

An Empirical Investigation of Foreign Language Anxiety in Pakistani University

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Abstract

This study aimed to investigate foreign language anxiety at tertiary level in Pakistan. It adopted a mixed methods approach. Firstly, foreign language anxiety scale was employed as a research tool for data collection. In addition, the focus group interviews were also conducted to have in depth understanding of anxiety under investigation. Data were randomly collected from 100 participants (Male= 94; Female= 6) from different disciplines who were enrolled to learn English at Lasbela University, Baluchistan. The findings of this study indicate anxiety of participants in learning English language. Specifically, participants were reported more anxious in test anxiety which was rated high by students with total (Mean= 40.5; SD= 7.00), second, communication apprehension is rated with (Mean= 28.8; SD= 5.22) and last but not least is fear of negative evaluation with (Mean= 23.7; SD= 5.93). In focus group interviews, this study frequently recorded some factors such as poor academic background, fear of taking tests in English, fear of making mistakes and fear of evaluation from teachers which maximize the level of anxiety among the participants. This study suggests some pedagogical strategies which may be considered learning and teaching practices at university level education. Among the strategies, most frequently discussed in interviews were teachers should create rapport among students especially with those who are inactive and passive in learning classroom and they should respect students' feelings and emotions in front of other peers in class. These strategies tend to help teachers to minimize anxiety level of participants in classroom.

Keywords: foreign language anxiety, research on anxiety, anxiety factors and pedagogical strategies

1. Introduction

Learning a second or foreign language is not easy task. There are a number of factors which affect that process of learning language. In the view of Scovel (1978), factors which influence second language learning are known as affective factors or learner variables associated with emotional reactions and learner's motivations. They also indicate interference in learning and arousal of limbic system. In this perspective, Krashen's theory (1982) of language learning describes a significant role of affective variables such as motivation, confidence and anxiety which have an important part to play in determining how receptive one is to learning second language. According to Krashen (1982) learners experience motivation, great self-confidence, and low levels of anxiety help second language easier because this means these learners have low affective filters. On the other hand, learners who experience low motivation, poor self-esteem, and high levels of anxiety have affective filters which prove center productive. In research of affective factors, Gardner (1985) excelled and developed a specific construct of L2 anxiety to the acquisition and achievement of it. According to Pappamihel (2002) educators and academicians mostly focus on proficiency levels and ignore the problems such as demotivation and anxiety when they take decisions about classroom teachings. On the basis of Pappamihel's idea cited above, the present study was designed to address students' foreign language anxiety as a challenging phenomenon. Keeping into account the significance of affect in language learning, the study aimed to investigate foreign language anxiety of Lasbela university students from different disciplines.

1.1 Literature Review

Research on foreign language anxiety has achieved an important place in language learning. It has attracted the

attention of researchers and educationists who have been contributing in the field of English language teaching and learning. Thus, the ideas of Aida (1994) regarding foreign language anxiety is very convincing because it affirmed that research studies which examine or investigate the relationship between anxiety and learners, definitely increase understanding and contribute to the existing body of knowledge. Students' perspectives provide such deep understanding for language learning and develop and enhance insights. In this context, MacIntyre & Gardner (1991) view that such type of research will lead to an understanding of alleviating debilitating effects of foreign language anxiety on learners. As a result, it facilitates the methods of teaching and may improve language learning by offering directional implications for the classroom. This type of research also strengthens teachers' insight regarding the issue of anxiety and offers an understanding regarding students' lack of participation in the class and avoidance of academic activities (MacIntyre & Gardner, 1991).

As discussed earlier, foreign language anxiety has been a center for research. And it is closely associated with language learning. In the view of Horwitz; (2001) language anxiety interferes in the way of learning a foreign language and it also affects learning performance. Thus, the idea was initiated and strengthened with research on language anxiety. With continued research, it was determined that people experienced foreign language anxiety in learning. However, Horwitz (2010) termed that type of anxiety as a situation specific related to language learning. This type of anxiety is different from other types of anxiety such as state anxiety, and trait anxiety. It is generally assumed that people who become anxious without any specific arousal have trait anxiety. On the contrary, state anxiety takes place in any given situation such as public speech or giving presentation. In this case, people do not feel anxious in general, but they feel anxious because of the difficulty of the task (Scovel, 1978; Tobias, 1978; Horwitz et al., 1986; Pappamihiel, 2002; Wilson, 2006). To identify language anxiety, two approaches are suggested in research (Horwitz & Young, 1991). And these approaches are (1) language anxiety is a manifestation of other general forms of anxiety (test anxiety or stage fright) (2) Language anxiety occurs in response to something unique to language learning experiences. These approaches demonstrate the conceptualization of language anxiety. On the contrary, they may not be assumed as opposing perspectives, rather complementation of thorough understanding of the phenomenon (Ohata, 2005).

Extensively, in perspective of first approach, research studies of Kleinmann (1977) and Chastain (1975) investigated the relationship of anxiety and performance with other forms in particular with test anxiety and its effects on language learning. These early studies however were co-relational in their nature (Ohata, 2005). Some other studies showed inconsistent results regarding correlation between language anxiety and performance. Keeping in view these findings on FLA, Young (1991, p. 426) analyzed sixteen studies and found inconsistent findings and stated that, "research in the area of anxiety as it related to second or foreign language learning and performance was scattered and inconclusive". These perspectives in research on first approach may lead researchers to further inquiry. The second approach describes foreign language anxiety as a specific related to L2 learning. It refers the arousal of worry and negative emotional reaction in learning second language (MacIntyre, 1994). Since, it was determined that performance was negatively correlated with L2 anxiety; it was correlated with general forms of anxiety in the studies of Gardner & MacIntyre (1991). This advocated the notion of Horwitz et al. (1986) who claimed that foreign language anxiety is a distinctive form of feelings in learning. Reasonably, it may depend on researchers who define anxiety in research in quite different way.

Literature on anxiety consistently indicates it as a hindrance in learning second/ foreign language. Since we have discussed earlier that, most studies including Aida (1994) Horwitz, Horwitz, & Cope (1986), Horwitz & Young (1991) and MacIntyre (1995) reported that anxiety was an obstacle in acquisition and production of new language. Learners at university level experience language anxiety because it poses genuine problems in their learning (MacIntyre & Gardner, 1991). The idea is developed citing literature that anxiety lay negative effects on language learning.

2. Method

In this section, the research instruments are briefly introduced which were used for data collection in the study. The validity and reliability of such research instruments is also discussed. The data collection procedure, data analysis, and ethical considerations are also the part of this section.

The present study adopted a mixed methods approach. The qualitative data were collected using focus group interviews which were recorded and transcribed. On the other hand, the quantitative data were gathered via questionnaire. The Statistical Package for Social Sciences (SPSS. 17) was used to analyze quantitative responses showing descriptive statistics in terms of mean and standard deviations. Most studies on foreign language anxiety are either quantitative or qualitative in nature. As discussed by Price (1991) that investigation of foreign language anxiety, basically of correlational studies, mostly fall in quantitative paradigm. The present study however is not

based on above mentioned paradigm; rather it is specifically investigating foreign language anxiety quantitatively and qualitatively. It is confirmed in research that the clear picture of foreign language anxiety has been missing. And the reason for that is only quantitative paradigm used in the anxiety research (Price, 1991). Therefore, this study was designed to employ quantitative and qualitative approaches in order to explore the phenomenon of language anxiety thoroughly.

2.1 Aims of the Study

This study aims to investigate anxiety in learning English among students at Lasbela University. In addition, this study also tends to identify factors which cause anxiety in learning English among students at the university.

2.2 Research Questions

Do students from Lasbela University feel anxious in learning English language? What are the factors which trigger foreign language anxiety among students at Lasbela University?

2.3 Questionnaire

The present study employed the questionnaire as a research tool for collecting data. The researchers concede to a statement of Dornyei (2010) in terms of using questionnaires for data collection, "questionnaires are definitely the most often used data collection devices in statistical work, with the most well-known questionnaire type-census" (p. 1). Likewise, Creswell (2002) supports quantitative study and claims that it has a systematic process through which numerical data collected is gathered and similarly analyzed deriving statistical framework. The study used Foreign Language Classroom Anxiety Scale (FLCAS) model designed and developed by Horwitz et al. (1986). The FLCAS consists of 33 items to assess students' foreign language anxiety. It contains close-ended questions with point five Likert scale ranging from strongly agree (5) to strongly disagree (1). However, Horwitz (1986) states that there has been a lack of systematic measurement of foreign language anxiety in research in particular to language learning. The current language anxiety measurements failed to test learners' response to a specific impetus of learning language. Therefore, Horwitz and her colleagues offered researchers FLCAS as an appropriate research tool for measuring language anxiety.

2.4 Foreign Language Classroom Anxiety Scale

The FLCAS was designed to measure the level of anxiety among students. The possible range is 33 to 165, the higher the number, the higher the level of anxiety. Horwitz (1986) reports that internal consistency using Cronbach's alpha was .93, based on the sample of 108 participants. Test-re-test reliability over a period of eight weeks was .83. The construct validity of FLCAS is based on correlations which indicate that model can be distinguished from measures of other types of anxiety. This theory of anxiety has three constructs; communication apprehension, test anxiety and fear of negative evaluation. This theory has been validated in frequent research studies on anxiety (Aida, 1994; Woodrow, 2006; Horwitz, 2010).

2.5 Procedure for Data Collection

Data were collected from participants who are enrolled for learning English at Lasbela University, Baluchistan. This procedure was conducted to ensure standard and identical for the respondents. However, instructions regarding filling the questionnaire were given to the participants and everything was made clear to them for their sincere response and volunteer participation. All participants were informed of their responsibility in terms of attempting questionnaire. This participation is purely on volunteer basis. They were also ensured of their confidentiality and privacy of giving information. Ethically, the rapport was built among students and then it seemed easy for researchers to administer the questionnaire. More importantly, all participants were ensured that their grades of academic performance will not be affected. The information they provided was wholly for the purpose of research and it has nothing to do with their grades or marks. Time of data collection went three weeks. Collected data were run through SPSS 17 for reliability and validity. Students who voluntarily participated in the study were from different disciplines as follows.

2.6 Participants

In present study 100 participants were randomly selected equal in number from four departments; Water Resources Management, 25(25%); Agriculture, 25(25%); Economics, 25(25%); English, 25(25%)] among 100 participants female are in less number of, 6(6%) as compare to number of male, 94(94%) are shown in the table 1.

Table 1. Sampling distribution

Personal Information	Types	Frequency	Percentage	Total participants
Gender	male	94	94%	100
	Female	6	6%	
Departments	WRM	25	25%	
	Agriculture	25	25%	
	Economics	25	25%	
	English	25	25%	

2.7 Interviews

The research studies (Price, 1991; Young, 1992; Ohata, 2005; Tanveer, 2007) used qualitative interview format to examine and explore foreign language anxiety from teachers, students and language experts' perspectives. The present study used the above suggested interview format to investigate language anxiety only from students' perspectives. This of the researchers may be taken into account idea may be taken into account who state that the purpose of using interview as a source of data collection is to access the feelings, thoughts and beliefs which cannot be directly observed. Keeping in mind some constraints of time and space, researchers considered semi structured and focus group interviews as the most appropriate and lucrative method to carry out research and reach the language learning anxiety systematically.

2.8 Focus Group

The importance of focus group is discussed a lot in research. This is the way informants feel comfortable to unpack their information easily. In the view of Pappamihiel (2002) who describes the advantages of focus group saying that it is the way to reach the phenomenon effectively. He states that the main advantage of focus group interview data is respondents ability to unpack information that otherwise it is not expected to come out of individual interviews or observation. The focus group interviews help researchers to investigate emotions such as revelations of anxiety among learners (Morgan, 2010). According to Pappamehiel (2002) the basic object of focus group is not virtually interpret individual responses but to look for trends that come out of groups. In this process, the nature of discussions is evolutionary as participants tend to influence each other and possibility of change in thoughts.

For focus group interviews, three groups were selected and these were coded as group A, B, and C in the study. The basis for random selection of participants in each group was based on the researchers' observation as a teacher. In each group, there were 6 participants who participated in group discussion and they were from various disciplines. The participants were coded from 1 to 6 in the study. This was simply done to clearly understand the analysis of group discussion.

Table 2. Distribution of participants for interviews

Groups	Participants
Group A	6
Group B	6
Group C	6

2.9 Semi Structured

The prime purpose of the use of semi- structured interviews is to offer comprehensive, detailed and additional access to the things such as feelings and beliefs which cannot be directly identified or observed (Wei, 2013). By employing this technique, researchers achieve more information and interpret the issue comprehensively. This way helped researchers to illustrate in-depth information regarding effects of anxiety on students. The aim of the study was to investigate foreign language anxiety and identify the factors which trigger it among students at Lasbela University.

2.10 Why Mixed Methods?

There is a rationale behind using qualitative and quantitative approaches. This is very much advocated by Harden & Thomas (2005) who argue that mixed approaches contribute to better understanding of the phenomenon under investigation. Quantitative data is lucrative for generalizing the findings whereas the qualitative data provides rich and in-depth description of the issue. Further, Harden & Thomas (2005) describe that researchers undertake mixed methods research in order to answer their specific questions without positioning themselves in any one of the

research paradigms. On the basis of these ideas for mixed methods, we followed both approaches in the research.

2.10.1 Pilot Study

The pilot study was conducted on May 5, 2015 on 29 students. The main purpose was to check inter rater reliability of research instrument adopted for data collection. The participants were directed to respond Foreign Language Classroom Anxiety Scale based on 33 items. They were given sufficient time to answer items. The collected data of respondents were entered into SPSS software to check inter rater reliability (e. g., Cronbach' alpha coefficient).

2.10.2 Ethical Considerations

The present study was conducted at Lasbela University. For this, permission was sought permission from Deans of faculties and HoDs of departments. They assured of their cooperation and coordination. They also asked to take good care of ethical considerations in research. And they were ensured of that responsibility that researchers would abide by ethical considerations by gathering information from participants. However, it was first and foremost responsibility of us as researchers to keep into account confidentiality and privacy of participants' responses who reported their anxiety through questionnaire and focus group interviews. First, the consent form was distributed to seek willingness from participants. They were given freedom to withdraw any time from their given information. Then, they were also ensured of that their responses will be kept confidential and will be dealt only for the sole purpose of research.

3. Quantitative Data Analysis

Table 3. Foreign language classroom anxiety scale

Items of FLCAS	SA	A	N	D	SD	M	Std.
1. I never feel quite sure of myself when I am speaking in English.	24%	36%	21%	13%	6%	2.41	1.16
2. I don't worry about making mistakes in English class.	22%	43%	17%	13%	5%	2.36	1.11
3. I tremble when I know that I'm going to be called on in English class.	14%	32%	27%	19%	8%	2.75	1.15
4. It frightens me when I don't understand what the teacher is saying in English.	8%	40%	14%	24%	14%	2.96	1.23
5. It wouldn't bother me at all to take more English classes.	20%	23%	28%	20%	9%	2.75	1.24
6. During English class, I find myself thinking about things that have nothing to do with the course.	19%	35%	15%	19%	12%	2.70	1.30
7. I keep thinking that the other students are better at English than I am.	12%	33%	20%	19%	16%	2.94	1.28
8. I am usually at ease during tests in my English class.	24%	37%	24%	9%	6%	2.36	1.12
9. I start to panic when I have to speak without preparation in English class.	12%	39%	19%	19%	11%	2.78	1.21
10. I worry about consequences of failing my English class.	10%	39%	29%	16%	6%	2.69	1.05
11. I don't understand why some people get so upset over English classes.	19%	44%	20%	12%	5%	2.40	1.08
12. In English class, I can get so nervous I forget things I know.	16%	29%	17%	25%	13%	2.90	1.30
13. It embarrasses me to volunteer answers in English class.	11%	32%	27%	23%	7%	2.83	1.11
14. I would not be nervous speaking English with native speakers.	26%	39%	18%	10%	7%	2.33	1.17
15. I get upset when I don't understand what the teacher is correcting.	16%	42%	22%	18%	2%	2.48	1.02
16. Even if I am well prepared for English class, I feel anxious about it.	20%	42%	18%	13%	7%	2.45	1.15
17. I often feel like not going to my English class.	11%	21%	16%	30%	22%	2.31	1.32
18. I feel confident when I speak in my English class.	31%	34%	19%	9%	7%	2.27	1.19
19. I am afraid that my English teacher is ready to correct every mistake I make.	16%	39%	20%	17%	8%	2.62	1.17
20. I can feel my heart pounding when I am going to be called on in my English class.	15%	32%	25%	17	11%	2.77	1.22
21. The more I study for an English test, the more confused I get.	12%	28%	27%	24%	9%	2.90	1.16
22. I don't feel pressure to prepare very well for English class.	21%	41%	18%	14%	6%	2.43	1.14
23. I always feel that the other students speak English better than I do.	19%	34%	18%	18%	11%	2.68	1.27
24. I feel very self-conscious about speaking English in front of other students.	13%	33%	28%	22%	4%	2.71	1.06
25. English class moves so quickly I worry about getting left behind.	14%	31%	20%	22%	13%	2.89	1.27
26. I feel more tense and nervous in my English class than in my other classes.	12%	30%	19%	27%	12%	2.97	1.24
27. I get nervous and confused when I am speaking in my English class.	17%	20%	24%	26%	13%	2.98	1.29
28. When I am on my way to English class, I feel very sure and relaxed.	19%	54%	12%	10%	5%	2.28	1.04
29. I get nervous when I don't understand every word the English teacher says.	22%	38%	12%	17%	11%	2.57	1.30
30. I feel overwhelmed by the number of rules you have to learn to speak English.	13%	37%	32%	13%	5%	2.60	1.03
31. I am afraid that the other students will laugh at me when I speak English.	18%	26%	18%	18%	20%	2.96	1.40
32. I would probably feel comfortable around the native speakers of English.	12%	40%	22%	15%	11%	2.73	1.18
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.	25%	36%	15%	18%	6%	2.44	1.21

Note. SA= strongly agree A= agree N= neither agree nor disagree SD= strongly disagree D= disagree M= means.

This table shows students' level of foreign language anxiety. Students' responses on different items were recorded and analyzed using SPSS 17. Students endorsed a statement indicating communication apprehension like "It frightens me when I don't understand what the teacher is saying in English" (48%); "I start to panic when I have to speak without preparation in English class" (51%); "I get nervous and confused when I am speaking in my English class" (37%); "I get nervous when I don't understand every word the English teacher says" (60%).

Some students are anxious for being negatively evaluated, they endorsed statement indicating fear of negative evaluation "I am afraid that my English teacher is ready to correct every mistake I make" (55%); "It embarrasses me to volunteer answers in English class" (43%); "I always feel that the other students speak English better than I do" (53%); "I get nervous when the English teacher ask questions which I haven't prepared in advance" (61%).

Those students who suffer from test anxiety, they endorsed item indicating test anxiety "I worry about consequences of failing my English class" (49%); "In English class, I can get so nervous I forget things I know" (45%); "Even if I am well prepared for English class, I feel anxious about it" (62%); "The more I study for an English test, the more confused I get" (40%).

A sense of competition is common in classroom learning. Some students feel more confident than others and vice versa. In this study, 45% students keep thinking that the other students are better at English than they are. In the same vein, 53% students observed that other students speak English better than they do. It was a sense competition among students which may be interpreted as one of the reasons of foreign language anxiety. This feeling led students to speaking anxiety.

Table 4. FLCAS mean and standard deviation

Departments	N	Mean	Std. Deviation
WRM	25	2.52	.369
Agriculture	25	2.68	.513
Economics	25	2.59	.368
English	25	2.89	.355
Total	100	2.67	.423

According to the Anxiety score of the students of different departments as mentioned earlier, students who study English show high mean score compared to students of other disciplines. Accumulative mean score of all students shown in the above table indicates a certain degree of foreign language anxiety.

Table 5. One-way ANOVA for foreign language anxiety in different departments

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.902	3	.634	3.830	.012
Within Groups	15.892	96	.166		
Total	17.794	99			

Note. *The mean differences is significant at the 0.05 level.

A one-way ANOVA was conducted to investigate and compare degree of foreign language anxiety among students from different disciplines. The analysis of the above table showed statistically significant difference between degree of anxiety among students [$F(3, 12) = 3.83, P = 0.012$.]

Table 6. General level of L2 anxiety

Anxiety variable	Mean	SD.
Communication apprehensions	28.8	5.22
Test anxiety	40.5	7.00
Fear of Negative evaluation	23.7	5.93
Total	88.2	13.99

FLCAS is divided into three components such as communication apprehension, test anxiety and fear of negative evaluation. This test was used to see which component of foreign language anxiety is rated high. This table shows test anxiety as high rated component. Test anxiety can be interpreted as a main source of foreign language

anxiety. According to the results of previous study, communication apprehension is serious source of anxiety (Koch & Terrell, 1991; Price, 1991, cited in Aydin 2008). Although Young (1991) stated that teachers' beliefs about teaching a foreign language is one of the factors provoking anxiety; the teacher ask, communication apprehension with teachers, and teachers' correction, which play an important role in determining the level of foreign language anxiety.

Table 7. Research on FLA

	Foreign language	Year of study	N	Mean	Standard Deviation
Horwitz	Spanish	1986	108	94.5	21.4
Aida	Japanese	1994	96	96.7	22.1
Wang	English	2004	175	101	12.62
Kunt	English	1997	549	89.9	20.31
Truitt	English	1995	204	101.2	23.37
Ohta	Japanese	1996	195	94.8	23.73
Present study	English	2015	100	88.2	13.99

This table is systematically given to show some studies which have been conducted in different contexts. The purpose is to add this research along with its findings in the existing literature.

3.1 Qualitative Data Analysis

The focus group interviews were conducted to identify the factors which trigger language anxiety among students majoring and non-majoring in English. The analysis of qualitative data reported some of the main factors which were categorized and summarized in the study. The responses were recorded and transcribed for content analyses. The participants were interviewed in order to know their qualitative responses. The factors analyzed from focus group interviews are categorized as follows.

3.2 Poor Academic Background

The participants extensively discussed that they experienced language anxiety because they were from poor academic background. They stated that they had problems in their early education and that also affected their learning at university level. They discussed that they hardly attended classes from class 1 to intermediate. They pointed out that they did not study properly because they were not motivated to work hard. This background strongly affected their learning and did not build up their confidence. One participant remarked:

I fear to failing in English because my English is very poor. I did not learn it in my early education. My background of English is weak therefore I fail to perform in English class (Group A, participant 2)

Another participant pointed out

I feel very nervous in English because I did not learn it in my school and college days. I was interested in other subjects not in English. This is difference now I feel when I am enrolled in English language and literature course (Group B, participant 3)

However, one participant stated that

I am nervous in learning English because of not university education but I am from loralai where learning English is not encouraged. Therefore I am not good at any skill in English (Group A, participant, 6).

Most of the students in group conceded that they had poor academic background which in fact proved to be predications in English classroom at university level. They experienced language foreign language anxiety because they told that they were not exposed to such environment before. They reported that university education is another challenging phenomenon for them. Moreover, participants discussed that their early foundation in education was not sound. As a result they were weak at English.

3.3 Fear of Taking Tests in English

It was identified in discussion that students feared taking tests in English class. They preferred to give presentations instead of taking tests. The idea of test in English is horrible for them because they pointed out that their language is evaluated. The English language they use is already pathetic. Among the participants, one from group B stated that:

I always avoid taking tests in English because I fear failing in English. However, I am sure I will not qualify any test which is expected with impeccable English.

The students determined that they avoided taking tests in English classroom. Through their discussion, it is noticeable that they are not comfortable with English tests. This may be one of the reasons already discussed.

The focus group discussion revealed a number of factors which students reported were the source of language anxiety. These factors played a role in maximizing level of foreign language anxiety in classroom. These factors were categorized and coded to report the qualitative findings.

3.4 Fear of Making Mistakes

The participants determined that they were afraid of making mistakes; hence they avoided taking English class. This fear worked effectively and created a block for them. In discussion, students focused that they fear using English in class because of the mistakes they make. One participant remarked that:

I do not like mistakes, but I make mistakes in English when I use it in classroom. I feel it will give bad impression to others so I feel better to be quiet (Group C, participant, 6).

Another participant stated:

I feel disappointed when I make mistakes in English because I am majoring in it and others do not expect of me making mistakes. And I cannot overcome it (Group A, participant, 2).

Students showed that they lacked fluency and accuracy in English. They believed that their English should be impeccable. They stayed with an idea that they could not ignore fluency and accuracy in English. They reported that it was also not possible for them if they speak English and they do not make mistakes. In addition, students also discussed that they were not satisfied with teachers' mode of correction during English class. They emphasized in their talk that the mode of correction should be improved. They feel emotionally overburdened in classroom and they also feel worried about their mistakes and mode of correction.

3.5 Fear of Evaluation from Teachers

The participants reported in their discussion that they feared from teachers' evaluation in classroom. The fear of evaluation embarrassed them in learning classroom. They reported it quite extensively. They pointed out that they did not want to be negatively evaluated during English classroom. They consciously take steps for presenting themselves before English teacher because they think if they fail in performance they will be made fun of in classroom. Here is an idea from one participant from group C (4) who focused that:

I tremble to speak English in front of my English teacher because he demands me to speak correct English which is quite disgusting. I feel nervous speaking English in front of English teacher because I feel embarrassed that he will begin to laugh at my poor English.

The participants discuss that they intend to give presentations, take part in discussion but the matter is they are afraid of evaluation from teachers. They report they feel anxious in front of the English teacher. Another participant (4) stated:

Medium of instruction is English but we are mostly instructed and taught in Urdu Language. The effect of it is that we fail to perform in English. This is reason we fear of failing in English class (group B).

The participants indicated that they experience language anxiety because of medium of instruction throughout subjects. They are only supposed to communicate in English in the classroom. However, in other subjects they focus on Urdu and avoid using English. It may be another factor causing language anxiety in English classroom.

3.6 Nervousness in Speaking English in Front of Peers

Participants discussed that they were nervous in speaking English in front of their peers in classroom. This factor was sufficiently focused in group discussion. They felt nervousness when they are called upon to speak in front of their fellows in English class. One participant (5) from group A mentioned:

I feel nervous when I speak English. I feel that it happens because of poor English. No doubt, I understand that English is very demanding language but I feel less confident in speaking it before my fellows.

Another participant pointed out:

I feel embarrassed when I am called to speak up before others. I try to avoid speaking and feeling such embarrassment in English classroom. I realize that it affects my performance but I cannot help it (Group C, participant, 3).

Participants pointed out nervousness as one of the factors in English classroom. They told that they experienced nervousness because they are not fluent in English. So they think it is better to avoid communication in English. One participant (1) from group B expressed that:

My English is very pathetic. I feel it is going to create panic for me if I start speaking. This is the reason I am failing in English.

Keeping in view of students' discussion and description of language anxiety, it may be understood that they feel foreign language anxiety in learning English.

These were the important factors students discussed in their interviews frequently. Besides, they also mentioned in talk, lack of motivation and lack of confidence. Above cited factors somewhat reveal students' learning picture inside and outside classroom at higher education institute.

4. Discussion

The results of the study addressed research questions; (1) Do students feel anxious in learning English language? What are the factors which trigger foreign language anxiety among students at tertiary level in Pakistan? The findings of research indicate that students feel nervous and anxious in learning English language.

The level of foreign language anxiety is reported moderate in this study. However, it was also noticed in the study that participants' responses to FLCAS differed on some statements. Specifically, some items were rated with moderately high in anxiety and vice versa. This study also is in concordance with results of Horwitz et al. (1986) who reported in their study that participants' responses were different on FLCAS. In this study, it is also confirmed that language anxiety as defined by Horwitz and her colleagues is a distinct set of beliefs, behaviors, perceptions and feelings specific to language learning. Horwitz et al. (1986) used FLCAS in their first empirical study and findings suggested that students experienced a fair amount of language anxiety in the language classroom. Their empirical study reported moderately high anxiety amongst learners. In this study such items are communication apprehension, test anxiety and fear of negative evaluation. Among these components, test anxiety is rated high by students with total (Mean= 40.5; SD= 7.00), secondly, communication apprehension is rated with (Mean= 28.8; SD= 5.22) and the third is fear of negative evaluation with (Mean= 23.7; SD= 5.93). However, the analysis of previous research shows that communication apprehension was the main source of foreign language anxiety (Koch & Terrell, 1991; Price, 1991, cited in Aydin 2008). In terms of factors which cause anxiety, Young (1991) researched teachers' beliefs about teaching foreign language and revealed the teacher talk, communication with teachers, and teachers' correction as the important factors which determine level of foreign language anxiety. In the same vein, Wei (2014) researched and discovered some anxiety provoking factors. The lack of confidence, fear of failing and teachers' problems with teaching are among these factors.

In research on foreign language anxiety, the comparative study between Pakistani and Indonesian learners shows that both learners from postgraduate level have anxiety towards English language learning (Javed et al., 2013). Students from different disciplines experienced language anxiety in communication, test and evaluation. The findings of the study also confirm previous studies of Horwitz, Campbell, & Ortiz (1991) who were surprised to see the level of language anxiety among students at university level.

Majority of students suggested that teachers should play an important role to encourage students who are anxious and nervous in English classroom. These strategies are summarized as follows: 1) Create rapport among students especially with those who are inactive and passive in learning classroom 2) respect students' feelings and emotions in front of other peers in class 3) provide different classroom activities and create some humour to make students stress free 4) take interest in students' learning issues and identify solutions 5) treat weak and strong students equally in classroom 6) avoid making fun of students' mistakes in front of their fellows 7) make learning affective (refers to emotions) 8) encourage communication and avoid error correction in classroom

5. Conclusion

This study concludes that students at Lasbela University feel anxiety in learning English language. This shows that anxiety needs a detailed consideration in areas of teaching and learning practices at Pakistani universities, Baluchistan in particular. Interview findings indicate some factors which caused anxiety among students. Before university education, students' academic background played a role in anxiety provoking. In addition, speaking in front of others, taking tests, fear of teacher evaluation and nervousness in communication were other main reasons which hindered their language learning. Research in second language has significantly demonstrated that language anxiety is an important affective factor. This shows students' feelings of nervousness in learning. This study corroborates with previous research which has been conducted in various contexts. In such research, language anxiety is reported to be an alarming factor which hinder students' language learning at all academic level (Wei, 2013; Wilson, 2006; Horwitz, 2001).

This study provides a detailed discussion and deep learning on concepts of language anxiety which is researched in learning at public sector universities in Pakistan. This study also recommends more detailed reviews on

anxiety research from positive and interpretivist fashions.

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