

Presenter's Abstract

## **FOREIGN LANGUAGE CLASSROOM ANXIETY**

Nor Hidayu Bt Haron  
Siti Sarah Bt Azidin

*Faculty of Administrative Science and Policy Studies  
University Technology MARA Kedah*

The number of students who report that they feel anxious while learning a foreign language is surprising. According to Worde (1998), more than half of foreign language learners experience some degree of anxiety. The higher level of anxiety and worries will occurring an imbalance of circumstances towards students and may highly influences performance and academic result in those foreign language subject (Zarina, Azizah, Norfazila & Nur Al-Huda, 2007). Thus, this study is conducted to help researchers find out what are the relevant information as related to foreign language classroom anxiety among degree students level 2 and level 3 at UiTM Kedah.as well as to explore the relationship between classroom anxiety level and students' foreign language academic performance. Among the types of anxiety studied were communication apprehension, fear of negative evaluation and test anxiety as related to the classroom activity that may bring anxiety towards the learning process. The instrument used is personally administered questionnaire adapted from Horwitz's (1983) Foreign Language Classroom Anxiety Scale (FLCAS) which was designed to measure the levels of anxiety experienced by the foreign language students based on performance-related tasks.

*Keywords: Foreign language, learning anxiety, performance*

## **LANGUAGE ACHIEVEMENT: A case study among students in UiTM Kedah**

### **CHAPTER 1**

#### **INTRODUCTION**

##### **1.1 Introduction**

Foreign language learning can be a demanding task for many language learners. One of the factors that make such process difficult is the existence of anxiety. Most language learners experience a feeling of anxiety in the process of language learning. Although the degree and severity of this feeling may vary from one individual to another, it cannot be claimed that it does not exist at all. MacIntyre and Gardner (1991) mentioned that anxiety is one of the best predictors of success in the second language learning. The relationship between language anxiety and foreign language proficiency has been investigated in many studies, because language anxiety is one of the internal factors of foreign language learning that might hinder the success of the language acquisition. The number of students who report that they feel anxious while learning a foreign language is surprising. According to Worde (1998), more than half of foreign language learners experience some degree of anxiety. It is also argued that language anxiety may pose potential problems for language learners (Kondo & Ling, 2004). Learners who feel anxious in their foreign language learning may find their study less enjoyable, which in turn have a negative impact on their performance (Gregersen & Horwitz, 2005). Since anxiety is a factors that can hinder learner's performance and achievement, it deserves continuing investigation (William., K, and M., Andrade 2008).

## 1.2 Problem Statement:

### **Issue:** Higher Anxiety in Learning Foreign Language

In the context of learning new language, the anxiety and worries is not a new feeling emerged and it can be said as normal. In certain condition, this feeling may bringing benefit for the students in certain aspect that may involved. However, it needs to be emphasizes that the higher level of anxiety and worries will occurring an imbalance of circumstances towards students and may highly influences performance and academic result in those foreign language subject (Zarina, Azizah, Norfazila & Nur Al-Huda, 2007). These learners, when attending lessons of the foreign language, feel less successful and may experience extensive nervousness while having to speak in front of their peers. Some may even have the urge to skip class rather than risk being laughed at. Others can become so anxious that they begin to sweat, and feel nausea (Katalin, 2006). According to Randall (2007), students suffering from foreign language anxiety report feeling apprehension, worry and dread, sometimes to the extent that they must take several deep breaths to muster the courage to walk into a foreign language classroom.

Faced with foreign language learning tasks, they may have extreme difficulty concentrating, become forgetful, sweat, tremble, shivering, experience sleep disturbances and exhibit avoidance behavior in the form of skipping class and putting off homework, class projects and studying. Apart from that, anxious learners tend to think about negative evaluations from other people and the situation becomes worse if they cannot control their anxiety. In order to overcome this problem, lecturers should make learning context less stressful for students and use suitable teaching methods that can help learners to minimize their anxiety feelings in foreign language classroom (Khairi & Nurul, 2010).

This study is conducted to help researchers find out what are the level of foreign language anxiety of students, its relationship towards students' foreign language achievement and the significant differences as related to students of UiTM Kedah in different gender and levels (stages).

### **1.3 Research Question:**

1. What is the level of foreign language classroom anxiety of students?
2. Which group of students having the high anxiety level as regard to the gender and stages (levels)?
3. What are the relationship between level of foreign language classroom anxiety of students and their foreign language academic achievement?
4. Are there any significant differences of the relationship as according to different gender and stages (levels) of foreign language students?

### **1.4 Research Objectives:**

1. To describe the level of foreign language classroom anxiety of students.
2. To know which group of students having high level of anxiety as regard to gender and stages (levels).
3. To understand the relationship between level of foreign language classroom anxiety of students and their foreign language achievement.
4. To find the significant differences of the relationship as according to different gender and stages (levels) of foreign language students.

## **1.5 Scope**

The scope of the study explains the boundaries or limits of this research

### **1.5.1 Level**

This study focuses on degree students of foreign language Level 2 and 3 learners in UiTM Kedah.

### **1.5.2 Territory**

This research is limited to UiTM Kedah campus in participating the degree students of foreign language Level 2 and 3 learners only.

### **1.5.3 Time**

The research is going to be conducted within the time period of 4 month during the Degree Semester 2 of March-July 2012 session.

## **1.6 Significance of the Study**

This study will contribute to the study of foreign language anxiety by revealing the relation between foreign language classroom anxiety with academic achievement and since anxiety is a factor that can hinder learner's performance and achievement, it deserves continuing investigation (William, K, and M., Andrade 2008). Therefore this study will help the learners to identify the level of anxiety that they faced during the foreign language acquisition and to find out whether the anxiety effects on the achievement of the language.

## **1.7 Key Terms/Concept**

### **1.7.1 Anxiety**

According to Spielberger (1983) as cited by Horwitz, Horwitz, & Cope (1986), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nerves system. Lader (1975) in general describes feeling of anxiety as the nature of unhappiness and it is quite synonymous with fear.

### **1.7.2 Foreign Language**

Foreign language is the communication language that is different from the culture and context of the local community. It is derived from the people, races, religion, culture and different location. For example, in the context of Malaysia, Bahasa Malaysia has been recognized as the national language and mother tongue in our nation. Thus, other language beside of Bahasa Malaysia such as Mandarin, Japan, Germany is known as foreign language (Zarina, Azizah, Norfazila & Nur Al-Huda, 2007). In this study, English are not considered as one of the foreign languages in UiTM because this language was already and completely had been used as the medium of teaching.

### **1.7.3 Foreign Language Classroom Anxiety**

As being defined by Horwitz, Horwitz, and Cope (1986), three main domains of foreign language anxiety are the communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension originates from the need to speak in front of the group, while test anxiety comes from fear of failure on test. Fear of negative

evaluation is connected with other's judgment in any social situation such as presentation. In the context of this study, the feeling of anxiety is the analysis on the level of anxiousness experienced by the foreign language students. It might consist of several feeling like afraid, nervous, tense, panic and worry throughout the foreign language course.

#### **1.7.4 Level**

In this study, level refer to the foreign language level taken by the learners. The level 2 is taken during the fourth semester while level 3 is during the fifth semester in UiTM.

#### **1.7.5 Achievement**

Achievement or performance refer to the final grade point acquired by the students or the result of the subject at the end of semester which consists of the result of the final examination and also for ongoing assessment which consists of reading, speaking, and listening test

## **CHAPTER 2**

### **LITERATURE REVIEW & CONCEPTUAL FRAMEWORK**

#### **2.1 Introduction**

This chapter focuses on the relevant literature which is appropriate for the issues under investigation in this study. Foreign language anxiety has been identified as different from other types of anxiety and it is specific to the foreign language learning situation (MacIntyre & Gardner, 1989). Early studies on foreign language anxiety have pointed out the necessity of having a clear definition of foreign language anxiety. Foreign language anxiety is the anxiety that learners experience in the process of learning a foreign language.

In exploring the nature of foreign language anxiety, Horwitz, Horwitz, and Cope (1986), identified foreign language anxiety as one of performance anxiety within academic and social contexts and drew parallels between it and three other related performance anxiety which are communication apprehension, test anxiety, fear of negative evaluation. Horwitz et al, (1986) argued that communication apprehension played a large role in foreign language anxiety. People who had trouble speaking in front of groups were likely to experience greater difficulty speaking in a foreign language classroom where they had little control of the communicative situation. Since tests and quizzes in foreign language classes were frequent, test-anxious students in foreign language class experienced more difficulty. Foreign language required continual evaluation by more fluent students or teachers so students in foreign language classroom may be



sensitive to the evaluation of their peers. Horwitz et al. explained that although foreign language anxiety was related to these three types of anxiety, it was not the combination of the three. Anxiety came about when learners had to communicate in their second language that was imperfect and yet to be developed. In this sense, foreign language anxiety was mostly related to the oral aspects of language, listening and speaking.

## **2.2 Learning Foreign Language**

“Foreign language is crucial to our nation’s economic competitiveness and national security. Multilingualism enhances cognitive and social growth, competitiveness in the global marketplace, national security, and understanding of diverse people and cultures. As we approach a new century where global communication will be essential for survival, we cannot afford the luxury of international ignorance...” (The United States Congress, 1994).

Two decades of research on the benefits of second language acquisition gives an impressive rationale for world language instruction in terms of the cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity. The global village is here. Although emerging technologies expand communication and access to information, they do not diminish the need for language competency. To the contrary, proficiency in multiple languages permits people to take full advantage of technological advances. Multilingual people can benefit most from the Information Age (Genesee & Cloud, 1998, p. 62 as cited in Rationale for the Study of World Language, n.d).

The democratization of higher education in Malaysia has led the education sector to be more internationalized and industry driven. Higher education is pressed to bring together its traditional role with market requirements and the change brought about by globalization, in the

Nor Hidayu Binti Haron  
Siti Sarah Binti Azidin

development of both manpower and research. In response to the challenges, the Ministry of Higher Education launched its own National Higher Education Strategic Plan in 2007 (National Higher Education Action Plan 2007-2010) with the ultimate goal of ensuring that Malaysian universities are able to compete more effectively at the global level and produce employable skilled workforce to strengthen the nation's economic strength and competitiveness. The changing landscape has compelled the Ministry to commission numerous research projects to provide valuable insights, perspectives, knowledge and understanding of new realities in the world outside and within the academia (Isarji & Ainol, n.d).

In an increasingly interdependent world, knowledge of foreign languages is seen not only as an added advantage which has become crucial in accessing foreign technology but also is systematically associated with one's meaningful and constructive engagement in politics, security, global trade and education. It has become an economic commodity. In order to participate in the global economy, one has to be adequately equipped with the ability, knowledge, skills, and attitudes to understand and communicate effectively (Ainol & Isarji, 2009). According to the National Higher Education Strategic Plan Beyond 2020 (The Ministry of Higher Education, 2007), "Proficiency in the third language is vital for developing human capital that drives the k-economy as well as gears the country towards competitive innovation in the international arena," (p.62). Malaysian universities are encouraged "to provide learning opportunities for students to be proficient in a third language such as Mandarin, Tamil, Japanese, French or Spanish," (p.66).

### **2.3 Foreign Language Anxiety**

Anxiety is one of the most well documented psychological phenomena. The definition of anxiety ranges from an amalgam of overt behavioral characteristics that can be studied scientifically to introspective feelings that are epistemologically inaccessible (Casado & Dereshiwsky, 2001). Broadly speaking, anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Spielberger, 1983). The complexity of anxiety is also reflected in the means of its measurement. There are three major ways of measuring anxiety in research, including behavioral observation or rating; physiological assessment such as heart rates or blood pressure tests; and participants' self-reports, in which internal feelings and reactions are measured (Casado & Dereshiwsky, 2001; Daly, 1991).

To recognize language anxiety in a broader context of research on anxiety, MacIntyre (1998) observed that language anxiety is a form of situation-specific anxiety, and research on language anxiety should employ measures of anxiety experienced in particular foreign language contexts. He conceived of language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Similarly, Horwitz, Horwitz and Cope (1991) conceptualized foreign language anxiety as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 31).

Horwitz, Horwitz and Cope's (1986) paper is also influential. The authors clearly articulated the concept of foreign language anxiety. Placing language anxiety in the framework of related concepts of anxiety, the authors recognized that language anxiety is a situation-specific

anxiety construct, largely independent of the other types of anxiety. One major contribution of their paper is it offers a Foreign Language Classroom Anxiety Scale. This self-report instrument, eliciting responses of anxiety specific to foreign language classroom settings, triggered an avalanche of similar studies. The results of these studies demonstrated that language anxiety exerts a debilitating role in the second/foreign language classroom in different contexts. Three main domains of foreign language anxiety are the communication apprehension, test anxiety, and fear of negative evaluation. In the context of this study, the feeling of anxiety is the analysis on the level of anxiousness experienced by the foreign language students. As for this study, the researchers are more concerns on the adaptation of the Horwitz, Horwitz and Cope's concept of foreign language classroom anxiety.

## **2.4 Types of Foreign Language Classroom Anxiety Adapted from Horwitz et al. (1986) Concept**

### **2.4.1 Communication Apprehension**

Horwitz et al. (1986) indicated communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Brown (2000) expanded upon this concept and reported that communication apprehension 'arises from learner' inability to adequately express mature thoughts and ideas' While Daly (1985) point that the definition of communication apprehension is the fear or anxiety an individual's feels about orally communicating. One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly, 1991).

This apprehension is explained in relation to the learner's negative self-perceptions caused by the inability to understand others and make him understood (MacIntyre & Gardner, 1989: cited in Ohata, 2005). Students who test high on anxiety report that they are afraid to speak in the foreign language. For example through Foreign Language Anxiety Scale, this item indicative of speech anxiety such as "I start to panic when I have to speak without preparation in language class", "I get nervous and confused when I am speaking in my language class", "I feel confident when I speak in foreign language class". Anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the foreign language in the presence of other people. In other words, communication apprehension in foreign language learners can produce anxious states that interfere with ability to apply language skills in communicating with others.

#### **2.4.2 Test Anxiety**

Test anxiety is the type of performance anxiety stemming from a fear of failure (Gordon & Sarason, 1980). Others referred to as test apprehension and this phenomenon is reality for many students who have been conditioned by past experiences to perform poorly on tests because of anxiety and fear. Aydin (2009) indicated that test anxiety has a huge impact on second language learning. An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature. Unfortunately, for highly anxious students, foreign languages, more than any other

academic subject, require continual evaluation by the lecture because they are the only fluent speaker in the class.

The sources of anxiety can come from many aspects such as personal language proficiency, time limit on the test and gender differences. Aida (1994) used the Foreign Language Classroom Anxiety Scale (FLCSA) to examine Japanese students and found that the high level of language anxiety students experienced, the lower grades they received. In the analysis, it is found that test anxiety is more likely a common anxiety experienced by students compared to communication apprehension and fear of negative evaluation. Anxious students are afraid to make mistakes in the foreign language. They agree with the statement “I am afraid that my language teacher is ready to correct every mistake I make” while disagreeing with “I don’t worry about making mistakes in language class”. The nature of the foreign language learning itself cause students seems to feel constantly tested and perceive every correction as mistakes.

### **2.4.3 Fear of Negative Evaluation**

According to Horwitz et al. (1986) fear of negative evaluation is the apprehension about other’s evaluation and avoidance of evaluative situations. It is also broader in the sense that it pertains not only to the teacher’s evaluation of the students but also to the perceived reaction of other students as well. Based on the definition, fear of negative evaluation is a social anxiety connected to psychological term which is peer pressure’. Tata and Copas (2010) indicated that peer pressure exists formally among people who share common values, experiences, ideas, and hope. According to Gusman (2004), learning a foreign language or new language is different form learning other subjects. It

involves in public practice and therefore, there are possibility for developing anxiety, frustration and embarrassment. In the foreign language learning acquisition context, fear of negative evaluation can also become a negative factor affecting learning process

Anxious students also fear being less competent than other students or being negatively evaluated by them. For example “I keep thinking that other students are better at languages than I am”, “I always feel that the other students speak the foreign language better than I do”, “language class moves so quickly, I worry about getting left behind”, “it embarrasses me to volunteer answers in my language class”, “I am afraid that the other students will laugh at me when I speak the foreign language”. Thus, they may skip class, over study, or sat in the last row in the class to avoid humiliation or embarrassment of being called on to speak as cited in Horwitz et al. (1986).

## **2.5 Language Anxiety and Performance**

Scovel (1978) believes that the growing number of the literature indicate both facilitating and debilitating effects of language anxiety. On one side there are Chastain (1975) and Kleinmann (1977) who find positive relationships between language anxiety and second language achievement.

On the other hand, there is a study by Horwitz, Horwitz, and Cope (1986) who hold that foreign language anxiety is responsible for students’ negative emotional reactions to language learning and this anxiety stems from immature foreign language communicative abilities. Second language learning and communication entails risk taking and complex mental operations are necessary to communicate, that is why any performance in the second language is likely to challenge the learners and to cause them to fear or even to panic. McIntyre and Gardner (1989)

Nor Hidayu Binti Haron  
Siti Sarah Binti Azidin

find negative correlations between a specific measure of language anxiety and performance on a vocabulary learning task.

This finding is replicated by Rodriguez (1985), Saito & Samimy (1996) and Kim (1998) who have similar results on negative correlations, which raises the possibility that language anxiety is a significant issue in language learning. In Gardner and McIntyre's study (1993) higher negative correlations are found between student anxiety scores and their self ratings of French competence than with their actual performance on the tests of French ability. This anxiety varies depending upon cultures. Truitt (1995) finds relatively higher levels of anxiety in Korean students whereas Kunt (1997) points out lower levels of anxiety in Turkish-Cypriot learners. It seems logical to conclude that students who do poorly in language classes would naturally become anxious. In the case of the advanced learners, anxiety would probably be a greater hindrance to their ability to perform than to their development of second language proficiency (Young, 1986).

## **2.6 Foreign Language Anxiety and Gender**

Gender is one of the background variables that are often discussed in relation to foreign language anxiety. Some studies found that female learners experienced more foreign language anxiety than male students (Abu-Rabia, 2004; Bensoussan & Zeidner, 1989). Abu Rabia (2004) found that female students had higher foreign language anxiety level than male students

Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom settings. Gobel and Matsuda (2003) asserted that gender-related anxiety research has yielded conflicting results. Spielberger (1983), in her study on state anxiety found, "females are more emotionally stable than males in their reactions to highly stressful and



relaxing circumstances”. Similarly, in Kitano’s study (2001, cited in Gobel and Matsuda, 2003: 23) of Japanese college students, male students have been found to feel more anxiety when they perceived their spoken Japanese less competent than that of others; however, such a relationship was not observed among female students. On the contrary, Machida (2001) examined Foreign Language, Japanese language class anxiety based on gender and found that female learners are more anxious than male counterparts.

## **2.7 Foreign Language Anxiety and Course Level**

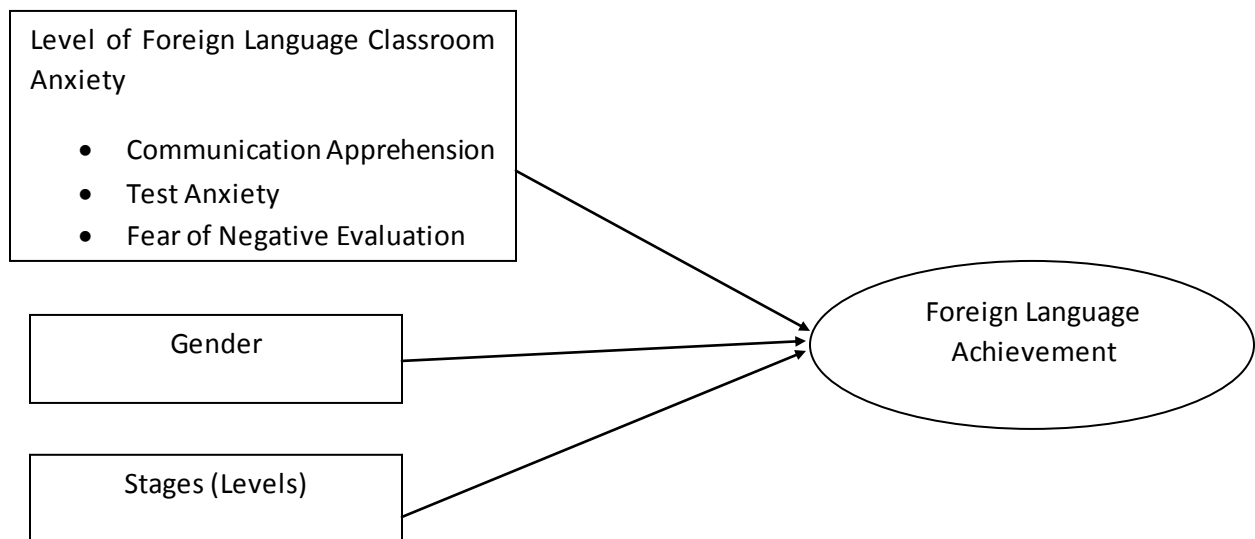
Course level is another background variable that is often studied in relation to foreign language anxiety. Some studies showed that foreign language anxiety levels did not change across course level. In Coulombe’s (2000) study, 13% of the participants reported feeling some anxiety and the anxiety levels did not vary across course years. A negative correlation between foreign language anxiety and proficiency level was also reported. Analysis from research conducted by Kelly Moore (2007) showed that students in higher levels of foreign language classes did not experience increased levels of anxiety compared to students’ in the lower level foreign language classes.

Hussein (2005) found there was a small but statistically significant negative correlation between anxiety and the students’ year in school. This finding supports those of MacIntyre and Gardner (1991a), who suggested that “as experience and proficiency increase, anxiety declines in a fairly consistent manner”. A series of studies conducted by researchers on language anxiety among learners of Japanese showed that the foreign language anxiety level of students increased as they proceeded to higher levels of classes (Saito & Samimy, 1996).

## 2.8 Conclusion

In conclusion, the level of foreign language classroom anxiety is been divided into three types of activity which are communication apprehension, test anxiety and fear of negative evaluation. The level of anxiety is said to have the negative correlation with the students' performance and achievement in their foreign language subject. This relationship can also be analyzed in the differences in gender and course levels (stages).

## 2.9 Conceptual Framework



**Figure 1:** The relationship between independent variable (level of foreign language classroom anxiety, gender, courses and stages (levels)) and the dependant variable (foreign language achievement).

## **2.10 Independent Variable:**

### **2.10.1 Level of Foreign Language Classroom Anxiety**

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz et. al in order to capture the specific anxiety reaction of a learner to a foreign language learning setting. Horwitz et. al integrated three related anxieties to their conceptualization of foreign language anxiety. Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation are the types of classroom activities that affect the level of foreign language classroom anxiety of students in learning foreign language as referring to the Horwitz et. al Concept (Aida, 1994).

#### **2.10.1.1 Communication Apprehension**

McCrosky (1978), points out the typical behavior patterns of communicatively apprehensive people are communication avoidance and communication withdrawal. Compared to non-apprehensive people, communicatively apprehensive people are more reluctant to get involved in conversation with others and to seek social interaction. It is very likely that people experience anxiety and reluctance in communicating with other people or in expressing themselves in a foreign language in which they do not have full competence (Aida, 1994). For example through Foreign Language Anxiety Scale, this item indicative of speech anxiety such as “I start to panic when I have to speak without preparation in language class”, “I get nervous and confused when I

am speaking in my language class”, “I feel confident when I speak in foreign language class”.

### **2.10.2 Test Anxiety**

Students worry about failing to perform well. Culler & Holahan (1983), speculate that test anxiety maybe caused in deficits in students’ learning or study skills. Some students experience anxiety during a test situation because they do not know how to process or organize course material and information. The indication that been use in Horwitz Questionnaire are for instance, “I am afraid that my language teacher is ready to correct every mistake I make” while disagreeing with “I don’t worry about making mistakes in language class”.

### **2.10.3 Fear of Negative Evaluation**

Research shows that people who are highly concerned about the impressions others are forming of them tend to behave in ways that minimize the possibility of unfavorable situation. They are more likely to avoid or prematurely leave social situations in which they believe others might perceive them unfavorably (Leary, 1983). For example “I keep thinking that other students are better at languages than I am”, “I always feel that the other students speak the foreign language better than I do”, “language class moves so quickly, I worry about getting left behind”, “it embarrasses me to volunteer answers in my language class”, “I am afraid that the other students will laugh at me when I speak the foreign language” as related to Foreign Language Classroom Scale by Horwitz.

### **2.10.2 Gender**

Some studies found that female learners experienced more foreign language anxiety than male students (Abu-Rabia, 2004; Bensoussan & Zeidner, 1989).

### **2.10.3 Levels (stages)**

Moore (2007) showed that students in higher levels of foreign language classes did not experience increased levels of anxiety compared to students' in the lower level foreign language classes.

## **2.11 Dependant Variable: Foreign Language Achievement**

Foreign language achievement refers to the final grade or final result acquired by the students on the foreign language subject at the end of semester. It comprises the result of the final examination and also for ongoing assessment which consists of reading, speaking, and listening test.

## **2.12 Relationship between Levels of Foreign Language Classroom Anxiety of Students and Foreign Language Achievement**

Awan, Azher, Anwar, & Naz (2010) in their finding have stated that, the relationship value ( $r = -.273$ ,  $p < 0.01$ ) between Language Anxiety and Academic Achievement which is in expected direction, the negative correlation. The level of anxiety increases, the academic achievement decreases. Pappamihiel (2002) also agreed that in his further investigation in the

direction of the relationship indicated that as English as Second Language (ESL) achievement increased, English Language anxiety increased.

### **2.13 Significant Differences of Relationship towards Gender and Levels (Stages)**

Aida (1994), in her finding tabulated that there is no significant difference of anxiety-gender interaction effect on course grade also known as foreign language achievement. In the context of anxiety-levels (stages) effect on foreign language achievement, in a study of Canadian university learners of French, Coulombe (2000) found a somewhat smaller (but significant) negative correlation between FLCAS scores and final grades in eleven French classes ranging from beginning to advanced. However, it should also be noted that all the studies reviewed here included students at the college or university level and the relationship between anxiety and achievement in younger learners remains relatively unexplored (as quoted in Horwitz, 2001).

### **2.14 Hypothesis**

H1: Female learners are more anxious than male learners in foreign language classroom.

H2: Level 2 learners are more anxious than Level 3 learners in foreign language classroom.

H3: The higher the level of foreign language classroom anxiety, the lower the foreign language academic achievement is earned.

H4: There is no significant difference of anxiety-gender interaction effect on foreign language achievement

H5: There is significant difference of anxiety-learners' levels (stages) interaction effect on foreign language achievement.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In light of the literature reviewed in Chapter 2, the need for further study in the field of Foreign Language Classroom Anxiety is clearly evident. This chapter seeks to outline and clarify the aim of this study (in the form of research questions) as well as the methods in which the aims will be achieved. The methodology will be explained in terms of the sampling method, instruments of measurement, procedure of the data collection, and the analysis of the data.

#### **3.2 Research Design**

For purpose of this study, the research design will be cross-sectional survey of aiming the degree students of UiTM Kedah as regard to the Level 2, 3 learners of foreign language. The research demands for information from students as regard to their respective foreign language learners' levels (stages) and gender. Type of approaches is distribution of structured questionnaires to the targeted students.

### 3.3 Unit of Analysis

As this study will address the issue of the foreign language classroom anxiety of university students, therefore the unit of analysis will be the students.

### 3.4 Sampling Technique

The population that has been calculated for this research is 650 under the courtesy of Hal Ehwal Awam UiTM Kedah in giving the information by adding the Level 2 and 3 students of foreign language of Japanese, Mandarin, Arabic, and Germany from various courses registered under the system. The sampling frame under this context of study is numbers of the foreign language Level 2 and 3 students' registration in UiTM Kedah. The sampling technique used is proportionate stratified random sampling. The calculation is shown in Table 1.

		Number of Subjects in the Sample
Students' Level (Stages) of Foreign Language Learning	Number of Elements	Proportionate Sampling [ $278/650 \times 100$ (43%) of the elements]
Level 2	264	114
Level 3	386	166
Total	650	280

**Table 1: Proportionate Stratified Random Sampling Technique**

### 3.5 Sample Size

The sample size for the purpose of this study is 280 where it is considered adequate as referring to generalized scientific guideline for sample size decision advised by Krejcie and Morgan (1970) and Chen (1969) as cited in Sekaran, (2009) is 278. They also stated that the



sample propose is sufficient as they have greatly simplified the size decision by providing a table (please refer Appendix 1) that ensures a good decision model and it has been as our references.

### **3.6 Measurement/ Instrument**

The instrument used in this research is self-personally administered questionnaires. The variables and their measurement are outlined in following sections as referring to the Questionnaires, researchers constructed based on Horwitzs Model named, Foreign Language Classroom Anxiety Scale.(Refer Appendix 2).

#### **A. Demographic**

The demographic section consisted of 6 questions with variables such as gender, age, foreign language level and course, and previous semester's foreign language grade. Most of the variables used nominal scale which allow researcher to assign subjects to certain categories or groups. For example the gender is being rank with 1=Male and 2=Female. Only for age demography, the ordinal scale were used to rank-order the categories in some meaningful way. The range of age are being measured by the order like 1 will indicate the range of age between 15-19, number 2 indicate age between 20-25 years old and so fourth

#### **B. Foreign Language Classroom Anxiety Scale (FLACS)**

This study employed Horwitz, Horwitz and Cope's (1986) Foreign Language Anxiety Scale as the instrument to investigate student's foreign anxiety. This scale had been designed on the basis of previous in-depth qualitative research, which rendered it as one of the most comprehensive and valid instruments that were available for measuring

the situational anxiety directly associated to the specific context of the foreign language classroom. The Foreign Language Classroom Anxiety Scale was used to measure the participant's foreign language anxiety. This questionnaire included 31 scaled items about their feelings of learning Foreign Language and five point scale range from "Strongly Agree" (5 point), "Agree" (4 point), "Neutral" (3 point), "Disagree" (2 point) and "Strongly Disagree" (1 point). FLACS was composed by three factors of language learning anxiety that is student's Communication Apprehension, Test Anxiety and Fear of Negative Evaluation. This scale was chosen for this study because of its effectiveness in identifying respondents' perception of foreign language anxiety.

**i) Communication Apprehension**

This independent variable used the Likert scale to measure how strongly respondent agree or disagree by using five point scale. The measurement used to indicate the anxiety is like 'panic', 'embarrass', 'nervous', 'heart pounding' and 'tremble'

**ii) Fear of Negative Evaluation**

Respondent scores were calculated by assigning a point value to each of the five possible responses on the Likert scale used. For example, a score of 5 was given to a "strongly agree" response, whereas a score of 1 was given to a "strongly disagree" response. The measurement used to determine the level of anxiety under this variable is 'worry about making mistakes', 'self conscious' and others.

**iii) Test Anxiety**

The variable used the five point value or scaling under the Likert Scale. The measurement to indicate the level of foreign language anxiety were being asked to the respondent through the items in the questionnaire like 'feeling of ease during the test', and 'feel tense and nervous'.

**C. Foreign language achievement**

Students' foreign language achievement was assessed by using self-reported data based on their academic results of the foreign language courses in the semester of 2011. In the self reports, participants were asked to rate their achievement according to the actual results they have obtained based on their final grade last semester. For example the achievement being measured by the final grade point acquired by the students or the result of the foreign language subject at the end of semester which consists of the result of the final examination and also for ongoing assessment which consists of reading, speaking, and listening test. Self reports (Pappamihel, 2002) and course grades (Aida, 1994; Horwitz, 1986; Saito & Samimy, 1996) have been used in previous research as assessment tools of foreign language proficiency. Students' actual grades have also been obtained from the UiTM Kedah's Office of Academic Affairs for researcher's reference.

**3.7 Data Collection**

Data is collected for this research is through one type of sources which is primary source. Primary source is information that obtained firsthand by the researcher on the variables for the specific purpose of this research.

### **3.7.1 Primary Data**

The data collection method of this study would be the personally administered questionnaires towards the selected students. It is convenience in which respondents record their answer and be the mechanism for researcher where researcher knows exactly what is required and how to measure the variables of interest in this study. This method give advantages to the researcher as researcher can collect all the completed responses within a short period of time. Any doubts that the respondents might have on any question can be clarified on the spot. This increases the reliability of the answer as avoiding misinterpretation by the respondents.

### **3.7 Data Analysis**

Data is analyzed by using SPSS version 16.0 for Windows. SPSS is used to process the data from the information that has been gathered. After processing the data, SPSS will show the result of the data by performing statistical test. This result will be used by the researcher to test the evidence of the research. The SPSS make the result of data more accurately from the statistical test compare from manual calculation. As for examine the reliability of the questionnaires, Cronchbach's alpha is been used. It is a reliability coefficient that indicates how well the items in a set are positively correlated to each other. Cronbach's Alpa is computed in terms of average intercorrelation among the items in measuring the concepts. The closer Cronbach's Alpha is to 1, the higher the interval consistant reliability (Sekaran, 2009). As mentioning earlier, there are four objectives that need to scrutinize through different statistical test.

Question that been asked in Demographic Section in the context that the researcher wants to know and discuss about the gender, foreign language subject, current foreign language level, and past semester's foreign language achievement. Descriptive analysis is been used as it is more focus in using the distribution of frequency and percentage of various types of respondents' background as related to foreign language classroom anxiety.

The first objectives of this study are to describe the level of foreign language classroom anxiety of students. In order the measure the level of the foreign language anxiety, descriptive analysis is being used. For this objective, an anxiety score derive from summing respondents ratings of the 31 item in the questionnaires and searching for the mean of the interval scale. When the statement of FLCAS was negatively worded, responses are reverse and recode, so that in all instances, a high score represented high anxiety in foreign language classroom. The theoretical range of this scale was from 33 to 165 as referring to Table 2:

Low ( $x < 1/3$ )	Medium ( $x > 1/3$ )	High ( $x > 2/3$ )
0-1.7	1.8-3.4	3.5-5.0

**Table 2: Scoring Guidelines for FLCAS items (Zarina et. al, 2007)**

The second objective then is to know which group of students having high level of anxiety as regard to gender and stages (levels). Descriptive analysis is been used for this objective. Similar criteria been exercise as mentioning in first objective but the scoring is been put by comparing the mean of interval scale of different gender (males vs. female) as well as levels (stages) (level 2 vs. level 3).

Third objective goes about to understand the relationship between level of foreign language classroom anxiety of students and their foreign language achievement. This objective

Nor Hidayu Binti Haron  
Siti Sarah Binti Azidin

fall under the calculation of Inferential Statistic, the researchers use Pearson Correlation to indicate the direction of the bivariate relationships among all those variables that measured at an interval level. A correlation coefficient that indicates the strength and direction of the relationship can be computed by applying a formula that takes into consideration of two sets of figures, in this case, different level of anxiety at different performance. In Pearson Correlation, it can be analyzed by using the value of 1.0 for perfect positive correlation while -1.0 for perfect negative correlation (Sekaran, 2009).

Next, the forth objectives is focuses on finding the significant differences of the relationship as according to different gender and stages (levels) of foreign language students. A two-way ANOVA is going to be conducted using anxiety (high vs. low) and gender (males vs. females) as the independent variables and foreign language achievement as the dependent variable. There is a significant difference of anxiety-gender interaction effect on achievement if the data gain is  $p < .05$  and there is no significant difference if the data calculated is  $p > .05$ .

A two-way ANOVA also is also going to be conducted using anxiety (high vs. low) and levels (level 2 vs. level 3) as the independent variables and foreign language achievement as the dependent variable. There is a significant difference of anxiety-level interaction effect on achievement if the data gain is  $p < .05$  and there is no significant difference if the data calculated is  $p > .05$ .