



CAUSES OF ENGLISH LANGUAGE LEARNING ANXIETY AMONG PUBLIC SECTOR SECONDARY SCHOOLS' STUDENTS

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Abstract

Language is an essential basis of communication. It is told that through language we can judge the feelings, emotions and interests of people. The aim of the study was find the causes of English language learning anxiety among public sector Secondary schools' students. The nature of the study was descriptive and survey method was applied for collection of data from the respondent. Population of the study was comprised of 2114 Male and 1678 Female students of grade 9th of Public Sector Secondary Schools of Tehsil Depalpure, District Okara, Punjab, Pakistan. The sample was comprised of 211 Male and 168 Female students of grade 9th in Public Sector Secondary School students by using proportional random sampling technique. Self developed questionnaire was used for data collection. Data was analysed by using SPSS (Statistical Package for Social Sciences) version 21. Descriptive and inferential statistics was used to analyses the data. The findings of the study revealed that students feel English language learning anxiety.

Introduction

In the state of anxiety, an individual feels nervousness and become worried. There are three types of anxiety such as Trait anxiety, State anxiety as well as Situational Specific anxiety. The role of anxiety in English language writing skill is a key aspect for learning English. It is felt that there is a great requirement of research in the skill of language writing anxiety. The basic problem faced by our English language learners is their writing anxiety in English language writing skills. (Dar & Khan, 2015).

It has been recognized that Language anxiety as a hindrance in language learning. Khattak, Jamshed, Ahmad, Mirza and Baig (2011) stated that Anxiety expert in English language learning could be unbearable and may stimulus students' accomplishments of their objectives. So anxiety is an important element which effected badly in English language learning.

It is observed that many aspects of anxiety in English language learning are unfolded. (Liu & Hu, 2009). The English language speaking anxiety has been widely researched (Cheng, 2004) at the time of listening, reading and writing, anxiety has not been appropriately examined. In these days, English writing is much significant in Pakistan at Secondary level. The study of English language writing anxiety is examined in terms of configuration, effect and causes in English as an English language learners at Secondary level in Pakistan. The students of Pakistan face anxiety in writing skill of English language are not higher.

Anxiety has impacted on English language learning which is observed by Ewald (2007). According to him "a separate complex constructs of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" (p. 128). It has been discovered by most of the studies the relationship between anxiety of language and overall language performance in lecture rooms (Lin & Chen, 2009; Cheng, 2002; Cheng, 2004).

Horwitz (2001) also said that extreme studies in every first language writing and English language writing is of the similar opinion that anxiety adversely impacts ratings on written exams, there's some uncertainty on this courting. The parameter of Yerkes-Dodson is also demonstrates the relationship which are existing performance as well as anxiety. The anxiety in English language learning affected the students' achievements showed by Amiri & Ghonsooly (2015).

Amini, Alavi and Zahabi, (2018) said that English language mentors are more anxious about their pupils and putting more efforts to help out and increase the students' language skill. Anxious language learners' as an intellectual assets annoying and self-evaluating, it's far possibly that their cognitive loads are a lot heavier than the ones of secure college students. The students of secondary level that are worried may be paying attention to their apprehension, rather than linguistic enter. They try simultaneously stressful mind, linguistic input and generating poorer output because of the reduced amount of input processed.

It is clear that we write to generate a text for an assumed cause. The final result is the importance of the product oriented technique. This technique to writing is to observe times of writing and to analyze the capabilities of written texts explained by Grabe and Kaplan (1996) & Jordan (1997). The students' focus is the textual content that produces and it's far expected to be correct within the wished capabilities of writing.

There are some possible grounds of writing anxiety due to which writing anxiety occurs which based on previous researches. The fear of adverse assessment and fear of test and language difficulties, (Zhang, 2011), high frequency of assignment and time pressure (Rezai and Jafari, 2014) are the reasons of anxiety in English language writing. When students write in English language, the cause of the writing interest is to detention punctuation, spelling and grammar mistakes. This technique specializes in the end result of the composition method, the writing product. Considering this technique, writing is thought a curiosity that starts at one aspect and to finish at a positive point in a linear style. The production by the students is a good deal liked concealing the ups and downs within the writing technique.

The wanted exercise in writing is this method of writing appears to simplify the characters of writing ignoring. Finally, the approach has no longer helped learners in growing the writing skills. Leki (1994) observes this technique makes learners much passionate to keep away from errors and write very conventionally and sensibly. Those points of view have challenged the product method and required the trade of view closer to the procedure-orientated technique.

There is a relative agreement amongst writing students that writing is with the aid of its nature a manner in which a number of operations move on simultaneously had been explained by Hedge (2000). The effectiveness of intervention at all ranges of writing, now not just at the stop in the system of writing reported by Shaw & McDonough (1993). It is not just to be charmed with the final product. It's far possible to look that the important point is on the way inside the system of writing.

There are several causes of language anxiety out of which some deals with low self-confidence related to students cited by (Roshid, 2009). Some deals with specious standards regarding the studying of language and some deals with the instructor. In our classroom context English language classroom anxiety exist and it might be possible

some of them, which are commonly situated. Which are students' poor legacy that is going with their past. Secondary students' deprived expectation on their speaking ability, in their writing and their low superficiality just about the language.

(Mahmud, 2009) cited that in most of the schools in our country English language has been treated as an academic subject but it is a matter of fact that English learning of English language is a cognitive activity which depend on coding, storage, and recovery procedures. By through this, it can hinder for students who are worried. The result of which is that English learners which suffers from language anxiety might have a faced difficulties carrying out some specific language tasks as well as language skills. That's why this study includes a valuable contribution to disclose the reasons behind the students getting anxious in learning English at Secondary level and it aims to explore in which basic skills of learning English students experience anxiety

Foreign Language Writing Anxiety

This part of study shows the examination of different research works on English language anxiety, particularly on English language writing anxiety. The main focus is to describe English language writing anxiety about its types and definition, causes, effects and additionally learning and viewing strategies to cope with it. It concerns either English language writing anxiety is a state anxiety of situation specific anxiety. Whether it is destructive or helpful to the performance of language. The study of factors related with language anxiety and how to manage language anxiety in the language classroom. English language writing anxiety is an imperative part of another language anxiety. It has been examined as a different type of second language anxiety in this modern era with the development of hypothesis and research discoveries in second language anxiety. In anxious condition a person feels stress and nervousness and it also deals with nervous system of an individual" said by Spielberger, 1972. The response of emotion also deals with it. "It is a danger to some significance that an individual feels essentially to his presence as a personality" (May, 1977).

The Causes of Writing Anxiety

A large numbers of studies are conducted in various contexts to determine various causes of anxiety in English language writing skill (Negari & Rezaabadi, 2012). The major findings of various studies are divided into two domains following as,

- 1. Causes related to English language learners.**
- 2. Causes related to English language teachers.**

Following are the major issues of English language learner related causes as lack of writing habits and less understanding about English language writing approaches are the primary factors for writing anxiety revealed by Kara (2013). Aljafen (2013) reported that a weak educational system, lack of self-confidence in specific terms that are the basis of writing anxiety. Latif (2012) compiled the possible causes of English language writing anxiety such as negative criticism, poor knowledge about language and superficial language ability, language writing act, apparent writing ability and the ability of low writing efficiency. So the English language writing anxiety arises by learners writing ability and negative fear of their assessment.

Writing anxiety reasons include frustration, teacher' anxiety, peer assessment and nervousness by the loss of self-identity. In the same way, Atay and Kurt (2006) acknowledged the problems inclusion of incapacity to generate new ideas, consolidate

beliefs, the effect for native language, a smaller amount vocabulary, poor grammar, writing is as a necessary subject and fear of getting low marks are the major subjects. Bloom (1981) find out the major causes of English language writing anxiety and the above success of the learners. So the anxiety of not being able to cope up by through beliefs of the teachers and also strictly following of the model which are helpful for writings tasks.

Students' writing anxiety is also contributed by Language teachers. It is reported that pedagogy is most common cause. Teaching methodology for writing skills is also measured as a basis of writing reported by Sawalha, Chow and Foo, (2012). The teaching methodology of writing is also a reason of writing anxiety among the students. In the same way, Latif (2012) supposed that instructional performs and teaching practice reduce anxiety in writing skill. Kurt and Atay (2007) reported that writing skills practices also accountable for students' writing anxiety. Moreover, it is the response that students developed from instructors which is a source of writing anxiety among the pupils said by the Ozturk&Cecen (2007). In conclusion, (Walsh, 1986) has also been described the cause of writing errors and anticipated supremacy in writing is due the pressure of disgrace by readers.

Types of anxiety

Anxiety can be classified into three kinds as Trait Anxiety, State Anxiety and Situational Specifics anxiety (MacIntyre, 1999). Two types of anxiety, facilitating and debilitating anxiety have been classified in an additional grouping.

Trait anxiety

Trait anxiety behaves the state of anxiety in which a person becomes nervous by situation (Spielberger, 1972). There is some obligation of distinguishing trait anxiety from state anxiety (Spielberger). Trait anxiety behaves the state of feelings in which a person becomes more anxious and more passionate. Goldberg (cited in MacIntyre, 1999), people are more nervous in the condition of trait anxiety and there is no devotion in their emotions. (Spielberger, 1972) expressed that in different circumstances a person becomes nervous with the state of high level of trait anxiety. In conflicting a person is comfortable who feel low level of nervousness in this situation.

State anxiety

State anxiety behaves certain situation of unusual moment. State anxiety deals with concentration and duration. Spielberger, (1976) stated that it is a self-motivated process which changes according to the conditions and environments that can be risky in stressful condition.

Situational Specific Anxiety

The third type of anxiety is situation specific anxiety, which reflects to anxiety practiced in an interpreted situation (MacIntyre, 1999). Different genera of situation can understood through situation specific inculcation. Different types of tests can be used to differentiate the anxiety i.e; writing inspections, speech, contributing in a language class.

Previous research has also well-known "facilitative anxiety" after the distinction of these types of anxiety. It is helpful for people to improve in this state of anxiety, from "debilitative anxiety", (Alpert and Haber, 1960). Debilitative anxiety create hurdle in the

process of optimistic language learning and it is risky for students' learning and facilitative anxiety keeps the students vigilant.

Objectives of the Study

The objectives of the study were following to:

1. Find out the components of anxiety in students about English language writing skills.
2. Investigate the profiles of the students' in English language writing anxiety when dealing with working task in classroom.
3. Find out how students' English language writing anxiety is connected to the performance of English writing.
4. Explore the reasons for the students' English language writing anxiety and how they deal.

Research Methodology

The nature of the study was descriptive. In order to examine causes of English language learning anxiety among public sector Secondary schools' students, survey method was applied for collection of data from the respondent. Population of the study was comprised of 2114 Male and 1678 Female students of grade 9th of Public Sector Secondary Schools of Tehsil Depalpure, District Okara, Punjab, Pakistan. The sample was comprised of 211 Male and 168 Female students of grade 9th in Public Sector Secondary School students by using proportional random sampling technique.

Research Instrument

Self-developed instrument of five point Likert scale was used for the purpose of data collection. The researcher studied different books, articles and official reports for developing questionnaire. The instrument was consisted of fifteen statements about the causes of English Language Learning anxiety among Public Sector Secondary Schools of grade 9th. The researcher collected data by visiting the schools personally,

Data Collection

The data was collected by the permission of concerned authorities of School Education Department. During the fill up of the questionnaire, students needed clarification about some questions they need to provide their answers.

Data Analysis

For this study, the data was collected through self-developed questionnaire. The data was analyzed by using statistical package for social sciences version 21.0 software. Descriptive and Inferential statistics was used to analyses.

Results

Table 1

Sample Distribution of Gender

Gender	Frequency	Percent
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Male	211	55.7
Female	168	44.3
Total	379	100.0

Table 1 and the graph indicate the gender of the selected grade 9th students. It shows that there were 211 males and 168 females 9th grade students from public schools.

Table 2

mean and standard deviation of public sector secondary schools students towards English language learning.

Sr.no	Statements	SDA	DA	UD	A	SA	M	SD
1	My mind goes blank when I start to work on an English composition.	107	83	12	96	81	3.0633	1.66228
2	I freeze up when I am asked to write English composition	108	65	25	127	53	2.8734	1.48174
3	I often do my best to avoid writing English composition.	107	68	09	81	114	3.0712	1.65158

“My mind goes blank when I start to work on an English composition” a large number of Participants strongly disagree. The standard deviation and High mean value of statement was (*Mean =3.0633, SD =1.66228*). The results indicate that mostly students are not in the favor that their mind never goes blank when they work on any English language composition task. “I freeze up when I am asked to write English composition” (*Mean =2.8734 SD =1.48174*) shows that most of the respondents are agree. The results indicate that mostly students are in the favor that they are freeze up when they are asked to write on any English language composition task. They try to get good marks and feel anxiety due to the fear of evaluation. The students who want to get good marks, they think and then write and they also feel anxiety due to the fear of grades. “I often do my best to avoid writing English composition” mostly students are strongly agreed which means students feel anxiety and mostly avoid the situation of writing composition work. The standard deviation and High mean value of statement was (*Mean =3.0712, SD =1.65158*). The results indicate that mostly students are in the favor that they often do their best to avoid writing English task.

Table 4.3

mean and standard deviation of public sector secondary schools students towards English language learning.

Sr.no	Statements	SDA	DA	UD	A	SA	M	SD
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1	I feel nervous during writing English.	112	60	14	78	115	3.0633	1.66228
2	I feel anxiety by the fear of being evaluated.	74	64	14	147	80	3.2507	1.45768
3	I never become anxious that my English composition is not good than that of others.	81	48	29	106	115	3.3325	1.53970

“I feel nervous during writing English” majority of the respondents are strongly agreed which means that students feel anxiety during the task of English writing. The standard deviation and High mean value of statement was ($Mean = 3.0633$ $SD = 1.66228$). The results indicate that mostly students are in the favor that they are nervous during writing English language. “I feel anxiety by the fear of being evaluated” mostly respondents agree which means students feel anxiety by the fear of being evaluated. The standard deviation and High mean value of statement was ($Mean = 3.2507$ $SD = 1.45768$) and the results indicate that mostly students are in the favor that they feel anxiety by the fear of being evaluated. “I never become anxious that my English composition is not good than that of others” According to the results the standard deviation and High mean value of statement was ($Mean = 3.3325$ $SD = 1.53970$) and majority of the respondents agree with this statement. The results indicate that mostly students are anxious that their English composition is not good than that of others students.

Table 4.4

Mean and standard deviation of public sector secondary schools students towards English language learning

Sr.no	Statements	SDA	DA	UD	A	SA	M	SD
1	I feel nervousness due to fixed time period for English writing task.	89	65	21	99	104	3.2216	1.86685
2	I tremble when I write under the pressure of time.	65	50	25	152	87	3.3852	1.41211
3	My thoughts turn out to be confused when I write English	101	41	28	135	74	3.1055	1.51865

“I feel nervousness due to fixed time period for English writing task” Majority of the respondents strongly agreed. The standard deviation and High mean value of statement was ($Mean = 3.2216$ $SD = 1.86685$), The results indicate that mostly students are nervous due to fixed time period in English writing task. They write freely. They do not take care of complexity. They keep their heart calm to write in unlimited time. “I tremble when I write under the pressure of time” The standard deviation and High mean value of statement was ($Mean = 3.3852$ $SD = 1.41211$) and a lot of respondents were agree. This result shows that mostly students were feeling tremble when they write under the pressure of time. They write freely. “My thoughts turn out to be confused when I write English” According to the results The standard deviation and High mean value of

statement was ($Mean = 3.1055$ $SD = 1.51865$). The results indicate that mostly student's thoughts turn out to be confused when they write English language task.

Table 5

Mean and standard deviation of public sector secondary schools students towards English language learning.

Sr.no	Statements	SDA	DA	UD	A	SA	M	SD
1	Due to anxiety I forget things I know.	65	70	22	134	88	3.2902	1.44023
2	I feel anxiety when I need to memories all the writing techniques.	78	50	49	135	67	3.1662	1.41284
3	Until I have not any desire, I might not use English to put in writing compositions.	63	56	33	144	83	3.3377	1.39990

“Due to anxiety I forget things I know” majority of respondents agree. The standard deviation and High mean value of statement was ($Mean = 3.2902$, $SD = 1.44023$). The results indicate that mostly respondents are in the favor that due to anxiety they forget things they know. “I feel anxiety when I need to memories all the writing techniques”. The standard deviation and High mean value of statement was ($Mean = 3.1662$ $SD = 1.41284$) shows that majority of the respondents are agree. The results indicate that mostly students are in the favor that they were feeling anxiety when they need to memories all the writing techniques in English language learning. “Until I have not any desire, I might not use English to put in writing compositions.” Majority of the respondents agree. The standard deviation and High mean value of statement was ($Mean = 3.3377$ $SD = 1.39990$), the results indicate that mostly students were feeling anxiety and never take part in writing English.

Table 6

Independent sample t test identifies the difference among teachers

Gender	N	Mean	SD	t-value	df.	Sig.
Male	211	9.2038	4.26628	1.999	377	.0899
Female	168	8.3869	4.01632			

Table 4.7 shows that an independent-sample t-test was applied to recognize the difference among boys and girls of public sector secondary schools students about anxiety in English language learning. There exist a significant difference among boys ($Mean = 9.2038$ $SD = 4.26628$) and girls students ($Mean = 8.3869$ $SD = 4.01632$), $t=1.999$ $p=.0899$ in English language learning. According to the result it was analyzed that both the gender had different views in learning English.

Discussion

The term anxiety deals with the tension and nervousness. English language writing anxiety deals with the obstacles of writing and the tension and nervousness which

students feel during the task of writing. It also deals with the nervousness of foreign language anxiety (Dewaele, 2007). The results of my study depend upon causes and types of anxiety. The results of questionnaire show that there is high level of anxiety in English language learning among Pakistani students. Previous work reported that students of junior level feel high level of anxiety and the students of high level feel low level of anxiety (Cheng, 2002).

The results of English language writing anxiety indicate that cognitive anxiety is the major source of anxiety. Somehow, anxiety plays negative role in this type. Cheng researched on Chinese students, he found that anxiety plays negative role in the task of writing but in Pakistani context students feel high level of anxiety. In the type of cognitive anxiety, students only feel anxiety due to the fear of grades otherwise they write freely. Students want to get good marks in the exam so; they write carefully and feel anxiety.

Previous studies concerning English language anxiety showed that high level of anxiety plays negative role on the students' writing performance (Cheng et al., 1999; Cheng, 2004; Hassan, 2001). The present study was little bit different from earlier studies. It showed that students perform well in the state of anxiety. It should be pointed out that students feel anxious in the examination hall. They think about good grades, due to the fear of grades they feel anxiety.

Conclusion

The aim of this study is to explore the causes of anxiety in English language writing skill at public sector secondary level students. In order to achieve the research objectives questionnaire was used as a data collection method. The collected data were analyzed by using SPSS software. Sample of the study consists of 379 secondary levels male and female students of the widely acknowledged thing is productive exercise more and more practice is needed for it. The very harmful thing is avoidance behavior in the result of English language learning anxiety. Besides writing improvement and caused higher anxiety. Writing anxiety is reported by some students in proposed of physical report. Many symptoms of anxiety have been experienced by the students for example accelerated heartbeat perspiration and embarrassed. The public sector secondary level. The research objectives were tested by using descriptive statistics analysis.

The results suggested that cause of anxiety in English language writing skill was positive. According to students they write well in the state of anxiety. The level of anxiety among the students was above the mean score which means anxiety plays positive role among the students. There are three components of anxiety cognitive anxiety, somatic anxiety and avoidance behavior. The main strategy to control anxiety among students depends upon teachers. Teachers should create healthy environment of writing.

Recommendations

The subsequent recommendations have been suggested by the drawn conclusions.

1. Language teachers should motivate the students in the task of writing. They should create confidence among students.
2. Teachers should give assignments of writing to students as home work. This home work should not be graded.

3. Instructors should become aware of error styles students make and help students to write accurate these mistakes in place of correcting each mistake.
4. Teachers should inspire the students to spend more time in the activity of writing. Teachers should develop the habit of self-writing among students.
5. Teachers should improve the vocabulary of the students and to correct the errors of the students.

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