

The Effect of Anxiety on Foreign Language Acquisition in the English Classroom

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Anxiety is considered a substantial and persistent form of emotion, which is defined as a feeling of discomfort; in fact, various researches focusing on effects of anxiety in a foreign language have been conducted since 1970s. There are three principal approaches of anxiety research in language training and studying, which include state anxiety, trait anxiety and situation anxiety (Dörnyei, 2001). Moreover, there is a distinguishing factor among these approaches, whereby the state anxiety is considered transitory and fluctuated due to duration and situation, while traits anxiety is accredited to reflective stability. In this respect, the purpose of this paper is to identify the effect of anxiety on foreign language acquisition in the English classroom.

There are extensive studies in situation specific anxieties focused on foreign language classroom, and this leads to development of an advanced theory. Anxiety has a negative impact on the process of foreign language acquisition; thus, the latter requires formulation of strategies that can assist in coping with language and cultural barriers (Wen, 2001). However, these strategies require identification of the elements associated with the foreign language classroom anxiety. In fact, these elements include communication, understanding, fear, negative assessment and test anxiety.

Effect of anxiety on foreign language acquisition can be estimated by use of a scale designed thirty-three items, which is referred to as the Foreign Language Classroom Anxiety Scale (FLCAS). Therefore, description of these measurements can provide a substantial basis for understanding these effects. For instance, second foreign language anxiety is considered a situation when students depict a difference in their achievements depending on anxiety (Hao, Liu & Hao, 2004). Therefore, students with the foreign language anxiety can benefit a lot through the

application of FLCAS. In this case, they use other instruments for collecting data such as journals, diaries and observations.

There are other studies indicating that foreign language anxiety is chiefly contributed in SL/FL leaning. For instance, anxious students depict a lower performance compared to others (Liu, 2006). In fact, they are always brief while speaking and they commonly inaudible. In this case, there are learners with a high level of anxiety, which is a characteristic that noted through shaking of hands and lack of words in a situation when they have to speak a certain language. Therefore, numerous students may choose to be silent in class, thereby affecting their oral proficiency in the particular language.

There is a strong correlation established through the form of SL/FL anxiety, and it is depicted through confidence, self-esteem level of motivation and their cultural differences (Liu, 2007). There are motivational theories that have been developed through language learning, whereby indicating there is a profound model, which is highly considered. In fact, the achievement motivation theory has developed a concept of motivation, which is affected by attitude and orientation towards foreign language. Moreover, there is integration of the integrative and intrinsic motivation, which is aimed at maintenance of learners' effort to understand a language.

On the other hand, self-confidence is interacted motivation, language anxiety, values and self-efficacy and other attributions; in fact, there is integration of motivation and persistence, which is focused on learning English (Spolsky, 2000). Therefore, integrative motivation can make a substantial contribution to attrition and retention of language.

Anxiety is highly associated with low motivation, whereby anxious students who feel less motivated to learn a foreign language (Liu & Jackson, 2008). In fact, there is a positive

correlation between risk bearing, diligence or proficiency and motivation. On the other hand, anxiety is correlated to a negative impact of competence and persistence. In this case, there is a substantial role played by motivation and anxiety in understanding English. Therefore, the result of learning a language is highly dependent on the state of the student, either anxious or motivated while seeking to learn a foreign language.

In conclusion, this paper has discussed effects of anxiety in a foreign language acquisition in English classroom. In this discussion, there are studies relating motivation and anxiety in the process of learning a language, whereby anxious students are considered less motivated to learn English. Therefore, this paper has established that anxiety has negative impact on the process of learning English. The researches discussed in this paper seek to determine the way foreign language anxiety interacts with motivation in order to determine the results of learning a foreign language. Therefore, this leads to a need for understanding the foreign language in the English classroom since it can assist in interacting with others.

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