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English Language Anxiety of Higher Secondary Level Students in Nepal

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Abstract:

The objective of this study was to investigate the level of English language anxiety of learners of higher secondary level (HSL) education in Nepal in terms of their gender, nature of institution, medium of instruction and stream. The study consists of 552 learners from 22 higher secondary school of academic session 2015/6 whom a questionnaire with 5-point Likert scale was administered. The data obtained were analyzed using mean, Mann-Whitney U-test and Kruskal Wallis H-test of non-parametric test. In the result, learners' anxiety level in learning English in overall was found moderate ($M = 2.6673$). Regarding the gender, female students of higher secondary level in Nepal were found statistically significantly highly anxious than male students. Similarly, the Nepali medium ELT students in term of medium of instruction were found statistically significantly highly anxious than English medium ELT students. Regarding the nature of institution, government HSL students were found statistically significantly highly anxious than private HSL students. Regarding the different streams, the result showed that there was a statistically significantly different in anxiety level between the students of different streams.

Keywords: *ELT students, higher secondary level, English language anxiety*

1. Introduction

Many studies have been carried out on affective variables in order to explore their effects in foreign language learning context. Anxiety is one of them which has been the subject of study for more than two decades. However, relatively few studies have showed the possible causes and the anxiety level of higher secondary level ELT students in contexts of English as a foreign language situation. Exploring the causes of anxiety of this level of students will help ELT teachers to create and ensure the effective language learning environment. The purpose of this study is to accomplish the task of examining the ELT learners' anxiety level and their possible causes to provide insights into language pedagogy.

2. Literature Review

2.1. Krashen's Affective Filter Hypothesis

Stephen Krashen and his associates introduced a theory of second language acquisition in the late 70s and early 80s labeled as the natural approach i.e. 'traditional approaches' (Salim, 2007, p. 96) which is based upon five hypothesis of the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis (Knibbler, 1989). According to the affective filter hypothesis, "certain affective variables that affect in the achievement of language" (ibid, p. 17). Krashen argues that second language learning is directly or indirectly impeded if a filter exists. The level of high anxiety increases the level of the affective filter and it "makes the learners unreceptive to language input and decreases language acquisition" (Huang & Hwang, 2013, p. 29). Therefore, affective filter is considered to be lowered so that "anxiety cannot impede learning and to recreate a language learning environment that resembles as much as possible that of first language learning" (Hoene, 2006, p. 301). The lower the affective filter, the lower the level of anxiety the learners feel and they find themselves in a relaxed and pleasant environment where they can take risk of learning.

2.2. Definition of Language Anxiety

Anxiety is "one of the most pervasive barriers to productivity and positive interpersonal relationships which leads to an egocentric preoccupation with oneself, disruption of cognitive reasoning, and an avoidance of the situation one fears" (Johnson, Johnson, & Smith, 1995, p. 20). MacIntyre & Gardner (1994) define anxiety as "the feeling of tension and apprehension specially associated with second language contexts including speaking, listening and learning" (p. 284). Foreign language learning anxiety refers to "a specific emotional state of apprehension concerning a distinct complex of self perceptions, beliefs, feelings and behaviors related to language learning in a foreign language classroom, an academic or social context" (Paranuwat, 2011, p. 6). To be specific, English language anxiety is an emotional state of being trepidation associated with the context of English language learning.

2.3. Theoretical Assumption of Anxiety

Foreign language anxiety is supposed to have three theoretical assumptions. The first assumption is based on “communication apprehension” (Horwitz, Horwitz, & Cope, 1986, p. 127) that learners’ foreign language anxiety stems whenever they are involved in communicative activities. The second assumption is that learners become anxious due to behavior the teacher shows like “negative evaluation, harsh error correction, public criticism or authoritarian” (Souad, 2011, p. 7). According to her, the last assumption is related to achievement in which learners are afraid of test due to the fear of being failure.

2.4. Types of Anxiety

Anxiety is classified into two types namely trait anxiety and state anxiety (Pappamihel, 2002 cited in Marwan, 2007). According to MacIntyre & Gardner (1989 as cited in Serraj & Noordin, 2013, p. 3), the former is “the tendency of a person to be nervous or feel anxious” which Worde (1998 cited in Marwan, 2007, p. 39) calls as “a part of person’s character and hence is permanent and difficult” and the second type is “the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (Souad, 2011, p. 31). The second type is not permanent hence can easily be coped but the former is difficult since it is directly associated with personal character. Souad (2011) in her research, has introduced situation-specific anxiety “which is aroused by a specific type of situation or event such as public speaking test taking or class participation” (Ellis, 1994 cited in Souad, 2011, p. 30). The person who is anxious in one situation may not be in other situation due to different situation (ibid).

2.5. Forms of Anxiety

Anxiety is supposed to have two forms namely facilitating and debilitating. Many researches carried out on language anxiety show the inverse relationship between anxiety and learning (Souad, 2011; Chen & Chang, 2004, Pappamihel, 2002 cited in Marwan, 2007). According to Oxford (1991 cited in Souad, 2011), “debilitating anxiety hampers learners’ performance in various ways both indirectly through worry and self doubt and directly by reducing participation and creating over avoidance of the language” (p. 32). Despite the negative impacts of anxiety in the performance of learners, it is found to serve “simultaneously to motivate and to warn the learner” (Tseng, 2012, p. 77). According to Koskal, Arslan, & Bakla (2004), “not all types of anxiety are harmful for learners as facilitative anxiety fuels to learn better” (p.200) and “encourages a student to work harder, resulting in better class performance” (Horwitz, Horwitz & Cope, 1986 cited in Shinge, 2005, p.195). According to Scovel (1978 cited in Paranuwat, 2011), anxiety helps language learners keeping them alert (p. 19). However, Horwitz (1990 cited in Souad, 2011, p. 32) agree to the fact that the “facilitating anxiety is only helpful for simple learning tasks not for complicated learning such as language learning” (p. 32).

2.6. Sources of Foreign Language Anxiety

Language anxiety arises from personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interaction, classroom procedures and language testing. (Young, 1991; Serraj & Noordin, 2013). Some of the factors such as self-efficacy, personality trait, motivation, communicative competence, proficiency, age, gender and learning habits are thought to influence students’ FLA (Skehan, 1989 cited in Bruguccs, Han, & Engin, 2011; Souad, 2011; Luo, 2015). However, Shinge (2005) shows no correlation between the level of anxiety and motivation.

Ahmad et. al., (2013) have revealed the sources of foreign language reading anxiety namely personal factors like afraid of making errors and worry about reading effects and text features like unknown vocabulary, unfamiliar topic and unfamiliar culture. Hashemi & Abbasi (2013) state that the social context, culture, social status, the sense of foreignness of the language, limited exposure to English language, uncertainty or unfamiliarity with the target language culture due to culture differences, speaker’s sense of inferiority while talking to someone higher in status may cause stress or anxiety for them.

The fear of negative evaluation is a strong source of foreign language anxiety since “it leads to the fear of being called on in class, test anxiety fear of making mistakes while speaking and negative attitudes towards language learning” (Mesri, 2012, p. 153). The research carried out in context of Taipei country among the 601 participants from 18 revealed that low proficiency, fear of negative evaluation, competition of games, anxious personality and pressure from students themselves and their parents were the five sources of language anxiety and tests, speaking in front of others, spelling, incomprehensible input and speaking to native speakers were the anxiety provoking situation (Chan & Wu, 2004, p. 287).

Horwitz et. al., (1986 cited in Zare & Riasati, 2012, p. 220) have identified three components of foreign language anxiety as communication apprehension, fear of negative evaluation and test anxiety. Javid (2014) adds one more component i.e. English classroom anxiety. Among these components, communication apprehension anxiety remained at the top followed by English classroom anxiety and fear of negative evaluation and test anxiety are reported to be last respectively (ibid). “Lack of self confidence, competitiveness, culturally fixed beliefs about learning and procedures are other sources of language anxiety” (Ohata, 2005, p. 9). Udomkit (2003 cited in Yaikhong & Usaha, 2012) points out the sources of anxiety as “insufficient opportunity for students to participate in classroom communication, lack of confidence when communicating English in the classroom and also affective factors like interpersonal evaluation, classroom activities and methods as well as self esteem” (p.24). In context of Turkey, EFL students were found to have exhibited “high level of distress about taking a test in general exam and national university entrance exam whereas they were found to less anxious in an English exam” (Bruguccs, Han, & Engin, 2011, p. 293).

Sharif & Ferdous (2012) made a research on sources and suggestions to lower listening comprehension (LC) anxiety in the EFL classroom and the result has shown that LC anxiety associated with attributes of the teachers and learners (39%), LC anxiety associated with materials and process (95%), LC anxiety associated with other factors (47%).

Riasati (2011) has revealed the main causes of anxiety as “teacher’s behavior, teacher’s negative evaluation, peers’ negative judgement, fear of being laughed at by other students, lack of preparation, fear of making mistakes, kind of activities implemented in class, tests, classroom environments” (p. 913). Communication, criticism and examination are considered to be the main components of anxiety for Korean learners of English (Park & Lee, ?, p. 206). Toth (2011) has identified the two major sources of foreign language anxiety as certain aspects of university English classes as perceived by highly anxious students like level/standard, teacher expectation towards them, classmates’ L2 proficiency and the perceptions, feelings of these learners concerning their own L2 competence. Parauwat (2011) points out the low self esteem and competitiveness as the significant sources of learner anxiety.

2.7. Strategies for Coping Anxiety

Kilic & Uckun (2013) suggest to provide more exposure so as to develop learners’ listening proficiency to reduce listening anxiety. According to Marwan (2007), the useful strategies which learners usually use in coping with their FL anxiety are “preparation, relaxation, positive thinking and peer seeking” (p. 49). Capan & Pektas (2013) suggest to create a warm, learner friendly classroom environment to relieve learners’ concerns about reading in an FL (p. 187). Rajanthran, Prakash, & Husin (2013) suggest to use communicative approaches “communication apprehension in particular may be diminished by providing opportunities for students to develop speaking skills in small, supportive group of their peers” (Nagahashi, 2007, p. 61).

Although Duxbury & Tsai (2010) claim that cooperative learning doesn’t have “an ameliorating effect on foreign language anxiety” (p.12), the result of the short terms intervention study of Nagahashi (2007) suggests that cooperative learning strategies may help reduce students’ anxiety in the foreign language classroom since it promotes group effort to achieve, positive interpersonal relationships and psychological adjustment (Pattanapichet & Changpueng, 2009, Souad, 2011, Johnson, Johnson & Smith, 1995). The research carried out by Suwantarathip & Wichadee (2010) shows that sources of language classroom anxiety and overall language anxiety were significantly decreased using cooperative learning.

Al-Shboul et. al., (2013) further suggest to lower the learners’ anxiety following non-threatening procedures of correcting learners’ errors based on instructional philosophy and providing moderate and suitable tasks and materials with appropriate difficulty considering learners’ interest and their personality to cope language anxiety they experience. Their anxiety can also be lowered by providing supportive learning environment, creating a student centered and comfortable classroom environments and ensuring friendly atmosphere in EFL classes maintaining mutual relationship (Ohata, 2005; Chen & Chang, 2009; Javid, 2014).

Fojkar, Skela, & Kovac (2013) have made discussion on **narratives** as “a good source of language and a springboard for follow-up activities as well as generating a relaxed and safe learning environment” (p.26). Tseng (2012) suggests to “exhibit genuine concern for learners and their learning, providing a warm, reassuring classroom atmosphere” (p.77). Valizadeh & Alvina (2013) suggest to “maintain rapport and to create non-threatening environment for learning so as to enable the participants to function independently and effectively in the process of learning” (p. 23). Stroud (2013) has revealed that “humor is very beneficial to learning and can lower anxiety, improve retention, promote higher levels of participation, result in more enjoyment and create a more comfortable class atmosphere” (p. 82). Otherwise affective variable like anxiety makes learners scared and nervous, consume learners’ energy and attention and these influence much on their learning results (Li K., 2012).

2.8. Research Questions

The objectives of this study are to determine the levels of English language anxiety of higher secondary level students in Nepal and to identify the difference in the level of English language anxiety on the basis of different strata like gender, nature of institution, medium of instruction and streams. Research questions to facilitate the study are as follows:

1. What is the level of English language anxiety of higher secondary level students in Nepal?
2. What is the difference in the level of the learners’ English language anxiety in terms of gender?
3. What is the difference in the level of the learners’ English language anxiety in terms of nature of institutions?
4. What is the difference in the level of the learners’ English language anxiety in terms of medium of instruction?
5. What is the difference in the level of the learners’ English language anxiety in terms of faculty or streams?

2.9. Significance of the Study

The findings of this study provided insights into language pedagogy from which ELT teachers would be benefitted to enhance effective teaching learning activities creating non-threatening classroom environment. Curriculum designer, textbook writer, researcher as well as language policy maker would also be equally benefitted from the study in designing, preparing and implementing the curriculum and text book considering the level of students.

3. Methodology

3.1. Participants

The study comprises of 552 ELT students of grade 12 from 22 higher secondary school of Bara district of Nepal. The subjects were sampled using multi-stage cluster sampling and the schools that of fish bowl procedure. Among the participants, 348 (63%) were female and 204 (37%) were male; 515 (93.3%) were from Nepali and 37 (6.7%) were from English medium; 513 (92.9%) from government and 39 (7.1%) were from private higher secondary school. Similarly, 318 (57.6%) were from management, 217 (39.3%) were from education, 15 (2.7%) were from humanities and 2 (0.4%) respondents were selected from science stream.

3.2. Instruments

The instrument used for this study was a questionnaire with 9 items consisting of English language anxiety scale on 5-point Likert scale ranging from strongly agree to strongly disagree (strongly agree = 1; agree = 2; undecided =3; disagree = 4 and strongly disagree = 5 i.e. the less mean or mean rank score of anxiety; the higher the anxiety there will be) to measure anxiety level of the learners. The reliability of the instrument was assessed using Cronbach's alpha model, and Cronbach's alpha in Table 1 showed internal consistency of .727 which indicated a high level of reliability.

Cronbach's Alpha	N of Items
.727	9

Table 1: Reliability of the Instrument

3.3. Indicator of Determining Learners' Anxiety in Learning English

Table 2 shows the indicator of determining the level of learners' anxiety in learning English. The mean score of learners' anxiety that lies between 1.00 -2.33 is regarded as high; 2.34-3.66 as average or moderate and 3.67-5.00 as low.

Learners' Anxiety Level	Mean
High	1.00-2.33
Moderate	2.34-3.66
Low	3.67-5.00

Table 2: Indicator of Determining Learners' English Language Anxiety

3.4. Results

The mean score resulted in Table 3 showed that the anxiety level of ELT students due to unfamiliar topic and unfamiliar vocabulary (Q1a/UT) and unfamiliar culture (Q1b/UC) was found high ($M = 2.1793$). Their anxiety level due to lack of confidence while communicating English (Q1c/LC) was high ($M = 2.1721$). The anxiety level of due to poor linguistic knowledge of the English language (Q1d/PL) was also high ($M = 2.1830$). Their anxiety level due to test (Q1e/TA) was found average or moderate ($M = 2.5960$). The anxiety level due to unpleasant atmosphere in the classroom (Q1f/UA) was moderate ($M = 2.5580$). The anxiety level of due to classroom procedures applied by ELT teacher (Q1g/CP) was also found moderate ($M = 2.7464$). Their anxiety level due to teacher's behavior (Q1h/TB) was low ($M = 3.7264$). Their anxiety level due to criticism or negative evaluation (Q1i/NE) was moderate ($M = 3.6649$). In overall, their anxiety level in learning English was found average or moderate ($M = 2.6673$).

Sources of Anxiety	N	Mean
Q1a. Unfamiliar topic and unfamiliar vocabulary (UT)	552	2.1793
Q1b. Unfamiliar culture (UC)	552	2.1793
Q1c. Lack of confidence while communicating (LC)	552	2.1721
Q1d. Poor linguistic knowledge of English (PL)	552	2.1830
Q1e. Test anxiety (TA)	552	2.5960
Q1f. Unpleasant atmosphere in the class (UA)	552	2.5580
Q1g. Classroom procedure applied by teacher (CP)	552	2.7464
Q1h. Teachers' behavior (TB)	552	3.7264
Q1i. Criticism/Negative Evaluation (NE)	552	3.6649
Grand Mean	552	2.6673

Table 3: ELT Learners' Language Anxiety

3.3.1. English Language Anxiety in Terms of Gender

The mean resulted in Table 4 showed the anxiety level of female students ($M = 2.0920$) due to unfamiliar topic and unfamiliar vocabulary (Q1a/UT) and unfamiliar culture (Q1b/UC) was found higher than that of male students ($M = 2.3284$). Their anxiety level ($M = 2.0833$) due to lack of confidence while communicating English (Q1c/LC) was found higher than that of male students ($M = 2.3235$). The anxiety level of female students ($M = 2.0546$) due to poor linguistic knowledge of the English language (Q1d/PL) was also higher than that of male students ($M = 2.4020$). Their anxiety level ($M = 2.3937$) due to test (Q1e/TA) was found higher than that of male students ($M = 2.9412$). However, the anxiety level of female students ($M = 2.6264$) due to unpleasant atmosphere in the classroom (Q1f/UA) was found lower than that of male students ($M = 2.4412$). But the anxiety level of female students ($M = 2.6523$) due to classroom procedures applied by ELT teacher (Q1g/CP) was found higher than that of male students ($M = 2.9069$). The anxiety level of female students ($M = 3.7557$) due to teacher's behavior (Q1h/TB) was found lower than that of male students ($M = 3.6765$). The anxiety level of female students ($M = 3.6121$) due to criticism or negative evaluation (Q1i/NE) was found higher than that of male students ($M = 3.7549$). In overall, the anxiety level of female students ($M = 2.5958$) in learning English was found higher than that of male students ($M = 2.7892$).

Gender		Q1a/UT	Q1b/UC	Q1c/LC	Q1d/PL	Q1e/TA	Q1f/UA	Q1g/CP	Q1h/TB	Q1i/NE	Grand Mean
Female	Mean	2.0920	2.0920	2.0833	2.0546	2.3937	2.6264	2.6523	3.7557	3.6121	2.5958
	N	348	348	348	348	348	348	348	348	348	348
Male	Mean	2.3284	2.3284	2.3235	2.4020	2.9412	2.4412	2.9069	3.6765	3.7549	2.7892
	N	204	204	204	204	204	204	204	204	204	204
Grand Mean	Mean	2.1793	2.1793	2.1721	2.1830	2.5960	2.5580	2.7464	3.7264	3.6649	2.6673
	N	552	552	552	552	552	552	552	552	552	552

Table 4: ELT Learners' Anxiety Level in Terms of Gender

Note: UT stands for unfamiliar topic; UC for unfamiliar culture; LC for lack of confidence while communicating; PL for poor linguistic knowledge; TA for test anxiety; UA for unpleasant atmosphere in the class; CP for classroom procedures applied by teachers; TB for teachers' behavior and NE for negative evaluation.

The significant test resulted in Table 6 showed that female students of higher secondary level in Nepal were found to be statistically significantly highly anxious than male students ($U = 30187.000$, $p = .003$) with their mean rank (Table 5) of 261.24 for female and 302.52 male students.

Variable Gender		N	Mean Rank	Sum of Ranks
Learners' Anxiety in Terms of Gender	Female	348	261.24	90913.00
	Male	204	302.52	61715.00
	Total	552		

Table 5: Mean Rank of Learners' Language Anxiety in Terms of Gender

Learners' Anxiety in Terms of Gender	
Mann-Whitney U	30187.000
Wilcoxon W	90913.000
Z	-2.939
Asymp. Sig. (2-tailed)	.003
a. Grouping Variable: Gender	

Table 6: Statistic Test for Learners' Language Anxiety in Terms of Gender

3.3.2. English Language Anxiety in Terms of Nature of Institution

The mean resulted in Table 7 showed the anxiety level of government ELT students ($M = 2.1657$) due to unfamiliar topic and unfamiliar vocabulary (Q1a/UT) and unfamiliar culture (Q1b/UC) was found higher than that of private ELT students ($M = 2.3590$).The anxiety level of government students ($M = 2.1657$) due to lack of confidence while communicating English (Q1c/LC) was found higher than that private students ($M = 2.2564$).The anxiety level of government students ($M = 2.1715$) due to poor linguistic knowledge of the English language (Q1d/PL) was also higher than that of private students ($M = 2.3333$). The anxiety level of government students ($M = 2.5302$) due to test (Q1e/TA) was found higher than that of private students ($M = 3.4615$).The anxiety level of government students ($M = 2.4932$) due to unpleasant atmosphere in the classroom (Q1f/UA) was found higher than that of private students ($M = 3.4103$). The anxiety level of government students ($M = 2.6901$) due to classroom procedures applied by ELT teacher (Q1g/CP) was found higher than that of private students ($M = 3.4872$).Their anxiety level of government students ($M = 3.7193$) due to teacher's behavior (Q1h/TB) was found lower than that of private students ($M = 3.8205$).Their anxiety level of government students ($M = 3.6589$) due to criticism or negative evaluation (Q1i/NE) was found higher than that of private students ($M = 3.7436$).In overall, the anxiety level of government students ($M = 2.6400$) in learning English was found higher than that of private students ($M = 3.0256$).

Nature of Institution		Q1a/UT	Q1b/UC	Q1c/LC	Q1d/PL	Q1e/TA	Q1f/UA	Q1g/CP	Q1h/TB	Q1i/NE	Grand Mean
Government	Mean	2.1657	2.1657	2.1657	2.1715	2.5302	2.4932	2.6901	3.7193	3.6589	2.6400
	N	513	513	513	513	513	513	513	513	513	513
Private	Mean	2.3590	2.3590	2.2564	2.3333	3.4615	3.4103	3.4872	3.8205	3.7436	3.0256
	N	39	39	39	39	39	39	39	39	39	39
Grand Mean	Mean	2.1793	2.1793	2.1721	2.1830	2.5960	2.5580	2.7464	3.7264	3.6649	2.6673
	N	552	552	552	552	552	552	552	552	552	552

Table 7: ELT Learners' Language Anxiety in Terms of Nature of Institution

The significant test in Table 9 showed that the government school ELT students were found to be statistically significantly highly anxious than private school ELT students ($U = 7136.000$, $p = .003$) with their mean rank (Table 8) for 270.91 for government students and 350.03 for private students.

Variable	Nature of Institution	N	Mean Rank	Sum of Ranks
Learners' Anxiety in Terms of Nature of Institution	Government	513	270.91	138977.00
	Private	39	350.03	13651.00
	Total	552		

Table 8: Mean Rank of Learners' Language Anxiety in Terms of Nature of Institution

	Learners' Anxiety in Terms of Nature of Institution
Mann-Whitney U	7136.000
Wilcoxon W	138977.000
Z	-2.990
Asymp. Sig. (2-tailed)	.003
a. Grouping Variable: Nature of Institution	

Table 9: Statistic Test for Learners' Language Anxiety in Terms of Nature of Institution

3.3.3. English Language Anxiety in Terms of Medium of Instruction

The mean resulted in Table 10 showed the anxiety level of Nepali medium ELT students ($M = 2.1456$) due to unfamiliar topic and unfamiliar vocabulary (Q1a/UT) and unfamiliar culture (Q1b/UC) was found higher than that of English medium ELT students ($M = 2.6486$). The anxiety level of Nepali medium students ($M = 2.1476$) due to lack of confidence while communicating English (Q1c/LC) was found higher than that of English medium students ($M = 2.5135$). The anxiety level of Nepali medium students ($M = 2.1476$) due to poor linguistic knowledge of the English language (Q1d/PL) was also higher than that of English medium students ($M = 2.6757$). The anxiety level of Nepali medium students ($M = 2.5146$) due to test (Q1e/TA) was found higher than that of English medium students ($M = 3.7297$). The anxiety level of Nepali medium students ($M = 2.5049$) due to unpleasant atmosphere in the classroom (Q1f/UA) was found higher than that of English medium students ($M = 3.2973$). The anxiety level of Nepali medium students ($M = 2.6621$) due to classroom procedures applied by ELT teacher (Q1g/CP) was found higher than that of English medium students ($M = 3.9189$). The anxiety level of Nepali medium students ($M = 3.7010$) due to teacher's behavior (Q1h/TB) was found higher than that of English medium students ($M = 4.0811$). The anxiety level of Nepali medium students ($M = 3.6408$) due to criticism or negative evaluation (Q1i/NE) was found higher than that of English medium students ($M = 4.0000$). In overall, the anxiety level of Nepali medium students ($M = 2.6233$) in learning English was found higher than that of English medium students ($M = 3.2793$).

Medium		Q1a/UT	Q1b/UC	Q1c/LC	Q1d/PL	Q1e/TA	Q1f/UA	Q1g/CP	Q1h/TB	Q1i/NE	Grand Mean
Nepali	Mean	2.1456	2.1456	2.1476	2.1476	2.5146	2.5049	2.6621	3.7010	3.6408	2.6233
	N	515	515	515	515	515	515	515	515	515	515
English	Mean	2.6486	2.6486	2.5135	2.6757	3.7297	3.2973	3.9189	4.0811	4.0000	3.2793
	N	37	37	37	37	37	37	37	37	37	37
Grand Mean	Mean	2.1793	2.1793	2.1721	2.1830	2.5960	2.5580	2.7464	3.7264	3.6649	2.6673
	N	552	552	552	552	552	552	552	552	552	552

Table 10: ELT Learners' Anxiety in Terms of Medium of Instruction

The significant test in Table 12 showed that the Nepali medium ELT students were found to be statistically significantly highly anxious than English medium ELT students ($U = 5021.500$, $p < .001$) with their mean rank (Table 11) of 267.75 for Nepali medium ELT students and 398.28 for English medium ELT students.

Variable Medium	N	Mean Rank	Sum of Ranks
Learners' Anxiety in Terms of Medium of Instruction	Nepali	515	267.75
	English	37	398.28
	Total	552	

Table 11: Mean Rank of Learners' Language Anxiety in Terms of Medium of Instruction

	Learners' Anxiety in Terms of Medium of Instruction
Mann-Whitney U	5021.500
Wilcoxon W	137891.500
Z	-4.815
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Medium	

Table 12: Statistic Test for Learners' Language Anxiety in Terms of Medium of Instruction

3.3.4. English Language Anxiety in Terms of Different Streams

The mean resulted in Table 13 showed that the level of language anxiety due to unfamiliar topic and unfamiliar vocabulary (Q1a/UT) and unfamiliar culture (Q1b/UC) of ELT students in learning English from education ($M = 2.1290$) ranked the highest followed by

ELT students from humanities ($M = 2.1333$); management ($M = 2.2075$) and science ($M = 3.5000$). The level of language anxiety due to lack of confidence while communicating English (Q1c/LC) of ELT students in learning English from science ($M = 2.0000$) ranked the highest followed by ELT students from humanities ($M = 2.1333$); education ($M = 2.1521$) and management ($M = 2.1887$). The level of language anxiety due poor linguistic knowledge of the English language (Q1d/PL) of ELT students in learning English from education ($M = 2.0783$) ranked the highest followed by ELT students from humanities ($M = 2.2000$); management ($M = 2.2421$) and management ($M = 4.0000$). The level of language anxiety due test (Q1e/TA) of ELT students in learning English from science ($M = 2.0000$) ranked the highest followed by ELT students from education ($M = 2.3180$); management ($M = 2.7736$) and humanities ($M = 2.9333$). The level of language anxiety due unpleasant atmosphere in the classroom (Q1f/UA) of ELT students in learning English from science ($M = 2.0000$) ranked the highest followed by ELT students from humanities ($M = 2.2000$); management ($M = 2.4843$) and education ($M = 2.6959$). The level of language anxiety due classroom procedures applied by ELT teacher (Q1g/CP) of ELT students in learning English from education ($M = 2.4885$) ranked the highest followed by ELT students from humanities ($M = 2.6000$); management ($M = 2.9245$) and science ($M = 3.5000$). The level of language anxiety due teacher’s behavior (Q1h/TB) of ELT students in learning English from science ($M = 3.5000$) ranked the highest followed by ELT students from education ($M = 3.6221$); humanities ($M = 3.6667$) and management ($M = 3.8019$). The level of language anxiety due criticism or negative evaluation (Q1i/NE) of ELT students in learning English from humanities ($M = 2.8667$) ranked the highest followed by ELT students from education ($M = 3.4424$); management ($M = 3.8491$) and science ($M = 4.5000$). In overall, the level of English language anxiety of higher secondary level students from humanities ($M = 2.5407$) ranked the lowest followed by ELT students from education ($M = 2.5617$); management ($M = 2.7421$) and science ($M = 3.1667$).

Streams		Q1a/UT	Q1b/UC	Q1c/LC	Q1d/PL	Q1e/TA	Q1f/UA	Q1g/CP	Q1h/TB	Q1i/NE	Grand Mean
Science	Mean	3.5000	3.5000	2.0000	4.0000	2.0000	2.0000	3.5000	3.5000	4.5000	3.1667
	N	2	2	2	2	2	2	2	2	2	2
Management	Mean	2.2075	2.2075	2.1887	2.2421	2.7736	2.4843	2.9245	3.8019	3.8491	2.7421
	N	318	318	318	318	318	318	318	318	318	318
Humanities	Mean	2.1333	2.1333	2.1333	2.2000	2.9333	2.2000	2.6000	3.6667	2.8667	2.5407
	N	15	15	15	15	15	15	15	15	15	15
Education	Mean	2.1290	2.1290	2.1521	2.0783	2.3180	2.6959	2.4885	3.6221	3.4424	2.5617
	N	217	217	217	217	217	217	217	217	217	217
Grand Mean	Mean	2.1793	2.1793	2.1721	2.1830	2.5960	2.5580	2.7464	3.7264	3.6649	2.6673
	N	552	552	552	552	552	552	552	552	552	552

Table 13: Mean Comparison of ELT Learners’ Language Anxiety in Terms of Different Stream

The significant test in Table 15 showed that there was a statistically significantly different in anxiety level between the different streams, $\chi^2(3) = 9.084$, $p = .028$, with a mean rank (Table 14) of anxiety score of 392.75 for science, 292.41 for management, 242.10 for humanities and 254.49 for education stream.

Variable	Streams	N	Mean Rank
Learners’ Anxiety in Terms of Streams	Science	2	392.75
	Management	318	292.41
	Humanities	15	242.10
	Education	217	254.49
	Total	552	

Table 14: Mean Rank of Learners’ Language Anxiety in Terms of Different Stream

Learners’ Anxiety in Terms of Streams	
Chi-Square	9.084
Df	3
Asymp. Sig.	.028
a. Kruskal Wallis Test	
b. Grouping Variable: Faculty	

Table 15: Statistic Test for Learners’ Language Anxiety in Terms of Different Stream

4. Discussion

The result showed that higher secondary level students were highly anxious due to unfamiliar topic, unfamiliar vocabulary and unfamiliar culture ($M = 2.1793$); due to lack of confidence while communicating ($M = 2.1721$) and due to poor linguistic knowledge of the English language ($M = 2.1830$) while their anxiety level was found moderate or average due to test ($M = 2.5960$); due to unpleasant atmosphere in the classroom ($M = 2.5580$); due to classroom procedures applied by ELT teacher ($M = 2.7464$) and due to

criticism or negative evaluation ($M = 3.6649$). Their anxiety level due to teacher's behavior was low ($M = 3.7264$). In overall, their anxiety level in learning English was found average or moderate ($M = 2.6673$) which is consistent to the result of Lian & Budin (2014). This indicates that the Nepalese learners of higher secondary level education in Nepal experience some kind of English language anxiety which is consistent to the previous researches (see, Tsai, 2013; Lucas, Flores, & Go, 2011; Smith & Schroth, 2014; Hasrul et al., 2013; Andrade & Williams, 2009; Marwan, 2007; Rajanathan, Prakash & Husin, 2013; Chen & Chang, 2009).

Regarding the gender, the anxiety level of female students ($M = 2.5958$) in learning English was found higher than that of male students ($M = 2.7892$). The significant test also showed that female students of higher secondary level in Nepal were statistically significantly highly anxious than male students ($U = 30187.000$, $p = .003$) with their mean rank (Table 4.98) of 261.24 for female and 302.52 for male students. Similarly, the result showed that significant difference between the anxiety level of learners of different medium that the anxiety level of Nepali medium students ($M = 2.6233$) in learning English was found higher than that of English medium students ($M = 3.2793$). The significant test also showed that the Nepali medium ELT students were statistically significantly highly anxious than English medium ELT students ($U = 5021.500$, $p < .001$) with their mean rank (Table 4.104) of 267.75 for Nepali medium ELT students and 398.28 for English medium ELT students. This result is inconsistent with the previous researches (see, Hasrul et al., 2013; Waseem & Jibeen, 2013; Koskal, Arslan & Bakla, 2004) that they did not indicate any significant differences regarding demographic variables like gender, age, semester and the medium of schools i.e. Urdu and English medium school. However, the result is consistent to the previous researches (see Lian & Budin, 2014; Andrade & Williams, 2009) that there was significant difference between genders in ELA.

Regarding the nature of institution, the anxiety level of government students ($M = 2.6400$) in learning English was found higher than that of private students ($M = 3.0256$). The significant test also showed that the government school ELT students were statistically significantly highly anxious than private school ELT students ($U = 7136.000$, $p = .003$) with their mean rank for 270.91 for government students and 350.03 for private students.

Regarding the different streams, the result showed that the level of English language anxiety of higher secondary level students from humanities ($M = 2.5407$) ranked the highest followed by ELT students from education ($M = 2.5617$); management ($M = 2.7421$) and science ($M = 3.1667$). The significant test showed that there was a statistically significant difference in anxiety level between the different streams, $\chi^2(3) = 9.084$, $p = .028$, with a mean rank of anxiety score of 392.75 for science, 292.41 for management, 242.10 for humanities and 254.49 for education stream.

5. Pedagogical Implications

Since the anxiety is one of the affective variables that influences in learning language, teacher should be cautious in establishing non-threatening environment so that learners can learn language in a happy and pleasant atmosphere. ELT students were found to be highly anxious due to unfamiliar topic or vocabulary or unfamiliar culture. For this, they are to be provided with heavy exposure of the English language. Use of communicative approach is to be prioritized to enhance their confidence level of speaking in the English language. They are to be exposed with the authentic materials to make them familiarize with the culture of the target language. Modern technology is to be integrated with teaching learning activities so as to arouse learners' motivation in teaching learning procedures. Regular formative test is to be conducted so that they can be made familiar with the test and their anxiety level can be decreased and they are to be treated according to their personality trait maintaining rapport.

6. Conclusion

After analysis of overall items in terms of different strata, ELT students of higher secondary level education of Nepal were found to be anxious to some extent. Therefore, ELT teachers should be cautious in adopting such procedures of language pedagogy that lower the learners' anxiety and enhance the effective learning.

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