



## FOREIGN LANGUAGE (L2) ANXIETY IN PUBLIC SECTOR SCHOOLS' STUDENTS OF HYDERABAD

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### ABSTRACT

*The Study is conducted to investigate the foreign language anxiety in students of public sector schools of Hyderabad that how they deal/tackle or react when they are ask speak anything in the language other than their mother tongue. Two randomly selected schools were taken under research to investigate foreign language anxiety and found almost all students fearing to speak in second language due to various reasons. The research was conducted through questionnaire adopted (translated to participant's native language for their better understanding) from Horwits & Cope (1986) on foreign language classroom anxiety based on five point Likert scale. The questionnaire were given to 200 randomly selected participants for better results and outcomes but the findings were as much interesting as was expected, the students fear to make mistakes in foreign language classes, many students were lacking parental encouragement & having Peer Pressure further will be discussed in detail. The study ends with the suggestions like teachers, parents & students counselling & improving teaching methodologies.*

**Key words:** Anxiety, Language, public sector, fear, classroom, FLA

### INTRODUCTION

This study is designed to explain the concern of foreign language classes. Since anxiety is a major obstacle between learners and their goal. This study examines the fear of communication in foreign language during L2 language classes in public sector school's

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students in Hyderabad. The fear of negative evaluation, and the negative effects of anxiety on language learners. Although there are many studies conducted in the context of language anxiety in Pakistan, there is a great need to highlight the problems associated with anxiety and anxiety at the school level in Sindh, Pakistan. Consequently provides a clear picture of the negative impact of expressing concern among L2 learners of public sector school students.

## Literature Review:

English is now the most common language around the world and is declared a common language or language that you use or communicate with globally. The most prominent feature of the language is communication, although there are different reasons behind the spread of language, for example the colonization of the United States of America around the world, and the other reason is the invention and use of the computer more than the installation of English as the process of language in the computer. Thus, English became the language of education, science, politics and technology. Fifty years ago, English was limited to theoretical predictions, but it is now used globally and there are no theoretical expectations. "Language is recognized as a universal language when it has a special role recognized in every country in the world (Crystal, 1997, cited in Rohmah 2005.) People need to master the language to take advantage of better opportunities. Moreover, English is not an exciting language interesting to learn, not to have the charm to learn that they are intrinsically infected, they are intrinsically interested in being a master for example having more opportunities in academic and professional careers. It is declared as an official language and everyone should always master the language at the academic and professional level, on the way to mastering the language, there are some ups and downs, on For example, if one feels confident while learning a language, the other may feel weak. One may have positive and negative learning attitudes towards learning the language, as well as all other factors such as attitude, motivation, readiness, and anxiety. The concern is defined by many researchers, including Horowitz, Horowitz and Cope (1986);

"A distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning" (p. 128, cited in Jubang et al., 2015).

Moreover, anxiety concerns three components: fear of communication, anxiety testing and fear of negative evaluation. Communication anxiety is fear for students when communicating with them to others, anxiety test refers to fear of exams finally the fear of negative evaluation indicates that others miss their understanding. The concern that has been observed is a combination of the three components above as well as it is divided into two main components of anxiety anxious to worry and facilitate anxiety. The debilitating anxiety of abandoned

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learning disappears, worrying anxiety disappears in facilitating learning, and a sense of anxiety about learning leads to conflicts to achieve the goal. Numerous studies have been conducted that illustrate the anxiety of speaking among the attitudes towards the anxiety of students at school level & it is observed that most of the school level students feel fear from L2 during L2 classes.

### Research on foreign language learning Anxiety:

Voluminous research has been conducted on the concern of speaking in a foreign language around the world, and researchers have discovered multiple challenges because of concerns that strongly affect learners in a debilitating or accessible way. One study conducted in 2012 by Trang et al at a Vietnam university on investigating anxious students who learn English as a foreign language in order to detect a serious concern is carried out on their determination to study English or not. The study concluded that Students should be aware of the importance of learning English. Another study conducted by Ghobang et al. In 2015 at the University of Lasbella, Pakistan, found that most students feel stressed and avoid speaking English. Students are worried about talking in and out of class. Students are more stressed when talking to native speakers. Speaking as a serious issue for university students in Pakistan. As a result, the Smith & Schroth study in 2014 at the South East University of the United States found that students who remain normal and score high also show that external factors such as less sleep and lack of preparedness often contributed in language anxiety. The study also reveals that anxiety about speaking can affect classroom performance.

The present study is concerned with highlighting the role of anxiety in speaking a foreign language at public sector schools in Hyderabad. The practical effects or benefits of the study is to create an awareness of the level of speech anxiety faced by students in public schools in Hyderabad & the factor that are affecting communicating / learning process of L2, that may include lack of parental encouragement & fear of making mistakes in foreign language.

### Research Questions:

1. To what extent students are afraid of negative assessment and fear of making mistakes while communicating in foreign language classes in public schools in Hyderabad?
2. What is the main reason/s or factors that hinders foreign language learners to communicate in foreign language classroom?

### Methodology:

The participants in this research are 200 regardless of their gender, the participants are taken from 04 different public sector schools of Hyderabad, and 50 participants from each school

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were taken for the purpose of this research. The instrument were translated into the participant's mother tongue for their better understanding & for good results.

### Instruments:

The measure of anxiety in speaking a foreign language consists of 33 elements designed by Horowitz and others for the evaluation of FLA in this paper. All items are managed at the Likert scale of 5 points, ranging from "strongly agree" to "strongly disagree". FLCAS demonstrates three components to express concern: fear of communication, test anxiety, fear of negative evaluation. FLCAS is also reliable and valid range previously used in various research around the world.

### Data Collection:

Data is collected by the survey method, participants completed the questionnaire at a certain time was about 50 minutes. All students were informed that the survey had no effect on their grades consistently, and students were informed of the benefits of the research. All ethical issues were also considered & the whole process of data collections was carried out with consent of all four schools' Heads.

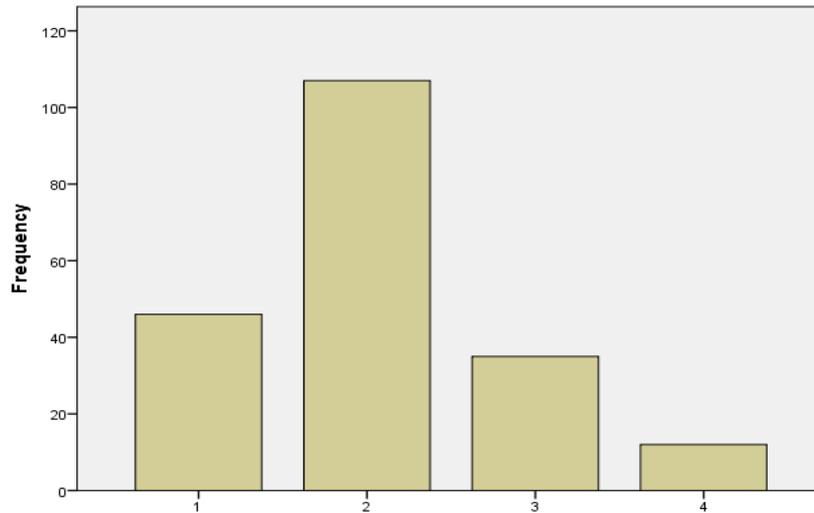
### Data Analysis:

Data is analyzed into two sub parts through SPSS. In the first part, fear of L2 during L2 classes is measured & it answered the first research question of the study. In the second part of the data analysis, the factors affecting L2 learning is unfolded through different questions answered by the participants & it answered the second research question of the this research.

#### 1. Fear of L2 & fear of making mistakes in foreign language:

2. I never feel quite sure of myself when I am speaking in my foreign language class.

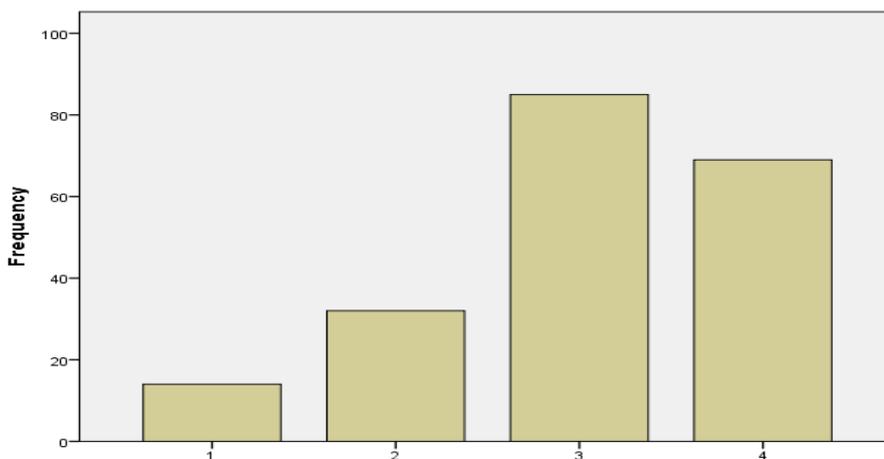
	Frequency	Percent	Valid Percent	Cumulative Percent
1	46	23.0	23.0	23.0
2	107	53.5	53.5	76.5
Valid 3	35	17.5	17.5	94.0
4	12	6.0	6.0	100.0
Total	200	100.0	100.0	



Cumulatively 76.5% of participants shows agreement with the statement that they feel fear of being irrelevant while speaking in foreign language.

2. I don't worry about making mistakes in language class.

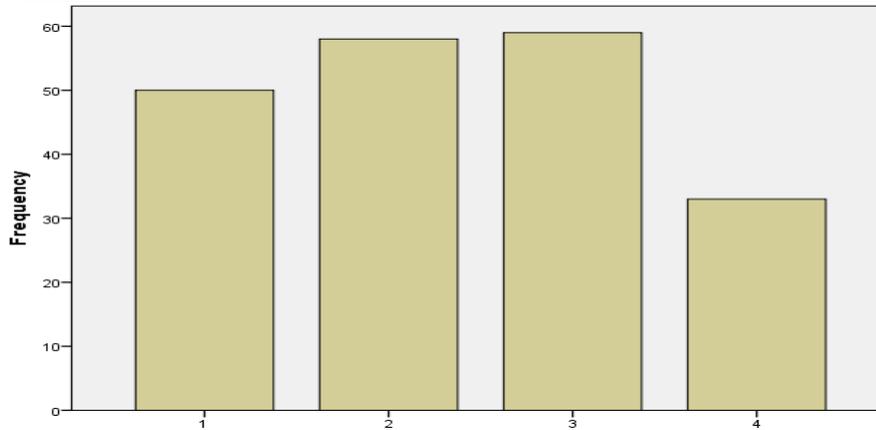
	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	7.0	7.0	7.0
2	32	16.0	16.0	23.0
Valid 3	85	42.5	42.5	65.5
4	69	34.5	34.5	100.0
Total	200	100.0	100.0	



Cumulatively 77% of participants show the disagreement with the statement that they “don’t worry about making mistakes in foreign language classes” which shows the fear of L2 in participants’ mind.

3. I tremble when I know that I'm going to be called on in language class.

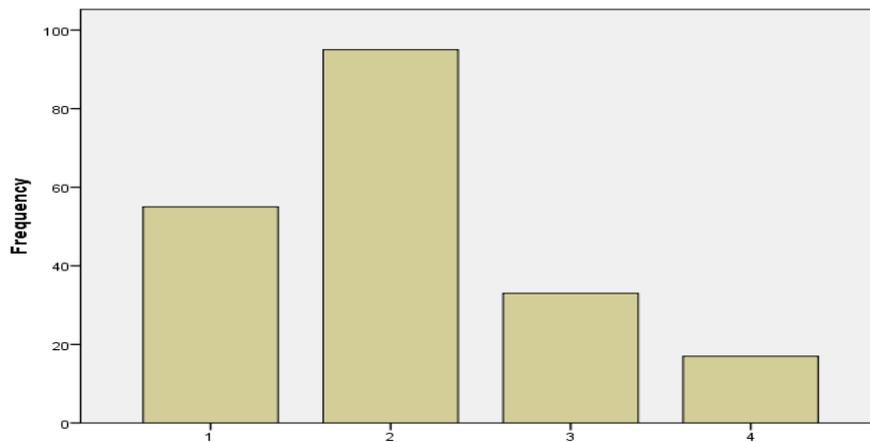
	Frequency	Percent	Valid Percent	Cumulative Percent
1	50	25.0	25.0	25.0
2	58	29.0	29.0	54.0
Valid 3	59	29.5	29.5	83.5
4	33	16.5	16.5	100.0
Total	200	100.0	100.0	



Cumulatively 54% of participants show agreement with the statement that they feel fear/trembled of being called on in foreign language.

9. I start to panic when I have to speak without preparation in language class.

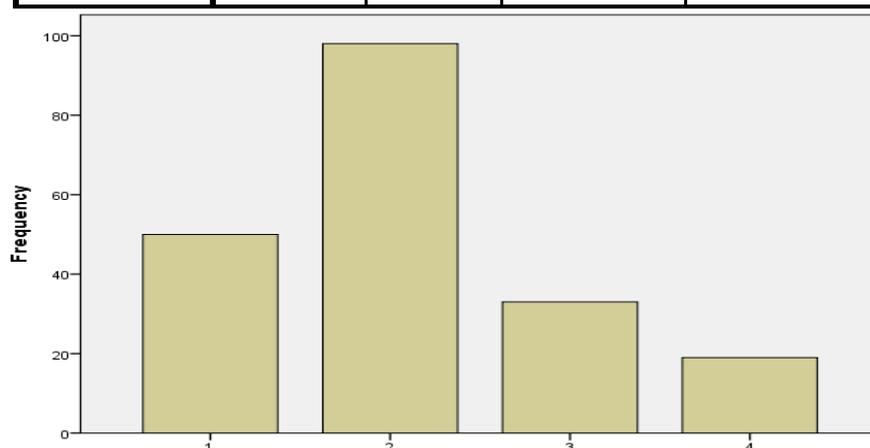
	Frequency	Percent	Valid Percent	Cumulative Percent
1	55	27.5	27.5	27.5
2	95	47.5	47.5	75.0
Valid 3	33	16.5	16.5	91.5
4	17	8.5	8.5	100.0
Total	200	100.0	100.0	



Cumulatively 75% of participants show agreement with the above statement that they start panic when they have to speak in foreign language classes without preparation.

10. I worry about the consequences of failing in my foreign language class.

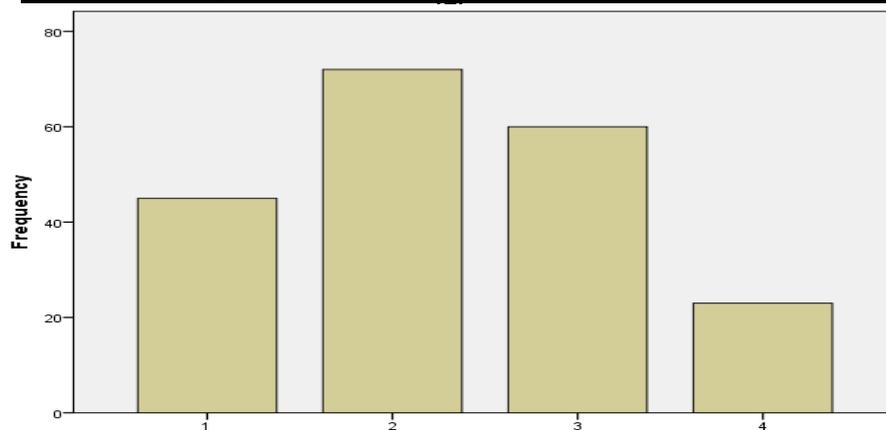
	Frequency	Percent	Valid Percent	Cumulative Percent
1	50	25.0	25.0	25.0
2	98	49.0	49.0	74.0
Valid 3	33	16.5	16.5	90.5
4	19	9.5	9.5	100.0
Total	200	100.0	100.0	



Cumulatively 74% of participants show agreement with the statement that they worry about the consequences of failing their foreign language classes.

12. In language class, I can get so nervous I forget things I know.

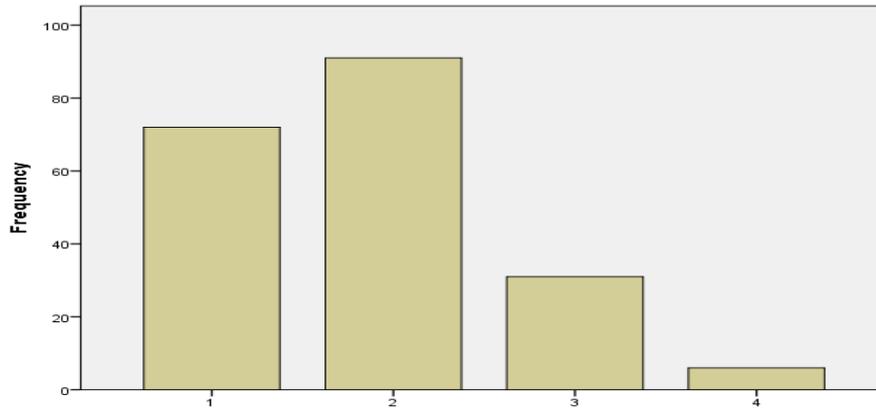
	Frequency	Percent	Valid Percent	Cumulative Percent
1	45	22.5	22.5	22.5
2	72	36.0	36.0	58.5
Valid 3	60	30.0	30.0	88.5
4	23	11.5	11.5	100.0
Total	200	100.0	100.0	



Cumulatively 58% of participants show the agreement with the statement that they got so nervous that they forget the things they even knew.

27. I get nervous and confused when I am speaking in my language class.

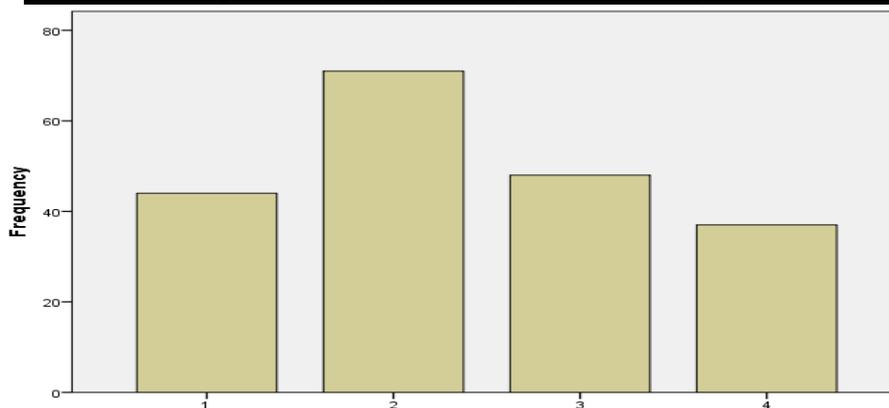
	Frequency	Percent	Valid Percent	Cumulative Percent
1	72	36.0	36.0	36.0
2	91	45.5	45.5	81.5
Valid 3	31	15.5	15.5	97.0
4	6	3.0	3.0	100.0
Total	200	100.0	100.0	



Cumulatively 81.5% of participants show the agreement with the statement that they got nervous & confused when they speak in foreign language.

**30.** I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

	Frequency	Percent	Valid Percent	Cumulative Percent
1	44	22.0	22.0	22.0
2	71	35.5	35.5	57.5
Valid 3	48	24.0	24.0	81.5
4	37	18.5	18.5	100.0
Total	200	100.0	100.0	

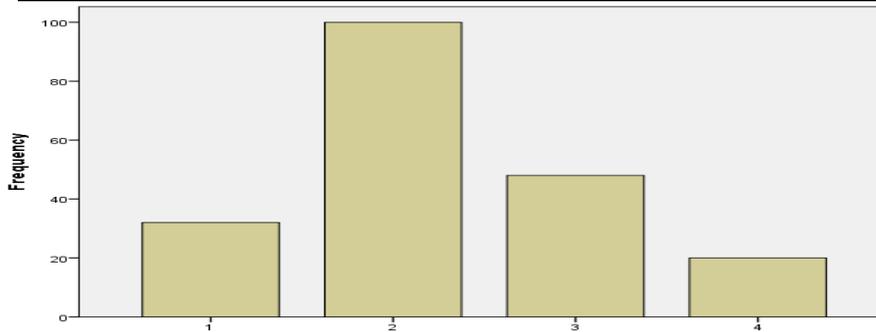


Cumulatively 57.5% of participants show the agreement with the statement that they got overwhelmed by the number of rules that they have to learn to speak a foreign language.

## 2. Peer Pressure in Foreign Language Classroom:

**7.** I keep thinking that the other students are better at languages than I am.

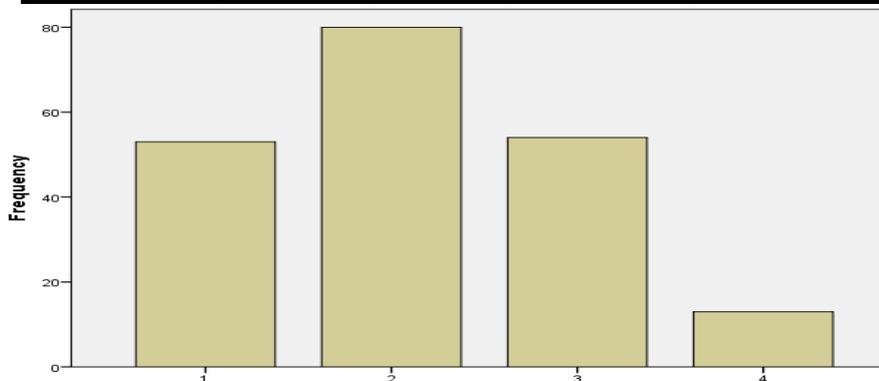
	Frequency	Percent	Valid Percent	Cumulative Percent
1	32	16.0	16.0	16.0
2	100	50.0	50.0	66.0
Valid 3	48	24.0	24.0	90.0
4	20	10.0	10.0	100.0
Total	200	100.0	100.0	



Cumulatively 66% of participants show the agreement with the statement that they keep thinking that other students are better than them in foreign language classes.

23. I always feel that the other students speak the foreign language better than I do.

	Frequency	Percent	Valid Percent	Cumulative Percent
1	53	26.5	26.5	26.5
2	80	40.0	40.0	66.5
Valid 3	54	27.0	27.0	93.5
4	13	6.5	6.5	100.0
Total	200	100.0	100.0	

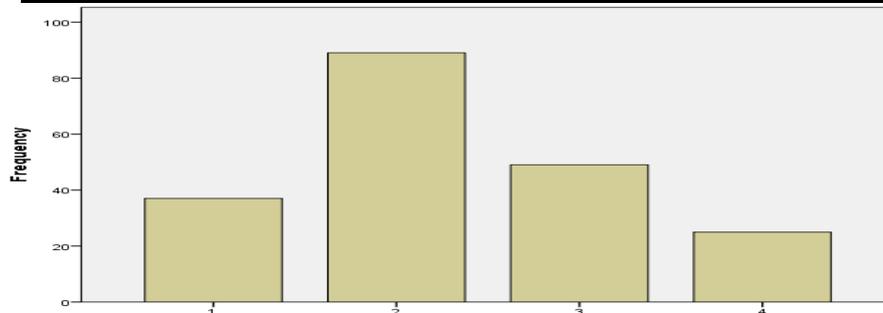


Cumulatively 66.5% of participants show the agreement with the statement that they feel that the other students speak the foreign language better than they do.

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

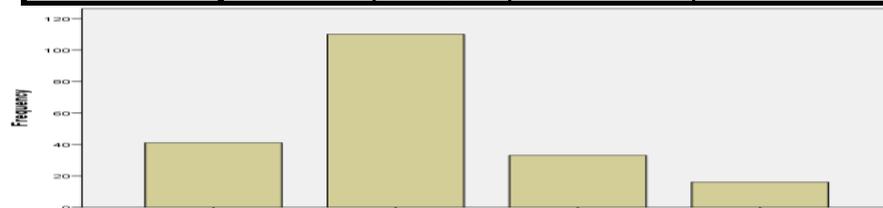
	Frequency	Percent	Valid Percent	Cumulative Percent
1	37	18.5	18.5	18.5
2	89	44.5	44.5	63.0
Valid 3	49	24.5	24.5	87.5
4	25	12.5	12.5	100.0
Total	200	100.0	100.0	



Cumulatively 63% of participants show the agreement with the statement that they feel very self-conscious while speaking the foreign language in front of other students.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
1	41	20.5	20.5	20.5
2	110	55.0	55.0	75.5
Valid 3	33	16.5	16.5	92.0
4	16	8.0	8.0	100.0
Total	200	100.0	100.0	



Cumulatively 75.5% of participants show the agreement with the statement that they are afraid that the other students will laugh at them when they speak in foreign language.



## CONCLUSION:

This study concludes that the students of public sector schools in Hyderabad are having foreign language anxiety in respect of both factors that have been analyzed in this research, the students of public sector schools have fear from of foreign language i.e. English. Even the students are getting pressurized by their peers in foreign language classrooms, the fear of being left behind, the anxiety of being humiliated during foreign language classes, the students were lacking confidence of speaking in foreign language.

The study concludes that the fear of being failure is the actual reason behind of the foreign language anxiety in foreign language classes in public sector school in Hyderabad. Students having less confidence due to less exposure to the foreign language that they face only in schools for limited time but the expectations from their teacher is much higher.

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