism and failure. Low anxious children are likely to persist in and are less concerned with reaction

and they strive hard to do well on difficult tasks, whereas high anxious students are overly concerned with parents' or teachers' evaluations and choose tasks where success is certain. They have difficulty attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure. Various studies show that test anxiety is a problem from a variety of ethnic backgrounds, for both boys and girls and for middle and working class children from all major socio-cultural groups (Hill and Wigfield, 1984, p.109).

1.1.5 Investigation into Language Anxiety in Relation to the Four Language Skills

People are often anxious about their ability to function in a foreign language, particularly in oral/aural situations. Unlike reading and writing which allow for contemplation and correction, listening and speaking demand high levels of concentration in a time frame not controlled by the student. When there is only one chance to successfully process the input or output, the pressure on student increases.

1.1.5.1 Language Anxiety in Listening Skill

Quite a lot of attention has been paid to the anxiety suffered by many learners when listening to the foreign language. Krashen (1976) theorized that listening or extracting meaning from message in L2 was the "primary process in the development of a second language" (as cited in Horwitz et al. 1986, p. 127), and postulated that anxiety formed an "affective filter" (Krashen, 1985,p.3) that interfered with an individual capacity to receive and process oral messages successfully. Indeed, one definition of language anxiety given by two of the foremost researchers in this field (MacIntyre and Gardner, 1994 a) involves not

only speaking, but also listening: "Language anxiety can be defined as the feeling of tension and apprehension, specifically, associated with second language contexts, including speaking, listening and learning" (p. 284). In Horwitz et als.' (1986) pivotal study, counselors at the learning skills center at the university of Texas reported that many students were anxious when listening to the L2, and had "difficulties in discriminating the sounds and structures of a target language message" (p. 126). One student said he heard "only a loud buzz" (ibid) when his instructor was speaking, and anxious students also told of problems with comprehending the content of L2 message and with understanding their teachers in extended target language utterances (ibid).

1.1.5.2 Language Anxiety in Speaking Skill

The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language...Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner 1991)... This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others. (Arnold, 2000, p. 3)

Public speaking anxiety is very common among both universities students and also the general population. It is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected such as increased

heart and breathing rates, over-rapid reactions, and a tension in the shoulder and neck area.

The apprehension of speaking before a group of individuals remains a problem in the twenty-first century. According to Krannich (2004), the fear of delivering a speech or a presentation ranks as the number one fear among most people, including students as well as adults from many diverse backgrounds. Ayres, et al. (2000), referred communication anxiety related with the delivering of speech or the fear or anxiety associated with anticipating the delivery of a speech.

According to Phillips (1991, p.121), “It is clear that fear of speaking in public is different from anxiety about social contact”. True communication apprehension means that the sufferers see more value in keeping quiet in all circumstances (even in conversation) than they do from talking. Speech anxiety is a much targeted fear. “Our sense of public speaking anxiety is closer to what psychologists and psychiatrists refer to as a phobia rather than a free floating anxiety” (Ayres & Hopf, 1993, p.11).

1.1.5.3 Language Anxiety in Reading Skill

At the first glance, reading would seem to be the component of FL performance least susceptible to anxiety effects. Unlike speaking a FL, reading at least silent reading is done privately with unlimited opportunity for reflection and reconsideration. Reading is also an individual act in that the success of the reading does not depend on a dynamic construction of meaning by two or more speakers, whereas a speaker interacting with an uncooperative or incompetent conversational partner is going to have difficulty even if he or she is a very competent and sensitive conversational participant. Two aspects of FL reading would seem, however, to have great potential for eliciting anxiety:

- (a) unfamiliar scripts and writing systems, and
- (b) unfamiliar cultural material.

With respect to unfamiliar writing systems, it seems likely that the less the learner can depend on the reliability of a specific system of sound-symbol correspondences, the more anxiety he or she would be expected to experience in the act of reading. In this case, the reader would experience anxiety as soon as he or she attempts to decode the script because the reader would immediately experience difficulty in processing the text. Unfamiliar cultural concepts would seem to have an impact at a point in the reading process that is less immediate than that of unfamiliar scripts and writing systems. The reader would first encounter the symbols, decode them into sounds, and associate the sounds with words, and then attempt to process the meaning of a text. It is at the point when the reader realizes that the words he or she has decoded do not constitute a comprehensible or logical message entity that one would expect anxiety to set in. In other words, anxiety is also anticipated when a reader can decipher the words of a FL text, but not its sense, because of incomplete knowledge of the cultural material underlying the text. From this perspective, FL reading anxiety diverges in an important way from general FL anxiety. Specifically, levels of general FL anxiety should exist independent of the target language. Learners of various languages must articulate their ideas using unfamiliar phonological, syntactic, and lexical systems.

1.1.5.4 Language Anxiety in Writing Skill

Writing anxiety is defined as the ‘fear of the writing process that outweighs the projected gain from ability to write’, Thompson (1980, p.121). With the realization of the fact that writing anxiety clearly negatively affects writing performance, researchers and practitioners became more sensitive to this phenomenon. Specifically, writing anxiety and L2 relation has recently

captured attention. With regard to educational contexts, there have been studies focusing on this particular aspect of language anxiety i.e., writing anxiety. In the related literature, the sources of writing anxiety have been detected as stemming from an individual's writing ability, the degree of preparation to complete the writing task, the fear of being assessed and judged on the basis of writing tasks, and the mixed messages students receive from their teachers. These sources are of high importance to achieve a better understanding of writing anxiety. It is possibly stated in the literature that students who suffer from writing anxiety are not skillful writers and their anxiety level reflects their awareness of this problem. These students may avoid writing and writing instruction, thus neglecting chances to improve their writing skills. Considering writing anxiety experienced also by highly skilled writers, he puts forward a reciprocal interaction between skills and anxiety.

Another major source of writing anxiety mentioned in the literature is the fear of being evaluated and judged on the basis of writing ability and proficiency. A great deal of educational testing that students experience takes place via writing, Leki (1999), as cited in Ozturk and Cecen (2007, p.221). Students are judged on the basis of the elaboration of the ideas they express, the arguments they develop, the range of vocabulary they use, the aesthetic quality of their texts. In addition to all the aforementioned criteria, students are also evaluated and judged on the basis of their accuracy i.e., spelling, morphology, syntax, and mechanics. It would be a failure not to note that L2 students are more challenged in the writing process. Naturally, they will shoulder the difficulty in writing created for them along with the fear of making mistakes due to their limited L2 knowledge and capacity or the dissatisfaction of expressing themselves in the target language. Expression of thought is so limited that students may never be satisfied with their writing product on the basis of not expressing what they really think. Their limited knowledge and capacity in L2

hinder the sophistication and complexity of their thoughts and push them to reflect simplistic and flat understandings below their current intellectual capacity.

Taking a closer look at the sources of anxiety reveals that the problems are rooted in the classroom practices. However, the cure also lies in the same place. Focusing mainly on the correctness of language shadows the process experienced in writing which is a highly valuable period to decrease the level of anxiety. As a solution to this problem, Leki (ibid) suggests a non punitive, non judgmental and non-mixed message process approach to teaching L2 writing. Acting on this suggestion, the current study examines the use of portfolio keeping, which has a focus on process by its nature, as an instrument to achieve the expected outcome that is reducing writing anxiety of EFL students.

1.1.6 Investigation into Learner Variables with their associations with Language Anxiety

Some studies about anxiety have looked into its association with language learner variables, such as age, gender, their visits to the target language country, language level, year of study, learning styles, learning strategies, expected grades, and actual grades, in an attempt to link these features of the student with anxiety itself and with achievement in the foreign language or second language. In many cases, authors did indeed encounter significant connections. In order to enrich my understanding of language anxiety and of language performance and achievement in my own participants, I thought it would be of value to examine numerous characteristics pertaining to them. This section describes language anxiety research in which demographic, academic, cognitive, and affective variables were explored.

1.1.6.1 Age

Age is a determining variable of language anxiety. Some researches have been done on whether a learner's age might have anything to do with his/her anxiety and with achievement when learning a foreign or second language.

Onwuegbuzie et al. (1999, p. 225), who looked for associations between learner variables and language anxiety, found that there was a positive and statistically significant correlation between anxiety and age. In the multiple regression analysis, age contributed to 4% of the prediction of foreign language anxiety (pp. 226-227). This would indicate that in this investigation, the older the student, the higher his/her language anxiety was likely to be.

1.1.6.2 Gender

Possible differences between female and male participant as regards anxiety levels and in achievement have been examined in some language anxiety studies. Some researches have suggested that female students often have higher levels of anxiety than males in academic settings. Cheng (2002), who investigated English writing anxiety in Taiwanese learners, discovered that female were scientifically more anxious than males.

Elkhafaiji (2005) found that females and males exhibited different levels of anxiety depending on the kind of anxiety experienced: female students presented significantly higher levels of general Arabic language anxiety levels than males.

In the secondary school setting, Pappamihiel (2002) encountered differences in anxiety between Mexican females and males in education in the United States as they moved from English as a second language (ESL) classroom to the mainstream classroom, females experiencing significantly more anxiety in the

mainstream situation. This study reported that females more than males suffer from worry and anxiety in various academic settings.

1.1.6.3 Language Level

Some researchers have looked into how students' language level be associated with anxiety experiences. It might seem logical to suppose that as students' progress through language levels (Presumably achieving higher proficiency), their anxiety levels would decrease. Skehan (1989,p. 116), thought that students at higher levels might enjoy a "wider repertoire of behaviours" which would help them to deal with anxiety in language learning contexts "more flexibly". Yet this is not always seen to be the case.

Saito and Saminy (1996), investigated language anxiety in students of Japanese as three different levels (beginning, intermediate and advanced) reported that advanced students were the most language anxious, intermediate learners were the least, and beginners fell between the two. The researchers speculated that course materials may have explained this trend. Intermediate learners were now familiar with classroom activities, which were similar to beginning level ones, and so these learners were more relaxed. At advanced level, the focus turned away from speaking and towards translation, reading and writing. This lack of oral practice may have been responsible for making advanced students feel less sure of themselves when speaking.

1.1.6.4 Personality

Personality refers to a trait of an individual. It is the particular combination of emotional, attitudinal and behavioural response patterns of an individual.

Gas and Selinker (2009, p.432), argue that personality and learning style can be used interchangeable. They define the term learning/ personality as “the

performance that the individual has of obtaining, processing and retaining the information”. Purposively the researcher has attempted to search and discuss introverts and extroverts under personality.

1.1.6.4.1 Introvert

Gas and Selinker (2009, p.433), argue “...an introvert is someone who is much happier with a book than with other people”.

Contrary to what most people think, an introvert is not simply a person who is shy. In fact, being shy has little to do with being an introvert! Shyness has an element of apprehension, nervousness and anxiety, and while an introvert may also be shy, introversion itself is not shyness. Basically, an introvert is a person who is energized by being alone and whose energy is drained by being around other people. Introverts are more concerned with the inner world of the mind. They enjoy thinking, exploring their thoughts and feelings. They often avoid social situations because being around people drains their energy. This is true even if they have good social skills. After being with people for any length of time, such as at a party, they need time alone to "recharge."

When introverts want to be alone, it is not, by itself, a sign of depression. It means that they either need to regain their energy from being around people or that they simply want the time to be with their own thoughts. Being with people, even people they like and are comfortable with, can prevent them from their desire to be quietly introspective.

Being introspective, though, does not mean that an introvert never has conversations. However, those conversations are generally about ideas and concepts, not about what they consider the trivial matters of social small talk. So, it is assumed that the introverts are more anxious and may not be better in speaking.

1.1.6.4.2 Extrovert

Gas and Selinker (2009, p.433) write, “The stereotype of the extrovert is the opposite of introvert: someone happier with people than with a book.”

Most people believe that an extrovert is a person who is friendly and outgoing. While that may be true, that is not the true meaning of extroversion. Basically, an extrovert is a person who is energized by being around other people. This is the opposite of an introvert who is energized by being alone. Extroverts tend to "fade" when alone and can easily become bored without other people around. When given the chance, an extrovert will talk with someone else rather than sit alone and think. In fact, extroverts tend to think as they speak, unlike introverts who are far more likely to think before they speak. Extroverts often think best when they are talking. Concepts just don't seem real to them unless they can talk about them; reflecting on them is not enough.

Extroverts enjoy social situations and even seek them out since they enjoy being around people. Their ability to make small talk makes them appear to be more socially adept than introverts (although introverts may have little difficulty talking to people they do not know if they can talk about concepts or issues).

Therefore, the extroverts are believed to be less anxious and better in speaking skill.

1.2 Review of the Related Literature

Bailey (1983), 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, She found

competitiveness, sometimes hinders learners' progress, if the learners have the pressure to outdo is debilitating 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.

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. Findings of study were: no significant correlation between grade and anxiety level, and the relation between foreign language anxiety and oral performance is 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 text anxiety. English language learners at university were population of the study. There were 114 students from English language department consisting of 24 first, 30 second, 28 third and 32 fourth year students. The instruments used by researcher consisted of three parts: a background questionnaire, a test anxiety scale (TAS) and a survey. Their findings were:

- Learners usually have test anxiety.
- Test anxiety provoking factors are 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 causes physical and psychological problems; affect motivation, concentration and achievement negatively; increases errors in learning process; prevents to transfer their real performance to test results and studying efficiently ,and decreases 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 were devised to obtain data: questionnaire, interview and end of semester papers. 88% of the students were 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.

Na (2007), carried out a research on "A study of High School Students' English Learning Anxiety". The main objective of this research was to find out the high school students' anxiety in Chinese EFL classroom. The findings of the research were:

- In EFL classroom due to the fear of negative evaluation; most of the students experience anxiety.

- There is distinction in degree of anxiety in relation to learners' gender that male learners have higher anxiety than female learners.

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, his research objectives 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.

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, 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 the department of English education, T.U., Nepal, none of these have been done in the field of speaking anxiety, which is why, the researcher is interested in this topic.

1.3 Objectives of the Study

This study had the following objectives:

- a) To examine whether gender differences play a crucial role in determining the level of anxiety among students.
- b) To examine whether personality differences play a crucial role in determining the level of anxiety among students.
- c) To identify causes of anxiety while speaking English in public.
- d) To suggest some pedagogical implications.

1.4 Significance of the Study

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it can have on second language learning, performance and ultimate achievement. This study will be of considerable interest to language educators, lecturers and students. This research also gives them insights into the causes of anxiety faced by students. This study provides the lecturers with a starting point in understanding the causes of language anxiety and how they can help students overcome their anxiety. The findings are not only applicable for students and lecturers but also helpful to others who are facing the same problem of second language anxiety.

1.5 Definition of the Specific Terms

Anxiety: The states of feelings nervous or worried that something bad is going to be happen.

Gender: The fact of being male or female.

Personality: A trait of an individual.

SLA: It refers to any language that is learnt as a subsequent to mother tongue.

CHAPTER TWO

METHODOLOGY

The following methodological procedure was devised to achieve the above mentioned objectives:

2.1 Sources of Data

The researcher used both the sources of data namely: primary and secondary.

2.1.1. Primary Sources of Data

The primary sources of the data were Bachelor level first year students from the different campuses of Surkhet, Banke and Bardiya districts.

2.1.2 Secondary Sources of Data

The major consulting references of the research were Krashen (1985), Ellis (1985), Ay (2010), Brown (1994), Tanveer (2007), Gass, S. and Selinker (2009), Anrold (2000), and journals like: The EFL Journal, The internet TESL Journal, Young Voice in ELT, other related books and unpublished thesis from Nepal and abroad and websites were used as the secondary sources of data.

2.2 Population of the Study

The population of this study was bachelor level first year students from six different campuses of Surkhet, Banke and Bardiya.

2.3 Sampling procedure

The researcher implemented the following sampling procedure:

-) The researcher purposively selected Surkhet, Banke and Bardiya as the study area.
-) Two campuses were randomly selected from each of these districts.
-) After that, the researcher randomly selected 120 students from the six campuses. From each campus, 20 students were selected where 10 were male and 10 were female.

2.4 Tools for Data Collection

The main tool for this study was questionnaire.

2.5 Procedures of Data Collection

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

- a. First, the researcher visited the related campuses to ask for the consent and then developed rapport with them.
- b. Then, researcher explained them the purpose of the study.
- c. After that, the researcher selected 20 students from each campus where 10 were male and 10 were female.
- d. Then, the researcher distributed questionnaires for about 20 minutes.
- e. At last, he collected the questionnaires given to the students.

2.6. Limitation of the Study

This study had the following limitations:

- a. It was limited to six campuses of three districts.
- b. It was limited to Bachelor level first year students.
- c. The sample population was confined to 120 students.
- d. It was limited to the questionnaire.

CHAPTER THREE ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. This study aims at discovering the gender and personality differences in speaking anxiety, and the causes of speaking anxiety. The data were collected through questionnaire. Interpretation is divided into three main categories viz. analysis in terms of gender, analysis in terms of personality, and analysis in order to find out the causes of anxiety.

3.1 Analysis of Students' Responses in terms of Gender

Table No.1 Students' Responses in terms of Gender

Item No.	Responses																				Mean (M)	Mean (F)
	1				2				3				4				5					
	M		F		M		F		M		F		M		F		M		F			
	f	%	F	%	f	%	f	%	F	%	f	%	F	%	f	%	F	%	f	%		
1	-	-	8	13.33	12	20	12	20	12	20	12	20	36	60	24	40	-	-	4	6.67	3.4	3.07
2	-	-	4	6.67	16	26.67	16	26.67	16	26.67	12	20	24	40	28	46.67	4	6.67	-	-	3.27	3.07
3	4	6.67	4	6.67	16	26.67	20	33.33	12	20	16	26.67	16	26.67	12	20	12	20	8	13.33	3.27	3
4	4	6.67	4	6.67	8	13.33	16	26.67	12	20	12	20	28	46.67	20	33.33	8	13.33	8	13.33	3.47	3.2
5	-	-	8	13.33	12	20	28	46.67	8	13.33	20	33.33	28	46.67	4	6.67	12	20	-	-	3.47	2.33
6	4	6.67	8	13.33	16	26.67	16	26.67	12	20	4	6.67	24	40	16	26.67	4	6.67	12	20	3.13	2.93
7	-	-	4	6.67	12	20	12	20	16	26.67	20	33.33	20	33.33	16	26.67	12	20	8	13.33	3.53	3.2
8	-	-	-	-	8	13.33	16	26.67	20	33.33	16	26.67	20	33.33	20	33.33	12	20	8	13.33	3.6	3.33
9	-	-	4	6.67	12	20	-	-	20	33.33	16	26.67	28	46.67	28	66.67	-	-	12	20	3.27	3.73
10	20	33.33	-	-	-	-	8	13.33	20	33.33	20	33.33	20	33.33	28	46.67	-	-	4	6.67	3.67	3.47
11	8	13.33	4	6.67	16	26.67	20	33.33	20	33.33	12	20	-	-	28	46.67	16	26.67	-	-	3	3.2
12	-	-	4	6.67	8	13.33	8	13.33	24	40	12	20	16	26.67	16	26.67	12	20	20	33.33	3.53	3.57
13	4	6.67	-	-	8	13.33	12	20	12	20	4	6.67	24	40	32	53.33	8	13.33	16	26.67	3.2	4.06
14	-	-	8	13.33	8	13.33	4	6.67	24	40	32	53.33	24	40	12	20	4	6.67	4	6.67	3.4	3
15	8	13.33	-	-	12	20	16	26.67	16	26.67	8	13.33	20	33.33	32	53.33	4	6.67	4	6.67	3	3.4
16	-	-	8	13.33	12	20	20	33.33	28	46.67	12	20	16	26.67	8	13.33	4	6.67	12	20	3.2	2.93
17	4	6.67	8	13.33	16	26.67	4	6.67	16	26.67	16	26.67	16	26.67	24	40	8	13.33	8	13.33	3.13	3.33
18	8	13.33	8	13.33	12	20	16	26.67	8	13.33	16	26.67	20	33.33	20	33.33	12	20	-	-	3.27	2.8
19	-	-	-	-	20	33.33	24	40	12	20	16	26.67	20	33.33	16	26.67	8	13.33	4	6.67	3.27	3
20	6	26.67	12	20	8	13.33	16	26.67	12	20	16	26.67	16	26.67	12	20	8	13.33	4	6.67	2.87	2.67
21	-	-	4	6.67	12	20	16	26.67	24	40	16	26.67	20	33.33	12	20	4	6.67	12	20	2.87	3.2
22	4	6.67	8	13.33	8	13.33	4	6.67	12	20	12	20	28	46.67	28	46.67	8	13.33	8	13.33	3.47	3.4
Grand Mean																					3.3	3.2

[Note: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree]

Statement 1: I feel quite sure of myself when I'm speaking in my foreign language class.

In response to this statement, out of the total respondents, the majority of the males, i.e., 60% agreed with the statement where as 40% of the females agreed with it, 20% of males and the same number of the female i.e., 20% undecided, same the way 20% of males and 20% of females disagreed, 13.33% of the females strongly disagreed where as none of the males disagreed, and 16.67% of females strongly agreed where as none of the males strongly agreed with the statement. The mean of males in this statement is 3.4 and the mean of females is 3.07. The mean average of both male and female students' show that males feel slightly more quite sure of speaking in foreign language class.

Statement 2: It frightens me when I don't understand what the teacher is saying in the foreign language.

In response to this statement out of the total respondents, the majority of females, i.e., 46.67% agreed with the statement whereas 40% of males agreed, 26.67% of the students (both males and females) disagreed, 26.67% males undecided where as 20% of females undecided, 6.67 % of females strongly disagreed with the statement whereas none of the males strongly disagreed, same of the way 6.67% males strongly agreed on the contrary none of the females strongly disagreed with the statement. The mean of males in the second item is 3.27 and the mean of females is 3.07. This shows that males are the slightly more frightened than females when they didn't understand what the teacher was saying in the foreign language.

Statement 3: I start to panic when I have to speak without preparation in language class.

In response to this statement, out of the total respondents, the majority of females, i. e., 33.33% disagreed with the statement whereas 26.67% of males disagreed, 20% of male undecided where as 26.67% of females undecided, same the way 26.67% of males agreed with the statement, whereas 20% of females agreed, 20% of males strongly agreed, whereas 13.33% of females strongly agreed and the minority of the respondents, i.e., 6.67% of males and the similar number (i.e., 6.67%) of females strongly disagreed. The mean of the males in the third item is 3.27 and the mean of the females is 3. This shows that males felt more panic when speaking without preparation.

Statement 4: I always feel that the other students speak the language better than I do.

In response to this statement, out of the total respondents, the majority of males, i.e., 46.67% agreed with the statement whereas 33.33% of females agreed with it, 20% of both the males and females couldn't decide, 13.33% of males disagreed , whereas 26.67% of females disagreed , the same number of both the males and females i.e., 13.33% strongly agreed and the minority of respondents (i.e., 6.67% of males and 6.67% of females) strongly disagreed .The mean of the males in the fourth item is 3.47 and the mean of the females is 3.2. This shows that more males felt that the other students spoke the language better than they did, than the females.

Statement 5: I am afraid that the other students will laugh at me when I speak the foreign language.

In response to this statement, out of the total respondents, the majority of males, i.e. 46.67% agreed with the statement whereas only 6.67% of females agreed, 20% of males disagreed whereas 46.67% of females disagreed with it, 13.33% of males and 33.33% of females couldn't decide, 20% of males strongly agreed whereas none of the females strongly agreed, and 13.33% of females strongly disagreed whereas none of the males strongly disagreed. The mean of the males is 3.67 and the mean of the females is 2.33%. This shows that more the males were afraid that the other students would laugh at them.

Statement 6: In classes, I forget how to say things I know.

In response to this statement, out of the total respondents, the majority of males, i.e., 40% agreed with the statement where as 26.67% of females agreed, 26.67% of females and the same number of males i.e., 26.67 disagreed, 20% of males and 6.67% of females could not decide, and 6.67 of males strongly agreed where as 20% of females strongly agreed, and 13.33% of females strongly disagreed whereas 6.67% of males strongly disagreed. The mean of males in the sixth item is 3.3 and the mean of females is 2.93. This shows that more the males forget how to say things they knew than females.

Statement 7: I tremble when I m going to have to speak in English.

In response to this statement, out of the total respondents, the majority of the males, i.e., 33.33% agreed with the statement whereas 26.67% of females agreed, 26.67% of males and 33.33% of females could not decide, 20% of males and equal number of females disagreed, 20% of males and 13.33% of females strongly agreed and 6.67% of females and none of the males strongly disagreed. The mean of the males is 3.53 and the mean of the females is 3.2.

This shows that males trembled slightly more than females when they had to speak in English.

Statement 8: I am confused when I have to speak in English.

In response to this statement, out of the total respondents, the majority of males and females, i.e., 33.33% both agreed with the statement, 20% of males strongly agreed where as 13.33% of females strongly agreed, 13.33% of males disagreed whereas 26.67% of females disagreed it, 33.33% of males and 26.67% of females disagreed it, 33.33% of males and 26.67% females could not decide, and none of the males and females strongly disagreed. The mean of the males in this item is 3.6 and the mean of females is 3.33. This shows that slightly more males confused than females when they had to speak in English.

Statement 9: when I speak English, I feel like a different person.

In response to this statement, out of the total respondents ,the majority of students (both males and females), i.e., 46.67% agreed with the statement , 20% of females strongly agreed where as none of the males strongly agreed, 20% of males strongly disagreed where as none of the females strongly disagreed, 6.67% of females and none of the males strongly disagreed and 33.33% of males and 26.67% of females could not decide .The mean of the males in this statement is 3.27 and for females is 3.73. This shows that when speaking more females felt like a different persons than males.

Statement 10: Even when I'm prepared to speak English, I get nervous.

In response to this statement, out of the total respondents, the majority of females, i.e., 46.67% agreed with the statement where as 33.33% of males agreed, 33.33%of students could not decide, 33.33% of males strongly disagreed where as none of the females strongly disagreed, 13.33% of females disagreed where as none of the males disagreed and 6.67% of females strongly

agreed where as none of the males strongly agreed with it. The mean of males in this statement is 2.67 and the mean of females is 3.47. This shows that females got more nervous to speak than males even they were prepared. From the above fact gender difference was found and the difference was significant.

Statement 11: I am afraid that my lecturers are ready to correct every mistake I make.

In response to this statement, out of the total respondents, the majority of females i.e., 46.67% agreed with the statement whereas none of males agreed, 33.33% of males and 20% of females could not decide, 26.67% of males disagreed whereas 33.33% of females disagreed, 13.33% of males strongly disagreed whereas only 6.67% females strongly disagreed, and 26.67% of males strongly agreed whereas none of the females strongly agreed. The mean of males in this item is 3 and the female is 3.2. This shows that females were more afraid than males when their lecturers were ready to correct every mistakes they made.

Statement 12: It embarrasses me to volunteer answer in class.

In response to this statement, out of the total respondents, the majority of males, i.e., 40% could not decide whereas 20% females could not decide, 26.67% of males and the same number of females i.e. 26.67% agreed with the statement, 33.33% of females strongly agreed whereas 20% of females strongly agreed, 13.33% of males and females disagreed and the minority of females i.e., 6.67% strongly disagreed and none of the males strongly disagreed. The mean of males in this item is 3.53 and the mean of females is 3.57. This shows that both the gender was equally embarrassed to volunteer answer in class.

Statement 13: I never feel quite sure of myself when I am speaking in class.

In response to this statement, out of the total respondents, the majority of females, i.e., 53.33% agreed with the statement whereas 40% of males agreed, 26.67% females strongly agreed whereas 13.33% of males strongly agreed, 20% of females and 13.33% of males disagreed, 20% of males and 6.67% of females could not decide and only 6.67% of males strongly disagreed whereas none of the females strongly disagreed. The calculated mean of males is 3.2 and the calculated mean of females is 4.06. It implies that the females were less sure of themselves than males when speaking in class. Here, the significant gender difference was found.

Statement 14: I like speaking English but I self doubt for making mistakes.

In response to this statement, out of the total respondents, the majority of females, i.e., 53.33 and 40% of males could not decide, 40% of males agreed whereas just 20% of females agreed with the statement, 13.33% of males disagreed whereas only 6.67% of females disagreed, 6.67% of males and 6.67% of females strongly agreed, and 13.33% of females and none of the males strongly disagreed. The mean of male is 3.4 and 3 is of female. This shows that the majority of males liked speaking English but they self doubted for making mistakes.

Statement 15: I am afraid that the other students will have a bad perception at me when I speak in front of the class.

In response to this statement, out of the total respondents, the majority of females, i.e., 53.33% agreed with the statement whereas 33.33% males agreed, 26.67% of males and 13.33% females could not decide, 20% of males disagreed whereas 26.67% of females disagreed, 13.33% of males strongly disagreed whereas none of the females strongly disagreed, and only 6.67% of

the both males and females strongly agreed. The mean of males is 3 and the mean of the females is 3.4. This shows that the females afraid more than males of having a bad perception at them while speaking in front of the class.

Statement 16: I am afraid that the other students will stare at me when I speak the foreign engage.

In response to this statement, out of the total respondents, the majority of females, i. e., 46.67% could not decide whereas 20% of females could not decide, 26.67% of females agreed whereas 13.33males agreed, 33.33 of females disagreed whereas 20% of males disagreed, 20% of females strongly agreed whereas only 6.67% of males strongly agreed, and 13.33% of females strongly disagreed whereas none of the males strongly disagreed. The weighted mean of males is 3.2 and 2.93 is of females. This implies that relatively males were afraid more than females of being stared by other students while speaking foreign language.

Statement 17: I get nervous and confused when I am speaking in my language class.

In response to this statement, out of the total respondents, the majority of females, i.e., 40% agreed whereas 26.67% of males agreed, 26.67% of males disagreed whereas only 6.67% females disagreed, 26.67% of males and the same number of females couldn't decided, 13.33% of males and the same number of females strongly agreed, and 13.33% of females strongly disagreed whereas only 6.67% of males strongly disagreed. The calculated mean of males is 3.13 and 3.33 is of females. This shows that the females were slightly more nervous and confused than males while speaking in their language class.

Statement 18: I feel very self-conscious about speaking the foreign language in front of other students.

In response to this statement, out of the total respondents, the majority of the students (i.e., 33.33% of both males and females) agreed with the statement, 26.67% of females disagreed whereas 20% of males disagreed, 26.67% females and 13.33% males could not decide, 13.33% of the both males and females strongly disagreed, and 20% of males strongly agreed whereas none of the females strongly agreed. The mean of the males is 3.27 and the mean of the females is 2.8. This shows that more the males were self-conscious than the females about speaking foreign language in front of other students.

Statement 19: I cannot express what I know because my voice is poorly clear.

In response to this statement, the majority of the females, i.e., 40% disagreed with the statement whereas 33.33% of males disagreed, 33.33% of the males agreed whereas 26.67% of females disagreed, 20% of males and 26.67% of females could not decide their case, 13.33% of males and 6.67% of females strongly agreed and none of the students strongly disagreed with statement. The calculated mean of the males is 3.27 and 3 is of females. This shows that slightly more males could not express what they knew because of their poorly clear voice.

Statement 20: I feel confident when I speak in foreign language class.

In response to this statement, out of the total respondents, the majority of males, i.e., 26.67% agreed with the statement whereas 20% of females agreed, 26.67% of females disagreed whereas 13.33% of males disagreed, 26.67% of males and 20% of males could not decide, 26.67% males and 20% of females strongly disagreed, and 13.33% of males strongly agreed whereas 6.67% of

females strongly agreed. The mean males are 2.87 and the mean of females is 2.67. Here slight gender different was found. This shows that slightly more males were confident than females while speaking in foreign language class.

Statement 21: I would not be nervous speaking the foreign language with native.

In response to this statement, out of the total respondents, the majority of students, i.e., males 40% and females 26.67 % could not decide, 26.67% females disagreed whereas 20% of males disagreed, 33.33% of males agreed whereas 20% of females agreed, 20% of females strongly agreed whereas 6.67% of males strongly agreed, and 6.67% of females strongly disagreed whereas none of the males strongly disagreed with the case. The calculated mean of males is 2.87 and 3.2 is of females. Here little more significant gender difference was found. It implies that more of females than males thought that they would have been nervous speaking the foreign language with native speakers.

Statement 22: When speaking English, I try my best to pronounce the sounds like native speaker, but I cannot.

In response to this statement, out of the total respondents, the majority of the students, i.e., 46.67% of the both males and females agreed with the statement, 13.33% of the both males and females strongly agreed, 20% of the males and females could not decide, 13.33% of males disagreed whereas 6.67% of females disagree, and 13.33% of females strongly disagreed where as only 6.67% of males strongly disagreed. The calculated mean of males is 3.47 and the calculated mean of females is 3.4. This shows that the similar number of the both males and females tried their best to pronounce the sounds like native speaker but they could not, while speaking.

3.2 Analysis of Students' Responses in terms of personality

Out of the 120 respondents 68 students introduced themselves as extroverts whereas other remaining students (i.e., 52) introduced themselves as introverts. Thus, the following analysis and interpretation is based on the responses given by the students.

Table No. 2 Students' Responses in terms of personality

Item No.	Responses																				Mean (In)	Mean (Ex)
	1				2				3				4				5					
	In		Ex		In		Ex		In		Ex		In		Ex		In		Ex			
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%			
1	4	7.69	4	5.88	20	38.46	4	5.88	8	15.38	16	23.53	20	38.46	40	58.82	-	-	4	5.88	2.73	3.53
2	-	-	4	5.88	20	38.46	12	17.65	8	15.38	20	29.41	20	38.46	32	47.06	4	7.69	-	-	3.15	3.18
3	4	7.69	4	5.88	24	46.15	12	17.65	8	15.38	16	23.53	4	7.69	28	41.18	12	23.08	8	11.76	2.92	3.35
4	-	-	8	11.76	12	23.08	12	17.65	8	15.38	16	23.53	24	46.15	24	35.29	8	15.38	8	11.76	3.07	3.18
5	4	7.69	4	5.88	20	38.46	20	29.41	20	38.46	8	11.76	8	15.38	24	35.29	4	7.69	8	11.76	3	3
6	8	15.38	4	5.88	16	30.78	16	23.53	4	7.69	12	17.65	20	38.46	20	29.41	4	7.69	8	11.76	2.92	2.68
7	-	-	4	5.88	8	15.38	16	23.53	16	30.78	20	29.41	24	46.15	12	17.65	4	7.69	16	23.53	3.46	3.3
8	-	-	-	-	8	15.38	16	23.53	20	38.46	16	23.53	16	30.78	24	35.29	8	15.38	12	17.65	3.46	3.47
9	-	-	4	5.88	4	7.69	8	11.76	20	38.46	16	23.53	16	30.78	40	58.82	12	23.08	-	-	3.7	3.35
10	4	7.69	16	23.53	4	7.69	-	-	16	30.78	24	35.29	16	30.78	32	47.06	4	7.69	4	5.88	2.78	3.47
11	8	15.38	4	5.88	16	30.78	20	29.41	4	7.69	28	41.18	16	30.78	12	17.65	8	15.38	8	11.76	3	3.18
12	4	7.69	-	-	8	15.78	8	11.76	20	38.46	16	23.53	12	23.08	20	29.41	20	38.46	12	17.65	4.38	3
13	-	-	4	5.88	16	30.78	4	5.88	16	30.78	-	-	24	46.15	32	47.06	16	30.78	8	11.76	4.92	2.65
14	-	-	8	11.76	8	15.38	4	5.88	20	38.46	32	47.06	20	38.46	16	23.53	4	7.69	4	5.88	3.23	2.89
15	-	-	8	11.76	16	30.78	12	17.65	12	23.08	12	17.65	20	38.46	32	47.06	4	7.69	4	5.88	3.23	3.18
16	-	-	8	11.76	12	23.08	20	29.41	20	38.46	20	29.41	16	30.78	8	11.76	4	7.69	12	17.65	3.23	2.94
17	8	15.38	4	5.88	4	7.69	16	23.53	16	30.78	16	23.53	12	23.08	28	41.18	16	30.78	-	-	3.7	2.89
18	4	7.69	12	17.65	16	30.78	12	17.65	12	23.08	12	17.65	8	15.38	32	47.06	12	23.08	-	-	3.15	2.94
19	-	-	-	-	12	23.08	32	47.06	12	23.08	16	23.53	20	38.46	16	23.53	8	15.38	4	5.88	3.46	2.89
20	4	7.69	24	35.29	12	23.08	12	17.65	20	38.46	8	11.76	12	23.08	16	23.53	4	7.69	8	11.76	3	2.59
21	4	7.69	-	-	12	23.08	16	23.53	12	23.08	28	41.18	20	38.46	20	29.41	8	15.69	8	11.76	3.53	3.47
22	-	-	12	17.65	8	15.38	4	5.88	12	23.08	12	17.65	16	30.78	40	58.82	16	30.78	-	-	3.77	3.18
Grand Mean																					3.2	3.1

[Note: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree]

Statement 1: I feel quite sure of myself when I am speaking in my foreign Language class.

In response of this statement, out of the total respondents, the majority of extroverts, i.e., 58.82 % agreed with the statement whereas 38.46% of introverts agreed with it, 38% of introverts disagreed whereas 5.88% extroverts disagreed, 23.53% of extroverts and 15.38% of introverts could not decide, 7.69% of introverts strongly disagreed whereas 5.88% extroverts strongly disagreed, and 5.88% of extroverts strongly agreed where as none of the introverts strongly agreed. The calculated mean of introverts is 2.73 and the calculated mean of extroverts is 3.53. Here, significant personality difference was found. It implies that extroverts are surer than introverts while speaking in foreign language class.

Statement 2: It frightens me when I don't understand what the teacher is saying in the foreign Language

In response to this statement, out of the total respondents, the majority of extroverts, i.e., 58.82% agreed with the statement whereas 38.16% of introverts agreed, 38.46% of introverts disagreed whereas 17.65% of extroverts disagreed, 29.41% extroverts and 15.38% of introverts could not decide, 5.88% of extroverts strongly disagreed whereas none of the introverts strongly disagreed, and 7.69% of introverts strongly agreed whereas none of the extroverts strongly agreed. The weighted mean of the introverts is 3.15 and 3.18 is of extroverts. Here, personality difference was hardly found. It implies that both the introverts and extroverts were equally frightened when they did not understand what the teacher was saying in the foreign Language.

Statement 3: I start to panic when I have to speak without preparation in Language class.

In response to this statement, out of the total respondents, the majority of extroverts, i.e., 41.18% agreed with the statement whereas only 7.69% of introverts agreed, 46.15% of introverts disagreed whereas 17.65% of extroverts disagreed, 23.53% of extroverts and 17.65% introverts could not decide, 23.08% of introverts strongly agreed whereas 11.76% of introverts and 5.88% of extroverts strongly disagreed. The mean of the introverts is 2.92 and the mean of extroverts is 3.35. It shows there was personality difference. It implies that more of the extroverts were panic when they had to speak without preparation in language class.

Statement 4: I always feel that the other students speak the language better than I do.

In response to this statement, out of the total respondents, the majority of introverts, i.e., 46.15% agreed with the statement whereas 35.29% of extroverts agreed, 23.08% of introverts disagreed whereas 17.65% of extroverts disagreed, 23.53% of extroverts and 15.38% of introverts could not decide, 15.39% of introverts strongly agreed whereas 11.76% of extroverts strongly agreed, and 11.76% of extroverts strongly disagreed whereas none of the introverts strongly disagreed. The average mean of the introverts is 3.07 and 3.18 is of extroverts. Here, no significant personality difference was found. So it was concluded that both of the personality (i.e., introverts and extroverts) felt less or more that other students spoke better than they did.

Statement 5: I am afraid that the other students will laugh at me when I speak the foreign language.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 35.29% agreed whereas 15.38% of introverts agreed, 38.46% of introverts disagreed whereas 29.41% of extroverts disagreed, 38.56% of introverts and 11.76% of extroverts could not decide, 11.76% extroverts strongly agreed whereas 7.69% of introverts strongly agreed, and 7.69% of introverts strongly disagreed whereas 5.88% extroverts strongly disagreed. The calculated mean for the both introverts and the extroverts is equal i.e., 3. This shows no personality difference at all.

Statement 6: In classes I forget how to say things I know.

In response to this statement, out of the total respondents, the majority of introverts i.e., 38.46% agreed with the statement whereas 29.41% of extroverts agreed, 30.78% introverts disagreed whereas 23.53% of extroverts disagreed, 17.65% extroverts and 7.69% of introverts could not decide, 15.38% of introverts strongly disagreed whereas 5.88% of extroverts strongly disagreed, and 11.76% of extroverts strongly agreed whereas 7.69% of introverts strongly agreed. The calculated mean of introverts is 2.92 and 2.68 is of extroverts. It shows slight personality difference and implies that more the introverts forgot how to say the things than extroverts in their classes.

Statement 7: I tremble when I'm going to have to speak in English.

In response to this statement, out of the total respondent, the majority of introverts i.e., 46.15% agreed with the statement whereas 17.65% of extroverts agreed, 23.53% of extroverts disagreed whereas 15.38% of introverts disagreed, 30.78% of introverts and 29.41% of extroverts could not decide, 5.88% of extroverts strongly disagreed whereas none of the introverts strongly

disagreed and 23.53% of extroverts strongly agreed whereas only 7.69% of introverts strongly agreed. The mean of the introverts is 3.46 and the mean of the extroverts is 3.3. It implies that the extroverts trembled slightly more than introverts while going to have to speak in English.

Statement 8: I am confused when I have to speak in English.

In response to this statement, out of the total respondent, the majority of extroverts i.e., 35.29% agreed whereas 30.78% of introverts agreed, 23.53% of extroverts disagreed whereas 15.38% of introverts disagreed, 38.46% of introverts and 23.53% of extroverts could not decide, 17.65% of extroverts strongly agreed whereas 15.38% of introverts strongly agreed, and none of the introverts and extroverts strongly disagreed. The mean of the introverts is 3.46 and the mean of the extroverts is 3.47. This shows that both of the introverts and extroverts were more or less equally confused when they had to speak in English.

Statement 9: When I speak English I feel like a different person.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 58.82% agreed whereas 30.78% of introverts agreed, 7.69% of introverts disagreed whereas 11.76% of extroverts disagreed, 38.46% of introverts and 23.53% of extroverts could not decide, 5.88% of extroverts strongly disagreed whereas none of the introverts strongly disagreed and 23.08% of introverts strongly agreed whereas none of the extroverts strongly agreed. The mean of introverts is 3.7 and the mean of extroverts is 3.35. It implies that the introverts felt like different persons themselves while speaking English more than extroverts.

Statement 10: Even when I'm prepared to speak English I get nervous.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 47.06% agreed whereas 30.78% of introverts agreed, 7.69% of introverts disagreed whereas none of the extroverts disagreed, 35.29% of extroverts and 30.78% of introverts could not decide, 7.69% of introverts strongly disagreed whereas 23.53% extrovert strongly disagreed, and 7.69% of introverts strongly agreed whereas 5.88% of extroverts strongly agreed. The mean of introverts is 2.78 and the mean of extroverts is 3.47. Here significant personality difference was found. It implies that the extroverts got more nervous than introverts in speaking English even they were prepared.

Statement 11: I'm afraid that my lectures are ready to correct every mistake I make.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 41.18% could not decide whereas 7.69% of introverts could not decide, 29.41% of extroverts disagreed whereas 30.78% introvert disagreed, 30.78% of introverts agreed whereas 17.65% of extroverts agreed, 15.38% of introverts strongly agreed whereas 11.76% of extroverts strongly agreed, and 15.38% of introverts strongly disagreed whereas 5.88% of extroverts strongly disagreed. The mean of the introverts is 3 and 3.18 is of extroverts. It implies that both of the personalities (i.e., introvert and extroverts) were more or less equally afraid when their lectures were ready to correct every mistake they made.

Statement 12: It embarrasses me to volunteer me to volunteer answer in class.

In response to this statement one of the total respondents, the majority of extrovert i.e., 29.11% agreed whereas 23.08% of introverts agreed, 15.38% of

introverts disagreed whereas 11.76% of extroverts disagreed, 38.46% introverts and 23.53% of extroverts could not decide, 38.46% of introverts strongly agreed whereas 17.65% of extroverts strongly agreed and 7.69% of introverts strongly disagreed whereas none of the extroverts strongly disagreed. The mean of the introverts is 4.38 and the mean of extroverts is 3. It implies that introverts were embarrassed more than extroverts to volunteer answers in class.

Statement 13: I never feel quite sure of myself when I am speaking in class.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 47.06% agreed whereas 46.15% of introverts agreed, 30.78% of introverts strongly agreed whereas 11.76% of extroverts strongly agreed, 30.78% of introverts disagreed whereas 5.88% extroverts disagreed, 5.88% of extroverts strongly disagreed whereas none of the introverts strongly disagreed, and 30.78% of introverts and none of the extroverts undecided. The mean of introverts is 4.92 and the mean of extroverts is 2.65. Here, significant personality difference was found. This shows that the majority of introverts never felt quite sure of themselves while speaking in class.

Statement 14: I like speaking English but I self- doubt for making mistakes.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 47.06% introverts could not decide whereas 38.46% of introverts could not decide, 38.46% of introverts agreed whereas 23.53 % of extroverts agreed, 15.38 % of introverts disagreed whereas only 5.88% of extroverts disagreed, 7.69 % of introverts strongly agreed whereas 5.88% of extroverts strongly agreed, and 11.76% of extroverts strongly disagreed whereas none of the introverts strongly disagreed. The mean of the introverts is 3.23 and 2.89 is of extroverts. Here, personality difference was found and it implies that more introverts doubted for making mistakes.

Statement 15: I am afraid that the other students will have a bad perception at me when I speak in front of the class.

In response to this statement, the majority of extroverts i.e., 47.06% agreed with the statement whereas 33.46% of introverts agreed, 30.78% introverts disagreed whereas 17.65% of extroverts disagreed, 23.08% of introverts and 17.65% of extroverts could not decide, 11.76% of extroverts strongly disagreed whereas none of the introverts strongly disagreed, and 7.69% of introverts strongly agreed whereas 5.88% of extroverts strongly agreed. The mean of introverts is 3.23 and the mean of extroverts is 3.18. This shows that the introverts were more afraid that the other students would have a bad perception at them when they spoke in front of the class.

Statement 16: I am afraid that the other students will stare at me when I speak the foreign language.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 29.41% disagreed with the statement whereas 23.08% of introverts disagreed, 30.78% of introverts agreed whereas 11.76% of extroverts agreed, 38.46% of introverts and 29.41% of extroverts could not decide, 17.65% of extroverts strongly agreed whereas 7.69% of introverts strongly agreed, and 11.76% of extroverts strongly disagreed whereas none of the introverts strongly disagreed. The mean of the introverts is 3.23 and the mean of the extroverts is 2.94. This shows that the introverts were more afraid than extroverts of being stared while speaking the foreign language.

Statement 17: I get nervous and confused when I am speaking in my language class.

In response to this statements, out of the total respondents, the majority of extroverts i.e., 41.18% agreed whereas 23.08% of introverts agreed, 23.53% of extroverts disagreed whereas 7.69% of introverts disagreed, 30.78% of introverts and 23.53% of introverts could not decide, 15.38% of introverts strongly disagreed whereas 5.83% of extroverts strongly disagreed, 30.78% of introverts strongly agreed whereas none of the extroverts strongly agreed .The calculated mean of introverts is 3.7 and 2.89 is of extroverts. This shows the significant difference in personality. It implies that the introverts got more nervous and confused than extroverts while speaking in language class.

Statement 18: I feel very self-conscious about speaking the foreign language in front of other students.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 47.06% agreed whereas only 15.38% of introverts agreed with the statement, 30.78% of introverts disagreed whereas 17.65% of extroverts disagreed, 23.08% of introverts strongly agreed whereas none of the extroverts strongly agreed and 17.65% of the extroverts strongly disagreed whereas only 7.69% of introverts strongly disagreed. The mean of the introverts is 3.15 and the mean of extroverts is 2.94 .This shows that the introverts are more self conscious than extroverts about speaking foreign language in front of other students.

Statement 19: I cannot express what I know because my voice is poorly clear.

In response to this statement, out of the total respondents, the majority of extroverts i.e., 47.06% disagreed with the case whereas 23.08% of introverts

disagreed, 38.46% of introverts agreed whereas 23.53% of extroverts agreed, and 23.08% of introverts and 23.53% of extroverts could not decide, 15.38% of introverts strongly agreed whereas only 5.88% of extroverts strongly agreed, and none of the students strongly disagreed. The mean of introverts is 3.46 and the mean of the extroverts is 2.89. It implies that the majority of the introverts could not express what they knew because of poorly clear voice.

Statement 20: I feel confident when I speak in foreign language class.

In response to this statement, out of the total respondents, the majority of introverts i.e. 38.46% could not decided whereas 11.76% of extroverts could not decide, 23.53% of extroverts agreed whereas 23.08% of introverts agreed, 23.08% of introverts disagreed whereas 17.65% of extroverts disagreed, 35.29% of extroverts strongly disagreed whereas 7.69% of introverts strongly disagreed and 11.76% of extroverts strongly agreed whereas only 7.698% of introverts strongly agreed. The calculated mean of introverts is 3 and the means of extroverts is 2.59. This shows that while speaking in foreign language class introverts were more confident than extroverts.

Statement 21: I would not be nervous speaking the foreign language with native speakers.

In response to this statement, out of the total respondents, the majority of extroverts i.e. 41.18% could not decide whereas 23.08% of introverts could not decide, 34.46% of introverts agreed whereas 29.41% of extroverts agreed, 23.53% of extroverts disagreed whereas 23.08% of introverts disagreed, 15.69% of introverts strongly agreed whereas 11.76% of extroverts strongly agreed, and 7.69% of introverts strongly disagreed whereas none of the extroverts strongly disagreed. The calculated mean of the introverts is 3.53 and the calculated mean of the extroverts is 3.47. This shows that introverts were

slightly more nervous of speaking foreign language speakers and they expected that they would not have been it.

Statement 22: when speaking English, I try my best to pronounce the sounds like native speaker, but I cannot.

In response to this statement, out of the total respondents, the majority of extroverts, i.e. 58.82% agreed with the statement whereas 30.78% of introverts agreed, 15.38% of introverts disagreed whereas 5.88% of extroverts disagreed, 23.08% of introverts and 17.65% of extroverts could not decide, 30.78% of introverts strongly agreed whereas none of the extroverts strongly agreed and 17.65% of introverts strongly disagreed whereas none of the introverts strongly disagreed. The average mean of introverts is 3.77 and the average mean of extroverts is 3.18. This indicates the significant personality difference. It shows that the introverts tried to pronounce the sounds better than extroverts while speaking but they could not.

3.3 Analysis of Students' Responses to Open-ended Questions

This question was developed in order to identify causes of anxiety of students when they had to speak in English. Out of 120 questionnaires that were distributed, only 50 of the respondents answered this open-ended question. Thus, the result of this finding is based on the answer given by the respondents.

For better understanding, the researcher identified the causes given by the respondents through an open-ended questionnaire and the results were then listed in to a list. There six causes of anxiety were identified, and the identified causes are:

- a. Nervous /shy / afraid
- b. Poor in English language (interms of grammar, pronunciation, etc.)
- c. Perception of others

- d. Lack of self confidence
- e. People who are fluent in English
- f. Audience

After the researcher had listed the possible causes of anxiety, the researcher then calculated and identified which causes are the highest among the students.

Out of the total respondents, the majority of the students had nervous, shy, afraid or panicky feeling while speaking in English where 19 out of 50 respondents indicated the same answer. With a percentage of 38% nervous, shy, afraid or panicky were placed as the major cause of anxiety of speaking English. Most of the students responded that their hearts started to beat faster and they forgot what to tell while speaking in English.

The second cause was identified as a lack of English proficiency with 20% of the total respondents writing a similar answer. Some of them said that they were weak on English, some were afraid of making mistakes in terms of grammar, pronunciation and arrangement of words, and also their perceived lack of knowledge about the class subjects that they were studying. But the most of frightening classroom situation experienced by most of the students is when their perceived lack of English proficiency is combined with their lack of knowledge or unpreparedness of the topics in question. These factors contribute to their level of anxiety.

The next cause was perceptions of other. Out of the total respondents 20% of students were afraid of the perceptions of others when they spoke English. This result was similar with lack of English proficiency. Most of the students were concerned about various kinds of evaluative situation in which their knowledge of English would be monitored by people around them. They were conscious about the facial expressions of other students and also of the lecturer. They

were afraid if their audience looked bored and confused and could not understand the information they were trying to deliver.

The next cause of speaking anxiety was "people who are fluent in English". Out of the total respondents 8% of students indicated this answer. Some of them wrote that they felt anxious when they had to speak with people having higher qualification and status as they believed the people were proficient on English.

Lack of confidence also contributed as one of the cause of speaking English anxiety. Out of the total respondents 8% of students indicated this answer. This result was similar with 'people who are fluent in English'. The respondents wrote that they did not have the confidence to express themselves in English.

The last factor that caused speaking anxiety was 'audience', with 6% of the respondents writing the same answer, this was because they were anxious when there were too many people in the audience and were afraid of being tongue tied in that situation.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1. Findings

After analyzing and interpreting the data explored through the questionnaire this study has come up with the following findings:

To Observe Gender Difference:

In the study it was found that males had higher level of anxiety in speaking English. The overall mean of males is 3.3 whereas the overall mean of females is 3.2. This shows that the males were slightly more anxious of speaking in the classroom. This result is opposite of the previous results (Daley, Kreiser, Roghavr, 1994; Felson & Trudeau, 1991; Pappamihiel, 2002; Elkhafaifi (2005). They had found that females had higher level of anxiety in the academic settings.

To Observe Personality Factor:

The study found that introverts were more anxious of speaking English. The overall mean of introverts is 3.2 whereas the mean of extrovert is 3.1. This shows the fact that the introverts had higher level of anxiety in comparison to extroverts.

To Identity The Causes Of Anxiety While Speaking English In Public:

Based on the analysis from the open ended questionnaire the researcher identified six major causes of anxiety in speaking English. Among the causes the most haunting cause of speaking anxiety was being nervous, shy, afraid or panic because of various factors i.e. laugh of other students while speaking, lecturers' direct correction of every mistake, staring of other

students while speaking, feeling of over self consciousness, etc. Lack of linguistic competence i.e. poor in grammar, pronunciation, vocabulary, etc., and perception of others while speaking were the equally affecting causes for speaking anxiety. Lack of confidence, fluent English speaking people and audience were other major causes of speaking anxiety.

Thus, from the findings, it can be concluded that English Language speaking anxiety is multi-dimensional where it affects students differently depending on the context of the situation. The respondents' anxiety levels vary depending on the situation. Speaking anxiety is of a dynamic nature where it can possibly affect students in many different ways.

4.2 Recommendations

On the basis of the findings the following recommendations have been made:

- a) Lecturers and teachers who are teaching English as foreign Language should ensure their students that they can speak fluently if they practice confidently.
- b) Anxiety is human universal psychological phenomenon. It is helpful knowing that you/ we are not suffering from those feelings alone. Even professionals such as, artists or experienced speakers may feel same sort of anxiety when they have to speak in public. Thus, having a slight feeling of anxiety is normal as it is experienced by many of us.
- c) Introverts need more constructive support to reduce their anxiety while speaking. Lecturers must encourage the students to express themselves in English and help them reduce their anxiety by giving them supports.
- d) Students must focus on getting their message across to the audience and not to be afraid to make mistakes. Mistakes are the best way of learning so that we are less likely to keep making them.

- e) Lecturers/teachers should not directly correct the mistakes committed by learners while speaking and universities should adopt innovative approaches to minimize apprehension and maximize students' achievement. Teachers should encourage their students in study English Language to uplift their proficiency in Language.
- f) The most important thing is in order to increase the level of efficiency in the English language we need to practice. Practice makes men perfect. Practice speaking with friends or family or even text messaging them in English will also help to increase the level of proficiency in English. Thus, indirectly it will reduce the level of second language anxiety.
- g) Male and female both students should be provided with equal opportunities in English speaking activities and the classes need to be joyful and democratic rather than passive and authoritative.

REFERENCES

- Allwright, D. and Bailey, K. M. (2002). *Focus on language classroom*. Cambridge: CUP
- Arnold, J.(2000). Speak easy: How to ease student into oral production. Pilgrims Ltd. Accessed, From, [www.hlomag.co.uk/mar_03martmar35.rtf\(06/07/07-19/08/07\)](http://www.hlomag.co.uk/mar_03martmar35.rtf(06/07/07-19/08/07)).
- Ay, S. (2010). Young adolescent students' foreign language anxiety. *The Journal of International Social Research*. volume 3-11.
- Ayres, J.& Hopf,T.(1993). *Coping with speech anxiety*. Norwood, NJ:Ablex.
- Ayres, J. Hopf, T.S.,& Peterson, E,(2000). A test of COM therapy. *Communication Reports*, 13-35-44.
- Bailey, K.M.(1983).Competitiveness and anxiety in adult second language learning: looking at and through the diary studies .In H.W. Sleiger and M.H .Long (Eds.),*Classroom Oriented Research in Second Language Acquisition*(pp.67-1030.Rowley,MA:Newbury House.
- Bosiak, P.(2004). Anxiety and second language acquisition. *Asian EFL Journal*,Vol-3-5.
- Brown, H.D.(1994). *Principles of language learning and Teaching*. New Jersey: Prentice Hall.
- Chang, Y. (2004). *The effects of anxiety among EFL learners in Taiwan*. An unpublished master's thesis. Southern New Hampshire University,

Taiwan.

Cheng, Y.S. (2002). Factors associated with foreign language writing anxiety.

Foreign Language Annals, 35, 647-656.

Daly, J.(1991). *Understanding communication apprehension: An Introduction for language educators*. Englewood Cliffs: Prentice Hall.

Daly, J.A., Kreiser, P.O., & Roghavar, L.A.(1994). Question asking comfort: Explorations of the demography of communication in the eighth-grade classroom. *Communication Education*, 43,27-41.

Dergisi, S. B. (2007). *Test anxiety in foreign language learning*. An unpublished M.A. thesis. english language department of necatiley education faculty, Balikesir University, Turkey.

Ellis, R. (1985). *Understanding second language acquisition*. Cambridge: CUP.

Elkhafaifi, H. (2005). The effect of prelistening activities on listening comprehension in Arabic learners.*Foreign language Annal.vol.38*.

Felson, R.B. & Trudeau, L. (1991).Gender difference in mathematics performance. *Social psychology Quarterly*,54,(2)113-126.

Freud, S. (1920). *The interpretation of dream*. Basic Books incorporated, New York: Plenum.

Gass , S. and Selinker. (2009). *Second language acquisition : An introductory course*. New York: Routledge.

Hamzah, M.H.B. (2007). *Language anxiety among first year Malay students of*

the International Islamic College: An Investigation of L2 Skills, sources of anxiety and L2 Performance. An unpublished M. H.S. (English language studies) dissertation. I. I. University, Malaysia.

Hill , K. (1970). *Motivation, evaluation and educational testing policy* in L.J. Fyan(ed) *Achievement and motivation*. New York: Plenum.

Hill, K., & Wigfield, A. (1984). Test Anxiety: A major educational problem. *The Elementary School Journal Vol 85 No:1*.

Horwitz, E.K., Horwitz, M.B. & Cope, J.A. (1986). "Foreign language classroom anxiety". *Modern Language Journal, 70/72/125-132*.

Hurd, S. (2007). "Anxiety and non-anxiety in a distance language learning environment: The distance factor as a modifying influence". *System, 35, 487 – 508*.

Krannich, C.R.(2004).*101sets of highly effective speakers :controlling fear and commanding attention*. New York: Listen and Live Audio, Inc.

King, J. (2002). Preparing EFL learners for oral presentation. *The internet TESL journal*.

Krashen, S.D. (1985). *The input hypothesis: Issues and implications*. Longman: New York.

MacIntyre, P. D., & R. C. Gardner (1989). Anxiety and second language learning: toward a theoretical clarification. *Language Learning, 39(2), 251-275*.

- MacIntyre, P.D., & Gardner, R.C. (1991a). Methods and results in the study of anxiety in language learning: A review of literature. *Language learning*,41,85.
- MacIntyre, P. D. , & R. C. Gardner ,(1994 a). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305.
- Na. (2007). A study of high school students' English learning anxiety. *Asean EFL Journal*, Volume 9, Issue 3, Article-2.
- Onwnegbuzie, A.J., Bailey, P.,& Daley, C.E.(1999). 'Factors associated with foreign language Anxiety', *Applied Psycholinguistics*, Vol.20(2),217-239.
- Ozturk, H. and Cecean, S.(2007).The effect of portfolio keeping on writing anxiety of EFL students.*Journal of Language and Linguistics study*. Vol. 3-2.
- Pappamihiel, N.E. (2002).*English as a second language students English language anxiety: Issues in the main stream classroom*. *Research in the Technology of English*,36,327-356.RetrievedonNov.7,2011,from http://archive.ncte.org/pdfs/subscribers-only-rte/0363-feb02/RT_o363_english.pdf.
- Phillips, G.M.(1991). *Communication incompetencies: A theory of training oral performance behaviour*. Carbondale: Southern Illinois University Press.
- Phillips, L. (2005). *A Study of the impact of foreign language anxiety on tertiary students' oral performance*. An unpublished M.A. thesis, University of Hong Kong, Hong Kong.

- Saito, Y., & Samimy, K. K. (1996). *Foreign Language anxiety and language performance*. A study of learner anxiety in beginning, intermediate and advanced level college students of Japanese. *Foreign Language Annals*, 29(2), 239-251.
- Scovel, T. (1978). *The effect of affect on foreign language learning: A review of the anxiety research*. *Language Learning*, 28, 129-142.
- Scovel, T. (1991). *The effect of affect on foreign language learning: A review of the anxiety research* in E. K. Horwitz and D. J. Young. *Language Anxiety*, 101-108, Englewood Cliffs, NJ: Prentice Hall. *Language Learning*, 28, 129-142.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety (form Y)* Palo Alto, CA: Consulting Psychologists Press.
- Skehan, P. (1989). *Individual differences in second language learning*. London: Edward Arnold.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for EFL/ESL learners in learning speaking skills and the influence it casts in communication in the target language*. An unpublished M. Ed. dissertation. University of Glasgow, U.K.
- Thompson, M. O. (1980). *Classroom techniques for reducing writing anxiety: A study of several cases*. Paper presented at annual conference on College Composition and Communication, Washington D. C. (*ERIC Document Reproduction Service No. ED 188661*).
- Wei, M. (2007). *The interrelatedness of affective factors in EFL learning: An examination of motivational patterns in relation to anxiety in China*. An

unpublished Ph. D thesis, State university, China.

Wilson. J, (2006). *Anxiety in learning English as a foreign language: It's associations with students variables with overall proficiency and performance on an oral test* : An unpublished dissertation.

Young, D.J. (1991). "Creating a low-anxiety classroom environment: What Does the language anxiety research suggest?" *Modern Language Journal*, 75 (4). 426-437.

APPENDICES

APPENDIX - I

LIST OF THE SAMPLED CAMPUSES

S.N.	Name of campuses
1	Surkhet Campus(Education), Surkhet
2	Birendranagar Multiple Campus, Surkhet
3	Mahendra Multiple Campus,Banke
4	Bageshwori Multiple Campus,Banke
5	Babai Multiple Campus,Bardia
6	Bansgadhi Multiple Campus,Bardia

APPENDIX – II
QUESTIONNAIRES

Dear Student Friends,

This Questionnaire is a part of my research entitled “Speaking Anxiety among EFL Students”. This is designed to get an insight into your speaking anxiety (i.e. the nervousness you feel while speaking English in public). This research is being done under the supervision of assistant lecturer Mr. Yadu Gyawali in order to examine whether gender differences play a crucial role in determining the level of anxiety, to identify causes of anxiety while speaking English in public and to suggest some pedagogical implications. Kindly, please provide the true information of your case.

The information provided will be confidential and none of it will be used for other than academic purposes.

I owe you at great for taking your invaluable time and also for your kind co-operation.

Name:

Level:

Campus:

Year:

Sex:

How do you introduce yourself?

Introvert

Extrovert

Group A

1. I feel quite sure of myself when I am speaking in my foreign language class.
 - a. Strongly Disagree
 - b. Disagree
 - c. undecided
 - d. Agree
 - e. Strongly Agree
2. It frightens me when I don't understand what the teacher is saying in the foreign language.

- a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
3. I start to panic when I have to speak without preparation in language class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
4. I always feel that the other students speak the language better than I do.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
5. I am afraid that the other students will laugh at me when I speak the foreign language.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
6. In classes, I forget how to say things I know.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
7. I tremble when I'm going to have to speak in English.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
8. I am confused when I have to speak in English.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
9. When I speak English, I feel like a different person.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
10. Even when I'm prepared to speak English, I get nervous.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
11. I'm afraid that my lecturers are ready to correct every mistake I make.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
12. It embarrasses me to volunteer answers in class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree

13. I never feel quite sure of myself when I am speaking in class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
14. I like speaking English but I self-doubt for making mistakes.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
15. I am afraid that the other students will have a bad perception at me when I speak in front of the class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
16. I am afraid that the other students will stare at me when I speak the foreign language.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
17. I get nervous and confused when I am speaking in my language class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
18. I feel very self-conscious about speaking the foreign language in front of other students.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
19. I cannot express what I know because my voice is poorly clear.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree
20. I feel confident when I speak in foreign language class.
a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree

21. I would *not* be nervous speaking the foreign language with native speakers.

a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree

22. When speaking English, I try my best to pronounce the sounds like native speaker,

but I cannot.

a. Strongly Disagree b. Disagree c. undecided d. Agree e. Strongly Agree

Group B

Open ended question

How do you feel exactly when you need to speak in English while communicating with other persons and in front of a large group?

Thank you very much for your kind co-operation.

