

## FOREIGN LANGUAGE ANXIETY AND ITS IMPACT ON LEARNING AT GRADUATION LEVEL: A CASE STUDY OF MULTAN DISTRICT

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### **Abstract**

*Learning English as a foreign language has been a dilemma since its arrival in the subcontinent. Pakistan is a multilingual country and as a progressive state, where English language is the part and parcel of our educational system. Multan is located in province of Punjab where English language is also learnt as second language. The current study is being conducted to measure the attitude of natives of District Multan to know the remedies and the possible solution for the better learning of English as a second language. Selected sample is 200 students studying at graduate level in BS Program in Bahauddin Zakariya University Multan. The present study is purely quantitative in its nature by adopting the Foreign Language Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986) which is helpful in measuring the anxiety level among students. The data is analyzed through SPSS version 23 and MS Excel 2016. Obtained mean values describe the existence of foreign language anxiety in graduate students. The level of anxiety is more in male than female students. Study suggests that the motivation level, error correction, Communicative language teaching approach usage, and change of peers can play vital role in minimizing the foreign language anxiety at graduate level. Investigating the impact of emerging technologies – like virtual reality or artificial intelligence – on reducing language anxiety offers further research areas.*

*Keywords: Language anxiety, Foreign language anxiety, Learning and motivation, Error analysis, CLT Approach, FLA Gender differences.*

### **Introduction**

English is used on all seven continents, is an official language in more than 100 countries and also is an official language of 85% international organizations (Crystal, 2003). Pakistan is the former colony of British colonialism where English has got the status of official language. The natives of Pakistan have to learn this language in non-native context where the grammatical and lexical forms are different from the native language in specifications. The English language is considered as a necessary part of our educational system due to the language of science, technology, higher education as well as the official status in Pakistan.

Anxiety is known as the "fight-or-flight response" (Kumar, 2013). An average or moderate amount of anxiety may be advantageous for the learners and may serve as a motivation for them (Heather & Donnelly, 2009). Anxiety is not at all a bad thing. Although anxiety has many benefits, it is typically the drawbacks that are highlighted. It is, however, true that the high level of anxiety has negative and long lasting impact on students' academic performance. Most of us might lack motivation without it in a variety of areas of life. Thus, it can be concluded that a moderate amount of anxiety may serve as a motivator and may aid individuals in leading more fulfilling lives. So, experiencing a little anxiety now and then might help improve task performance.

### **Statement of the Problem**

The role of parents, students and teachers to reduce the anxiety level is of high significance as the lower level of foreign language anxiety leads towards the higher proficiency in foreign language acquisition to meet the global standards. Learning the English language is of high significance as it provides an opportunity for a bright future so the motivation and encouragement by educated and uneducated parents and the teachers at graduation level is of high importance which may reduce the anxiety level in students as well as the difference of anxiety level among major and non-major English students.

### **Significance of the Study**

The study is helpful to understand the anxiety level among students at graduate level. It will propose possible solutions to decrease the foreign language anxiety for better language learning outcomes. The study proposes appropriate solutions to decrease the foreign language anxiety level in students

### **Objectives**

- To investigate the steps of (English language learning) anxiety in EFL learners at graduate level in Multan District.
- To inquire the impacts of anxiety on English language learning;
- To suggest techniques for decreasing language learning anxiety of EFL learners.
- To find out gender differences regarding foreign language anxiety.

### **Research Questions**

- 1) Which elements cause foreign language anxiety at graduate level in Multan District?
- 2) How is learning English as a foreign language affected by foreign language anxiety?
- 3) Which techniques are used to control the foreign language anxiety at graduate level in Multan District?
- 4) Is there any difference in foreign language anxiety regarding the gender?

### **Literature Review**

Atkinson (2010) defines writing anxiety as difficulty in producing writing. Anxiety creates negative effect on writers and a lot of nervous writers are chronic procrastinators, and face issues during writing (Bloom, 1981). Several studies have pointed out that anxiety create atmosphere of

complexity for writers and usually become a psychological phenomenon (Cheng, 2004; Horwitz, 1986; Ozturk & Cecen 2007, and Weda and Sakti, 2018).

In professional and academic contexts, writing skill of English language is necessary for communication in second and foreign language. However, it is an intricate skill especially in language learning (Kurt & Atay, 2007; Latif, 2007 and Ryan, 2014). It is also a technical skill including cognitive-psychomotor skills (Zaid, 2011).

Gerencheal (2016) has explored gender differences in foreign language anxiety at an Ethiopian university: Mizan-tepi University third year English major language learners in focus. The study was conducted to investigate the differences of foreign language anxiety between female and male language learners of the university. FLCAS by Horwitz et al. (1986) was used to find out the foreign language anxiety. The sample of twenty eight female and fifty male English language students of the university to measure the level of language anxiety the result told that female students had higher anxiety than male students of the university.

Horwitz, et al. (1986) have explored the concept of foreign language classroom anxiety and its impact on language learning. Foreign language classroom anxiety can hinder language learners' ability to concentrate, retain information, and communicate effectively. Anxiety can cause learners to become distracted or forgetful, limiting their ability to focus on language lessons. Additionally, anxiety can make learners hesitant to participate in class discussions or speak in front of their peers, which can impede their language practice and feedback. To address the issue of foreign language classroom anxiety, the authors suggest creating a supportive and positive learning environment, providing learners with low-pressure opportunities for practice and feedback, and building learners' confidence in their language skills. The article notices the significant impact of anxiety on language learning, and provides useful suggestions for reducing anxiety and supporting more effective language acquisition.

The major objective of the study conducted by Kurk (2017) was to find out the changes in the levels of foreign language anxiety over the course of one semester. The results of the study provided evidence for dynamicity of foreign language anxiety throughout the semester. Some factors for variations were also observed in this regard.

Larsen (2009) has investigated the relationship between anxiety and English as foreign language (EFL) learning in adult learners. The study explores the different types of anxiety that adult EFL learners may experience, such as communication apprehension and test anxiety, and how these anxieties can hamper language acquisition. The study underscores the importance of creating a supportive and positive learning environment to help reduce anxiety and promote language learning. To address anxiety in the EFL classroom, the study has suggested various strategies, including providing learners with opportunities for low-pressure language practice, building learners' self-esteem, and providing individualized feedback and support. The findings emphasize on the need for language educators to recognize the impact of anxiety on adult EFL learners and to implement effective strategies to reduce anxiety and promote more effective language acquisition.

Maher and King's study (2020) examined multiple forms of silence and non-verbal cues of language anxiety in EFL classroom. Findings of the study demonstrated that awareness of non-verbal clues and silent behavior along with various forms and functions should be an interesting area to detect language anxiety in EFL classroom.

Moser-Mercer (2005) has investigated the relationship between anxiety and cognition in second language acquisition. Anxiety can have a significant impact on learners' cognitive processes, including attention, memory, and information processing. Anxiety can lead learners to focus on their own negative thoughts and feelings rather than on the language itself, leading to decreased cognitive resources for language learning. In addition, anxiety can lead to a heightened focus on accuracy and avoidance of errors, which can limit learners' opportunities for language practice and experimentation. To address the impact of anxiety on cognition in second language acquisition, the author suggests a number of strategies, including providing learners with low-pressure language practice, building learners' confidence and self-esteem, and addressing learners' anxiety directly through interventions such as relaxation techniques or cognitive restructuring. The study has emphasized the importance of considering the role of anxiety in language learning, and provides useful suggestions for addressing anxiety and supporting more effective second language acquisition.

Phillips and Schneider (2014) have focused on the relationship between anxiety and second language acquisition. The study explores the various types of anxiety that learners may experience when learning a second language, including communication apprehension, test anxiety, and situational anxiety. It is argued that anxiety has a significant negative impact on language learning by reducing learners' motivation, increasing their cognitive load, and limiting their opportunities for language practice. The study suggests several strategies for addressing anxiety in the language classroom, such as creating a supportive and positive learning environment, building learners' self-confidence, and providing opportunities for low-stakes language practice. Additionally, the study discusses the importance of teacher awareness of anxiety and its impact on language learning, suggesting that language instructors should be trained to recognize and address anxiety in their students. The study stresses on the need for language educators to consider the impact of anxiety on second language acquisition and to implement strategies for reducing anxiety in the language classroom.

Sabti et al. (2019) have explored the effect of anxiety on writing, tracing a negative correlation between writing and achievement when motivation is positively correlated with unique outcome in writing. Likewise, Negari and Rezaabadi (2012) have also conducted a study to find out the anxiety issues and causes.

In their study Zheng and Cheng (2018) explored the relationships between students' classroom anxiety and longtime test anxiety and their college English test band for performance. It was found that a better understanding of language classroom anxiety along with cognitive test can help students and teachers optimize their foreign language learning and teaching practices.

## **Research Methodology**

The study is both qualitative and quantitative in its nature. As for quantitative method, Gay (2012) defines it as the approach providing numeric description of the facts and figures through tables and graphs.

### **Design of the Study**

The study employs the Foreign Language Anxiety Scale (FLCAS) offered by Horwitz et al. (1986). FLCAS is helpful in measuring the anxiety level among students. By using five Likert

scales of “Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree”, the credibility of methodology is strengthened. For the analysis of the data, SPSS 23 version and MS Excel 2016 are used.

**Subjects**

Two hundred participants were the subjects of the study. They were enrolled in BS Program at the department of political science in Bahauddin Zakariya University Multan, Punjab, Pakistan. English as a compulsory subject is taught in the first three semesters.

**Data Analysis**

**Item-Total Statistics**

Scale	Number of items		Cronbach alpha	
Likert scale	33		0.973	
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I am never quite sure of myself when I am speaking in English.	98.81	688.292	.909	.972
2. I am afraid of making mistakes in English classes.	99.39	692.281	.855	.972
3. I tremble when I know that I am going to be called on in English classes.	99.88	683.057	.872	.972
4. I get frightened when I do not understand what the teacher is saying in English.	99.18	684.519	.916	.972
5. It would not bother me at all to take more English classes.	98.82	674.399	.955	.971
6. During English class, I find myself thinking about things that have nothing to do with the course.	99.20	679.924	.949	.971
7. I always feel that the other students speak English better than I do.	98.68	683.043	.928	.972
8. I am usually at ease during tests in my class.	98.82	674.316	.956	.971
9. I start panic when I have to speak without preparation in English classes.	99.13	667.628	.949	.971
10. I get nervous and confused when I am speaking in English classes.	99.19	681.216	.946	.971
11. In English class, I can get so nervous that I forget things I know.	98.90	681.604	.950	.971
12. In English class, I can get so nervous that I forget things I know.	98.96	678.101	.958	.971

13. I get embarrassed to volunteer answers in English classes.	99.07	679.273	.947	.971
14. I feel nervous while speaking English with native speakers.	99.10	670.536	.966	.971
15. I get upset when I do not understand what the teacher is correcting.	98.99	683.211	.951	.971
16. Even If I am well prepared for English class, I feel anxious about it.	99.49	690.128	.815	.972
17. I often feel like not going to my English class.	99.44	685.000	.900	.972
18. I do not feel confident when I speak English in classes.	99.43	681.246	.908	.972
19. I am afraid that my English teacher is ready to correct every mistake I make.	99.04	676.421	.968	.971
20. I can feel my heart pounding when I am going to be called on in English classes.	99.17	680.007	.924	.972
21. The more I study for an English test, the more confused I get.	98.91	680.084	.966	.971
22. I do not feel pressure to prepare very well for English class.	98.92	681.210	.956	.971
23. I always feel that the other students speak English better than I do.	98.85	680.437	.963	.971
24. I feel very self-conscious about speaking English in front of other students.	99.11	680.468	.953	.971
25. English class moves so quickly that I worry about getting left behind.	99.25	677.272	.946	.971
26. I feel more tense and nervous in my English class than in my other classes.	99.23	728.392	.108	.976
27. I get nervous and confused when I am speaking in my English class.	98.70	701.024	.542	.973
28. When I am on my way to English class, I feel very sure and relaxed.	99.22	713.995	.282	.975
29. I get nervous when I do not understand every word the English teacher says.	98.57	755.936	-.378	.977
30. I feel overwhelmed by the number of rules I have to learn to speak English.	99.08	733.051	.033	.976
31. I am afraid that the other students will laugh at me when I speak English.	98.73	734.887	.014	.975
32. I would probably feel comfortable around native speakers of English.	99.28	715.212	.373	.974
33. I get nervous when the English teacher asks questions which I not prepared in advance.	99.22	774.366	-.724	.978

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
3.I tremble when I know that I am going to be called on in English classes.	200	472	2.36	1.186



16. Even If I am well prepared for English class, I feel anxious about it.	200	548	2.74	1.095
17. I often feel like not going to my English class.	200	560	2.80	1.112
18. I do not feel confident when I speak English in classes.	200	560	2.80	1.169
2. I am afraid of making mistakes in English classes.	200	568	2.84	1.010
32. I would probably feel comfortable around native speakers of English.	200	571	2.86	1.044
28. When I am on my way to English class, I feel very sure and relaxed.	200	583	2.91	1.381
25. English class moves so quickly that I worry about getting left behind.	200	594	2.97	1.190
33. I get nervous when the English teacher asks questions which I not prepared in advance.	200	597	2.99	.990
10. I get nervous and confused when I am speaking in English classes.	195	583	2.99	1.094
26. I feel more tense and nervous in my English class than in my other classes.	200	601	3.01	1.180
6. During English class, I find myself thinking about things that have nothing to do with the course.	200	606	3.03	1.147
4. I get frightened when I do not understand what the teacher is saying in English.	200	610	3.05	1.092
20. I can feel my heart pounding when I am going to be called on in English classes.	200	612	3.06	1.172
30. I feel overwhelmed by the number of rules I have to learn to speak English.	200	615	3.07	1.143
9. I start panic when I have to speak without preparation in English classes.	200	620	3.10	1.382
24. I feel very self-conscious about speaking English in front of other students.	200	624	3.12	1.128
14. I feel nervous while speaking English with native speakers.	200	625	3.13	1.303
13. I get embarrassed to volunteer answers in English classes.	200	631	3.16	1.157
19. I am afraid that my English teacher is ready to correct every mistake I make.	200	637	3.19	1.187
15. I get upset when I do not understand what the teacher is correcting.	200	646	3.23	1.074
12. In English class, I can get so nervous that I forget things I know.	200	653	3.27	1.163
22. I do not feel pressure to prepare very well for English class.	200	661	3.31	1.104
21. The more I study for an English test, the more confused I get.	200	663	3.31	1.114
11. In English class, I can get so nervous that I forget things I know.	200	664	3.32	1.102
23. I always feel that the other students speak English better than I do.	200	674	3.37	1.109
31. I am afraid that the other students will laugh at me when I speak English.	200	679	3.40	.966
8. I am usually at ease during tests in my class.	200	681	3.40	1.232
5. It would not bother me at all to take more English classes.	200	681	3.41	1.232
1. I am never quite sure of myself when I am speaking in English.	200	683	3.42	1.009
27. I get nervous and confused when I am speaking in my English class.	200	688	3.44	1.193
7. I always feel that the other students speak English better than I do.	200	707	3.53	1.088
29. I get nervous when I do not understand every word the English teacher says.	200	708	3.54	1.055
Valid N (listwise)	195			

**Table Demonstrating Results**

Q. No.	Statement	Gender	F/%	Strongly Disgree	Disagree	Nuetral	Agree	Strongly Agree	Total	Mean Value
1	<i>I am never quite sure of myself when I am speaking in English.</i>	Male	F	7	17	11	53	5	93	3.34
			%	7.53%	18.28%	11.83%	56.99%	5.38%	100%	
		Female	F	4	15	18	64	6	107	3.5
			%	3.74%	14.02%	16.82%	59.81%	5.61%	100%	
		Total	F	11	32	29	117	11	200	3.43
			%	5.50%	16.00%	14.50%	58.50%	5.50%	100%	
2	<i>I am afraid of making mistakes in English classes.</i>	Male	F	6	40	15	26	6	93	2.85
			%	6.45%	43.01%	16.13%	27.96%	6.45%	100%	
		Female	F	1	50	25	28	3	107	2.83
			%	0.93%	46.73%	23.36%	26.17%	2.80%	100%	
		Total	F	7	90	40	54	9	200	2.84
			%	3.50%	45.00%	20.00%	27.00%	4.50%	100%	
3	<i>I tremble when I know that I am going to be called on in English classes.</i>	Male	F	31	23	18	18	3	93	2.34
			%	33.33%	24.73%	19.35%	19.35%	3.23%	100%	
		Female	F	26	41	15	21	4	107	2.4
			%	24.30%	38.32%	14.02%	19.63%	3.74%	100%	
		Total	F	57	64	33	39	7	200	2.36
			%	28.50%	32.00%	16.50%	19.50%	3.50%	100%	
4	<i>I get frightened when I do not understand what the teacher is saying in English.</i>	Male	F	4	28	21	30	10	93	3.15
			%	4.30%	30.11%	22.58%	32.26%	10.75%	100%	
		Female	F	7	38	23	31	8	107	2.95
			%	6.54%	35.51%	21.50%	28.97%	7.48%	100%	
		Total	F	11	66	44	61	18	200	3.05
			%	5.50%	33.00%	22.00%	30.50%	9.00%	100%	
5	<i>It would not bother me at all to take more English classes.</i>	Male	F	9	9	19	35	21	93	3.54
			%	9.68%	9.68%	20.43%	37.63%	22.58%	100%	
		Female	F	14	14	20	45	14	107	3.29
			%	13.08%	13.08%	18.69%	42.06%	13.08%	100%	
		Total	F	23	23	39	80	35	200	3.41
			%	11.50%	11.50%	19.50%	40.00%	17.50%	100%	
6	<i>During English class, I find myself thinking</i>	Male	F	11	26	16	33	7	93	2.99
			%	11.83%	27.96%	17.20%	35.48%	7.53%	100%	
		Female	F	12	25	18	48	4	107	3.07
			%	11.21%	23.36%	16.82%	44.86%	3.74%	100%	



	<i>about things that have nothing to do with the course.</i>	<b>Total</b>	<b>F</b>	23	51	34	81	11	200	3.03
			<b>%</b>	11.50%	25.50%	17.00%	40.50%	5.50%	100%	
7	<i>I always feel that the other students speak English better than I do.</i>	<b>Male</b>	<b>F</b>	3	6	24	43	17	93	3.7
			<b>%</b>	3.23%	6.45%	25.81%	46.24%	18.28%	100%	
		<b>Female</b>	<b>F</b>	12	11	24	44	16	107	3.38
			<b>%</b>	11.21%	10.28%	22.43%	41.12%	14.95%	100%	
		<b>Total</b>	<b>F</b>	15	17	48	87	33	200	3.53
			<b>%</b>	7.50%	8.50%	24.00%	43.50%	16.50%	100%	
8	<i>I am usually at ease during tests in my class.</i>	<b>Male</b>	<b>F</b>	9	15	18	35	16	93	3.37
			<b>%</b>	9.68%	16.13%	19.35%	37.63%	17.20%	100%	
		<b>Female</b>	<b>F</b>	14	8	22	44	19	107	3.43
			<b>%</b>	13.08%	7.48%	20.56%	41.12%	17.76%	100%	
		<b>Total</b>	<b>F</b>	23	23	40	79	35	200	3.4
			<b>%</b>	11.50%	11.50%	20.00%	39.50%	17.50%	100%	
9	<i>I start panic when I have to speak without preparation in English classes.</i>	<b>Male</b>	<b>F</b>	18	21	12	26	16	93	3.01
			<b>%</b>	19.35%	22.58%	12.90%	27.96%	17.20%	100%	
		<b>Female</b>	<b>F</b>	21	14	13	45	14	107	3.16
			<b>%</b>	19.63%	13.08%	12.15%	42.06%	13.08%	100%	
		<b>Total</b>	<b>F</b>	39	35	25	71	30	200	3.09
			<b>%</b>	19.50%	17.50%	12.50%	35.50%	15.00%	100%	
10	<i>I get nervous and confused when I am speaking in English classes.</i>	<b>Male</b>	<b>F</b>	7	22	14	44	6	93	3.22
			<b>%</b>	7.53%	23.66%	15.05%	47.31%	6.45%	100%	
		<b>Female</b>	<b>F</b>	11	30	30	30	6	107	2.91
			<b>%</b>	10.28%	28.04%	28.04%	28.04%	5.61%	100%	
		<b>Total</b>	<b>F</b>	18	52	44	74	12	200	3.05
			<b>%</b>	9.00%	26.00%	22.00%	37.00%	6.00%	100%	
11	<i>I do not understand why some people get so upset over English class.</i>	<b>Male</b>	<b>F</b>	6	10	25	42	10	93	3.43
			<b>%</b>	6.45%	10.75%	26.88%	45.16%	10.75%	100%	
		<b>Female</b>	<b>F</b>	13	14	24	48	8	107	3.22
			<b>%</b>	12.15%	13.08%	22.43%	44.86%	7.48%	100%	
		<b>Total</b>	<b>F</b>	19	24	49	90	18	200	3.32
			<b>%</b>	9.50%	12.00%	24.50%	45.00%	9.00%	100%	
12	<i>In English class, I can get so</i>	<b>Male</b>	<b>F</b>	6	22	13	43	8	92	3.24

	<i>nervous that I forget things I know.</i>		%	6.45%	23.66%	13.98%	46.24%	8.60%	99%	
		<b>Female</b>	F	13	19	12	54	9	107	3.25
			%	12.15%	17.76%	11.21%	50.47%	8.41%	100%	
		<b>Total</b>	F	19	41	25	97	17	199	3.25
			%	9.50%	20.50%	12.50%	48.50%	8.50%	100%	
13	<i>I get embarrassed to volunteer answers in English classes.</i>	<b>Male</b>	F	5	26	19	32	11	93	3.19
			%	5.38%	27.96%	20.43%	34.41%	11.83%	100%	
		<b>Female</b>	F	10	29	15	44	9	107	3.12
			%	9.35%	27.10%	14.02%	41.12%	8.41%	100%	
		<b>Total</b>	F	15	55	34	76	20	200	3.16
			%	7.50%	27.50%	17.00%	38.00%	10.00%	100%	
14	<i>I feel nervous while speaking English with native speakers.</i>	<b>Male</b>	F	11	15	18	39	10	93	3.24
			%	11.83%	16.13%	19.35%	41.94%	10.75%	100%	
		<b>Female</b>	F	21	18	21	29	18	107	3.14
			%	19.63%	16.82%	19.63%	27.10%	16.82%	100%	
		<b>Total</b>	F	32	33	39	68	28	200	3.14
			%	16.00%	16.50%	19.50%	34.00%	14.00%	100%	
15	<i>I get upset when I do not understand what the teacher is correcting.</i>	<b>Male</b>	F	12	11	20	42	8	93	3.25
			%	12.90%	11.83%	21.51%	45.16%	8.60%	100%	
		<b>Female</b>	F	7	20	24	53	3	107	3.23
			%	6.54%	18.69%	22.43%	49.53%	2.80%	100%	
		<b>Total</b>	F	19	31	44	95	11	200	3.24
			%	9.50%	15.50%	22.00%	47.50%	5.50%	100%	
16	<i>Even If I am well prepared for English class, I feel anxious about it.</i>	<b>Male</b>	F	7	46	6	30	4	93	2.76
			%	7.53%	49.46%	6.45%	32.26%	4.30%	100%	
		<b>Female</b>	F	7	57	5	35	3	107	2.72
			%	6.54%	53.27%	4.67%	32.71%	2.80%	100%	
		<b>Total</b>	F	14	103	11	65	7	200	2.74
			%	7.00%	51.50%	5.50%	32.50%	3.50%	100%	
17	<i>I often feel like not going to my English class.</i>	<b>Male</b>	F	7	32	18	29	7	93	2.97
			%	7.53%	34.41%	19.35%	31.18%	7.53%	100%	
		<b>Female</b>	F	13	45	18	27	4	107	2.66
			%	12.15%	42.06%	16.82%	25.23%	3.74%	100%	
		<b>Total</b>	F	20	77	36	56	11	200	2.81
			%	10.00%	38.50%	18.00%	28.00%	5.50%	100%	
18	<i>I do not</i>	<b>Male</b>	F	13	24	16	36	4	93	2.94

	<i>feel confident when I speak English in classes.</i>		%	13.98%	25.81%	17.20%	38.71%	4.30%	100%	
		<b>Female</b>	F	14	47	9	31	6	107	2.7
			%	13.08%	43.93%	8.41%	28.97%	5.61%	100%	
		<b>Total</b>	F	27	71	25	67	10	200	2.81
			%	13.50%	35.50%	12.50%	33.50%	5.00%	100%	
19	<i>I am afraid that my English teacher is ready to correct every mistake I make.</i>	<b>Male</b>	F	11	12	20	43	7	93	3.25
			%	11.83%	12.90%	21.51%	46.24%	7.53%	100%	
		<b>Female</b>	F	15	18	22	42	10	107	3.13
			%	14.02%	16.82%	20.56%	39.25%	9.35%	100%	
		<b>Total</b>	F	26	30	42	85	17	200	3.19
			%	13.00%	15.00%	21.00%	42.50%	8.50%	100%	
20	<i>I can feel my heart pounding when I am going to be called on in English classes.</i>	<b>Male</b>	F	5	29	18	32	9	93	3.12
			%	5.38%	31.18%	19.35%	34.41%	9.68%	100%	
		<b>Female</b>	F	7	43	13	30	14	107	3.01
			%	6.54%	40.19%	12.15%	28.04%	13.08%	100%	
		<b>Total</b>	F	12	72	31	62	23	200	3.06
			%	6.00%	36.00%	15.50%	31.00%	11.50%	100%	
21	<i>The more I study for an English test, the more confused I get.</i>	<b>Male</b>	F	5	14	23	42	9	93	3.39
			%	5.38%	15.05%	24.73%	45.16%	9.68%	100%	
		<b>Female</b>	F	10	21	21	42	13	107	3.25
			%	9.35%	19.63%	19.63%	39.25%	12.15%	100%	
		<b>Total</b>	F	15	35	44	84	22	200	3.32
			%	7.50%	17.50%	22.00%	42.00%	11.00%	100%	
22	<i>Do not feel pressure to prepare very well for English class.</i>	<b>Male</b>	F	4	24	15	41	9	93	3.29
			%	4.30%	25.81%	16.13%	44.09%	9.68%	100%	
		<b>Female</b>	F	7	24	14	52	10	107	3.32
			%	6.54%	22.43%	13.08%	48.60%	9.35%	100%	
		<b>Total</b>	F	11	48	29	93	19	200	3.31
			%	5.50%	24.00%	14.50%	46.50%	9.50%	100%	
23	<i>I always feel that the other students speak English better than I do.</i>	<b>Male</b>	F	3	23	15	42	10	93	3.35
			%	3.23%	24.73%	16.13%	45.16%	10.75%	100%	
		<b>Female</b>	F	5	25	15	46	16	107	3.4
			%	4.67%	23.36%	14.02%	42.99%	14.95%	100%	
		<b>Total</b>	F	8	48	30	88	26	200	3.37
			%	4.00%	24.00%	15.00%	44.00%	13.00%	100%	
24	<i>I feel very self-</i>	<b>Male</b>	F	9	19	23	41	1	93	3.06
			%	9.68%	20.43%	24.73%	44.09%	1.08%	100%	

	<i>conscious about speaking English in front of other students.</i>	<b>Female</b>	<b>F</b>	13	19	23	50	2	107	3.08
<b>%</b>			12.15%	17.76%	21.50%	46.73%	1.87%	100%		
<b>Total</b>		<b>F</b>	22	38	46	91	3	200	3.08	
		<b>%</b>	11.00%	19.00%	23.00%	45.50%	1.50%	100%		
25	<i>English class moves so quickly that I worry about getting left behind.</i>	<b>Male</b>	<b>F</b>	12	28	10	40	3	93	2.94
			<b>%</b>	12.90%	30.11%	10.75%	43.01%	3.23%	100%	
		<b>Female</b>	<b>F</b>	11	35	14	38	9	107	2.99
			<b>%</b>	10.28%	32.71%	13.08%	35.51%	8.41%	100%	
		<b>Total</b>	<b>F</b>	23	63	24	78	12	200	2.97
			<b>%</b>	11.50%	31.50%	12.00%	39.00%	6.00%	100%	
26	<i>I feel more tense and nervous in my English class than in my other classes.</i>	<b>Male</b>	<b>F</b>	9	33	11	32	8	93	2.97
			<b>%</b>	9.68%	35.48%	11.83%	34.41%	8.60%	100%	
		<b>Female</b>	<b>F</b>	7	39	15	37	9	107	3.02
			<b>%</b>	6.54%	36.45%	14.02%	34.58%	8.41%	100%	
		<b>Total</b>	<b>F</b>	16	72	26	69	17	200	3
			<b>%</b>	8.00%	36.00%	13.00%	34.50%	8.50%	100%	
27	<i>I get nervous and confused when I am speaking in my English class.</i>	<b>Male</b>	<b>F</b>	10	15	12	39	17	93	3.41
			<b>%</b>	10.75%	16.13%	12.90%	41.94%	18.28%	100%	
		<b>Female</b>	<b>F</b>	4	20	28	32	23	107	3.47
			<b>%</b>	3.74%	18.69%	26.17%	29.91%	21.50%	100%	
		<b>Total</b>	<b>F</b>	14	35	40	71	40	200	3.44
			<b>%</b>	7.00%	17.50%	20.00%	35.50%	20.00%	100%	
28	<i>When I am on my way to English class, I feel very sure and relaxed.</i>	<b>Male</b>	<b>F</b>	14	26	13	39	1	93	2.86
			<b>%</b>	15.05%	27.96%	13.98%	41.94%	1.08%	100%	
		<b>Female</b>	<b>F</b>	12	31	18	40	6	107	2.97
			<b>%</b>	11.21%	28.97%	16.82%	37.38%	5.61%	100%	
		<b>Total</b>	<b>F</b>	26	57	31	79	7	200	2.92
			<b>%</b>	13.00%	28.50%	15.50%	39.50%	3.50%	100%	
29	<i>I get nervous when I do not understand every word the English teacher says.</i>	<b>Male</b>	<b>F</b>	5	9	17	53	9	93	3.56
			<b>%</b>	5.38%	9.68%	18.28%	56.99%	9.68%	100%	
		<b>Female</b>	<b>F</b>	7	14	20	48	18	107	3.52
			<b>%</b>	6.54%	13.08%	18.69%	44.86%	16.82%	100%	
		<b>Total</b>	<b>F</b>	12	23	37	101	27	200	3.54
			<b>%</b>	6.00%	11.50%	18.50%	50.50%	13.50%	100%	
30	<i>I feel overwhelmed by the number of</i>	<b>Male</b>	<b>F</b>	7	31	12	39	4	93	3.02
			<b>%</b>	7.53%	33.33%	12.90%	41.94%	4.30%	100%	
		<b>Female</b>	<b>F</b>	9	30	15	45	8	107	3.12
			<b>%</b>							

	<i>rules I have to learn to speak English.</i>		%	8.41%	28.04%	14.02%	42.06%	7.48%	100%	
		<b>Total</b>	<b>F</b>	16	61	27	84	12	200	3.07
			%	8.00%	30.50%	13.50%	42.00%	6.00%	100%	
31	<i>I am afraid that the other students will laugh at me when I speak English.</i>	<b>Male</b>	<b>F</b>	3	19	30	38	3	93	3.2
			%	3.23%	20.43%	32.26%	40.86%	3.23%	100%	
		<b>Female</b>	<b>F</b>	9	29	28	32	9	107	3.03
			%	8.41%	27.10%	26.17%	29.91%	8.41%	100%	
		<b>Total</b>	<b>F</b>	12	48	58	70	12	200	3.11
			%	6.00%	24.00%	29.00%	35.00%	6.00%	100%	
32	<i>I would probably feel comfortable around native speakers of English.</i>	<b>Male</b>	<b>F</b>	8	17	23	38	7	93	3.2
			%	8.60%	18.28%	24.73%	40.86%	7.53%	100%	
		<b>Female</b>	<b>F</b>	14	12	24	52	5	107	3.21
			%	13.08%	11.21%	22.43%	48.60%	4.67%	100%	
		<b>Total</b>	<b>F</b>	22	29	47	90	12	200	3.21
			%	11.00%	14.50%	23.50%	45.00%	6.00%	100%	
33	<i>I get nervous when the English teacher asks questions which I not prepared in advance.</i>	<b>Male</b>	<b>F</b>	5	25	27	33	3	93	3.04
			%	5.38%	26.88%	29.03%	35.48%	3.23%	100%	
		<b>Female</b>	<b>F</b>	7	34	26	39	1	107	2.93
			%	6.54%	31.78%	24.30%	36.45%	0.93%	100%	
		<b>Total</b>	<b>F</b>	12	59	53	72	4	200	2.99
			%	6.00%	29.50%	26.50%	36.00%	2.00%	100%	

## Analysis

The results of the study describe the existence of the FLA among the students and the main factors in this regard as the CA (Classroom Anxiety) and SA (Speaking Anxiety). The adopted questionnaire consists of the 33 items of the study which are put before the participant and the feedback is received. The data is analyzed using the mean value so that the intentions of the graduates would be known. SPSS and Microsoft Excel are used for the purpose of tabulation and figures. The mean values are described of the male, female and total number of samples for the purpose of better description and understanding.

The calculated mean value of the students describes that there is existence of “no surety” while speaking English and the things which are related to that is the decreasing level of motivation. Question No. 1 is asked about the no surety of the language and it is being agreed by the majority of the students that they feel surety as the mean value is 3.43. Question No. 2 is about asking of the afraid of error making and this fear is felt by the major students as mean value 2.84 illustrate but with excluding the neutral tendency, there are many of the students who feel it not so much. Question No. 3 is about the trembling feelings while being called on in English classes and the obtained mean 2.36 describes that there is least feeling of trembling in the scenario. Question No. 4 is about the afraid of no understanding of English language being said by the teacher in English language and the obtained mean describe that there is existence of the feat of not understanding the things of English language speaking. Question No. 5 is about the bother of being in the more English classes and it is felt that the students feel bothered due to the calculated mean value.

Question No. 6 is in the perspective of knowing the thinking of irrelevant things and these feelings are felt by the majority of the students as well. Next question is asked to know the answers of feeling of inferiority and the analyzed data described that there is existence of feelings of inferiority in the class. Question No. 8 is asked about the feeling of easiness in the class and the calculated mean values in this perspective describe that there are high feelings of easiness rather than preparing for the test. Next question is to know about the panic situation while speaking English without prepetition and the obtained mean values describe that the existence of such aspects is there when the things are not so sure. Question No. 10 is there for the purpose of knowing the feeling of confusion and nervousness while speaking English in the class and the mean value tells that these feelings are there in the students as well. Question No. 11 is asked about the feeling of upset in English classes, and the calculated mean values describe that there is a huge existence of the upset feeling in English classes. Further question is about the impact of nervous feeling on forgetting things, so the obtained values describe that there are certain aspects of tendency. Next question is about the embarrassment feelings due to volunteer answering in the class and this type of embarrassment is felt by the majority of the students as the mean value in this perspective is 3.16.

Question No. 14 is put to know the view about nervous feeling with native speakers of English language and 3.13 mean values tells that there is feelings of no consciousness and nervousness in the students. Question No. 15 is to know the things of feelings of upset due to no understanding by the correctness made by the teacher and the obtained values describe that there



are the aspects which make a student more concerning. Question No. 16 is about the anxiousness without preparation and these feelings are not so much felt as mean values is 2.74 and due to exclusion of the neutral students, it is in the favor that the confusion is there in the less people. Next question is about the feelings of missing the class and these are felt by more students but not as much. Question No. 18 is about the feelings of no confidence while speaking English and there is a diverse situation as these feelings are little confined when the exclusion is made of neutral students. Question No. 19 is put for the purpose of knowing the feelings of upset on correction of every mistake. As the aspect makes the student prey of complexity so the things are felt in the same concern. Question No. 20 is asked about the heart pounding feeling of being called in English classes and these feelings are there as the mean value is 3.06. Next Question is about the increasing confusion with more preparation for the test so the feelings are felt by the majority of the students as the students take this aspect more crucial and concerning. Next Question is about the feeling of no pressure for preparation of the test and these things of high concern as these make the students easier and are felt by a number of students.

Question No. 23 is about the feeling of complexity that others are better at speaking English. This complexity lies among the native students and the mean value is as high as 3.37. Question No. 24 is put forward to know about over consciousness while speaking English in front of others and this tendency lowers the confidence of the majority of the students as well. Question No. 25 is asked to know the view about the quick moving of class. The students are unable to make their intentions with the class so the things are there by the students. Question No. 26 is about the feeling of tense and nervousness more in English classes so the data illustrate that the feelings are there of the students as well.

Question No. 27 is about knowing the view about feelings of nervousness and confusion while in English speaking class, and the values describing that the student feels nervous and confused while speaking in English classes. Next question is about the surety and relaxation while on the way to English class, so the data describe that the things are there felt by the students as they feel easy and relaxed. Question No. 29 is about knowing the things of nervousness when a student is not able to understand every word of the teacher and this could be due to the low level of perception or teaching methodology and the things are felt by the students as well. Question No. 30 is about the overwhelming feelings due to the huge number of students in class so the feelings are felt as the mean value is 3.07. Next question is about the feelings of fear that other students may laugh at the person and these feelings are felt by the majority of the students as well. Question No. 32 is about the feelings of probably feeling better while before native speakers and there could be aspects as mean 3.21 describes that the students can feel better in this regard. The final question is asked in the perspective of the nervousness of no answering of the prior questions and this element is much there when a teacher is not in position to illustrate the things because the things could be diverse as the intentions of the teacher are to check the prior knowledge but the student is not able to describe about the things.

### **Pedagogical Implications**

- The teacher should be inquisitive in finding out the causes of anxiety in the classroom. He/she should try his/her level best to lessen anxiety in different phases.

- Classroom should offer conducive atmosphere for better learning.
- In pre lessons activities students motivation should be obligatory so that they may perform in a better way.
- The teaching methodologies which are students centered should be prioritized because they decrease anxiety.
- Students should be made aware of proficiency level in order to meet the required objectives.
- Mistakes should be regarded as the guidelines for further improvement.
- Students need encouragement so that the confidence level may be increased as the confidence and the anxiety are the two diverse things which would be kept in concern at all.
- More focus is needed on the communicative language teaching method so that the factors of anxiety and their impacts may be discouraged.

## Conclusion

The study concludes with the suggestion that there is the existence of language anxiety as the foreign language is not learned naturally. As suggested by Horwitz (1986), foreign language anxiety is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to class room language learning arising from the uniqueness of language learning process” (1986:128). It was found out that anxiety starts from students’ writing ability, planning for an assignment and fear of evaluation. There is a need for high intentions and strategies to overcome language anxiety including the change of company, teaching methodology, and motivation by parents, peers and teachers. The results also describe that male graduate students have more foreign language anxiety than of the females. Even there are fewer opportunities for females for their exposure yet those are much more energetic than the males regarding foreign language learning.

Future research on language anxiety in the ESL/EFL classroom should find out the impact of different interventions, such as mindfulness techniques or peer supports programmes, in reducing anxiety levels and enhancing language learning outcomes. Furthermore, investigating the impact of emerging technologies – like virtual reality or artificial intelligence – on reducing language anxiety offers further research areas.

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