

## English Language Education Master's Students' Language Anxiety

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### Abstract

The purpose of the current study, titled "Language Anxiety of M.Ed. English Language Education Students," is to identify the concerns that future English teachers may have as they learn the nuances and tenets of the language. This section's background information, problem description, objectives, research questions, significance, study constraints, and operational definitions of important terminology are all included here. According to the 2011 census, 125 ethnic communities in Nepal speak 123 different languages as their mother tongues. The country is bilingual, multicultural, and ethnically diverse (C.B.S., 2011). Every human being has the special ability to speak, which sets us apart from other creatures. It is the most crucial method of communication and the most effective way for people to willingly communicate their thoughts, sentiments, emotions, desires, experiences, etc.

**Keywords:** English language, anxiety and language skills

### Introduction

The goal of the current study, titled "Language Anxiety of M.Ed. English Language Education Students," is to identify the concerns that aspiring English teachers may have while they study various facets and skills of the English language. The background of the study, a statement of the problem, study objectives, research questions, significance of the study, study delimitations, and operational definitions of key terminology are all included in this section.

### Background of the Study

According to the 2011 census, 125 ethnic communities in Nepal speak 123 different languages as their mother tongues. The country is bilingual, multicultural, and ethnically diverse (C.B.S., 2011).

Every human being has the special ability to speak, which sets us apart from other creatures. It is the most crucial method of communication since it is the most effective way for people to consciously convey their thoughts, sentiments, emotions, desires, experiences, etc. through their vocal chords.

An international lingua franca today, English is a West Germanic language that originated in early mediaeval England. Additionally, many individuals have learned it and use it on a global scale. It is the most dominant and commonly spoken language in the world. The English language has become an integral element of today's society thanks to its applications in information technology, the media, commerce, etc.

Due to their personal or societal issues, many students may occasionally hesitate to choose English. Additionally, these issues typically result in a decline in their academic performance. Anxiety over learning languages is one of their main issues. An arousal of the autonomic nervous system causes the sensation of tension, uncertainty, nervousness, and

worry that is known as anxiety (Spielberger, 1983). It is a demeaning approach to depict human emotions. We experience nervousness, worry, and terror when we are anxious.

Language anxiety (LA) is the worry and negative emotional response that occurs when learning or using a second language. It is defined as the fear or trepidation that occurs when a learner is expected to perform in the second or foreign language (Gardner and MacIntyre, 1993). (MacIntyre, 1995). Language anxiety has generally been seen as a detrimental psychological aspect of language learning.

The human brain can be negatively impacted in specific circumstances. An essential affective factor in the process of learning a foreign language has been identified as language anxiety. Anxiety, which is a component of the learner's affective filter, may obstruct the process of learning and acquiring a language, according to Krashen (1982). Abu (2004, p. 711) interprets anxiety as fear, panic, and worry. Anxiety is a feeling of nervousness associated with language learning which is further termed as language anxiety.

According to MacIntyre (1998), LA is "the anxiety and adverse emotional response evoked when learning or utilising a second language" (p. 27). The foreign language student described as experiencing anxiety, according to Abu (2004), is typically anxious, physically uneasy, and unable to participate in situational learning (p.712).

The term "Foreign Language Classroom Anxiety" refers to the stress felt in a classroom (FLCA). When learning or using a second language, some persons may feel foreign language anxiety (FLA), according to Horwitz, Horwitz, and Cope (1991). They assert that anxiety related to learning a foreign language is comparable to some other well-known phobias, such as test anxiety or anxiety related to public speaking.

They believe that FLA is specifically connected to the pain that individuals experience when their poor language skills prevents them from being authentic when utilising the new language. In addition, they see FLCA as a distinctive collection of individual self-perceptions, attitudes, sentiments, and actions associated with classroom language learning that result from the particularities of the language learning process (p. 31). They view FLCA as a situational anxiety, as opposed to a trait anxiety, that students encounter in the well defined environment of a foreign language classroom.

Williams and Andrade (2008) refer to input, processing (mental planning), and output as the various steps of the language acquisition process, specifically in a classroom setting. In contrast to the output stage, which is concerned with the students' actual responses, the input and processing stages are focused on the learners' anxieties, misunderstandings, and thought processes as they reply when asked to participate in class activities. The impacts of LA on each of these stages have also been noted by the researchers. The impact of induced anxiety during each of these stages has also been examined by other researchers in their studies (Bailey, Onwuegbuzie and Daley, 2000; Onwuegbuzie, Bailey and Daley, 1999).

All of these studies have one thing in common: they all demonstrate the striking impact that emotive elements have on the process of learning a language. The personality traits or attributes such as self-esteem, empathy, and introversion are among the affective variables that are linked to human emotions and sentiments (Brown, 1994).

Anxiety over learning a foreign language has a detrimental impact on learning effectiveness and plays a significant role in a learner's success or failure in doing so. For the learners, learning English as a second language has always been challenging. The majority of students share their worries and anxieties about learning English as a foreign language. In contrast to their less anxious classmates, those who experience anxiety often struggle with language acquisition, retention, and production (MacIntyre and Gardner, 1991c). As a result, their grades suffer. It's well accepted that some students find studying a foreign language challenging (Hewitt and Stefenson, 2011). As a result, since the early 1970s, numerous scholars have investigated how anxiety affects language learning.

Anxiety is linked to the unease, self-doubt, worry, or fear that a person experiences under specific conditions. Threatening circumstances do not encourage language learning. Anxiety can be brought on by elements like a focus on student competition or requiring students to create in a second language before they are ready. One of the best indicators of success in a second language is language anxiety. It is regarded as one of the most significant affective variables affecting language acquisition outcomes. Speaking in front of the class and taking examinations are two situations that might cause anxiety in language learners. It is the sensation of tension and unease that is particularly connected to situations involving the four language skills of listening, speaking, reading, and writing, as well as linguistic components like pronunciation, meaning, vocabulary, and spelling.

### Statement of the Problems

Most language teachers must be passionate about their native tongue in order to inspire students to enjoy learning a new language and way of life. In order to accomplish this goal, it is crucial to keep in mind that language learning is more than

just a cognitive endeavour and that pupils will likely experience a range of potentially intense emotions.

The students come to class with varying goals, perspectives on language acquisition, and levels of nervousness. Therefore, teachers must support students development of realistic language learning attitudes, identification and maintenance of positive learning motives, and comfort with their new language skills.

Anxiety's consequences always show up in educational environments. In particular during the test season, it can substantially impair learning and performance.

The biggest cause of worry among students is their fear of failing, especially when it comes to learning English in Nepal. Students that are anxious may find it difficult to learn in the first place, to apply or transfer knowledge, and to demonstrate their knowledge on tests. The issues raised here are: what are the primary causes of the students' worry; how do they effect their academic performance; and how can they be resolved? The goal of the current study was to better understand and assist M.Ed. English students in overcoming their language fear. This will help to improve their academic performance in turn.

### Objectives of the Study

The study had the following objectives:

- i) To explore the areas of the English language i.e. language skills and aspects, in which the students had anxiety,
- ii) To find out the types of anxiety they had, and
- iii) To suggest pedagogical implications.

### Research Questions

Based on the purpose of the study, the researcher sought to answer the following questions:

- a. Which language skills and aspects do the M.Ed. English students have anxiety in?
- b. What are the things that make them anxious of?

### Significance of the Study

The study focused on the language skills and linguistic facets of the English language that the students find stressful. The study will also be important for everyone who is directly or indirectly involved in the field of English as a second language, including students, teachers, researchers, educationists, curriculum designers, policy makers, and others. Since students are the main stakeholders in ELT businesses, the study will have a big impact on them because the findings will enable them to deal with their anxiety and improve their academic performance. The study will be important for English language instructors in a similar manner. They can design their classes such that their instruction is efficient and produces the intended effects once they are aware of the sources of their students' language anxiety. Additionally, the study's findings will be useful for curriculum developers, textbook authors, and policy officials as they consider how to make ELT more goal-oriented.

### Delimitations of the Study

The proposed study's boundaries were as follows:

- a. Only the Department of English Education was used to conduct the study.
- b. The focus of this study was the language phobia of M.Ed. English students attending Tribhuvan University.
- c. The study's subsequent focus was on investigating language anxiety and its root causes in relation to language skills and other features.

- d. The primary data were restricted to just 40 M.Ed. 4th semester students.
- e. The focus of this investigation was linguistic phobia.

### Definitions of the Key Terms in Operational Terms

The definitions of the key terms used frequently in this study are given below.

An international language, English is a West Germanic language that originated in early mediaeval England.

Language and its structure are the subject of linguistics, which also includes the study of grammar, syntax, and phonetics. Sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics are among the specific subfields of linguistics.

A specific nation or community's chosen language serves as its primary means of communication.

Anxiety is the sensation of unease, anxiety, trepidation, fear, and irritation.

Trait Anxiety: Everyone experiences anxiety or nervousness to varying degrees. Some of them worry constantly, but this behaviour doesn't bother them as much because they've somehow gotten used to it. Horwitz refers to this sort of anxiety as trait anxiety (2001).

Anxiety that is experienced just in a certain scenario or setting is known as situation specific anxiety.

State anxiety is the real feeling of anxiety and the impact it has on feelings, thoughts, and behaviour.

The process of evaluating oneself in order to determine qualities that are significant to one's identity is known as self-assessment of ability.

The ability to understand receptive language and employ expressive language for communication is referred to as a language competence.

The grammatical category of "aspect" describes how a verb-denoted action, occurrence, or state expands over time.

### Review of Related Literature and Conceptual Framework

The idea of language anxiety is one that is relatively new to the English language. Numerous studies on linguistic anxiety have been conducted internationally. There are, however, only a few national studies in this field.

So, in the belief that it might have direct repercussions, the current study on language anxiety among M.Ed. English language education students is recommended. This chapter provides the relevant theoretical and empirical literature as well as the conceptual framework for the investigation and its implications.

### Examining Related Theoretical Literature

In English language classrooms all throughout the world, language anxiety is a widespread issue. According to research, language anxiety is a serious issue in language courses all around the world, particularly given its close association with the ability to speak a foreign or second language. Therefore, it is crucial that language teachers become aware of the issue of language anxiety, what triggers worry in the language classroom, and useful strategies to lessen anxiety.

When learning a new language, language learners frequently display worry, trepidation, and anxiousness. Language acquisition challenges, self-related cognitions, inequalities in the social position of the speakers and interlocutors, and the fear of losing one's identity can all contribute to language anxiety in learners. This sub-section deal with different

theoretical perspectives related to the language anxiety and the types and effects of language anxiety on the English language learning.

### English Language Teaching (ELT) in Nepal

English has become more important in the fields of education, business, and other industries since everyone wants to be able to speak it. Since its instruction began in Nepal in 1853, it has a history spanning more than 150 years. Following the opening of Durbar High School, English classes in Nepal began. It gained importance over time, particularly in the fields of teaching and marketing. ELT is a significant global company. Because someone with good command of English has so many work prospects in so many different professions, it has become almost like a national language. One loses all opportunities and feels inferior to others if one does not speak English. In order for everyone to survive in their own daily lives, English language instruction in Nepal is therefore crucial.

The introduction of English language instruction and learning, which is more or less a historical development that is closely related to British control in India, has now taken centre stage in Nepal's educational system. The occasion has given the Nepalese people exposure to one of the UN's five official languages. The English language has become extremely important for the Nepalese people, particularly for three main reasons: international communication, acquisition of modern science and technology, and the promotion of higher education. This is due to the growing value of world languages for communicative and educational processes.

### Language Anxiety

In many nations around the world, the English language holds the most dominating position in the educational institutions. Similarly, the term "anxiety" refers to a learner's psychological characteristics. In most cases, the word "anxiety" describes a feeling of unease concerning something. Language learning length may be hampered by the issue of language anxiety.

"Anxiety is a psychological construct, typically defined by psychologists as a feeling of apprehension, a vague fear that is only indirectly related with an object," wrote Hilgrad and Atkinson in 1971 (as stated in Tanveer, 2007, p. 3).

Horwitz also claims that "language anxiety affects a wide range of students as the essence of foreign language learning entails the communication of personally meaningful and appropriate messages through unfamiliar and unlearned phonological, syntactic, semantic, and sociolinguistic systems" (as cited in Young 1999, p. 12). Therefore, it is possible to confirm that anxiety is a complication of "anger, despair, and curiosity, which are the key indications of psychological distress and well-being that demand careful assessment" (Spielberger and Reheiser, 2009, p.271).

When a learner is expected to perform in a second or foreign language, they experience language anxiety, which is a fear or worry. There are both adverse and advantageous impacts of anxiety. According to several academics, language learning is negatively impacted by worry.

It is anticipated that there will be a large negative association between FL anxiety and a measure of FL proficiency, according to Ganschow (1994, p.42, as referenced in Chang, 2004, p.3). Similar findings from other researchers indicate a detrimental connection between anxiety and performance (Bailey, 1997, p. 19, as cited in Chang, 2004, p. 5). As a result, anxiety significantly affects English language learners.



### Factors that Contribute to Anxiety

When language learners cope with various language learning components, numerous difficult scenarios arise. However, in addition to the occurrence of good elements like inspiration, excitement, and pleasure, negative aspects like anxiety, stress, irritation, and apprehension also arise when learning the English language. Anxiety is typically brought on by personal factors, some of which are listed below:

#### a) Ability Self-Assessment

It has been shown that self-assessment of ability typically promotes learning and helps learners acquire linguistic proficiency. However, they discovered that there is a link between the pupils' linguistic concern and their talent. The outcomes of the speaking, listening, writing, and competence exams all showed lower results as the students' level of language anxiety increased, the study's findings show.

#### b) Comparing Oneself to Others

When Horwitz, Horwitz, and Cope (1986) researched Spanish learners, they discovered that worried pupils were reluctant to participate in language learning activities. And they feared to talk in the foreign language as they do not want to be less successful than the others or they do not want to be humiliated.

#### c) Learner Beliefs

Aydin (2001) declares that learners bring their beliefs about language learning to the classroom and their beliefs affect their "effectiveness in the classroom" (p. 34). She also states that learner beliefs could cause to anxiety.

The possible causes of this worry were the "difficulty in honest self-presentation and varied language instruction approaches," according to Chen and Lee (2011). (pp. 418-419). According to the theory, anxiety increases in proportion to how driven someone is to show themselves in a certain way and how much they doubt their ability to do so. However, according to this concept, social anxiety should not exist if one is not worried about how others perceive them or believes one can produce the desired impression. In other words, the two factors are considered as both necessary and sufficient circumstances for concerns of this nature.

### Factors that Contribute to Anxiety

The words "frustrated," "nervous," and "anxious" are frequently used interchangeably by students. They list a number of factors that contribute to their anxiety, including speaking assignments, difficulty understanding, unpleasant classroom experiences, worry about receiving a poor grade, native speakers, methodology, pedagogical practises, and the professors themselves. It was challenging to isolate a single discrete cause or source of anxiety since the causes of anxiety were frequently entangled.

The following elements are listed by Worde (1998) as the ones that cause anxiety the most frequently:

- a. Non-comprehension
- b. Speaking activities
- c. Pedagogical and instructional techniques
- d. Correction of errors
- e. Native Speakers

### Factors to Reduce Anxiety

Students feel that there was a lot of tension in English language sessions. It was therefore expected that the students themselves would provide specific recommendations for

reducing this fear, which they did. Worde (1998) states that the submissions included anything from straightforward suggestions to significant revisions to curricula and textbooks.

- a. A sensation of belonging
- b. Instructional techniques
- c. the setting of the classroom
- d. A teacher's role

### The Students' Anxiety Outward Signs

Worde (1998) identified the following as signs of anxiety in students:

- a. Physical
- b. Internal and practical
- c. Avoidance.

### Classification of Anxiety

Although anxiety is required for language learning, the right balance must be kept. Even if some people don't like studying under pressure, they still think it's beneficial. It is evident from Spielmann's (2001) statement that "there is no gain without pain" (p. 13, as cited in Chang, 2004, p. 6). For EFL students and teachers, fostering a low-anxiety environment in the language classroom is a crucial and critical topic. Desuggestopedia, an emotive humanistic strategy that encourages regard for students' feelings, may be a useful strategy for lowering students' language anxiety (Freeman, 2000, p.73). Three major categories can be used to categorise language learning anxiety, namely: language anxiety, temporal anxiety, and temporal anxiety's character in regard to its impact on learning (Allwright and Bailey, 2002, Hamzah, 2007 and Tanveer, 2007).

### Anxiety from Linguistic Perspective

The science of linguistics, which has numerous subbranches, can be broadly referred to as the study of language. Language is utilised by the majority of speakers from other speech communities around the world as an international language in addition to being a lingua franca. In Nepal, English is considered to be a noble language. English has become more important in the fields of education, business, and other industries since everyone wants to be able to speak it.

Language theories include those that look at language from a structural, functional, and interactional perspective (Richards and Rodgers, 2002, pp. 20-22). The way in which a language is viewed may differ, but its constituent parts are always more or less the same. For instance, all perspectives on the nature of language include phonetics, phonology, and grammar.

Similar to this, a linguistic approach can be used to understand the fundamental characteristics of language and its linguistic aspects worry. Thus, according to Tanveer 2007, p. 19, "students' worry about L2 learning is likely to be a consequence of their language learning challenges," as stated by Sparks, Ganschow, and Javorsky (2000, p. 251 as cited in Tanveer 2007).

Additionally, in Nepal, English is taught and learned in artificial settings. We can subcategorize anxiety from a linguistic perspective under the following features based on various study findings and corpus evaluation:

### Grammatical Aspects

The word "grammar," which means "the art of writing," is derived from the Greek word "grammatika or grammatiks." Grammar had developed into being seen as a set of rules, typically in the form of a textbook, mandating the "proper" usage, according to Varshney (1993, p. 200).

"We as language teachers should not forget that grammatical precision is not only important to language and communication but also essential for academic success," suggests Giri (2007, p.12). According to this claim, students' conscious thought for academic success includes awareness of grammatical knowledge, which is more or less to blame for anxiety.

By avoiding that language's grammar, no L2 student can acquire that language properly.

Even if there are certain universal grammar rules, the parametric disparities between the grammatical features of different languages cause concern among L2 learners. Tanveer (2007, p. 1) quotes an L2 learner who says, "I never learn the preposition; I cannot master this bloody language," as the reason why they feel this way. Although this is just one instance, there may be many L2 learners that have this kind of emotional awareness.

A language would be paralysed without grammatical rules because grammar governs how a language is used. More than 6,000 different languages are thought to exist in the world. Within the group, many speech groups each have their own unique language that they utilise.

**Semantic Aspects**

The word "semantics" is a translation of the French verb "semantique." The study of meanings is a recent development in the realm of language. We came to understand that human language differs from other animal communication systems in several ways, including the capacity to produce an infinite number of utterances with a finite number of sounds, the capacity to communicate across space and time, the arbitrary relationship between human speech sounds and what they refer to, and the requirement that each generation of humans learn their language from scratch because it is not inherited genetically like one's. The term "English" was then broadly defined as an example of a living language, with the observation that it is widely spoken as both a first and second language and is a member of the enormous Indo-European family of languages. Furthermore, it was made clear that there are numerous dialects of English that are related to one another rather than existing as a single variety. Finally, we recognised the significance of English's status as a global or "World Language." "Researches discovered a significant negative association between language anxiety and the ability to recall vocabulary items," according to MacIntyre (1995, as cited in Tanveer, 2007, p. 50). Tanveer (2007, p. 50) also cited the following passages:

- "I don't have exact word to express my ideas".
- "I don't have exact word to express my ideas".
- "Sometimes I am conscious I am not using right word".
- "I always feel nervous speaking English because I do not have enough vocabulary".

The second language learners' view the L2 from L1 perspective in various aspects and they produce semantically erroneous sentences. We can exemplify:

- \* I prefer skin shoes instead of leather shoes.
- \* I eat water instead of drink water.
- \* I gave an examination.
- \* We have a problem of eating water.
- \* I live in my large brother's house.

**Phonological Aspects**

The study of a language's sounds is known as phonology. It is a sound's fundamental building block. When teaching and learning the English language, special attention should be

paid to one of the most important linguistic levels: phonology. Dickinson (1988, p. 23–24) quotes Dr. Cornelius, who is learning Italian as a second language, when she says that the hardest and least enjoyable part of learning a language is the beginning stages of mastering the fundamental grammar and pronunciation. L2 learners shy away from communication because of the pronunciation issue.

Fundamentally, it halts their ability to learn to speak. Less exposure to L2 content causes pronunciation issues that ultimately degrade listening ability. English language learners eventually start to experience phonological anxiety.

**Category Based Analysis**

The analysis and interpretation is done under the following nine categories of the sources of English language anxiety.

**Listening Anxiety**

Because the listener must first comprehend what is being said in order to engage in verbal interaction, the anxiety that comes along with the listening anxiety assignment may be one of the most crippling. It is an uneasiness that demands further investigation. The analysis and interpretation of data pertaining to the students' anxiety regarding their listening skills are covered in this section of the thesis. The four things in this part provide the foundation of the analysis.

**Table 1:** Listening anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
1.	When I listen to the BBC/VOA world service, I am being quite confused to understand the language which was used there.	26	65	3	7.5	7	17.5	1	2.5	3	7.5
2.	After listening, I reflect on my problems such as, the speech rate was too fast, or the linkage was hard to identify which makes me so anxious.	25	62.5	6	15	4	10	5	12.5	-	-
3.	I discuss my experiences of listening with classmates somewhat anxious and block out what I hear, even if it is understandable to me.	20	50	9	22.5	10	25	1	2.5	-	-
4.	In the class, I become more focused on showing my comprehension and pay less attention to what I am actually listening to.	3	7.5	5	12.5	30	75	2	5	-	-

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

The majority of respondents, or 65%, strongly agreed with the assertion that "when the learners listen to the BBC/VOA global service, they are getting rather perplexed to comprehend the language which was employed there," based on the facts supplied in item 1. 7.5% of respondents strongly agreed with this, while 17.5% disagreed. Only a very small percentage, 2.5%, strongly disagreed with the statement, while 7.5% neither agreed nor disagreed.

Similar results were found for question 2, where 62.5 percent of respondents agreed and 15% strongly agreed. A statement

that reads, "After listening, the learners ponder on their concerns, such as the speech rate was too fast or the linkage was hard to identify, which makes them so concerned," was disagreed with by 10% of respondents and strongly disagreed by 12.5% of respondents.

Similar results were found when analysing item 3, where 50% of respondents agreed and 22.5 % strongly agreed. To the statement that "students discuss their experiences of listening with their peers somewhat anxious and shut out what they hear, even if it is understandable to them," only 25% agreed, and only 2.5% strongly disagreed.

In the end, item 4 reveals that 7.5 percent of respondents agreed with the statement, and 12.5% strongly agreed. However, 75% disagreed with the assertion that "in the classroom, pupils become more focused on displaying their comprehension and pay less attention to what they actually listening to," and 5% strongly disagreed.

Overall, this research from this area demonstrates that students must be able to actively and strategically participate in the listening process within a low anxiety classroom atmosphere in order to be successful listeners.

### Speaking Anxiety

When communicating in English, people frequently become upset when they cannot find the right words to explain themselves. This also applies to language learners. This category looked at whether or not students can experience nervousness while speaking in their English language education class. This segment, which consists of four tasks, aims to assess speaking anxiety.

**Table 2:** Speaking Anxiety

S.N		A		SA		D		SD		N	
		N	%	N	%	N	%	N	%	N	%
5.	I feel overwhelmed by the number of rules I have to learn to speak in English.	20	50	2	5	9	22.5	6	15	3	7.5
6.	Whenever I get chance, I try to speak in English but I started to panic when I have to speak without preparation.	21	52.5	6	15	10	25	3	7.5	-	-
7.	I become anxious of the appropriacy of my language, when I speak to a stranger.	25	62.5	1	2.5	11	27.5	-	-	3	7.5
8.	I feel very self-conscious about speaking English in front of other learners because, I always feel that the other learners speak English better than I do.	10	25	3	7.5	20	50	3	7.5	4	10

(Note: A=Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree and N=neither agree nor disagree)

Based on the data in the table above, it can be concluded that 50% of respondents to item 5, which was meant to gauge speaking fear, agreed with the statement, but only 5% strongly agreed. Similarly, 22.5 percent disputed it, while 15 percent strongly agreed. The assertion that pupils feel overwhelmed by the number of rules they must master to speak English was accepted by 7.5% of respondents, who were neither in agreement nor disagreement.

Similar results were found for item 6, where 52.5 percent of students agreed and 15% strongly agreed with the statement.

Similar to this, 25% disagreed and 7.5% strongly disagreed with the claim that while students try to speak English whenever they have the chance, they become anxious when forced to do so spontaneously.

### Conclusion

Simple definitions of anxiety are very elusive. It is nevertheless connected to unease, annoyance, uncertainty, and worry. As it relates to a student's personality or emotional elements, anxiety is relative or subjective to the learner.

In this study, language phobia among M.Ed. English language education students was investigated. The information gathered from English language education pupils was elicited by myself. To get the data for the research study, I employed a questionnaire as a research tool. I chose 40 M.Ed. fourth semester English language education students. After examining the data gathered for the study, I have identified the main conclusions and their consequences. After analysis and interpretation, it was discovered that the students are anxious about all language-related skills and features, including vocabulary, pronunciation, meaning, and spelling as well as speaking, listening, reading, and writing. When faced with academic tasks or in the classroom, highly anxious learners who lack confidence in their skills and have low self-esteem worry about making mistakes and looking foolish. They also worry about being judged and fear criticism, negative feedback, judgmental comments, and other forms of criticism. The excessive propensity of language anxiety should be minimised, if not completely eradicated, in language classes. This idea, however, is questionable. Without a doubt, we want to build classrooms where children are eager to participate and learn. Despite its seeming attraction, a classroom where there is no worry may not actually be a good place to study or even be creative. The relationship between teachers, their objectives, technique, and the students will primarily determine whether language anxiety is a more negative or constructive influence in the classroom. To help students feel less anxious and empowered, English teachers should be adept at taking into account the students' prior learning preferences and experiences.

English proficiency among students is impacted by anxiety. Compared to listening, reading, and writing, they show higher speaking anxiety. When they have to speak in front of the class in English without any prior preparation, read something they don't understand, write unexpectedly in English, respond to unexpected inquiries about a text, or talk with proper grammar in English, they experience extreme anxiety. Additionally, their anxiety is triggered by issues such as trouble following teachers' lectures, slurred speech, a lack of vocabulary, spelling and word mistakes, the use of simple or imperfect English, the belief that other students are smarter than them and will make fun of them when they speak English, and concerns about becoming overwhelmed by the sheer volume of grammar rules in use in English.

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