

English Language Classroom Anxiety and Performance of Senior High School Learners

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ARTICLE HISTORY

Received: 01/04/2020

Accepted: 15/07/2020

KEYWORDS

Language Anxiety; English Proficiency; Communication; Learning Second Language

Abstract

The study applied quantitative research method which aimed at describing the effect of English Language Classroom Anxiety to the grades of male and female Grade 12 Humanities and Social Sciences leaners. Adapted questionnaire was used as the main source in the data collection. This was evaluated by a teacher of English to meet the objectives of the study. The gathered data were analyzed and interpreted using mean, standard deviation, Chronbach's coefficient alpha and Pearson r. The study revealed that the mean grade of the respondents was very satisfactory; the level of anxiety of the respondents was neutral; the male and female levels of anxiety were both interpreted neutral; the degree of relationship of ELCAS and performance of the respondents in their English subjects was negatively low correlated, inverse relationship of the ELCAS and performance was found out; and, there was a significant relationship between ELCAS and English performance of the respondents. This means that ELCAS is considered a factor in learning English subject.

1. INTRODUCTION

Language is a powerful tool and it is used by every human being for communication purposes like expressing and understanding one another. When a person wants to express and be understood by others, it is important to be familiar with a language that is widely known and used – English.

English is the dominant global language at the beginning of the twenty-first century for it has provided viability and practicability to people worldwide. This global language feature of English fuels a ‘demand’ for English (Tsan, 2008), which is used in communication all over the world and made it a must to be learned and understood. It is therefore a must for the academe to continuously improve and enrich the use of English and engage the youth in using the language for the common good.

The Philippines is one of the countries where English is one of the official languages. It is therefore a must for educational institutions to promote and propagate the use of English through consistent instruction and communication. Teachers of English are the frontrunners to improve the English language skills of each English as Second Language (ESL) learners. The academic institutions in the country play the most important role on how to propagate the use of language. Every student may master the art of speaking and writing in English as long as there is constant use of the language inside the school, preferably, elsewhere.

English is considered to be its second language for it used for institutional instruction, public and government documents, and, official businesses inside and outside the country.

Academic institutions use English for teaching hard sciences and other allied fields. There are some hindrances to be overcome by any language learner, one of which is the use of a language in spoken and written unconfidently. This is why a student, from his primary, secondary and even in tertiary years, acquires English to equip himself for global communication to gain mastery and confidence in using the language.

Research Questions

Generally, this study aimed at describing the effect of English language classroom anxiety to the performance of male and female grade 12 HUMSS learners. The following questions were also addressed in the present study:

1. How may the performance of the respondents in their English subjects be described?
2. How may the level of anxiety of the respondents be described?
3. How may the level of anxiety of male and female respondents be described?
4. What is the degree of relationship of ELCAS and their performance?
5. Is there a significant relationship between the level of ELCAS and the performance of the respondents on their English subjects?

2. LITERATURE REVIEW

Learners' Second Language Anxiety

In Williams, & Andrade's (2008) study, learners reported the procedure in which a teacher calls on students to answer publicly, as one of the most significant sources of their foreign language classroom anxiety. Calling on students in a predictable order caused less anxiety than them being randomly selected.

High level of language anxiety is correlated with poor performance in language learning. The experience of language anxiety varies from learner to learner. According to Ying (2008), language anxiety is caused by (1) personal and interpersonal, (2) learner beliefs about language learning, (3) teacher belief about language anxiety, (4) teacher-learner interactions, (5) classroom procedures, and (6) language testing.

In addition, high expectations that learners are required to communicate and speak in public cause anxiety. The fear of falling short of these expectations can hinder the learning process (Rajantran et al., 2013).

Anxiety is closely related to fear. Ohman (2008) describes anxiety as fear with no identifiable threat that leads to a state of undirected arousal. Essentially, anxiety is fear in a diffuse form. Zhou Huijuan (2009) found that foreign language anxiety mainly came from the family background, the students' language experience including the instructor, the teaching method and some other factors.

Al-Shboul, Ahmad, Nordin, and Rahman (2013) have conducted a comprehensive review to conclude that foreign language anxiety not only affects the students' learning process and outcomes but also the negative relationship between foreign language anxiety and achievement seems to vary according to specific skill.

The proficiency of this second language may vary. Second Language Acquisition (SLA) has primarily been conceptualized as consisting of spoken and written anxiety. The second language can be used to communicate with others. It can also be used to comprehend subject matter and to compose text. Anxiety can emerge in the form of emotional, social, physiological or cognitive symptoms. As a part of communicating in the second language, a person may experience fear, physiological arousal, and thoughts of being judged and evaluated by others. Writing in the second language can be a frustrating experience and can lead to fear of making mistakes, and evaluated by others as not good enough (Yu & Shen, 2010; Zheng, 2008).

Zhang and Zhong (2012) stated that classroom-related anxiety is associated with instructors, peers and classroom practices. They “set their standards as high as the level of native speakers”, which causes anxiety because of failing to achieve the high standards.

As such, studies like Brown's (2008) have found that second language issues in international universities can generate feelings of anxiety, frustration, sadness, fatigue, shame, withdrawal from social contact with the host culture, and avoidance of communicating in the host language. This leads to a cycle of diminished opportunities for reparative experiences that could otherwise habituate international students to anxiety-provoking and stressful interactions within academic and social settings.

Zhang and Zhong (2012) has categorized causes of foreign language learning anxiety as being “learner induced, classroom-related, skill-specific, and some society-imposed depending on different contexts”. The main cause of anxiety stems from “learners’ unrealistic or erroneous beliefs about language learning”.

The Philippines’ Language Policy in the 21st Century

In 2004, President Gloria Macapagal-Arroyo initiated a return to English as the primary language of instruction in Philippines schools. With a large part of the country’s Gross Domestic Product (GDP) coming from the remittances of overseas foreign workers and from outsourced call centers located throughout the country, the reliance on English proficiency was apparent (Gonzalez, 2006). In 2006, Representative Eduardo Gullas proposed an English-only bill in Congress to make English the primary language of instruction in all Philippines’ classrooms. This bill was countered in 2008 when Representative Magtanggol Gunigundo produced a multilingual education bill that called for the use of local languages in Philippines’ classrooms for performance one through six.

For many years, the English-only and multilingual education bills were stalled due to a divided Congress and administration. Despite the failure of Congress to act on this issue, DepEd moved to institutionalize Mother Tongue Based –Multi Lingual Education (MTE-MLE) on July 14, 2009 (Philippine Department of Education, 2009).

The 2009 DepEd order required the use of the learners’ first language as the primary medium of instruction from pre-school until grade three, in addition to the teaching of Filipino and English as separate subjects. This order called for implementation of MTB-MLE, provided rationale for the shift in approach, and highlighted fundamental aspects of strong MTB-MLE programs.

The rationale for the adopting MTB-MLE in the Philippines was to increase student achievement by focusing on cognitive development in a child’s first language and using it as a basis for learning Filipino and English during later years. In addition, the DepEd order (2009) called for instructional materials to reflect local people, events, and realities; and appropriate to the language, age, and culture of the learner (p. 4) and mandated testing in the learners’ first language. The bridging plan outlined gradual implementation of the policy over a three-year time period to allow time for developing materials, training teachers, garnering necessary funds, and establishing technical working groups focused on MLE.

Following the three year-bridging plan DepEd issued a new order in 2012, which provided more specific guidelines for implementing MTB-MLE at the school level. It noted the piloting of MTB-MLE in 921 schools with support from Basic Education Assistance for Mindanao (BEAM); Third Elementary Education Program (TEEP); Translators Association of the Philippines (TAP); Save the Children; and Summer Institute of Linguistics (SIL).

It called for implementation of MTB-MLE for the remainder of the country’s schools beginning in the 2012-2013 academic year through support from regional and division-level DepEd trainers. The 2012 DepEd order noted twelve major regional languages that would be offered as a learning area and utilized as language of instruction (Philippines Department of Education, 2012, p. 1). However, it encouraged schools to adapt curriculum and materials to fit the mother tongue of students where possible.

In the midst of DepEd's language reform in 2010, Benigno "Noynoy" Aquino was elected president on a platform promising educational change in the Philippines. He promised to reform the ten-year educational system to align with the more rigorous K-12 system common in the rest of the world. In addition, he advocated the passage of the multilingual education bill in Congress. As such, MTB-MLE became a component of the K to 12 Basic Education Program proposed by Aquino's administration.

In November 2012 House Bill No. 6643, more popularly known as the Enhanced Basic Education Act of 2012, was passed almost unanimously (198-8) by the House of Representatives. The Senate Bill No. 3286 was similarly passed in January 2013. While the Senate Bill included DepEd's initial early exit strategy in which the mother tongue would only be used up to grade three, the House Bill called for a transition period from grades four through six in which Filipino and English would be gradually introduced until they become the primary languages of instruction at the secondary level. The Senate and House bills were reconciled at the end of January 2013 in alignment with the House's late-exit approach.

Concerns on ESL Acquisition in the Philippines

Time passes by and the Philippines has left behind by the other countries in terms of proficiency in English. This results in the limited use of English in the discussion at school and less exposure of the students on the language. Exposure of the students in the different activities and television programs may affect the acquisition of English. There are limited activities that promote the use of English for they promote the use of Filipino, also, TV programs are mostly delivered in Filipino.

The Social Weather Station survey in March 2006, Filipinos' self-assessed proficiency in the English language has declined over the past twelve years as compared to earlier SWS surveys in December 1993 and September 2000.

Filipino businesses bemoan the loss of Filipino English speakers (McLean, 2010). This observation was noticed as the other countries in the South East Asian region hired more teachers from the Philippines to teach English to their citizens.

In the recent Education First English Proficiency Index 2017 world ranking, the Philippines ranked 15 with a descriptions of high proficiency and ranked 3 in the Asia region. The country was overtaken by Singapore and Malaysia as countries that use English in spoken and written form of communication at the working places and in simply conversing among others.

Tima (2018) reported that the level of English proficiency of College graduates from the Philippines is lower than the target English proficiency of High school students in Thailand, according to a study conducted by the Hopkins International Partners, which is the official Philippine representative to the group called Test of English for International Communication (TOEIC). The Hopkins International Partners' General Manager Rex Wallen said that the Philippines lags behind most of its ASEAN neighbors in English proficiency.

Language anxiety has occupied a great body of research for the past few decades. Previous research findings on language anxiety have revealed the fact that anxiety can impede foreign language performance and its production. In most of the time, the language learners are facing some kinds of problems in learning a new language. Language anxiety has long been recognized as an obstacle in second language learning. Khattak, Jamshed, Ahmad, Mirza and Baig (2011) reported that anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals. In the other words, anxiety is one of the most significant factors affecting language learning.

The feeling of unease, worry, nervousness and apprehension while using a second or foreign language is called "language anxiety" which is mostly experienced by Filipino learners in secondary schools. This may affect the performance of the Filipino ESL learners in learning English subjects.

Anxiety is seen to be a very prevalent phenomenon in the acquisition and learning of a language which is found to be a negative variable. It performs an important role in the success of learning or the lack of it. Over the years, language educators have placed great interest in investigating language anxiety as it is believed to hamper learning (Elaldi, 2016).

Language learning anxiety may be experienced due to linguistic difficulties foreign language learners face in learning and using the target language. According to Hashemi and Abbasi (2013), the friendlier and informal the language classroom environment is, the less it is likely to be anxiety provoking. They state that “formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language”. Reported language learners to be less anxious and stressful in environments which emphasize collaborative activities among the teachers and the students. Furthermore, the evaluation or criticisms from peers is also a major cause of anxiety (Conway, 2007).

Not only in mundane situations, like riding a rollercoaster or treading a dark street, is anxiety seen but also in complex undertakings such as learning a subject at school. In fact, school subjects that necessitate learners to exert cognitive efforts may tend to cause anxiety among them (Alico & Guimba, 2015).

For instance, the language classroom naturally present itself as an anxiety-causing situation to some language learner's, as it involves constant and periodic evaluation of the learner's performance and competence. Lucas et al. (2010) conducted a study on 240 freshmen college students in the Philippines to examine whether students are intrinsically motivated to learn L2 communicative skills, such as writing, reading, speaking, and listening. It was clearly indicated by the results of the study that the students were intrinsically motivated to learn specific language skills, such as speaking and reading, in English, as their second language. They were also found to be intrinsically motivated via accomplishment and knowledge. Teachers must first accept that English as Foreign Language (EFL) learners do in fact experience anxiety in their classes. Throughout the process, teachers must maintain focus on the goal of lowering anxiety to improve their students overall EFL performance.

Verbal fluency or the lack thereof was recognized as a chief cause of anxiety. Other aspects found to be related to verbal fluency were vocabulary and pronunciation. Previous findings showed that training in the language resulted in facility in its use. Children who were comfortable in using English in the classroom, for example, were those who most probably spoke the language in their homes and past schools (Del Villar, 2002).

Previous Unpleasant Experience was found to be another cause of future anxiety. Numerous studies showed that levels of anxiety were partially due to the anxiety experienced in previous speaking situations (Del Villar 2007). Anxious behaviors as a result of past experience caused the person to anticipate similar behaviors in the future. This was also found to be true in factor 5 rejection. If a person experienced rejection in the past, he may tend to predict rejection in future events (Del Villar, 2006).

Del Villar (2010) investigated the anxiety attributions of beginning public speaking students in the state run university. Her finding revealed that there are eight factors that students attribute their anxiety to. These are expectation, training and experience, audience, self-worth, rejection, verbal fluency, preparation and previous pleasant experience. The majority of the students also believe that they would overcome their public speaking anxiety. Further, the students believed that the most important remedies were practice, confidence, and exposure.

Go, Lucas, and Miraflores (2011) conducted a study to determine the causes of anxiety in English language learning of foreign students in the Philippines. Findings suggest that these type of learners used vocabulary strategy to efficiently learn the English language and to cope with their English class anxiety. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

With the constant reports on the declining of English proficiency of the Filipinos the researcher wants to investigate how the perceived English language learners' anxiety affects Filipinos as ESL learners in learning English. In the past decades, the Philippines held the record of being the most fluent country in the ASEAN in terms of using English as mean of communication.

The Philippines has been reported on its excellence in English both academically and from business perspective, the English language classroom anxiety seems to cause some concern to on the proficiency of ESL learners. This research study investigated the language anxiety being experienced by learners in senior high school. This investigation provided important insights on how the learners learn English from their perspectives. Their perceptions are important for the improvement of the language teaching in the Philippines because these perceptions have a direct impact on how English would be learned.

3. METHODOLOGY

Quantitative research method was applied in the study on the premise that this is the most appropriate method. Adapted survey-questionnaire was used as main source in the data collection. Descriptive design was used in this study, because it was applicable and appropriate to use in this type of research. From this design the researcher had affirmative and concrete results gathered from the survey questionnaire. Descriptive research design uncovered new facts and meanings and helps the researcher get an idea of what question are worth testing.

The researcher considered Justino Sevilla Senior High School in the Division of Pampanga, in the province of Pampanga, Philippines as the site of the study.

The criterion in selecting the sample from the population reflected the purpose of the study and identified the information rich cases to study. HUMSS strand was expected to nurture students who would be teachers in the future and teach English subjects. The criterion for the sample was that each participant had enrolled under the HUMSS strand, SY 2018-2019.

The total population using purposive sampling technique was used in this study. This sampling technique involved examining the entire population (i.e. the total population) that have a particular set of characteristics (e.g., specific attributes/traits, experience, knowledge, skills, exposure to an event, etc.) (Creswell, 2014).

The questionnaire was divided into two parts: first was about the profile of the participants including their performance in their English subjects taken and the second part was adapted from the FLCAS by Horwitz et al. (1983). In the original instrument the term "foreign language" was used but in the one used by this study, the word was replaced with "English language". The section listed the 31 items of the ELCAS to determine the level of anxiety on three constructs - communicative apprehension, fear of negative evaluation and test anxiety.

Each of the thirty-one items of the ELCAS was rated on a five-point Likert scale, ranging from "strongly disagree" (1) to "neither agree nor disagree" (3) and to "strongly agree" (5). The purpose of the scale is to examine the scope and severity of second language anxiety. The FLCAS has shown evidence of satisfactory reliability, internal consistency and construct validity (Horwitz, 1991). This scale has been used in many studies in foreign language learning, such as (Onwuegbuzie, et al, 2000; Cassado & Dereshiwsky, 2001; 2004; Ala' Hussain Oda, 2011; Lim Hooi Lian and Mardziah Bt Budin, 2014).

However, the questionnaire had been evaluated by a teacher of English to see if each statement was applicable for the respondents to answer who belonged to the current study. In the evaluation, item 14 (*I would not be nervous speaking English language with the native speakers.*) and item 32 (*I would probably feel comfortable around native speakers of the English language*) were eliminated because these items were not observed in the local of the study. Based on the computed Cronbach's coefficient alpha of all 31 items included in the

questionnaire was 0.87 which is described *good*, thus, the instrument is a valid and reliable scale to be used for this study.

4. DATA ANALYSIS

This study adapted Horwitz and Cope (1986) theoretical framework to investigate the sources of foreign language anxiety and factors that contribute to the anxiety and Oxford (1990). Horwitz's specific measures of foreign language anxiety known as Foreign Language Classroom Anxiety Scale (FLCAS) provides a useful analytical framework that could be used for quantitative analysis. It is a very useful method for analyzing the levels of anxiety among the students, which could be demonstrated statistically.

In this regard, the FLCAS is the most widely used scale for measuring foreign language anxiety and has been translated into many languages and used to measure learners' foreign language anxiety in various countries all over the world. Horwitz et al. (1986) developed a renowned theory of foreign language classroom anxiety, which contended its uniqueness to foreign or second language learning. In this theory, foreign language anxiety is composed of three subcomponents: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation.

The independent variable in the study was the English language classroom anxiety of Grade 12 – HUMSS learners of Justino Sevilla High School in Arayat, Pampanga, while the dependent variable was the performance of students in their English subjects. This study evaluated the academic performance of Grade 12 in English in relation to their English language classroom anxiety.

Permission to conduct research was sought from both the Office of the School Principal, then from the participants. Respondents were selected following the criterion presented.

The instrument to be used was faced validated by a teacher of English and the comments and suggestions were incorporated before the production of the actual survey questionnaire.

At the beginning of the survey, each respondent was reminded of the consent form. Then, he or she was given the questionnaire to fill in the information about his or her demographic profile which took two minutes. The whole survey schedule was thirty to sixty-minute long and scheduled based on each respondent's availability. The venue and time were negotiated between the researcher and the participants.

Analysis initially began during the data collection period. Before conducting the survey, the respondents were oriented on the goals of the study. To ensure better and valid results, the respondents were informed that their answers would be treated with complete confidentiality. Moreover, ethical issues related to culture and nature of the respondents and the policy of the environment were taken into consideration.

Mean, frequency counts, percentages and Cronbach alpha for the reliability coefficient of the FLCAS/ELCAS, and Pearson "r" were the statistical tools employed for the interpretation of the results. Mean was used to describe the performance of the respondents while Cronbach's alpha was used for the reliability coefficient of the questionnaire for classroom anxiety, and Pearson "r" to know if there was a significant relationship between the performance and their perceived anxiety in learning English.

To describe the performance of the respondents, the researcher used the following descriptors, grading scale and remarks stated in the DepEd Order 8, s. 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program:

Descriptor	Grading Scale	Remarks
Outstanding	90 – 100	Passed
Very Satisfactory	85 – 89	Passed
Satisfactory	80 – 84	Passed
Fair Satisfactory	75 – 79	Passed
Did Not Meet Expectation	Below 75	Failed.

To interpret the respondents' anxiety, the following scale was used:

Mean	Interpretation
4.2-5	Very High
3.4-4.19	High
2.6-3.39	Neutral
1.8-2.59	Low
1-1.79	Very Low.

5. FINDINGS AND CONCLUSION

This study aimed at describing the effect of English Language Classroom Anxiety to the grades of male and female Grade 12 Humanities and Social Sciences learners. The mean grade of each respondent included the subjects which had been taken such as English for Academic and Professional Purposes, 21st Century Literature, Oral Communication, Reading and Writing Skills, Creative Writing and Creative Non-Fiction. A computed mean of 85.95 was described *very satisfactory*. This means that the grade of each respondent is a bit higher or a bit lower to 85.95 as the computed grand mean value.

Although there are variations, the mean of each statement and the overall mean results generally suggest that respondents had neutral level of English language anxiety.

The findings largely differ from the previous investigations which recorded either high or low language anxiety (Horwitz et al., 1986; Aida, 1994; Cheng et al, 1999). Instead, the result appears to be consistent with the findings made by Mamhot et al. (2013) that Filipino English as second language students generally do not acknowledge nor deny that they feel certain level of anxiety toward the English language. Related to their finding, the respondents of this investigation provide the impression that they have adequate level of anxiety, not high but not also low.

This could be a very good indication since according to Na (2007), the real task of English teachers is to provide students with just enough level of anxiety in learning the English language. Such adequate amount of anxiety plays a significant role in keeping students' motivation and in maintaining their efforts in the target language learning. With this, teachers should not try to completely help students to get away from English anxiety.

The anxiety as reported by these Humanities and Social Sciences students from Justino Sevilla Senior High School may be influenced by different factors.

Furthermore, it was theorized that anxiety is predicted to happen during language test when there is fear of negative evaluation. As asserted by Horwitz et al. (1986), test anxiety happens when students fear of getting a failing grade or that they could not achieve unrealistic expectations. Based on the scores, the students may have maintained neutral level of anxiety as they may not have erroneous expectations and beliefs about language standards during test or language tasks that are identified to bring the feeling of anxiety among second language learners. As evident in statement number two (2) that pertains to test anxiety, "I don't worry about making mistakes in English class," it could be speculated that these learners do not feel extremely anxious or otherwise as they have been exposed to the language since childhood. They have been learning the English language and probably been into different communication interactions with teachers and classmates that in turn, allow them to feel neutral toward English language learning situations (Mamhot et al. 2013).

As regards fear of negative evaluation, Elaldi (2016) explained that it happens when high expectations and standards are set as learners communicate and speak in public. The fear

of not meeting these expectations worries the students that would tend to hinder their learning process. As asserted by Na (2007), the friendlier and informal the language classroom environment becomes, the less likely it causes anxiety.

The results point to the same direction as both male and female research participants are found to have neutral level of English language anxiety. This finding disputes numerous investigations in the past as cited in this study that overwhelmingly assert that males have higher level of anxiety toward English as compared to females (Kitano, 2001; Matsuda & Gobel, 2004; Na, 2007; Elaldi, 2016).

Females have always been regarded as more adept in language learning than males as they have been found to achieve higher score in English exams than males (Cui, 2011). With such trend in English language performance, it is assumed that females are more confident in learning the language and they are more ready in approaching threatening situations in language learning. As a result, females were less anxious than the males.

Still on English anxiety, previous studies illustrated that gender variable was found to predict the level of anxiety among learners. However, the current study showed otherwise as both gender groups reported almost the same level of language anxiety toward English as presented in Table 3. The results show that the mean score of language anxiety among female students is 2.95 while males reported 2.99. Although males appear to have higher mean scores, results from both gender groups are similarly interpreted as neutral.

However, such is not the case in this research as male and female respondents have shown the same level of anxiety. This may be due to the fact that they have somehow shared almost the same experience and knowledge about English especially that all of them come from the same school.

In the study of Kitano (2001), it was found that Japanese male students had higher anxiety as they view their spoken Japanese competence to be less than the others that was not actually experienced by females. In this context, male and female respondents possibly share the same language competencies, perception and motivation in learning English language competencies that might have influenced the same level of anxiety regardless of gender.

Pearson r- correlation was employed to determine the significant relationship between English anxiety and the performance of the respondents. The computed r-value -.348 which was negative low correlation. It indicates that there is an inverse relationship of classroom anxiety and performance. This means that, once a respondent experiences lower level of anxiety, the better the grade he may achieve. Anxious learners suffer from the fear of speaking, making mistakes and forgetting vocabulary and sentence structure while speaking, findings parallel to the previous findings that speaking in front of other learners is a situational source of anxiety in foreign language classrooms (Koch and Terrell, 1991) and that anxious learners commit more errors through fear of making mistakes (Gregersen, 2003). In a study by Tsui (1996), findings showed that high-anxiety students were generally poor students (students with lower knowledge and lower use of the foreign language). The findings of the study demonstrate that anxiety prevents learners from using correct vocabulary and sentence structure while speaking. Yet, Gardner, Moorcroft, and MacIntyre (1987) argued that there is no correlation between language anxiety and free speech skills.

The correlation analysis between English anxiety and Performance has the p-value of 0.006 which is greater than the alpha (0.05). Therefore, the NULL hypothesis (H_0) which states that there is no significant relationship between the level of English Language Classroom Anxiety and the performance of respondents in their English subjects should not be accepted. Young (1991) notes that teachers' beliefs about teaching a foreign language are one of the anxiety-provoking factors.

It was obvious that there are additional factors such as learners' communication apprehension with teachers, teachers' correction, all of which play a determining role in the level of anxiety. According to Koch and Terrell, (1991) speaking in front of their peers constitute a source of fear of negative evaluation for students, Kitano (2001) noted, that fear

of negative evaluation is a source of language anxiety. This implies that there is significant relationship between English language anxiety and the performance of the respondents. This means that the level of their English language anxiety has something to do with their performance.

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