RELATIONSHIP BETWEEN FOREIGN LANGUAGE ANXIETY AND ENGLISH LANGUAGE PERFORMANCE OF EFL LIBYAN SECONDARY SCHOOL STUDENTS IN MALAYSIA

BY

ESMAIL IBR M ABUSNINA

A Project Paper Submitted in Partial Fulfilment of the Requirement for the
Master of Arts in Teaching of English to Speakers of Other Languages
Faculty of Arts, Communication, and Education
Infrastructure University Kuala Lumpur
2017

Abstract of thesis presented to the Senate of Infrastructure University Kuala Lumpur in fulfilment of the requirement for the degree of Master of Arts in Teaching of English to Speakers of Other Languages

RELATIONSHIP BETWEEN LANGUAGE LEARNING STRATEGIES AND ENGLISH LANGUAGE PERFORMANCE AMONG LIBYAN SECONDARY SCHOOL STUDENTS IN MALAYSIA

BY

ESMAIL IBR M ABUSNINA

March 2017

Name of Supervisor: Prof. Dr.Siti Maziha Mustapha

Name of Faculty: Faculty of Arts, Communication, and Education IUKL

The present study was intended to explore the relationship between Foreign Language Anxiety and English Language Performance of EFL Libyan Secondary School Students in Malaysia. In this study, the researcher has employed quantitative-survey methodology approach. The researcher has adopted purposive sampling and selected Libyan secondary school students in Malaysia who had been learning English for several years. The findings show that all the students experienced fear of foreign language learning. Furthermore, the study found that foreign language anxiety and EFL performance has a significant relationship. FLTA has a significant relationship with EFL performance, FLCA has no significant relationship with EFL performance and FNE has a significant relationship with EFL performance. Thus, this study has contributed significantly to the body of knowledge and literature relating to anxiety context. Foreign language anxiety has been proven to cause negative output for learners causing them to perform poorer. Recommendations were made to create a positive learning environment to help students with higher foreign language anxiety to improve their English language performance.

ACKNOWLEDGEMENTS

Besmillahi Arrahmani Arraheem

By the name of Allah, the most Gracious and the most Merciful

Alhamdulillah, Praise to Allah, who gave me the strength to complete this project paper and peace and blessings be on the most noble of Prophets and Messengers, our Prophet Muhammad, and on his family and all of his Companions. There are many people who have helped me throughout the journey. First, I would like to express my sincere gratitude and appreciation to my supervisor, Professor Dr. Siti Maziha Mustapha for her valuable guidance, endless support, encouragement, and motivation throughout my study. Also, I am grateful to my father, Dr. Ibrahim Mohamed Abusnina, for his endless support and encouragement. Again, my special thanks all lecturers and staff member of IUKL who have helped me throughout my journey in IUKL.

I would also like to express my gratitude to all my family for the financial and incorporeal support during my study.

"Surely, Allah is with those who are As-Saabiroon (the patient)". [AlQuran6:46]

APPROVAL

This thesis submitted to the senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfilment of the requirement for the degree of (Master of Arts in Teaching of English to Speakers of Other Languages). The members of Thesis Examination Committee were as follows:

Name of Supervisor: Prof. Dr. Siti Maziha Mustapha, PHD
Name of Faculty: Faculty of Arts, Communication, and Education IUKL

Name of Internal Examiner: Madam Suraya Amirrudin
Name of Faculty: Faculty of Arts, Communication, and Education IUKL

Assoc. Prof. Dr Manal Mohsen Abood
Director
Centre for Postgraduate Studies
Infrastructure University Kuala Lumpur (IUKL)

.....
Assoc. Prof. Dr Manal Mohsen Abood, PHD
Director, Centre for Postgraduate Studies
IUKL
Date.....28/4/17.....

DECLARATION

I hereby declare that work in this project paper is my own expect for quotation and summaries which have been duly acknowledged.

Signature .....

Name: ESMAIL IBR M ABUSNINA

Date. 28. /April/2017

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter provides a concise introduction and background to the study. It presents the statement of the problem, purpose of the study, research objectives, questions and hypothesis. The chapter also offers significance of the study, limitations and definitions of key terms.

1.2 Background of the Study

The current era of high paced advancements has led individuals experiencing stress and anxiety in many ways. There are several types of anxiety that individuals as human beings experience in their quest to learn new skills in order to fulfil the growing need for people to equip themselves with prospects for better competitiveness (Gaudry & Spielberger, 1971). There has been a growing demand for the mastery of learning English across the globe so individuals can be competitive, thus putting a lot of pressure on learners. Learning English as a foreign language is also becoming a challenge for many. Majority of learners in this aspect have reported facing serious issues and thus, making them experience anxiety, stress, and strain (Horwitz, 1986). Such experiences relate to a specific psychological state which has been extensively discussed in linguistics research (Horwitz, 1986; Gardner, 1992) and this anxiety is referred to as Foreign Language Anxiety (FLA). Notably, Horwitz (1986) has segregated anxiety of learning foreign language into three broad categories which includes Foreign Language Communication Apprehension (FLCA), Foreign Language Test Anxiety (FLTA) and Foreign Language Fear of Negative Evaluation (FNE). The frequent feelings of anxiety associated with speaking a foreign language stands as a fundamental reason for students' inability to speak English in public. It also has been identified as a significant factor for lowering foreign language learners' motivation (Gardner, et al., 1992; Jain & Sidhu, 2013) and on learners' attitude towards English language learning (Jain & Sidhu, 2013).

REFERENCES

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. The Modern Language Journal, 78 (2), 155−168.

Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. Online Submission.

Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. *English language teaching*, *7*(7), 82.

Bailey, K.M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H.W.Seliger and M.H. Long (Eds.), *Classroom oriented research in second language acquisition*. Rowley, MA: Newbury Hous

Begley, C. M., & White, P. (2003). Irish nursing students' changing self- esteem and fear of negative evaluation during their preregistration programme. Journal of Advanced Nursing, 42(4), 390-401.

Behnke, R., Carlile, L., & Lamb, D. (1974). A psychophysiological study of state and trait

anxiety in public speaking. Central States Speech journal, 25, 249-253

Bernat, E. & Lloyd, R. (2007). Exploring the Gender Effect on EFL Learners' Beliefs about Language Learning. *Australian Journal ofEducational & Development Psychology*. Vol 7, (pp 79 – 91).

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and* pedagogy. San Diego: College-Hill.

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.). Thousand Oaks, CA: Sage

Credé, M. & Kuncel, N. R. (2008). Study habits, skills, and attitudes: The third pillar to supporting collegiate academic performance. Perspectives on Psychological Science, 3, 425-453.

Culler, R. E. & Holahan, C. J. (1980). Test anxiety and academic performance: The effects of study-related behaviors. Journal of Educational Psychology,72, 16-20. Cubukcu, F. (2007). Foreign Language Anxiety. *Iranian Journal of Language Studies (IJLS).* Vol. 1(2) pp.133-142.

Crookall, D. & Oxford, R. L. (1991). Dealing with anxiety: some practical activities for language learner and teacher trainees. In E.K. Horwitz & D.J. Young (Eds.). *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall. 141-50.

Chan, D. Y. C., & Wu, G. C. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei County. *Journal of National Taipei Teachers College*, *17*(2), 287-320.

Chao, C. T. (2003). Foreign language anxiety and emotional intelligence: A study of EFL students in Taiwan (Doctoral dissertation). Texas A & M University, Kingsville.

Chui, H. T. B. (2015). *The links between foreign language reading anxiety and reading performance in Hong Kong Chinese children learning English as a foreign language* (Doctoral dissertation, City University of Hong Kong).

Chen, T. Y., & Chang, G. B. Y. (2004). The relationship between foreign language anxiety and learning difficulties. Foreign Language Annals, 37(2), 279–287.

Cheng, Y.-S. (2005). EFL learners' listening comprehension anxiety. English Teaching & Learning, 29(3), 25–44.

Chen, V., & Drummond, P. D. (2008). Fear of negative evaluation augments negative affect and somatic symptoms in social-evaluative situations. *Cognition and Emotion:* 22(1), 21-43.

Dewaele, J. M., & Al-Saraj, T. M. (2015). Foreign Language Classroom Anxiety of Arab learners of English: The effect of personality, linguistic and sociobiographical variables. *Studies in Second Language Learning and Teaching*, *5*(2), 205-228.

Eharman, M. (1996). Understanding second language learning difficulties. Thousand Oaks, CA:Sage.

Edelmann, R. J., & Baker, S. R. (2002). Self-reported and actual physiological responses in social phobia. *British Journal of Clinical Psychology*, 41, 1-14.

Frost, R. O.; Glossner, & K.; Maxner, S. (2010). Social anxiety disorder and its relationship to perfectionism. In *Social anxiety: Clinical, developmental, and social perspectives* (2nd ed.), Hofmann, S. G. (Ed) & DiBartolo, P. M., Eds. (pp. 119-145). San Diego, CA, US: Elsevier Academic Press.

FaizahAbd. Majid, SitiHawa Othman &KhairezanRahmat. (2007). Adult Learners' Characteristics and Their Anxiety in *Online Language Learning. Innovation and Intervention in ELT: Pathways and Practices.* Pandian,A; Koo,Y.L&Kell,P (Eds). (2007). pp 201-223. ISBN 978967-5026-04-1)

Freimuth, V. (1976). The effects of communication apprehension on communication effectiveness. Human Communication Research, 3, 289-298

Gaudry. E and Spielberger, D. Charles, (1971) Anxiety and educational achievement. New York: Wiley.

Gettinger, M. & Seibert, J. K. (2002). Contributions of study skills to academic competence. School Psychology Review, 31, 350-365.

Guiora, A. Z. (1993). The dialectic of Language Acquisition. In A.Z. Guiora (Ed.) An Epistemology for the Language Science. *Language Learning*, 33, 8 – 12.

Horwitz, E. & Horwitz, M. & Cope, J. 1986. Foreign language classroom anxiety. *The Modern Language Journal, Vol. 70,* (2), pp. 125–132.

Horwitz, E. K., Horwitz, M. B and Cope, J. A. (1986). "Foreign Language Classroom Anxiety". *The Language Anxiety: From Theory and Research to*

Classroom Implications. Englewood Cliffs, NJ: Prentice Hall, pp. 153-168.

Hashemi, M. &Abbasi, M. 2013. The Role of the Teacher in Alleviating Anxiety in Language Classes. *International Research Journal of Applied and Basic Sciences, Vol, 4* (3): 640-646. © Available online at www.irjabs.com

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly,20*(3), 559-562.

Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, *21*, 112-126.

Horwitz, E. K., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal, 70*(1), 125-132. Horwitz, E.K. (1988). The beliefs about language learning.

International Education Studies, vol. 2, (4), pp:39-44. Skehan, P. (1989). Individual differences in second- language learning. London: Edward Arnold.

Johnstone, R. (2002). Addressing "The Age Factor": Some Implications for Language Policy" Council of Europe. Strasbourg.

Krashen, S. D. (1987). Principles and practice in second language acquisition. Englewood Cliffs, NJ: Prentice-Hall International.

Kamarul Shukri Mat Teh, Nik Mohd Rahimi Nik Yusoff, Mohamed Amin Embi&ZamriMahamod. (2009). A Close Look at Gender and Arabic Language Learning Strategies Use. *European Journal of Social Science*. Vol 9. Num. 3.

Krashen, S. D. (1988). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.

Kim, J.-H. (2000). Foreign language listening anxiety: A study of Korean students learning English (Doctoral dissertation). The University of Texas, Austin, Texas.

Lee, M. L. (2011). 14 Differences in the Learning Anxieties Affecting College Freshman Students of EFL.

Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, *92*(1), 71-86.

Liu, M. 2006. Anxiety in EFL Classrooms: Causes and Consequences. *TESL Reporter 39,* (1), . 13-32.

Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, *92*(1), 71-86.

Liu, M., & Liu, Z. (2015). An investigation of Chinese university EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. *Studies in Second Language Learning and Teaching*, *1*, 65-85.

Leta, S. (2001). Depression Rates among College Students on the Rise. The Daily California. Available on http://www.dailycal.org/article/6206/depression_rates_among_college_students_on_the_ris (January 12, 2008)

Lieb, S. (1991). Principles of adult learning,Phoenix, AZ: Vision – South Mountain Community College, http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm(& 1.htm).

Lieberman, P. (1984). *The biology and evolution of language*. Cambridge, MA: Harvard University Press.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. Language Learning, 39(2), 251–275.

MahfuzahRafek. (2009). *Anxiety Level Towards Learning A Foreign Language: a Focus On Learning Japanese Language Among Utm Students*. Faculty of Education. UTM.

Masahiko Goshi (2005). Foreign Language Classroom Anxiety. How should the Classroom Teacher Deal with it*Journal of the School of MarineScience Technology*, Vol. 3 No. 2 pp.6166

McCroskey, J. (1984). The communication apprehension perspective. In). Daly & J. McCroskey (Eds.), Avoiding Communication (pp. 13-38). Beverly Hills, CA: Sage.

MacIntyre, P. D., & Gardner, R.C. (1991b). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning, 41*, 85-117.

Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: Preliminary case of interviews with five Japanese college students in the US. *TESL-EJ, 9*(3), 2-23.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2000). Cognitive, affective, personality, and demographic predictors of foreign-language achievement. The Journal of Educational Research, 94(1), 3−15. =

Pappamihiel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English, 36*, 327-355.

Pajares, F., & Johnson, M. J. (1996). Self-efficacy beliefs and the writing performance of entering high school students. *Psychology in the Schools*, *33*(2), 163-175.

Plant, E. A., Ericsson, K. A., Hill, L. & Asberg, K. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic success. Contemporary Educational Psychology, 30, 96-116.

Rosenfeld, L. W. &Berko, R. M. (1990). *Communicating with Competency*. USA: Foresman & Company. Sanchez-Herrero, S. A., & Sanchez, M. P. (1992). The predictive validation of an instrument designed to measure

student anxiety in learning a foreign language. *Educational and Psychological Measurement*, 52, 961-967.

Richardson, J. S., Robnolt, V. J., & Rhodes, J.A. (2010). A history of study skills: Not hot, but not forgotten. Reading Improvement, 47, 111-123.

Rezazadeh, M. &Tavakoli, M. (2009). Investigating the Relationship among Test Anxiety, Gender, Academic Achievement and Years of Study: A Case of Iranian EFL University Students. *ELT Journal*. Vol. 2, No. 4.

Rouhani, A. (2013). An investigation into emotional intelligence, foreign language anxiety and empathy through a cognitive-affective course in an EFL context. *Linguistik online*, *34*(2).

Spielberger, C. D. (1983). Manual for the State-Trait Anxiety Inventory. Consulting Psychologists *Modern Language Journal* 70: 125-132.

Salehi, M., &Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory and Practice in Language Studies*, *4*(5), 931.

Salend, S. J. (2011). Addressing test anxiety. Teaching Exceptional Children, 44(2), 58-68.

Subhashinie Punchihetti (2013). University of Sri Jayawardenapura, Sri Lanka 0289. The European Conference on Language Learning 2013 Official Conference Proceedings 2013.

Salthouse T. A. &Somberg B. L. (1982). Time–accuracy relationships in young and old adults. *Journal of Gerontology* 37:349-353.

Sila, A.Y. (2010). Young Adolescent Students' Foreign Language Anxiety in Relation to Language Skills at Different Levels. *The Journal ofInternational Social Research*. Volume 3/11.

Tsiplakides, I &Keramida, A. 2009. Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations.

Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language* (Doctoral dissertation, Faculty of Education, University of Glasgow).

Torres, K. M., & Turner, J. E. (2016). Students' foreign language anxiety and self-efficacy beliefs across different levels of university foreign language coursework. *Journal of Spanish Language Teaching*, *3*(1), 57-73.

Tucker, G.R., Hamayan, E., & Genesee, F. (1976). Affective, cognitive and social factors in second language acquisition. *Canadian Modern Language Review,* 32: 214-226.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest. *Modern LanguageJournal, 75*, 426-439.

Verplaetse, L. S. (1998). How content teachers interact with English language learners. *TESOL Quarterly*, 7(5), 24-28.

Williams, K. E., & Andrade, M. R. (2008). Foreign language learning anxiety in Japanese EFL university classes: Causes, coping, and locus of control. *Foreign Language Teaching*, *5*(2), 181 191.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, *37*(3), 308-328.

Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. Foreign Language Annals, 23(6), 539–553.

Yan, X. (2014). Analysis on Foreign Researches of Foreign Language Learning Anxiety and Language Skills. *The Science Education Article Collects*, *3*, 066.

Zeidner, M. (1998). Test anxiety: The state of the art. (p. 463). Hingham,MA: Kluwer Academic Publishers.