

AN INVESTIGATION OF EFL LEARNERS'
FOREIGN LANGUAGE ANXIETY IN ENGLISH
LANGUAGE CLASSROOM IN AFGHANISTAN

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Thesis submitted in fulfillment of the requirements for the award of the degree of Master of
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STATEMENT OF AWARD FOR DEGREE

Thesis submitted in fulfilment of the requirements for the award of the degree of Master of
Humanities Technology (English Language & Professional Communication)



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LIST OF ABBREVIATION

EFL	English as foreign language
EFLC	English as foreign language classroom
ELD	English language department
ESL	English as second language
ESLC	English as second language classroom
FL	Foreign language
FLA	Foreign language anxiety
FLCA	Foreign language classroom anxiety
FLCAS	Foreign language classroom anxiety scale
FLCSA	Foreign language classroom FLA
FLL	Foreign language learning
FLSA	Foreign language FLA
LLF	Languages and literature faculty
NU	Nangarhar University
SES	Socioeconomic status

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ABSTRACT

The present study was conducted in order to investigate English as a foreign language (EFL) learners' foreign language anxiety (FLA) in classroom activities in Afghanistan. Previous studies conducted on FLA have found that FLA affects learners' language learning and achievements. This study aims to investigate the learners' FLA which they experience during classroom activities and to determine if there are any differences in terms of these learners' levels of FLA based on their gender. It also determines the reasons causing this anxiety among learners and suggests some coping strategies to help language teachers and learners minimize learners' FLA. The participants of the study were composed of 115 first year English major undergraduates from English Language Department of Nangarhar University. The data was collected via questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS), and semi-structured interviews. The study found that most of the Afghan EFL learners experienced high level of FLA and they mostly suffered from fear of negative evaluation (FNE) in their English language classroom. It was also found that female learners experienced more FLA compared to their male counterparts. Situations such as presentation, speaking in front of the English teacher or speaking in front of the class, and answering teacher questions, were found to be the most anxiety-provoking activities for these learners. Similarly, the respondents pointed out 11 reactions of FLA they exhibited in the language classroom activities which may greatly help language teachers identify anxious learners in the language classroom and help them in effective reduction of their FLA. The findings of this study are expected to be vital for classroom implications at tertiary level education in Afghanistan and for other similar educational and cultural contexts.

ABSTRAK

Kajian ini dijalankan untuk mengenal pasti tahap kerisauan pelajar untuk bertutur dalam bahasa Inggeris sebagai bahasa asing dalam aktiviti yang dijalankan di dalam kelas di Afghanistan. Kajian-kajian lepas yang telah dijalankan berkaitan tahap kerisauan penggunaan bahasa asing atau *Foreign Language Anxiety* (FLA) mendapati tahap kerisauan memberi kesan terhadap prestasi pencapaian seseorang pelajar dalam pembelajaran bahasa. Tambahan pula, dalam situasi pembelajaran bahasa asing, kajian ini dijalankan untuk mengenalpasti aktiviti penggunaan bahasa yang paling merisaukan yang memberi kesan yang paling besar ke atas pencapaian keseluruhan pembelajaran bahasa. Kajian ini juga bertujuan mengkaji aspek yang paling merisaukan pelajar semasa aktiviti bahasa dijalankan dan juga perbezaan dari segi tahap kerisauan antara gender. Kajian ini juga dijalankan untuk mencari punca-punca yang menyebabkan pelajar berasa risau untuk mengambil bahagian dalam aktiviti berkaitan bahasa dan mencadangkan strategi yang dapat membantu pengajar dan juga pelajar bagi menangani kerisauan tersebut. Responden untuk kajian ini terdiri daripada 115 pelajar Tahun Satu dari Jabatan Bahasa Inggeris, Universiti Nangahar. Data kajian ini diperolehi melalui soal selidik *Foreign Language Classroom Anxiety Scale* (FLCAS) dan juga temubual separa struktur. Kajian ini mendapati pelajar Afghanistan yang belajar bahasa Inggeris sebagai bahasa asing mengalami kerisauan pada tahap yang tinggi bagi kemahiran bertutur dan mereka juga berasa risau akan penilaian yang negatif terhadap mereka di dalam kelas bahasa Inggeris. Pelajar perempuan mengalami tahap kerisauan yang lebih tinggi dibandingkan dengan pelajar lelaki. Situasi pembelajaran seperti pembentangan, bercakap sama ada di hadapan guru bahasa Inggeris atau pelajar lain di dalam kelas, menjawab pertanyaan guru, didapati mendorong para pelajar berasa sangat tertekan. Kajian ini juga mendapati 11 bentuk tindak balas yang ditonjolkan oleh pelajar berkaitan dengan kerisauan yang mungkin dapat membantu tenaga pengajar mengenal pasti punca kerisauan dalam kalangan pelajar dan seterusnya membantu pelajar yang terlibat mengurangkan kadar kerisauan mereka. Dapatan kajian ini dijangka akan memberi implikasi yang sangat penting terhadap pengajaran dan pembelajaran peringkat pendidikan tinggi di Afghanistan dan juga di tempat lain dalam konteks budaya dan pendidikan yang hampir sama.

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