Role of Second Language learning anxiety And Language Learning Strategies Use Amoung Esl University Learners

Summaira Rehman[1], Jianfeng Yang[1]

[1]School of Psychology, Shaanxi Normal University, Changan South Raod 199, Yanta District, Xi'an Shaanxi Province, PRC 710062

ABSTRACT
The main objectives of the study is to investigate the second language anxiety and use oflanguage learning strategies among ESL university learners and to explore the role of demographic characteristics (gender andlevels of study)on main study variables. Two instruments, the Foreign Language Classroom Anxiety scale and Strategy Inventory for Language Learning scale administered on a purposive sample (N=157)ESL students along with demographic sheet and informed consent. Results of present research have shown that there is positive relation between second language anxiety and strategy use. Study results show significant differences of Gender on second language Anxiety while non-significant differences of gender on Strategies used in second language learning. Further analysis show that female students have less anxiety and greater use of learning strategy while male students comparatively experience more language anxiety and use less learning strategies. Results indicated significant differences on levels of study on second language anxiety and strategies used in second language learning among ESL university learners.

I.   INTRODUCTION
Many learners express their inability and sometimes even acknowledge their failure in learning to speak a second or foreign language. These learners may be good at learning other skills but when it comes to learning to speak another language; they claim to have a 'mental block' against it (Horwitz etal., 1986).

Language anxiety refers to as a form of performance anxiety, which 'can be observed through face-saving physical activity, psychosomatic symptoms and avoidance behavior (Horwitz &Young ,1991). (Horwitz etal., 1986) defined foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors.In many cases, students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. Theorists and second language acquisition (SLA) researchers have frequently demonstrated that these feelings of anxiety are specifically associated with learning and speaking a second/foreign language, which distinguishes foreign language (FL) learning from learning other skills or subjects. Both teachers and students are aware and generally feel strongly that anxiety is a major hurdle to be overcome in a way of learning to speak another language. Learning a language itself is a profoundly unsettling psychological proposition" because it directly threatens an individual s self-concept and world-view (Horwitz et al., 1986).

Acquisition of a foreign language occurs unconsciously and spontaneously, leads to conversational fluency and arises from naturalistic language use (Oxford, 1993). Instructors of foreign language are faced with the challenge of creating an environment in which the language learner encounters an appropriate set of circumstances to encourage acquisition. While a body of work has been created that examines the nature of the learning curriculum (Kohl, 1995), more recent research has focused on the characteristics of the learner. According to Oxford (2003), the acquisition process is synthesized with more formal learning strategies to create a holistic language learner.

Along with the appearance of the cognitive view of learning, which regards language learning as a dynamic, creative process and the language learners as active strategy users and knowledge constructors, many researchers have shifted their focus of attention from teaching methods to learners (O'Malley&Chamot, 1990). The position of English in the Pakistani context. Basically a colonial implant, its present status as the official language has made its use wide spread

---

in all spheres of life. English is used in the administration of the country as well as in higher education. It is regarded as a prerequisite for acquiring jobs and social status (Mansoor, 2004). As such it has assumed the position of a second language. This has implicated it in social and economic formulations and has made its possession lucrative for all sections of society (Rahman, 1999; Shamim, 2011).Pakistani society places a high value on possessing English and therefore motivation to learn English is high Cognitive approach that emerged against behaviorism has generally changed the concept of learning in the 1960's. The learner is an active participant in the process of knowledge acquisition in this approach. The student no longer receives the given information as it is, interprets in his or her own way, forms and controls the process of generating new meanings and learning. In this theory, knowledge acquisition is defined as a mental activity that includes the student's internal coding and structuring (Derry, 1996). From a cognitive perspective learning includes creative processes and active participation of the learner. In other words, learning is a cognitive activity involving the mental processing of information and thoughts (O'Malley &Chamot, 1990).Learning strategiesare optimal means for exploiting available information to improve competence in a second language. Oxford (1989) considers learning strategies one of the most important variables influencing performance in a second language (Bialystok, 1978).

Cognitive approach that emerged against behaviorism has generally changed the concept of learning in the 1960's. The learner is an active participant in the process of knowledge acquisition in this approach. The student no longer receives the given information as it is, interprets in his or her own way, forms and controls the process of generating new meanings and learning. In this theory, knowledge acquisition is defined as a mental activity that includes the student's internal coding and structuring (Derry, 1996). From a cognitive perspective learning includes creative processes and active participation of the learner. In other words, learning is a cognitive activity involving the mental processing of information and thoughts (O'Malley &Chamot, 1990). Language learning strategies (LLS) can be defined as several ways followed in the process of language learning in general. Oxford (1990) defined language learning strategies as "specific actions, behaviors, steps or techniques that students use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage,

retrieval or use of the new language". According to Wenden (1991), it is "mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Stern (1992) defines it as "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". Language learning strategies have been classified by many researchers. Rubin (1981) proposed three kinds of strategies that contribute directly and indirectly to the process of learning a foreign language: learning strategies, communication strategies, and social strategies. Language learning strategies are classified by (O'Malley etal.,1985a) into metacognitive, cognitive and socio-emotional strategies. However, Oxford (1990) divides language learning strategies into two main categories: direct and indirect strategies. These two categories include six groups. Direct strategies (memory strategies, cognitive strategies and compensation strategies) apply skills for learning of new words and the recall of information contained in memory and include suggestions that involve direct control of language. Indirect strategies (metacognitive strategies, affective strategies and social strategies) aim to regulate language learning process and permit learners to plan and evaluate their own foreign language learning.

LS are strategies which contribute to the development of the language system which the learner constructs and affects learning directly. It can be inferred that the knowledge and use of LLS can improve better language learning. If teachers can tailor LLS to their students' needs, it can enhance their learning as well as their level of language anxiety (Wenden& Rubin,1987).

There are three possible ways of looking at strategies and their relationship with anxiety. The first is to see them as the outcomes of decreased anxiety, in which case there is no need to investigate them, rather to look at what helps students lower their anxiety. The second is to see them as having a unidirectional causal role in decreasing anxiety, but there is no strong evidence for this yet. The third is to accept the view that, the relationship between the two is mutual, that causality is bidirectional.

We may notice that anxiety is not just an internal, private phenomenon generated by individual student. A student's anxiety is affected by external variables (teaching and testing practices, peer interaction, overall task requirements and the instructional environment).

Since a low-stress language learning environment is believed to facilitate acquisition of the foreign language (Krashen, 1982), encouraging a relaxed atmosphere in the classroom may be a first step in alleviating anxiety. Teachers of foreign languages have an important role in lessening classroom tension and creating a friendly, supportive atmosphere. They should acknowledge feeling of anxiety as legitimate and attempt to build students' confidence and self-esteem in their foreign language ability via positive reinforcement and empathy. In this respect, instructors should be especially sensitive when they are correcting student errors made in the target language and should remind students that language learning is a lengthy procedure and errors are a natural part of that process.

Instruction in the use of appropriate strategies is needed for the language learning process to be effective and to compensate for deficiencies created by anxiety arousal. Explicit training in affective strategies can help students manage anxiety related to language learning. Research suggests that when students are informed about the use, monitoring, and evaluation of specific strategies, performance improves (Oxford and Crookal, 1989). Modeling appropriate strategies while presenting particular language points, is perhaps the best approach to strategy training (Nyikos&Oxford, 1993). Such integration reduces ambiguity about how and when to apply strategies.

Method
Objectives of the study
The current study included the following objectives:
1. To investigate the foreign language anxiety and strategies use among EFL learners.
2. To examine demographic difference (gender & levels of study) on foreign language anxiety and strategies use among ESL learners.

Hypotheses
The hypotheses of the current study are:
1. Foreign language anxiety will be positively correlated with learning language strategy among ESL learners.
2. Male will have higher level of language anxiety and strategy use among ESL learner.
3. Higher level ESL learners will have higher level of language anxiety and strategy use as compared to lower level students.

Instruments
In the present study for data collection demographic sheet and two questionnaires were used named: Foreign Language Classroom Anxiety Scale (FLCAS) and StrategyInventory for Language Learning scale (SILL).The description of these questionnaire is given below:

Foreign Language Classroom Anxiety Scale (FLCAS)
The FLCAS: Foreign Language Classroom Anxiety Scale was used to measure the foreign language anxiety levels of students. The FLCAS was developed by Horwitz etal. (1986) to measure the students' foreign language anxiety level. The scale has 33 items Response choices are based on 5-point Likert-type scale ranging from ranging from "strongly disagree" to "strongly agree." This scale was translated into Turkish by Aydin (1999). The internal consistency of the original scale was found to be 0.93 (Horwitz et al., 1986). The internal consistency of the translated version of the scale was .91 and in terms of retest reliability, the coefficient was calculated as .83 (Aydin, 1999). The minimum and maximum scores of each individual in the scale are from 33 to 165. Higher score indicating greater anxiety. The internal consistency of this scale in the present study was 0.93. The reliability of FLCAS in the current study finding is .80.

The Strategy Inventory for Language Learning (SILL)
The Strategy Inventory for Language Learning (SILL): Strategy Inventory of Language Learning (SILL) developed by Oxford (1990) was used to measure the language learning strategy use of students. Oxford divided strategies into two main classes as direct and indirect strategies and which are subdivided into 6 groups (memory, cognitive, compensation, metacognitive, affective, and social). The scale consists of 6 subscales with 50 items. Response choices are based on 5-point Likert-type scale ranging from 1= Never or almost never true of me , 2= Usually not true of me, 3= Somewhat true of me , 4= Usually true of me 5 = Always or almost always true of me. Strategy levels are rated as high medium and low use. According to Oxford (1990) mean scores that fall between 1.0 and 2.4 are defined as low strategy use, 2.5 and 3.4 as medium strategy use, and 3.5 and 5.0 as high strategy use. Reliability (Cronbach's Alpha) of the inventory is .95 and .96 (Altan, 2004). Similarly, the translated versions of this strategy inventory also have had a high

reliability. The reliability of SILL in the current study finding is .91.

Sample

In the present study purposive sampling technique was used to select the sample of ESLstudents from Hazarauniversity, Pakistan. The sample size was N =157. It was further dividend into different categories on the basis of gender (male= 84; female= 73) and level of study (1-4 level =87; 5-8 level= 70).

Procedure

For the purpose of current study, the sample of 157 was taken from university students.

Permission was taken from the head of institutes and the subjects were approached and questionnaires were handed\ students directly. They were requested to respond each scale, and assured that information will be kept confidential and will be only used for research, at the end all participants were thanked. The completed form were checked when they handed back. The data was analyzed by using the SPSS 20th version**Results**
In the current study the analyses was done on sample of N = 157 of university ESLlearners. Alpha reliability coefficient analysis is given in Table 1.

Table 1

Alpha reliability co-efficient of Foreign Language Classroom Anxiety Scale, Strategy Inventory for Language Learning Scale (SILL) (N= 157).

Scale	N	M	SD	α	Range Actual	Range Potential	Skewness	kurtosis
FLCAS	33	95.11	155.6	.809	66-111	33-165	-.728	-1.01
SILL	50	154.10	23.16	.914	89-231	50-250	.420	- 344

Note: N = no off items; M = mean; SD = standard deviation; α= alpha reliability; FLCAS =foreign language classroom anxiety scale; SILL = Strategy Inventory for Language Learningscale.
It is evident from Table 1 that reliability coefficient of Foreign Language Classroom Anxiety Scale (FLCAS) and Strategy Inventory for Language Learning Scale (SILL) are .80 and .91 respectively. These values of reliability coefficient indicated that the scales are reliable.

Table 2
Summary of Correlation of Age with foreign language anxiety scale (FLCAS) and Strategy Inventory for Language Learning scale (SILL) (N=157)

S.no	Scale	1	2	M	SD
1	FLCAS	-	.165*	95.11	12.47
2	SILL	-	-	154.10	23.16

Note.M = mean; SD = standard deviation; FLCAS = foreign Language anxiety scale; SILL= strategy Inventory for Language Learning

Table 2 shows a significant positive relation between foreign language classroom anxiety and strategy inventory use in learning language.

Table 3
Mean, Standard Deviation and t-Values of score Gender on Foreign Classroom Anxiety Scale (FLCAS) and Strategy Inventory for Language Learning scale (SILL)(157)

| Variable | Malestudents (n= 84) | | Female students (n= 73) | | | | 95%CI | | |
	M	SD	M	SD	t(155)	P	LL	UL	Cohn's d
FLCAS	102.48	8.33	86.63	10.99	10.25	.00	8.44	11.3	0.097
SILL	150.83	16.25	156.95	27.96	1.59	.11	-6.23	7.06	0.25

Note.M =mean;SD = Standard deviation;LL = lower limit; UL = upper limit; FLCAS = foreign Language anxiety scale; SILL= strategy Inventory for Language Learning.
Table3indicated that there is significant mean differences of Gender on Foreign Classroom Anxiety, showing that male students have higher level of language anxiety. Results show non-significant mean differences onStrategy Inventory for Language Learning, showing that female students have higher level of strategy use than male students.

Table 4
Mean, Standard Deviation and t-Values of score level of study on Foreign Classroom Anxiety Scale (FLCAS) and Strategy Inventory for Language Learning scale (SILL)(N=157)

| Variable | Lower study level(n=84) | | Higher study level(n=70) | | | | 95%CL | | |
	M	SD	M	SD	t(155)	p	LL	UL	Cohn's d
FLCAS	90.94	11.71	100.30	11.47	-5.02	.00	-13.0	-5.65	0.807
SILL	148.06	17.43	161.60	27.04	-3.79	.00	-20.5	-6.47	0.595

Note.M = mean;SD = Standard deviation;LL = lower limit; UL = upper limit; FLCAS = foreign Language anxiety scale; SILL= strategy Inventory for Language Learning.
Table 4 indicated significant differences on levels of study onforeign classroom anxiety and on strategies used in second language learning. Higher level ESL learners have higher anxiety and use of language learning strategies as compared to low level learners.

II. DISCUSSION
The first step of the current study was to compute the reliability estimates of all scales in order to see their internal consistency on sample. The values of alpha reliability coefficients were above average for FLCAS, SILL respectively (see

Table 1) thus suggesting them to be reliable measures of language anxiety, strategies used in language learning. The alpha coefficient for foreign classroom anxiety scale (FLCAS) was .80 The Strategy Inventory for Language Learning (SILL) was .91 (see Table 1).

The purpose of present study was to investigate the second language anxiety and language learning strategies use among ESL university learners. The findings of current study indicated that there is a significant positive correlation between foreign language anxiety and strategies use in language learning (see Table 2). These results are aligned with the findings of previous researches, there is a meaningful relationship between language learning strategies and language learning anxiety (Schmeck, 1988). Students can take optimum results from instructions in their classes and take full advantage of learning and acquisition opportunities in the society (Herrera & Murry, 2011).language anxiety are more likely to attribute failure to anxiety and less able to make use of learning strategies to overcome this failure.

Present study hypothesized that male will have higher level of language learning anxiety and language learning strategy usethan female students. Study results shows that there is significant differences of Gender on second language learning anxiety while non-significant differences of gender on language learning strategies use (see Table 3) this hypothesis not supported by previous researches. One of the possible reason for the new finding is that data is collected by limited students. While the comparison of the mean scores obtained on FLCAS and SILL, the results suggested that female have less anxiety and greater use of learning strategy while male experience more language anxiety and less strategy used as compared to female.

Present study hypothesized that higher level student will have higher level of language anxiety and strategy use as compared to lower level students.Finding of current research indicatedsignificant difference of level of study on second language anxiety and language learning strategies used (Table 4). All students, despite of their academic level, suffer from the same level of anxiety and strategy use (Cryan, 2010).Dewaele (2007) stated that the lower the proficiency level, the lower the participants' anxiety level. In addition to that, the older the participant, the higher his anxiety level (Lee & Oxford, 2008).The results of the study suggested that Foreign Language Anxiety seems to be related to both proficiency level and strategy use.Students of different ages and learning stage of second language employed somewhat different strategies; older or more advanced students used certain strategies more frequently than did younger or less advanced students (Lee & Oxford, 2008).

III. CONCLUSION

The findings of the current study concluded that second language learning anxiety is positively related with language learning strategies use. Another results suggested that males have higher language learning anxiety and less strategies use than females. Findings of the study also concluded that higher level learners have higher language learning anxiety and strategies use as compared to lower level learners.

IV. LIMITATIONS AND SUGGESTIONS

Present research is confronted with some limitations. Certain factors were assumed and acknowledged as limitations of the present study and therefore essential to mention for consideration of future research.

1. Current study data is collected from KPK division only. So, it is suggested that the future research should be conducted on other different areas of Pakistan to have more generalized results.
2. Longitudinal research design is suggested for the future researches. It will provide more in depth understanding about language anxiety in ESL learners.
3. Future researches are suggested to include higher levels of SLL with the combination of other variables.
4. In the present study survey technique has been used, for next research other assessment techniques are suggested to be used (e.g. Interviews, case study etc.) for qualitative research.

Implications of study

The findings of the present study have very sound implications in the educational and theoretical fields. Results of this research can fill up theliterature gaps on these variables and explored the missing relations of these variables as well. The findings can provide help for the complete understanding of the relationships among the factors. The results are very useful in understanding the role of language learning anxiety and learning strategy use in educational sector that how it affects student's learning. The results of the present study are also beneficial for designing coping strategies for the second language learners

REFERENCES

[1]. Altan, M. Z. (2004). Nationality & language learning strategies of ELT major university students. Asian English as a Foreign LanguageJournal, 6(2), 1-11. http://asian-efljournal.com/Article_3_June_mza_nlls.2004.pdf

[2]. Aydin, B. (1999). A study of sources of foreign language classroom anxiety in speaking and writing classes (Unpublished doctoral dissertation). Anadolu University, Eskisehir, Turkey.https://doi.org/10.20319/pijss.2017.32.398411

[3]. Bialystok, E. (1978). A theoretical model of second language learning. Language Learning, 28, 69-83.78. https://doi.org/10.1111/j.1467-1770.1978.tb00305.x

[4]. Cryan, J. F. (2010). In Koob, G., Moal, M. (Eds.). Encyclopedia of Behavioral Neuroscience. London: Elsevier Academic Press.

[5]. Derry, S. J. (1996). Cognitive schema theory in the constructivist debate. Educational Psychologist, 31(3-4), 163-174.https://doi.org/10.1080/00461520.1996.965326

[6]. Dewaele, J. M. (2007). The effect of multilingualism, sociobiographical, and situational factors on communicative anxiety and foreign language anxiety of mature language learners. International Journal of Bilingualism, 11(4), 391-409.https://doi.org/10.1177/1367006907011004030

[7]. Herrera, S., & Murry, K. (2011). Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students (2nd Ed.). Boston: Allyn & Bacon. http://dx.doi.org/10.14507/er.v0.753

[8]. Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986)

[9]. 'Foreign Language Classroom Anxiety', The Modern Language Journal, 70 (2), 125-132.

[10]. https://doi.org/10.2307/327317

[11]. Horwitz, E.K., & Young, D. (1991). Language anxiety: From theory and research to classroom implications. Englewood Cliffs, NJ: Prentice-Hall.

[12]. Kohl, H.R. (1995). "I won't learn from you": and other thoughts of creative maladjustment. New York: The New Press.

[13]. Krashen, S. (1982). Principles and practice in second language acquisition. London: Pergamon Press Inc.

[14]. Lee, K. R., & Oxford, R. (2008). Understanding EFL learners' strategy use and strategy awareness. Asian EFL Journal, 10(1), 7-32. https://doi: 10.12691/education-2-11-1

[15]. Mansoor (2004).The Medium of Education Dilemma: Implications for Language Planning in Higher Education. In Sabiha, M., Shaheen, M., & Aliya, T., (Eds). LanguagePolicy Planning & Practice: A South Asian Perspective. Karachi: Oxford University Press.

[16]. Nyikos, M., & Oxford, R. (1993). A Factor Analytic Study of Language-Learning Strategy Use: Interpretations from Information-Processing Theory and Social Psychology. The Modern Language Journal, 77, 11-22. https://doi.org/10.1111/j.1540-4781.1993.tb01940.x

[17]. O'Malley, M. J., &Chamot, A. U. (1990). Learning strategies in second language acquisition. Cambridge university press. 6(2), 1-11.

[18]. O' Malley, et al., (1985a). Language Learning Strategies Used by EFL Learners. In Language Learning.

[19]. Oxford, R. (1989). Use of language learning strategies: a synthesis of studies with implications for strategy training. System, 17, 235-247.

[20]. Oxford, R., &Crookall, D. (1989). Research on language learning strategies: Methods, findings, and instructional issues. The modern language Journal, 73(4), 404-419.https://doi.org/10.1111/0026-7902.00125

[21]. Oxford, R. (1993). Instructional implications of gender differences in language learning styles and strategies. Applied Language Learning, 4, 65-94.

[22]. Oxford, R. L. (2003). Language learning styles and strategies: An overview. Oxford, GALA 2003. Retrieved from http://web.ntpu.edu.tw/%7elanguage/workshop/read2.pdf

[23]. Rehman, T. (1999). Language, Education and Culture. Karachi: Oxford University Press.

[24]. Rubin, J. (1981). Study of cognitive processes in second language learning. Applied Linguistics, 11, 117-131. 85(4), 549–566. https://doi.org/10.1111/0026-7902.00125

[25]. Schmeck, R. (1988). Individual differences and learning strategies. In C. Weinstein, E. Goetz, & P. Alexander (Eds.), Learning and Study Strategies. N.Y.: Academic Press, 171-191.

[26]. Shamim, F. (2011). English as the Language for Development in Pakistan: Issues, Challenges and Possible Solutions, in H. Coleman (Ed.),Dreams and Realities: Developing Countries and the English Language.

[27]. Stern, H.H. (1992). Issues and options inlanguage teaching. Oxford, United Kingdom: Oxford University Press.

[28]. Wenden, A. L. (1991). Learner strategies for learner autonomy. New York, NY: Prentice-Hall.

[29]. Weden, A. L., & J. Rubin (1987). Learners Strategies in Language Learning. Englewood Cliffs, NJ: Prentice Hall.