

# Determinants Of English Language Anxiety With Respect To Educational Background Among Undergraduate University Students: A Comparative Study

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## ABSTRACT

*A large group of English language students especially students belonging to all educational levels are anxious in language education progression. Several studies have deduced that anxiety can be an obstacle to success in second or foreign language learning. The purpose of this study was to compare language anxiety of different educational<sup>1</sup> background in Pakistani education system. The research undermines a quantitative research methodology follows a deductive approach. For this research, the target population was undergraduate students of different educational backgrounds of private University. The sampling technique for this research was Purposive Sampling. The sample size for this study was 349 whereas; the data was collected through primary sources. The collected data was then analyzed through Pearson Correlation tests, T tests. The reliability of the data was analyzed through Cronbach Alpha. Since this study was a comparative study, in this regard the research paper attempted to compare the test anxiety of students of Matric system with the Cambridge System. Essentially, there is a very slight difference in the levels of language anxiety between matric and Cambridge students of Private Universities of Karachi. Like previous conducted research this study also revealed that nonnative language especially in higher level i.e. in university level is the most anxiety exasperating second language skill.*

**Keywords:** *Anxious, Quantitative Research, Purposive Sampling, English Language, Deductive Approach*

## 1. INTRODUCTION

Anxieties are considerably popular and concerned subjects to study for the researchers both in the discipline of psychology and linguistics. Since the mid-twentieth century scholars in both the fields have been interested to explore secondary language acquisition method and the limitations associated to it (Wu, 2010 & Zheng, 2008). Language anxiety has been

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popularized in 1980's and has become a subject of interest for educationist, linguist and psychologists.

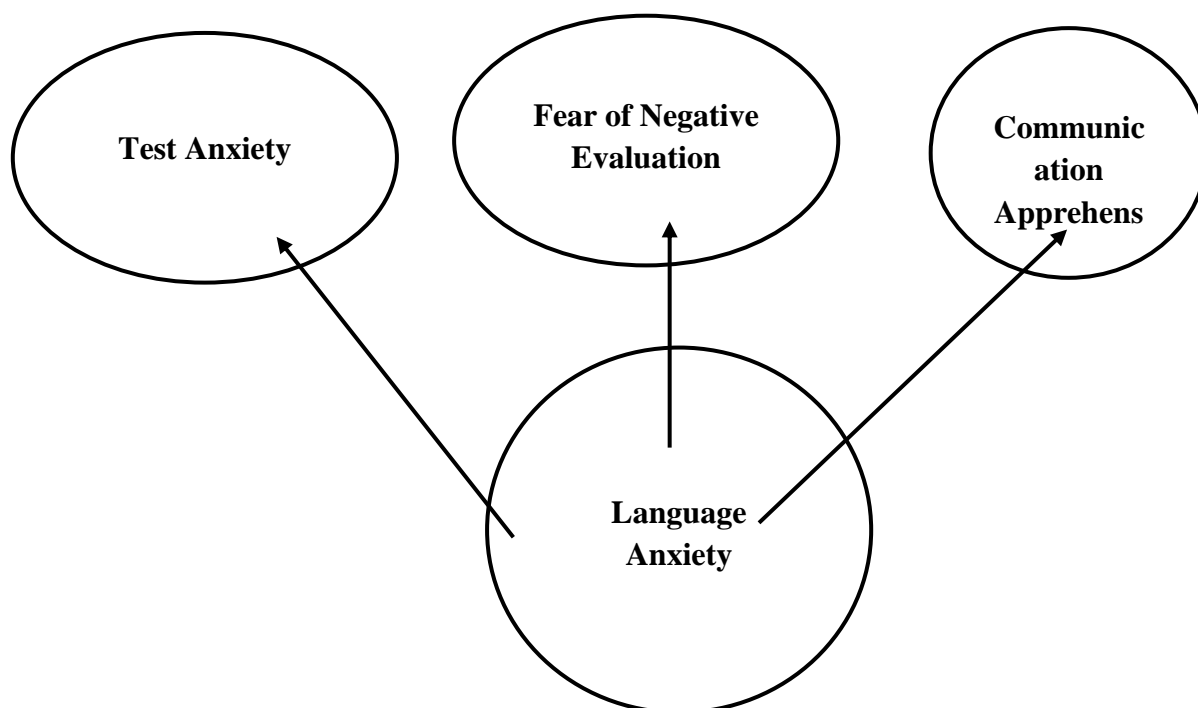
Numerous researches on anxiety have been contributed to secondary language pedagogy from psychological and linguistic (Wu, 2010 & Zheng in 2008. Horwitz in 2001 emphasizes "one-third of all foreign language learners experience some level of language anxiety." The subject anxiety thus results to be the major area of concern in language academic atmosphere for educationalists as anxiety psychological end is described as unique feelings related to the initiation and stimulation of the autonomic nervous system like pressures, hesitation and distress (Spielberger, 1983). As a result, English language anxiety has become a subject of significant field of appeal and investigation for the contemporaries in current time according to Ellis, 2008. The investigation on the area of English language anxiety has extensively been emerged by leaps and bounds particularly in the year 1980s (Wang, 2014).

Pakistan is however one of the developing countries of Asia where the language of instruction in the private instructive institutes is a foreign or secondary language that is English Language. Unfortunately Speaking in English is a matter of anxiety for the university students in Pakistan (Hashemi & Abbasi, 2013; the university students face discomfiture, fright and helplessness in execution of foreign language.

Students' degree of attainment in secondary language is related to the English language anxiety (Dordinejad & Ahmadabad, 2014). Gardner and MacIntyre, (1994) defines English language anxiety as - "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning"- unlike is usual anxiety; hence, confines students achieving objectives (Horwitz, 2001), and moreover obstructs secondary language students achieving high academically (Hashemi & Abbasi, 2013). Additionally, the fear and apprehension "make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well" Na (2007). Therefore, students lose self-confidence and interest in achieving their objectives and hence deal with anxiety on a personal and social level.

Foreign language anxiety has been classed in three types in accordance with Horwitz and his fellows in 1986:

- a. Communication apprehension is referred to pupils' failure in understanding and conveying opinions and concepts satisfactorily.
- b. Fear of negative social evaluation is identified being the learners' desires to form a positive and constructive social impact on others.
- c. Test anxiety is the panic about educational assessment.

**Figure 1: Horwitz et al. (1986) Model**

Communication apprehension refers to learners' apprehensions articulating in secondary language and also understanding the fundamental meaning of the linguistic words (McCroskey, 1984). Students do not have the power of establishing the concept proposed in that language which causes them trouble comprehending it and therefore face anxiety.

Fear of testing is yet another basis of nervousness developing from tutorial room atmosphere, where foreign language students are continually being tested by the reason of how well they express in Foreign Language (Mandler & Sarason, 1952). This inhibition of not performing well in test or examination let students feel not competent enough to achieve good marks which eventually lead them to withdrawal.

In the interactive schema theory (Bransford, 1979) student's prior experiences and new information play the significant role in language learning. Thus students have already made up their schemas that they will not be confident enough to articulate their thoughts in English language and thus face anxiety and which make them stay in withdrawal state. When students cannot adequately express their ideas effectively in English, they face social anxiety and believe that they are incapable enough to be a part of social setting as they have not met the needs of social setting due to inability to express in English (Motoda, 2005). Hence, learners stop participating in class activities, socializing and keep themselves away from class mates.

### 1.1 Problem Statement

English Language anxiety is a common problem of students in Pakistan; "learners undergo language anxiety in speaking more than any other skill of language" Ammara, (2011). Pakistan is a multi-cultural country where people speak different languages in different regions. According to Lyytinen (1985), "man uses language to express feelings and attitudes and to establish, coordinate, and control relationship with others". The undergraduate students of Pakistan are evaluated on the basis of their expression, articulation and comprehension in English.

In university, students come from different educational backgrounds and to compete with standards of academia and to meet the criteria of educational setting, most of the students face English language anxiety when it comes to deliver in English which becomes a cause of stress and botheration and therefore in turn leads them to frustration and severe anxiety.

“On the one hand there are the private, elite institutions in which English is the medium of instruction and communication and on the other are the state-run, under-privileged schools where Urdu or the local languages are the medium of instruction. Whereas the English-medium learners acquire a natural proficiency in English, the Urdu medium students do not” (Filza & Tahira, 2013). It is generally observed that students coming from Cambridge background are more confident and show less English language anxiety as compared to students belonging to Matric Board. Therefore students belonging to Matric Board find challenging to meet the educational standards, compete with different educational levels of students therefore lose self-confidence, motivation and withdraw themselves from learning and social environment. They face anxiety when it comes to translate ideas in English and become a subject of embarrassment and shame in class which result in poor achievement. It can be said that different educational background in Pakistan is creating English or secondary language anxiety.

For the above reasons, this present study had been undertaken to bridge the existing research gap as the core ideology of this present investigation was to ascertain the increasing dynamics of English linguistic apprehensions and moreover to compare the language anxiety among the students of two educational backgrounds.

## **1.2 Research Objective**

- To investigate the test anxiety that increase levels of English language anxiety among the undergraduate students.
- To identify if the educational background creating English Language anxiety amongst under graduate pupils and to compare the language anxiety among the students of two educational background.

## **1.3 Research Questions**

- Is test anxiety linked to the extent of English language anxiety in under graduate students of Karachi?
- Are two educational backgrounds creating English Language anxiety amongst under graduate pupils and how are they compared?

## **1.4 Significance of the Study**

The existing work is intended to compare students of two educational background severity of language anxiety generated by “test anxiety”. To benefit as well as to influence undergraduate students’ English language education, performance and ultimate achievement (Phillips, 1992 & Onwuegbuzie 1999), it is significant to analyze the impediments related to English language anxiety.

Moreover, Undergraduates’ belongingness to diverse linguistic, ethnic and cultural backgrounds is predominantly essential concerning to its significance for English language discipline. To investigate the anxiety-generating dynamics stemming from students’ English language communication will expectantly broaden the belief towards hindrances with respect to English as English language anxiety and lastly benefit language educators finding out ways to reduce anxiety by adjusting their teaching and cultivating an agreeable educational atmosphere to manage language anxiety.

## 2. LITERATURE REVIEW

Anxieties are considerably popular and concerned subjects to study for the researchers both in the discipline of psychology and linguistics. Since the mid-twentieth century, scholars in both the fields have been interested to explore secondary philological acquisition method and the limitations associated to it (Wu, 2010 & Zheng, 2008). Language anxiety has been popularized since 1980's and has become a subject of interest for educationist, linguist and psychologists.

Numerous researches on anxiety have been contributed to secondary language pedagogy from psychological and linguistic (Wu, 2010 & Zheng, 2008). Horwitz (2001) emphasizes "one-third of all foreign language learners experience some level of language anxiety." The subject anxiety thus ensues to be the major area of concern in language academic atmosphere for educationalists as anxiety psychological end is described as unique feelings related to the initiation and stimulation of the autonomic nervous system like pressures, hesitation and distress (Spielberger, 1983). As a result, English language anxiety has become a subject of significant field of appeal and investigation for the contemporaries in current time according to Ellis, 2008. The explorations on English language learning anxiety in 1990's have been emerged by leaps and bounds (Wang, 2014).

### 2.1 Foreign Language Anxiety

Anxiety defines as a condition of an individual when he experiences, "uneasiness, frustration, self-doubt, apprehension, or worry" like any kind of specific anxiety (Scovel, 1978, p. 134). However, anxiety when felt by an individual while learning a foreign language, is in view of Piniel (2006) gives a new subject for the researchers to investigate, has now earned a distinct category. Similarly, MacIntyre (1998) also explains language learning anxiety as "the worry and negative emotional reaction aroused when learning or using a second language". Horwitz et al. (1986) define foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Horwitz et al. (1986) suggest that learning a language is in itself "a profoundly upsetting psychologically proposition", as it threatens the learner's self-concept and world view. On the other hand, Wei (2007) also has discussed as to how language learning situations predominantly affect anxiety stimulation. Therefore, researchers find English as second language (ESL) anxiety an intricate phenomenon that could be caused by several dynamics, such as competition, real complications in language processing and production, personal and interpersonal anxieties and principles, and moreover since second language understanding can challenge the self-confidence and self-concept of the students, thus second language learning anxiety cannot be researched in isolation.

Moreover Horwitz and Cope (1986) assert that the theory of language anxiety emphasized secondary language "as a distinct complex" of one's perception, principles, frame of mind, and behavior associated to lecture room English language anxiety depending on the "uniqueness of the language learning process".

Numerous researchers have developed "a relationship of self-esteem with learning anxiety and it has been established that anxiety is considered to be a concern to one's self-esteem". Patten (1983), for instance, "investigated a significant negative relationship between self-esteem and general anxiety in the participants of the study. Similarly, Peleg (2009) likewise determined a negative correlation between test anxiety and self-esteem and a positive correlation between self-esteem and academic success". Therefore, Linguistic apprehension makes students less confident and their self-esteem is hampered and thus become less achiever in life.

Horwitz (2001) establishes that the degree of English language anxiety possibly differs in diverse cultural groups. Asian students, when studying English as a secondary language, are more nervous than the pupils of other parts of the world (Horwitz, 2001). This proves that imminent scholars may not only focus to overall paradigms of secondary language anxiety, but other constructs that might have an effect on students might also be taken into consideration.

Furthermore, Ardi (2007) studies the students' degree of secondary linguistic fear in Indonesian students to investigate the manners of nervousness experienced by English language learners and also methods to manage anxiety. To collect data Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) Questionnaire was used. It was resulted that the larger number of pupils, despite their sex and academic disparities, were exposed to some kind of foreign language anxiety.

## **2.2 Test Anxiety**

Communication apprehension and fear of social evaluation as reported by Macintyre and Gardner in 1991 were the major determinants in English language anxiety, on the contrary anxiety related to academic environment was at most a universal concern, and also acted independently from the English language angst.

In test consternation people with high anxious level perform poor on tests primarily because of showing less focus. Students during examination get blank and do not produce any result due to anxiety-generated intrusion between pertinent feedbacks and unconnected responses caused by the individual's worried frame of mind (Wine, 1971). Students are puzzled between the two states: focusing on their self and focusing to test. Thus such individuals do not perform better results as compared to low anxious test takers (Putwain 2010).

Salehi & Marefat, (2014) administered a study intended to examine the rationale of English language anxiety and academic anxiety on English language test accomplishments. The other objective to conduct the study was to ascertain the association of English language anxiety with academic anxiety. 200 pupils studying English as an English language at pre-intermediate (Pre 1) stage were taken up. "Foreign Language Class Anxiety Scale" and the "Test Anxiety Scale" were taken to evaluate English language anxiety and test anxiety, respectively. It was resulted that a strong positive relationship between foreign language anxiety and test anxiety was analyzed through the Correlation.

Another study conducted by Cakici (2016) to "identify the relation of test anxiety (TA), Foreign language anxiety (FLA) and language achievement of university preparatory students learning English as an English language. The participants were 301 at University of Ondokuz Mayıs, School of Foreign Languages". The results based on "Test Anxiety Inventory" and "Foreign Language Classroom Anxiety Scale" revealed no link between students' academic anxiety and their language attainment also a significant positive relation between students' academic anxiety and their language attainment. Moreover, the findings established a significant inverse relation between students' Foreign language anxiety (FLA) and their language achievement.

## **2.3 System of Education**

The system of education in Pakistan is not grounded on uniform beliefs. Due to non-uniformity in the structure, methodology and curriculum, many problems are produced for learners in terms of comprehension, remembrance and construction of language.

Alsowat's (2016) intention to the study was to examine causes of anxiety in Saudi English pupils at University of Taif. This study explores relationship of anxiety with language proficiency. 373 students were the participants. The result indicated that most of the students regardless of their academic background experience level of anxiety.

Keeping in view aforementioned idea, the existing variable, has been taken to see its effect on language anxiety. The study also attempts to explore the extent of English language anxiety due to disparity in educational setting.

## 2.4 Theoretical Framework

FLA (Foreign language anxiety) appears to be a worldwide concern for educationist, psychologists and moreover for the language researchers such as Krashen (1987), Horwitz, (1986) Oxford, etc. with respect to language teaching (Di, 2010). This is due to the reason that studying an unfamiliar language is a challenging development.

Moreover "Self- presentation theory" of social anxiety proposed by Leary & Kowalski, in 1995 asserts that individuals are socially anxious while making a favorable influence on others but they apprehended their capabilities to do so. Moreover individuals experiencing high social phobia find more flaws in them than those who have less social anxiety (Clark & Wells, 1995). Self-presentation is referred to the attempts individuals make to project themselves to regulate or shape how the audience interprets them.

Mandler and Sarason in 1952 theorized that anxiety existing in academic conditions has a significant determinant of test accomplishment. Liebert and Morris in 1967 proposed that the test anxiety is based on dual aspects: "Cognitive Test Anxiety" and "Emotionality".

"Emotionality" defines as showing higher severity of signs concerning academic anxiety that can be evident through physiological responses such as increased galvanic skin response and heart rate, dizziness, nausea, or feelings of panic going on at the time of examination (Cassidy, J & Johnson. R.2001). although emotionality proves to be a different part of test anxiety, people with high emotionality show low performance in examination if the individual is facing high anxiety. Those Students having low academic self-concept are facing higher anxiety, distress and tension Putwain, Woods & Symes (2010). Cognitive Test Anxiety is related to individuals with cognitive reactions to situations in which they are assessed, before, in the course of, and after those tasks (Cassidy, J & Johnson. R.2001).

The two groups of theories i.e. explicit monitoring theory and distraction theory of Attentional theories also stress on the fact of low performance of individuals in pressured environment (DeCaro 2011).

"Explicit monitoring theories" state that when an individual is supposed to achieve any ability, stress makes him conscious and inward which becomes an obstacle in performing the specific task (Beilock, 2001). On the other hand, distraction theories assert that individuals are puzzled between the task at hand and unhelpful thoughts regarding task and furthermore the likely adverse consequences of miserable performance. Distraction theory is more reliable in the context of academic performance and most of the studies support it (Beilock, 2001).

Macintyre (1995) mentions that failure and achievement of students are the key factors of anxiety in language learning. Macintyre (1995) and Macintyre and Gardner in 1989 argue that anxiety might negatively correlate with language learning outcomes, and

they both emphasize on the fact that anxiety reduction may encourage student to perform and achieve better grades in order to improve their foreign or second language learning.

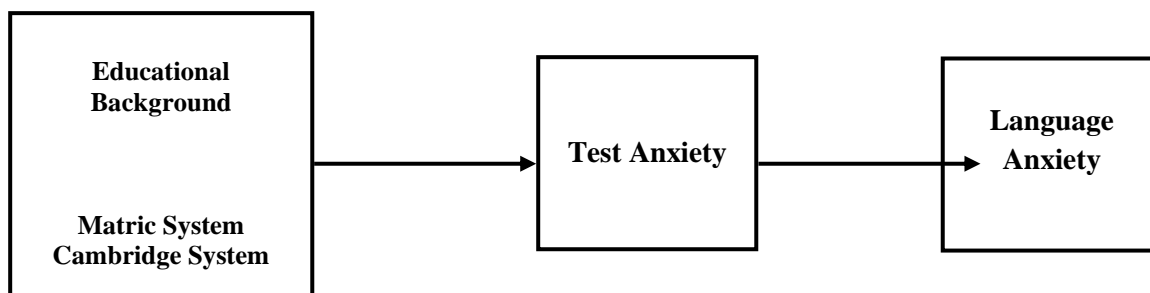
“Tobias (1979) model of cognitive effects of anxiety” on learning from instruction emphasized three stages of states in students” life Input, processing and output.”

In the first stage of input the student is exposed to the situation and environment for the first time and if he faces language anxiety then his internal reactions create anxiety. In the second stage of processing the received messages are understood and learning occurs as he comes across with new words if the student faces anxiety in this stage then the student’s comprehension will be reduced. The last stage of output makes the student translating his thoughts either orally or in written form. If the student faces anxiety in this stage then will make errors of grammar and punctuation or rather does not respond due to severe language anxiety.

## 2.5 Theoretical framework of present study

The theoretical framework for the research is given below:

**Figure 2:**



## 3. METHODOLOGY

The present research is an attempt to compare language anxiety of two educational backgrounds in our system. In this regard the research paper attempts to compare the test anxiety of students of Matric system with the Cambridge System.

### 3.1 Research Design

This is a comparative study based on quantitative data that can be analyzed using statistical methods. The target population was under graduate students of private university, Karachi. The sampling technique for this research was Purposive Sampling. The sample size of 348 students was collected for data collection from a Private University, Karachi. Responses which were returned in full were used for further analysis. The primary data for this research was collected through survey. To collect data for this study, the research instrument was close ended questionnaire that was used. The questionnaire was designed using Likert Scale that comprises of a 5-point scale from one being strongly disagreed and to five being strongly agreed to study the degree of language anxiety.

“Foreign Language Classroom Anxiety Scale” by Horwitz, Horwitz, and Cope (1986) was used to estimate “Test anxiety”.



The Demographic form was also used to find out the educational background of students which also assessed the moderating effect on language anxiety.

The reliability and validity of FLCALS have been checked and its internal consistency is 0.93 based on Cronbach's coefficient alpha and test-retest reliability over a period of eight weeks is  $r=0.83$  ( $p<.001$ ).

**Table 1: Reliability of FLCALS**

Cronbach's Alpha	No. of items
.900	33

Cronbach's alpha for 33 questions from 348 responses is 0.900 indicating a maximum level of internal consistency for our scale with this particular sample. Therefore, with this reliability we can go for further analysis.

**Table 2: Reliability Statistics for Research Variables**

Variable	Cronbach's Alpha	No. of items
Fear of Test Anxiety	0.84	7

The reliability was tested through reliability coefficient Cronbach's Alpha. The Cronbach's Alpha values for the research variables, being greater than 0.5, indicate that the construct is reliable.

Apart from primary data, sources such as reliable books and other internet sources for secondary data collection were used.

### 3.2 Participants

Participants for this study were undergraduate students of Private Universities of Karachi. A total of 348 participants were chosen from five Private Universities of Karachi. There were 139 males and 208 females. The age range of the participants was 19-23 years old. Participants were informed of consensual participation and anonymity.

### 3.3 Measures

"Foreign Language Class Anxiety Scale" (FLCAS) was used in this study. Horwitz and his fellows in 1986 proposed this scale to estimate the determinants of English language anxiety. Foreign Language Class Anxiety Scale Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

The foreign language class anxiety scale (Appendix D) is a 33 item scale. It is appropriate for individuals ranging from ages 12 to - higher education. This scale tests different facets of language learning anxiety.

#### 4. RESULTS

This study was an attempt to compare the language anxiety of two Educational backgrounds.

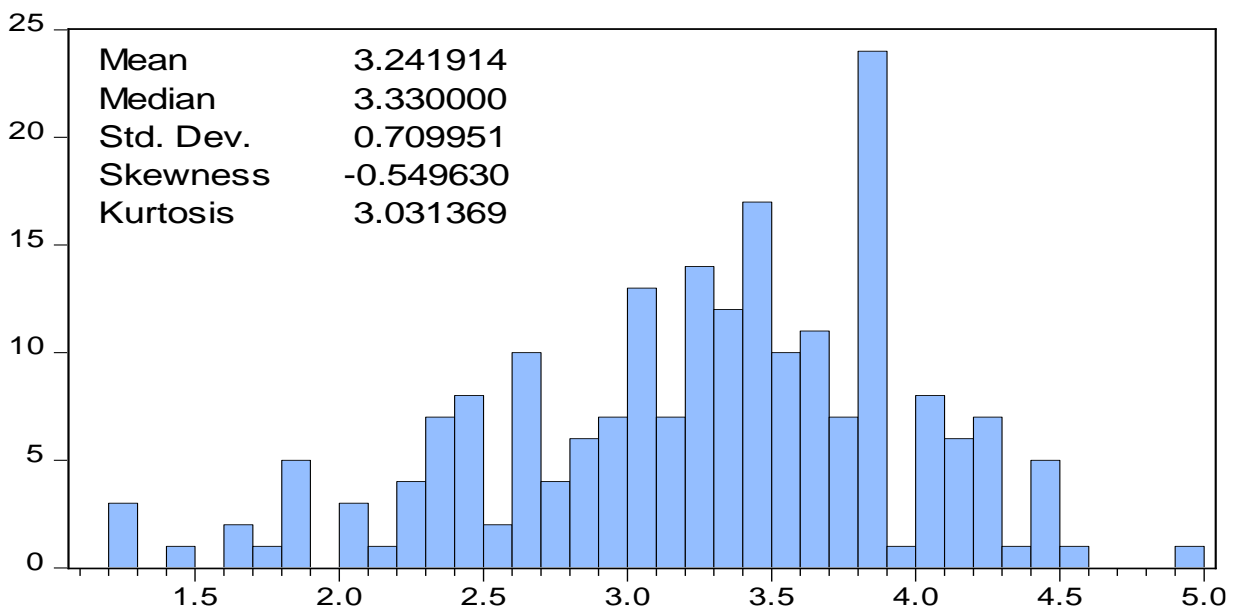
#### Findings

##### 4.1 Descriptive Analysis

**Table 7: Test anxiety of Cambridge Students**

No. of Items	M	SD	SK	K
15	3.24	.70	-0.54	3.03

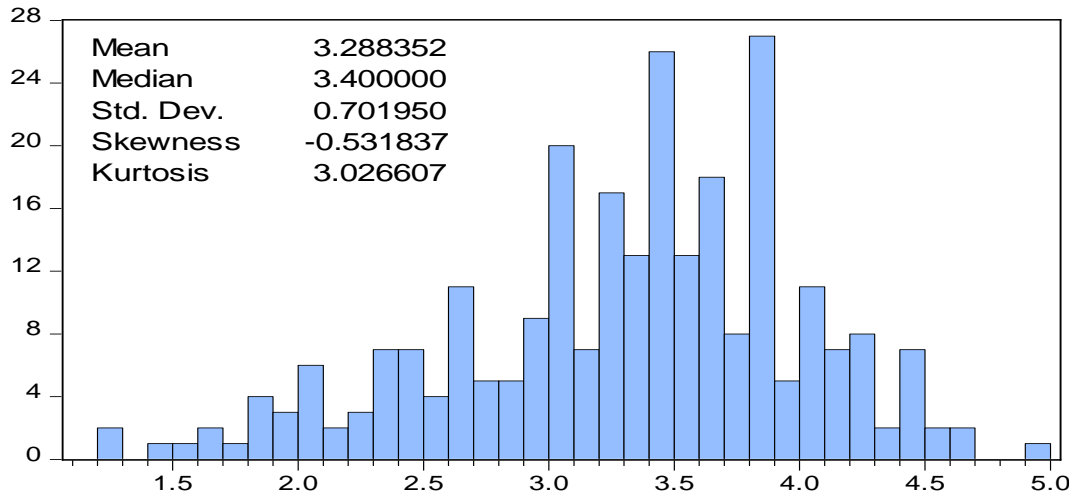
**Graph 5: Test anxiety of Cambridge Students**



**Table 8: Test anxiety of Matric Students**

No of items	M	SD	SK	K
15	3.28	.70	-0.53	3.02

**Graph 6: Test anxiety of Matric Students**



Test Anxiety of Cambridge students has an average or mean is 3.24 with standard deviation 0.70. Test Anxiety of Matric students has an average or mean is 3.28 with standard deviation 0.70.

Average of Test Anxiety in Matric students is slightly higher than Cambridge students.

#### 4.2 Descriptive Analysis

**Table 9: Descriptive Analysis of Construct of Language Anxiety**

No. of Items	Minimum	Maximum	Mean	St. Deviation
Test anxiety	348	1.20	5.00	3.27

Valid N (list wise) 348

Descriptive analysis of the data of key variable of Fear of language tests obtained. The data were examined descriptively in terms of measures of central tendency and measures of variability. Mean is tested as a measure of central tendency; however standard deviation and range (maximum and minimum data points) are examined as a measure of variability. To determine the normality of the distribution, descriptive analysis of data is necessary.

Results reveal that the mean of Fear of language tests has mean of 3.27 and has a small standard deviation is 0.69.

**Table 10: Mean Age of Sample Size**

Age	N	Minimum	Maximum	Mean	St. Deviation
Valid (likewise)	N 348	17.00	23.00	19.827	1.104

The Results indicate that the average age of sample size of 348 is 19.82. The maximum age is 23.00 and minimum age is 17.00 of the participants.

**Table 11: Mean of Gender**

Age	N	Minimum	Maximum	Mean	St. Deviation
Valid (likewise)	N 348	1.00	3.00	1.603	0.495

Results reveal that the mean of gender is 1.603 and standard deviation is 0.495

### 4.3 Statistical Inference

#### Independent Sample Test:

**Table 12: Comparison of language anxiety of Matric and Cambridge students**

Variable	t-test for equality of Means		95% confidence intervals	
	T.	Sig. ( two-tailed)	Lower	Upper
<b>Fear of Test Anxiety</b>	<b>0.735</b>	<b>0.463</b>	<b>-0.18</b>	<b>0.239</b>

We accept the null hypothesis at 5% significance level, which means that on the average Fear of language tests, is not significantly different for different Educational background.

## 5. DISCUSSION

Anxiety is considered to be a common problem amongst people. “Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (Hilgard, Atkinson, & Atkinson, 1971 & Scovel, 1991). Anxiety, as conceived apparently by numerous language learners, adversely effects language learning and has been considered to be one of the most exceedingly tested variables in the field of psychology. (Horwitz, 2001: 113). Language anxiety tends to be viewed as “a distinct complex of self-perceptions, beliefs, feelings, behaviors regarding classroom language learning from the unique language learning process” (Horwitz et. al., 1986) instead of “simple transfer of anxieties to the language classroom” (Scovel, 1978). This comparative analysis was an attempt to analyze the English language anxiety in undergraduate students belonging to two different educational backgrounds. The results indicated that students of Cambridge system have slightly lesser degree of language anxiety than the students of Matric system. As it is indicated that the mean result is 3.24 of test anxiety in Cambridge students and the mean result is 3.28 of test anxiety in matric students.

According to Horwitz (2008), “students with averages around 3 should be considered slightly anxious, while students with averages below 3 are probably not very anxious. Students with average 4 and above are probably fairly anxious”. Therefore, the result apparently specifies that students irrespective of their educational background have some kind of language anxiety though statistically it has been proven that Cambridge system has to some extent lesser language anxiety than the students of matric students.

Foreign language anxiety is a worldwide concern globally. However, Horwitz (2001) stated intensities of secondary language anxiety might differ in varied cultural groups; students of Asia in English language classes are more prone to language anxiety as compared to the students of other parts of the world (Horwitz, 2001). This proves that imminent scholars may not only focus on overall paradigms of secondary language anxiety, but also the other constructs that might have an adverse effect on students' behavior and performances. Thus the findings must be analyzed not only on the basis of empirical findings but the unmeasured variables need to be taken into consideration.

Parallel educational system i.e. Matriculation and Cambridge education system prevailing in Pakistani is a significant paradigm for investigating English language anxiety in undergraduate students. Adeel (2011) explored the determinants of anxiety in Pakistani pupils of English and established that self-concept of students concerning English language and authoritarian environment of the classroom augment the debilitating anxiety of learners many of whom belong to Urdu or local medium schooling system and possess less self-assurance because of low standard local educational background. As Horwitz et al. (1986) mentioned, "Any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic".

Elite schools (Rahman, 2003) in Pakistan prefer either British or American models to follow. Their teachers are very often foreign qualified or native speakers. These schools aim at preparing their students for General Certificate of Secondary Education (GCSE) exams. These schools are replete with all sorts of teaching aids and state-of-the-art pedagogical materials and methodologies, which are effectively utilized in teaching. These schools are rich in independent financial resources and are funded by government as well. Their students are always creative and feel comfortable expressing themselves in English language. These students get near native atmosphere within the confines of school and at their homes. As a result, their proficiency in English language happens to be par excellence.

On the contrary Middle class admit their children to the so-called English Medium schools. These English Medium schools are in practice Multi-medium schools. Only science subject is taught in English language while the rest of the subjects are supposedly taught in Urdu language. These schools are usually state-run or private owned schools. Majority of schools in urban areas have moderate to good amount of resources "but the quality of these materials is questionable" (Abbas 1993). On the contrary, the schools in the outskirts of urban centers usually fail to provide enough teaching resources. These schools follow the syllabus determined by their regional boards of education. Teachers in these schools stress rote learning and teaching of grammar rules, which according to Judd (1981) do not prepare students to deal with real life situations.

## 6.1 Conclusion

The objective of this study is to compare language anxiety of two educational backgrounds in our system. In this regard the research paper attempts to compare the test anxiety of students of Matric system with the Cambridge System. Essentially, there is a very slight difference in the levels of language anxiety between matric and Cambridge students. This study is also intended to compare language anxiety of male and female's students as well. Like previous conducted research this study also revealed that English language especially in higher level i.e. in university level is the most anxiety exasperating second language skill.

Thus this comparative study has observed little difference in the language anxiety level amongst the matric and Cambridge students. It has also been proven that one-third of

students when learning an English language experience some degree of anxiety. (Horwitz, et al., 1986). On the contrary it cannot be neglected that despite the disparity in the educational background, language anxiety has been overwhelmingly enhanced in the students and yet affected the dimensions of language learning anxiety.

## 6.2 Limitation of the Study

A number of obstacles come under way during the process of doing research. However, two important aspects will be discussed which are more pertinent to this study. At first hand, the sample measure is comparatively small to speak on behalf of the bigger populace; the sample estimate was of 348 respondents. Consequently, the consequences of this examination are not sufficiently adequate to make solid proposals of findings. Furthermore, the researcher feels that constraint time and assets may influence the strategy of the examination.

## 6.3 Recommendations

Based on the findings and theoretical assumptions, recommendations are presented hereunder.

In view of Zhang and Zhong in 2012 every individual faces English language anxiety but they also believe that along with language anxiety, students do have coping strategies to overcome the fear. If the students come to know their coping strategies then they can help them to regain their confidence and achieve better results. Motivation from teachers and peers, positive attitudes, risk taking strategies and self-esteem are affective variable that may work miraculously to minimize language anxiety in students

Essentially the teachers must make an attempt to understand that language acquisition, and predominantly spoken production, is a possibly demanding state for the majority of students, and also the “tension and discomfort related to language learning call for the attention of the language teaching profession” (Horwitz, 2001: 122). The suggestions made are corresponding to preceding studies claiming that instructors should not label reserved students as being indolent, requiring more enthusiasm, or having “poor attitude” (Gregersen, 2003). As an alternative, they must be identified as anxious learners and be made interventions to assist them to overcome foreign language anxiety (Aida, 1994).

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