

Language Classroom Anxiety: Experiences and Perceptions of College Students

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Abstract:

The study examined how students' beliefs, feelings, and manifestations of language anxiety change as they learn English as a second language. The study used both quantitative and qualitative data analysis. Less emphasis was placed on numerical data and analysis than on narrative data and investigations. Data were collected using the Foreign Language Anxiety Scale (FLAS) and analyzed using Focus Discussions Group (FDGs). The Ethics Research Committee authorized the procedure and informed agreement quickly due to the study's low risk. By a margin of 3.53, most respondents said they had experienced and exhibited English language dread in the classroom. (3) In English, learners' academic outputs; (4) English educators' characteristics; (5) pedagogical approaches; (6) participation in English language class; (7) dialogue/role-playing participation; (8) The significance of the English language; (9) apprehension of negative evaluation.

Although some of their anxieties were eased by the English teachers' welcoming and cheerful dispositions, others were still apprehensive. According to relevant literature and current statistics, second/foreign language learners experienced classroom terror, regardless of gender or ethnicity. The Anxiety Theory may benefit from more study, not only to assess it but to establish a new one if it is possible.

Keywords: Anxiety Associated with Language in Students; Observations; Methods; Manifestations

1. INTRODUCTION

This country's government and educational institutions employ English as their primary language, making it the country's official language. Language Franca for lifelong learning has been a long-overdue demand,

especially in higher education and in the workforce. Uphill battles abound for English instructors and students alike throughout the course of acquiring the language. Success in learning a foreign language may be achieved if it is taught in

an inclusive atmosphere, however, failure might occur if it is studied in a hostile one. Second language acquisition and anxiety are intricately related, Abbreviation anxiety is a term for this (LA). In anxiety disorders like panic disorder and OCD, the autonomic nervous system is activated, causing intrusive thoughts and anxieties to occur repeatedly. Anxiety about making mistakes is compounded by feelings of inadequacy, they classified language anxiety as a kind of situational panic characterized by significant feelings of self-consciousness and desire to avoid making mistakes while speaking. The distinctiveness of the classroom language learning process has led to a unique set of self-perceptions, beliefs, attitudes, and behaviors. Further, the authors describe language anxiety as the fear felt by a language learner when they begin to study a second or foreign language. Anxiety may be induced by a wide variety of factors, including participation in speaking activities, difficulty understanding teaching, and assessment, whereas inhibitory factors include peer affiliation or a sense of community connection, classroom layout, and the role of the instructor. Emotion research in a second language or FL education and learning has focused on anxiety linked with FL education and learning. Studies on FL anxiety have revealed that it interferes with behavior, interpersonal relations as well as with cognition as well as educational attainment. In the absence of effective anxiety management, the growth of a learner may be adversely affected. Various aspects of language learning, including intake, processing, and output, may lead to language anxiety. Learning a second or foreign language might be challenging if you don't understand how anxiety links to these three phases. Students' interest in learning a second language is piqued by a stress-free learning environment, which educators have witnessed, experienced, and shown. In theory, this is not an easy process to do. In classrooms, both teachers and

students have preconceptions, ideas, and expectations about how the teaching/learning environment will work. It is possible to create a customized learning context that impacts the classroom environment by combining these factors. Students' self-concepts might be shattered if the classroom atmosphere is too demanding and judgmental.

Second language performance is likely to undermine a person's self-perception as an effective speaker, resulting in nervousness, self-consciousness or even horror, according to these researchers. Using this framework, the study evaluated and rated the anxiety of female university students who were studying English. New ideas and strategies for dealing with school-related language anxiety and increasing student enthusiasm for English classes have emerged because of their replies.

Materials and Procedures

An investigator employs a mixed technique when combining quantitative and qualitative data. The strategy also considers philosophical and methodological assumptions. A single study or a cluster of studies might incorporate both qualitative and quantitative data. Q/Q approaches together may assist researchers better understand the issues they are addressing. The research employed a range of techniques. It has arisen as a third research topic in the social and behavioral sciences, integrating qualitative and quantitative approaches. When it comes to data collection and analysis, quantitative researchers tend to focus on numerical data, while qualitative researchers tend to focus on narrative data. In terms of research, researchers' paradigms or world views often reflect their philosophical beliefs about reality. On the other hand, researchers typically approach issues and themes from perspectives that allow them to study and analyze those that align with their beliefs and are vital to their academic community. To test the scale's

effectiveness, a pilot study was undertaken globally.

An alpha value of .83 and considerable adjusted item-to-total scale correlations for all items have been demonstrated for the scale's internal validity. During an eight-week period, test-retest reliability was found to be $r = .83$ ($p < .001$). As a result, revalidation is unnecessary. Students in the second semester of the 2020-2021 school year who completed the Purposeful Communication course at Universities, received a FLAS questionnaire (Phase 1), which was given to 75 female BSBA students in a university context. During Phase II of the research, focus group discussions (FDGs) were employed to get a comprehensive grasp of societal concerns. An intentionally small sample of the larger population is used rather than a statistically representative one in this approach. Students' opinions, experiences, and manifestations of stress, as well as their suggestions for decreasing, if not eliminating, language classroom anxiety were all part of this study's goals. The research is deemed low risk because of the inclusion of human participants. This conclusions may provide new perspectives on the subject and close a knowledge gap.

study's protocol was swiftly accepted by the Study Ethics Committee since all data were collected by e-mail using the FLAS, and all FDG data were collected using the virtual program.

It was determined that additional data might have been gathered if in-person interviews had been allowed, however this was not allowed. Since students' perceptions of FLA may differ culturally, researchers should exercise caution when drawing broad conclusions from previous research. Rather than using Emirati male students in a prior research, this study aimed to focus on Filipino female students in order to better understand and quantify language anxiety. As a result, the results and suggestions from this mixed-methods research may have benefitted from accumulating information and growing the literature in a varied, yet inclusive, environment. It was impossible to generalize from this study since the sample size was so small. A single-gender sample group or mixed groups were used in certain past research in order to draw results. The study's findings and

2. RESULTS

Table 1: In the FLA Classroom: University Students' Opinions

Learners' Perceptions	Amount of Emphasis on Text	Typical Description
1. In my foreign language class, I'm never completely confident in my abilities.	3.20	Approve
7. I'm constantly under the impression that the other learners are superior at language than I am.	3.83	Approve
10. If I fail my foreign language class, I'm worried about the consequences.	3.71	Approve
11. To be honest, I'm not sure why some people get so worked up over the prospect of taking a language class.	3.48	Approve
16. Despite my thorough preparation, language class is giving me the shakes.	3.78	Approve
19. I'm anxious that my linguistic instructor is prepared to point out any mistakes I make.	3.15	Approve

20. Before a language class presentation, my heart begins to pound.	3.75	Approve
23. My classmates always seem to be more fluent in the language than I am.	3.35	Approve
Compound Mean	3.53	Approve

Classroom anxiety is caused by eight distinct outcomes in English classes. This kind of anxiety is caused by a dread of speaking in a foreign language lesson. Afraid that their classmates are better than them, many young people worry. This depicts what happens if you fail a foreign language course. " In addition to worry, fear of punishment, and heart palpitations from comparing oneself to others, students have expressed their feelings about foreign

language lessons. This was reflected in the overall average of 3.53. Students in the universities are When learning a second language, you may experience moderate to severe anxiety, according to a case study done at a higher education institution. This study's findings suggest that a number of variables contribute to foreign language phobia.

Table 2: Experiences of College Students with FLA Classrooms

Amount of Emphasis on Text	Experiences	Typical Description
5. Taking more foreign language classes would not be beneficial to me.	3.19	Approve
6. There are a lot of unrelated topics I learn about in language class.	2.69	Neither Approve nor Disapprove
8. My comfort level with testing is high in my language class.	3.09	Neither Approve nor Disapprove
13. I'm afraid to speak up in class because I'm self-conscious.	2.81	Approve
21. A language exam is making me more and more unsure of myself as I study.	2.75	Neither Approve nor Disapprove
25. I'm afraid of getting behind in language class because it moves so quickly.	3.61	Approve
26. In class, more than any other place, I feel tense and anxious.	3.52	Approve
28. While driving to a language school, I feel calm and collected.	2.98	Neither Approve nor Disapprove
31. I'm afraid that when I speak a foreign language, my classmates will mock me.	3.57	Approve
32. I'm sure I'd feel at ease around a native speaker of the foreign language.	3.77	Approve
Compound Mean	3.21	Approve

In addition to these important results, the FLAS reveals that students have little desire to continue their foreign language studies once their time in the English language classrooms has concluded. When the class proceeds swiftly, however, some have been ashamed to join in class arguments. When the native speaker of English is present in

the classroom, they feel more at ease, in spite of the fact that they're more afraid of being mocked by their peers. Findings from FLAS also reveal the following: being at ease during language class exams, preparing for a language test, and feeling confident and calm in class. English language classes have a Compound Mean

of 3.21, which indicates varying degrees of anxiety among pupils. At least eleven important reasons have contributed to the present situation (among the 34 elements of FLAS). An author claims that a phenomenon happens at a certain time and place because of a specific cause.

According to the authors, a specific kind of worry that develops over time in a particular setting is known as "situational anxiety." When one condition varies from another yet stays constant throughout time, it is connected.

Table 3: College Students' Manifestations toward FLA Classroom

Demonstration	Amount of Emphasis on Text	Typical Description
2. In language class, I am unconcerned about making errors.	3.01	Neither Approve nor Disapprove
3. The anticipation of being called upon in a language class always makes me nervous.	3.42	Approve
4. An unfamiliar foreign language teacher's words can cause me to feel anxious.	3.35	Approve
9. My nerves flare up when I have to speak in front of a large audience of individuals in a language class without any preparation.	3.77	Approve
12. When I'm nervous in a language class, I tend to forget what I already know.	3.32	Approve
14. I wouldn't get nervous if I had to communicate in a foreign language with people who were native speakers.	3.15	Approve
15. I get annoyed with myself when the instructor's corrections aren't clear to me.	3.20	Approve
17. I frequently consider skipping my language class.	2.28	Neither Approve nor Disapprove
18. I feel more at ease when I can express myself fluently in front of the class in a foreign language.	2.73	Neither Approve nor Disapprove
24. It is difficult for me to express myself in an unfamiliar language because I am afraid of making a mistake.	3.83	Approve
27. My anxiety levels skyrocket whenever I have to present in front of a group of learners.	3.58	Approve
29. A language instructor speaking in a foreign tongue can make me feel anxious.	3.36	Approve
30. To be able to communicate fluently in another language, you have to master a staggering number of rules.	3.55	Approve
33. It's only when the language teacher asks me a question that I start to feel nervous in class.	3.85	Approve
Compound Mean	3.31	Approve

If they couldn't understand the teacher in class, they were terrified when they were

forced to speak in a language class without any preparation, and they were terrified if

they forgot anything in class, most students trembled. An important component of their entire strategy is their readiness to communicate in English. They both agree but disagree on making errors in a language lesson, attendance, and English fluency. I agree that the composite mean is 3.31. As a whole, university students may complain in their native language. One possibility is that English is more often spoken at home than the native language. Both at home and school indicate a clash of languages and the home-school partnership engaged in student education.

Language Anxiety Sources in the Classroom

Using focus groups, we discovered what was driving classroom anxiety. Several themes emerged: This research examines student opinions, academic outcomes, and instructor qualities. The necessity of English is also highlighted, as is the dread of wrong judgement. Finally, test-takers' nervousness and fear of wrong assessment are investigated. Participants were given codes based on their English skills. Female student codes BSBA-L1 through BSBA-L80 (learners 1-80).

In English, students' perspectives

To thrive in a competitive climate, students' focus groups found that learning English is essential since it is a necessity for travel both inside and beyond the Philippines for personal as well as business reasons.

As stated by one BSBA-L2, I used to be uninterested in studying English and had no understanding of its usefulness or worth. During my early years of studying English, it was just another important subject. The main goal was to learn vocabulary, conjugation, and accurate grammatical usage. Spending a year studying abroad at High school changed my life. I became enamored with the language. Learning and developing my English abilities enabled me to engage and communicate with individuals from other

nations, as well as see and comprehend films in their original form. In cosmopolitan environments, students desire to interact, but most respondents indicated they went to English class for lifetime application, not academic conformity. Considering the students' responses, it's clear that connecting is one of life's most satisfying aspects. The skill to speak with someone in their own words is a big privilege. Bilinguals have an advantage in both personal and professional life since they can communicate with more individuals. Language proficiency makes you a local everywhere you go, physically and figuratively expanding your horizons. Your everyday interactions will mold you. Strangers' kindness will move you. You'll meet lifelong friends. These two components are all you need to learn a language.

Actual language anxiety experiences

Listening, speaking, reading, and writing are all important components of English education. If you've ever taken a language lesson, you've experienced this process. Regardless of whether it's your first or your second.

On this note, BSBA-L1 affirmed:

To pass English, to participate in class discussions, I must be able to speak, listen, read, and write in English. We were driven to learn English by our professors, who were top-notch. Attempting to learn a new language is a challenging endeavor, that includes the development of four linguistic skills. For them to be successful, they must be able to transform passive knowledge into real active language use. The learner's constant exposure to the language and practice would lead to this.

Students' academic outputs in English

Student-respondents were asked to provide academic outputs that matched each of the four language acquisition skills to determine whether their English lesson was meaningful and productive.

In speaking exercises, BSBA-L47 declared:

Language is a fantastic career. We learnt to effectively communicate with our audience. Learning the vocabulary and keeping our audience entertained are essential skills for a successful speaker. Many of those who answered to the poll cited delivering a speech or explaining poetry. Using multiple regression analysis, the author found that anxiety over speaking activities is the sole significant predictor of English proficiency. The authors point out that the reverse may be true. Teacher anxiety, they claim, must be addressed. To further understand instructors' L2 speaking stress, a qualitative study is needed. Determining the core reasons of speaking anxiety requires quantitative study with bigger samples.

In Listening Tasks, some respondents succinctly expressed:

It may assist you in school if you can listen well. Listening well may help you communicate better with others. Others may see you as more intelligent if you listen well. This skill may help you become a more confident speaker. Before learning a new language, one must perfect active listening skills (English). Vowel, consonant, and diphthong sounds are divided into three categories in pronunciation, dictation exercises, and a spelling exam were all included in the listening assignments. There was also music listening, a spelling bee, and a video presentation.

BSBA-L16 claimed to be effective in reading tasks:

It's not uncommon for academic reading to involve active, critical thinking. Writing prompts include poems and novel modules, stories, paragraphs, newspaper ads, signs and explanations, articles, instructions, and written exams. Studies show that reading scholarly materials inspires you to think critically about what your interpretation and make connections to prior knowledge. College students tend to appreciate reading as a skill for personal and academic progress.

In Writing Tasks, BSBA-L16 confessed:

Academic writing teaches critical thinking. You must first gather and assess data before presenting it to the reader. You'll never lose the capacity to assess and report appropriately. Writing involves generating ideas, determining how to present them, and structuring them into concise phrases and paragraphs, according to Writing Tasks' author. The student-respondents completed assignments such as essays, quotes, reports, projects, response papers, biographies of friends, speeches, business/formal letters, and poetry on time. In a summary, the student-respondents were productive in their essay writing and report writing responsibilities.

English instructors' characteristics

Students' fear is reduced but not eliminated by the intrinsic qualities/characteristics of English instructors, who remain vital and irreplaceable in current times despite technology developments throughout the Fourth Industrial Revolution. Most students at the state university campus who took part in the survey said that their English professors were tolerant, adaptable, open, knowledgeable, and able to talk in a variety of languages. They were also described as courteous, respectful, strict, calm, active listeners, and motherly.

BSBA-L7 divulged:

Due to their intrinsic attributes, instructors remain necessary and irreplaceable in current times, despite technological developments throughout the Fourth Industrial Revolution, allowing pupils to feel at ease and calm in the English classroom, but not completely eradicating worry. They said their English professors were patient, adaptable, open-minded, well-versed in the subject matter, and had a solid command of the English language, among other qualities. The students at the state university campus also said that their teachers were friendly and pleasant.

BSBS-L12 explained:

One of my lecturers' shortcomings is that she reads the material aloud and never gives us examples. To our pupils, every teacher deserves our thanks and respect for their efforts outside the classroom. In Dewey's opinion, instructors must establish educational settings that inspire learning and development in students.

Employed instructional strategies

Differentiation and technology-based instruction; communicative language learning and task-based instruction; blended-learning, total physical response, total physical response, productive language assessment, conversational English and experience, and total physical response were all seen by students who answered the question. Learner-led education, performance tasks, and feedback helped learners improve their English language skills.

BSBA-L16 explained:

Teaching English, it's not an easy task. Each classroom has a variety of abilities; therefore, lecturers must use effective tactics to help each learner grasp the material. If you're teaching a class on literature, grammar, or language, you'll find these teaching methods useful. Writing workshops, peer editing, cooperative learning, and students choosing their own books are all successful teaching methods for English teachers. English teachers should teach language skills throughout the course of study, emphasizing productive language.

Speaking slowly in class also extends the wait time, distinguishes, and employs many modalities, integrates learners' natural linguistic, and does not fear knowledge. Educators' classroom management was shown to be associated positively to language learners' learning approaches, but negatively to their anxiety. EFL educators may use more effective classroom management approaches to help students use more strategies throughout the learning

process while also lowering their anxiety, according to one study. The authors noted that a newly developed approach indicated the potential influence of explicit emotional strategy use training on participants' verbal language abilities and anxiety levels. Dynamic schooling has been shown to improve spoken language skills. Improved knowledge of EFL learners' emotional techniques may be gained through this study.

Attendance in an English language class

As many as 60 of the 80 participants reported experiencing linguistic anxiety while attending an English class.

As one BSBS-L10 purported:

More than three-quarters of all respondents (60/80) reported experiencing linguistic anxiety while taking English classes.

Playing a role or participating in a dialogue

During a language course, more than three-quarters of students (60/80) reported experiencing language anxiety when engaging in dialogue/role-play activities

BSBA-L19 declared:

To be honest, I'm not confident in my public speaking skills. Every time my instructor called on me to give a presentation in front of the class, I was afraid. One-quarter of respondents, on the other hand, were confident and excited about their English classroom participation.

BSBA-L4 clarified:

Weird mix of e It's OK that we're again under pressure. A pupil need pressure. It is possible to engage in a dialogue/role play with others' support. Both techniques of telling a story have proven beneficial. A deficit may be changed into an advantage or a strength with time and effort. As the course progresses, students with anxiety may overcome it and improve their English language and four abilities.

Importance of the English language

Every single student who took part in the survey agreed that the English language is the world's lingua franca and a language of the global superpowers, such as the United States of America and Britain. After considering its worldwide reach and usefulness, respondents generate these impressions:

BSBA-L15 said:

Because English is the world's most widely spoken language, this is vital. To compete worldwide, you must also master English. The English language enabled many nations to communicate and understand each other. Students' perspectives on the relevance of English align with the authors' conclusions that improved English communication abilities may lead to improved social and career chances. The capacity to speak clearly and effectively in English is vital for career success. English is the most common working language. Interviews for most jobs are conducted in English. English is the most common language used in contracts. Fluency in English is required for international business.

Fear of negative evaluation

Concerns about earning a poor grade for their English proficiency were voiced by 35% of students who completed the survey: As a result, the following is a concise summary:

Even though I know it doesn't matter, I worry about what others think of me. Afraid of my classmates mocking me if I replied poorly when they were called on, I sat in silence as the lecturer called on me again. But this dread has been vanquished. The fear of being assessed in English might affect ESL students. (2) Fear of failure, as shown by two-factor studies. Fear of making mistakes, fear of failing, and a lack of proficiency in the language were all factors in the students' nervousness.

Test-taking

Of the students who took the survey, more than half (40-80) said that they were apprehensive of taking the English language assessment (ELA). The following are some of the test-taking experiences shared by the students who took the survey: I did it out of fear of failing the test; When the subject we've studied isn't on the test, we're more likely to feel nervous. Many people experience anxiety or nervousness before an exam. To perform at your best, you may benefit from a little bit of anxiety. Studies on language anxiety, such as Russell's and Lou and Noels's and Xiangming and Gregersen's and York and Hu and Al's, have shown similar results.

3. CONCLUSION

For many years, The subject has received a lot of attention to how female learners perceive and express their worry about learning English. Anxiety in the English classroom may benefit university teachers and curriculum developers from the findings of this research. English is an easy language to learn. If teachers and students are prepared, focused on the task, and excited, the teaching-learning process may be both collaborative and comprehensive. Even if you've never studied a second or foreign language before, previous research and this study's findings show that you're not alone in experiencing some degree of worry. The hybrid methodology offered a more complex and realistic degree of understanding of anxiety theory than could be achieved with a single strategy. Students' anxiousness when studying and learning English may have other causes that were not discovered in this learning, and further exploration should be done to find out what they are, especially during focus group discussions.

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