

English Language Learning Anxiety: A case study of Secondary Government School's Student of District Larkana, Sindh

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Abstract: The aim of this study was to investigate the factors that causes anxiety in learning of English as second language. Secondary school students, English language teachers and school factors were focused that ground the anxiety in learning of English language as second language among the learners. Under the umbrella of qualitative research, a case study design selected and one to one semi structured interview. Convenience sampling was used in selection of students and purposive sampling for English language teachers. Findings were that ELL is important because it is international language and medium of instruction at higher education institutes. Moreover, teacher employ GMT and lecture based teaching which hinder the ELL. Likewise, our environment also do not support ELL because neither parents nor friends take it seriously. Findings of the study suggest that in addition to GMT English language teacher must use interactive ELL. Parents and friends are also support and create supportive environment for children that enable them to ELL.

Keywords— language anxiety; affective factors; individual differences; social influences; learner perception; foreign language learning

1. INTRODUCTION

English language is considered one of the most powerful language of the world because of it is medium of communication among the world nations which bridges the gaps in term of trade, business, culture history and politics. In short, it is very rich language which has different colors and effects on the lives of people. Though, its second language of majority of the countries but most of nations face the challenges in term of learning. According to (Riasati, 2011). Second language learning may be very challenging activity for many learners. As well, number of variables that make the process of learning a foreign language challenging, foreign language learning (ELL) anxiety seems to be an important one among all (Baş, 2014). It is well known fact that many students experience anxiety in one way or another in the processes of second language learning.

Problems which are connected with anxiety in language knowledge have been discussed and record in paper form. For instance, Horwitz, and Cope (1986) observed that in foreign language classes, nervous students faced the difficulty in talking and in discerning the noises and organizations of a target language message. At the primary level, research on second language anxiety “provided varied and unclear results” (Scovel, 1991, p. 17) owing to challenging descriptions of anxiety, the deficiency of a trustworthy and effective measure particular to second language knowledge (Horwitz et al.), and inadequately complex outcome measures (Steinberg & Horwitz, 1986).

Improvement in second language anxiety theory and related tools appeared in the mid-1980s (MacIntyre & Gardner, 1991a). Horwitz et al. explained foreign language anxiety as a different and diverse phenomenon especially to the process of language learning (Young, 1991), and study that has attentive explicitly on the paradigm of language anxiety (Aida, 1994) has examined a regular opposed connection among anxiety & subsequent language (L2) success (Horwitz, 2001).

Multiple researches on language anxiety in Pakistan have been done so far and all are revealing in different settings. Some of the research have been conducted by Pakistani researchers (Awan et al., 2010; Adeel, 2011; Mari et al., 2012). This issue was also discussed in the research of Zahid & Ghani (2014) that students from downtrodden areas experienced the anxiety in second language. Recently, Gopang et al. (2015) have described that speaking anxiety is moderate phenomenon among undergraduate students in Pakistan. His research reported the uneasiness of students in speaking English in the classroom.

1.1 Objectives of the Study:

1. How do students perceive about foreign language acquiring?
2. What factors are involved in the ELL anxiety in secondary school students?

1.2 Research Questions:

1. What is the student's perception about foreign language acquiring?

2. What factors are involved in the ELL anxiety in secondary school students?

2 LITERATURE REVIEW

2.1 Anxiety And Language Learning Anxiety

The word anxiety define as: “a feeling of fear, or nervousness, confusion”. Furthermore, it has been identified by different researchers in the area of educational psychology & language learning . From researchers’ perspective, anxiety has been classified into three different types: trait, state, and situation specific anxieties. Trait anxiety, according to Mostafa Amiri (2015), is a personality trait or “a more permanent predisposition to be anxious”. State anxiety is referred to the experience of apprehension at a specific occasion in time; and situational anxiety is the one experienced in a well-defined situation. The authors also believed that different situations effects on result and through experience reduce anxiety. From different ways anxiety causes reduce and improved learner learning and achievements.

Foreign language learning may be a challenging activity for many learners. Besides numerous variables that make the process of learning a foreign language challenging, foreign language learning (FLL) anxiety appears to be an important one among all (Baş, 2014). It is known that many students experience anxiety in one way or another during the language learning process. According to Gökhan Baş (2018), more than the half of foreign language learners has FLL anxiety. In this sense, it is not surprising that a lot of learners complain about the anxiety they experience during this process. Explored that the relationship between English language anxiety and the students’ success. Using of FLCAS and a record of circumstances that causes anxiety. It is wrong reported that there is opposite connection between language anxiety and success. It is also proved in many researches that females are less apprehensive than males in learning English and the foremost reason of anxiety in speaking in ahead of other students in class (Awan et al., 2010).

In the article “English language learning anxiety among Iranian EFL freshmen university learners”, Yamat & Shirani Bidabadi (2012) discussed that the new learners faced more anxiety, negatively assessed & found no substantial difference in English language learning anxiety regarding gender; nevertheless, the participants they were anxious & nervous in speaking English language. Moreover, they identified that males were more uneasy in speaking & test of English and females communication observed negatively in the classroom. Similarly, it can be suggested that some other reasons that would create anxiety among learners include spea king and listening activities, teaching methods and techniques, fear of making mistakes, learning environment, attitudes of teachers and examinations held in schools (Baş, 2014). In this sense, identifying and understanding the anxiety level of students in

foreign language learning classrooms is thought to create a better and more efficient learning process.

2.2 Role Of Anxiety In Learning

Most of researchers have concentrated on wrong effect of anxiety; such sort of anxiety is called debilitating anxiety. Liu (2006) the anxiety of English language learning of 100 EFL learners at the multiple stages in the classroom circumstances. If students with progressive English aptitude level have a tendency to be less apprehensive & worried.

Wang (2010) indicate that English language anxiety is one of the most interpreters in signifying for language learning accomplishment in Second Language Attainment (SLA). It is showed that it is up most crucial & influential affective factors in English language learning. The above cited study enclosed one hundred fifty Chinese learners with English, & it is originate the presence of firm negative relationships between English listening classroom anxiety with success.

2.3 Theoretical Background

In L2 acquisition “affective filter hypothesis” plays a vivacious role. There are three “affective filter variables” such as a) motivation, b) self-assurance and c) anxiety. If we want to students’ success in English learning first remove hesitation and motivated than they successes. If learners are not motivated and has low confidence that their mental approaches are blocked and they are not achieved goals. k. Nevertheless, anxiety is a principal factor that affects the language learners’ success. Horwitz (1986), inspected that the leading performing anxieties are “communication apprehension, test anxiety, and fear of negative evaluation”. There are three types of anxiety such as a) trait anxiety, b) state anxiety and c) situation-specific anxiety. Trait anxiety is a stable, state anxiety is a temporary apprehension of an individual, and it arouses only at certain situations. Situation-specific anxiety is similar to state anxiety, it arouses at a specific situations and events such as speaking in other language inside or outside the classroom (Ellis, 2008).

This is conducted in district Larkana and tehsil Ratodero, that is way this is differ from other studies. Moreover, these areas belong to rural and facilities are not available that reason issues are still uncommon. Through this research motivated the students toward English learning and don’t be hesitate. This step to report students’ perception of anxiety of English language at Larkana District can hold its place in the literature available on foreign language anxiety.

3. METHODOLOGY

3.1 Research Design and population

Case study approach was used to find out the factor involved in ELL anxiety in public secondary school students.

Population of the study was secondary government school students of Larkana district.

3.2 Inclusion Criteria

The unique purposive criteria for the selection of the five participants was (a) Students who are studying in public sector; (b) those who are facing ELL anxiety; and (c) those who are willing to participate in the study on a voluntary basis.

3.3 Sampling Technique

The purposive sampling method based on the convenience was employed for this study

3.4 Sampling Size

The participants in this study was 2 teachers and 5 secondary school students of different schools located at Taulka Ratodero district Larkana, Sindh.

3.5 Data Collection tool & Technique

Semi-structured in-depth interviews was conducted with research participants.

3.6 Data Analysis

Thematic analysis technique was used to analyse the data.

4. FINDING OF THE STUDY

4.1 Major Thematic Affinities

In connection of finding the thematic affinities, six most important variables were identified from the conducted interview transcripts:

1. Language Ability: These remarks indicate to talents & abilities that the contributors seen as specially linked to second language learning.
2. Foreign Language Anxiety: The comments of participants regarding the second language learning referred anxious and nervous feelings which were experienced by learners in classroom.
3. Language Learning Interest and Motivation: The remarks about the learning second language were not encouraging and motivating and contrary, fear and lack of interest was observed by the comments of learners.
4. Class Arrangements: The remarks referred to the material is used for language learning is not sufficient as per standard of 21 century whereas the classroom arrangement and environment was not supportive and conducive.

5. Instructor Characteristics: These remarks mentioned to teachers' pedagogical skills in language teaching.
6. Parental Influence: These remarks indicates to the apprehensions and manners of the students' parents in relation to language knowledge.

4.1.1 Language Aptitude

Majority of the students thought that to gaining the ground in English language, lot of characteristics were required, such as bulk of vocabulary, understanding of language, an ability of copying and command over the four skills. Most important, many of students experienced the anxiety because they considered that their rest of fellows were more talented throughout all area.

I am in view that I am dull and know nothing.... It is fact that god gifted people can get the best results while putting their half of efforts

Whereas some people endeavor all their best to gaining good results but they cannot get up to the mark results. I think that my brain ca not think as fast as other peoples or like my class fellows whom I consider that they are more talented gifted and their fluency, their way of speaking is up to mark. One contrary, I baffle and ca not talk one sentence after next one.

4.1.2 Foreign Language Anxiety

This research was conducted to regulate the relation between second foreign language anxiety and further concerned learning variables. However, it was considered that anxiety emerged single of the variables regarded by the learners as most effective & manipulating on their language learning. A part from that, the student and teachers were nominated to signify the separate level of anxiety. The remarks having reflection these levels which could be easily recognized. Different participants expressed about the learning anxiety according to their experiences and total comments were connected with the all skills of second language.

(In speaking classes) I feel nervousness and fear that even I cannot reply to my teacher and if I am asked any question I am blank to answer. Due to this all I feel more uncomfortable and scared and prefer to sit back benches in classroom.

The learners believed that because of anxiety they could not perform well enough in classroom activities and prepared them sense inept, irritated, unable, and sometimes got irate. It is significant to memorandum that different contributors superficial the level of anxiety differently. Some of them shared their experience while saying that they had had anxiety about second learning language in previous but now they had not any anxiety.

4.1.3 Language Learning Interest & Motivation:

I feel more pressure, primarily, because I always feel fear and uneasiness in the second learning language class. Due to lack of interest and motivation.

English language is regarded as living stream of world knowledge and most spoken language of the world. In Pakistan English is required course. It is particularly indispensable to scrutinize the curiosity & enthusiasm and their association with anxiety. Most of students felt fear and nervousness in classroom activities due to lack of motivation. Unfortunately, students were not motivated in term of English learning. So, several students mentioned that they could not found the motivated classroom environment which is key factor to develop interest among the learners.

English is chief language among the row of languages because it has own worth and value all around the world and no one can deny the importance of this rich language.

It recognized fact that if you can't speak English, you will be treated differently from those who can talk fluently. So, need to cultivate such an environment for learners where their interest can be boosted at large towards it's continue learning.

Some learners also depicted their view point that motivational behavior and influenced feelings affect the way they studied English language. When they are fully motivated and interested, they could spend more time and always feel themselves fresh and comfortable. Other expressed their experienced that when they were not motivated and inclined towards English Learning their anxiety level soared like rocket sky during assigned tasks or during assessment evaluation situations.

Without any doubt, if you are interested in in English, you would do beyond your limits to improve your English learning why not you are pretty tired but you feel internally very passionate and energetic and that energy will get you done impossible tasks. Other hand, those students who consider English as task, they might feel little worried and depress at the end.

Finally, some learners shared their experience that anxiety truly create them loos awareness in knowledge of English:

4.1.4 Class Environment/Arrangement

The participants also cherished their desire when question was asked to them about how their English class environment should have or should function. Different responses came from the students, such as it should be conducive, stress free, dynamic. Some learners even preferred particular seating arrangements as per classroom learning activity

In order to change the classroom environment, seating arrangements should be rearranged. If one is willing to sit with any particular learner, let them sit together and make

discussion group and this is best way to study. Whereas teacher should not stand just at the podium and learners sit down rather teacher perform his role and responsibility according to activity.

Majority of the students were not supposed to speak in class deliberately as for as they are not asked because they were not used to speak in classroom, either they were frighten to making mistakes or they were feel unease in any perspective of English. Most of student hatched this view that they would be laughed at if they make any mistakes in their answers and this thought causes the anxiety among the learners of English language. More over if any students is enough sure that his answer would be ok then learners up their heads and look at the teacher that he would call on to ask the question, on contrary when they did not know the answer or did hope the right answer mostly they lowered their eyes. Obviously, when every students' heads were down, teacher definitely ask the question someone and this became main reason of anxiety. Few students admitted that they love talk in class.

4.1.5 Teacher Characteristic

Work is worship but working as a teacher amounts to the noblest and contributes to the highest cost of society because teacher is considered the builder of nation who shapes the personality of students. So, over all characteristics of teacher worth a lot in connection of how classes are organized and managed by the teacher. If teacher is dynamic, ready to work, energetic, motivated and have pedagogical skills and good content knowledge he can be role model for learners. Students shared their experienced according to their experience that those teachers who do not have subject knowledge they either kill their time in gossips and if any student dare to ask any question from the subject he would be targeted as next time no student ask the question or deliberately learner would be humiliated in front of other students. Teacher should build the mutual relationship and develop such environment where student ask any question with any fear.

4.1.6 Parental Influence

Without any exaggeration, first school for learner is home where he nurture and learn the learnings. During remarks from participants showed that parents play a very active role in their English learning. Parents who are educated and well aware they know the value and importance of English language that in Pakistani society one has to speak English language so they very beginning concentrate towards this side. Because they tell the importance that if you don't learn, it will be very difficult and big hurdle for you. Even they trained their children since childhood and provide healthy environment through this way they improve a lot.

Some remarks showed that the majority of parent guide their children in connection of English learning but also advise them to follow specific tools and techniques to furnish English language. They always motivate and support their children and even practice with them and they understand that if their English language would be good level of anxiety automatically decreased and they perform well in all around.

Advice parents who are not educated even the they are much worried about their children and advise them to focus on English language. It is fact that in underdeveloped areas where level of awareness is not up to the mark there only those students are considered educated or talented who speak English. Therefore in remote areas whether parents are well aware or not they want to their children speak English and they try to provide all related facilities to their children.

Some students blame their parents that their parents did not guide them at early age because of that they did not have much realization that how the English language is importance and that's why they did have good foundation and became nervous, uncomfortable and could not perform well enough in second language learning.

4.2 Discussion

The situation of anxiety of foreign languages in this study proposes that these students felt anxious due to other factors which are involved in their language learning. The fear of the second language was influenced by variables such as class organization, motivation and interest in language learning, teacher characteristics, and influence of parents as the utmost direct causes of anxiety in learning languages of these learners.

5. Conclusion

This study also sheds light on further aspects connected with language anxiety (Gardner et al., 1997). It is not astonishing that a personal and selfish effort, such as learning a language, is anxious and it is significant to recognize in what way this fear works in language learning. This research uses a comparatively new qualitative method to study students' views of the experiences and concerns of anxiety in language learning. The result proposes that individual problems powerfully impact on anxiety. The relationship between anxiety and enthusiasm is particularly thought-provoking because motivation was also considered an important factor for successful language learning and motivation is clearly linked to other variables. Important learning as objectives, hopes and learning approaches. Moreover, motivation is usually understood as an encouraging feature in learning a language, it also seems to play a role of concern. For example, it is difficult to imagine a frightened student who does not want or does not want to learn the language. Therefore, more attention needs to be paid to the connection between motivation and anxiety in learning a language. While, this investigation by language learners in Pakistan provides a thought-provoking insight addicted to

the growth of language anxiety in a vital language learning framework, it is prospective that connections concerning personal variables related to language learning will take different forms in diverse contexts. Forthcoming research on language anxiety should take into account the personal and socio-cultural aspects related with language learning.

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