

# Exploring English Language Anxiety Among Undergraduate Female ESL Learners in Mewat Region of Haryana, India

Mohammad Jamshed\*

Department of English, College of Science & Humanities, Prince Sattam bin Abdulaziz University, KSA

Gulnaz Fatma

Jazan University, KSA

Nazir Hussain

Nesma High Training Institute (NHTI) 615, Al Dehran, Dammam, Kingdom of Saudi Arabia

Sameena Banu

Department of English, College of Science & Humanities for Girls, Prince Sattam bin Abdulaziz University, KSA

**Abstract**—The study aims to investigate English language anxiety among Mewat female ESL learners and the causes and sources of anxiety. It also seeks to investigate if the differences in their demographic profiles shape their anxiety levels differently. As the study deals with how certain independent variables (e.g. level/year of study, parents' educational level, and their employment profile) shape the dependent variable (English language anxiety), a descriptive quantitative approach was adopted, and the *Foreign Language Classroom Anxiety Scale* developed by Horwitz et al. (1986) was utilized to collect the data from respondents. 214 study participants were selected through a simple random sampling method from the population of undergraduate ESL learners studying at different levels of the graduate program at Government Women's College, Nuh, Mewat, Haryana, India. The findings revealed that the study respondents experience moderate levels of anxiety. However, their anxiety levels differ concerning different aspects/sources of anxiety. Communicative anxiety is the highest followed by classroom anxiety, test anxiety, and fear of negative evaluation respectively. One-way ANOVA analysis revealed statistically significant differences in the means of the responses of study participants based on level/year of study and parents' educational level. However, no difference of any statistical significance was found in the means of the response of the respondents based on their parents' professional profiles. The study findings would be useful in addressing anxiety, understanding its causes and consequences, and uncovering ways to help students overcome anxiety and learn English properly.

**Index Terms**—causes and sources of anxiety, English language anxiety, Mewat ESL learners, moderate level of anxiety, parents' professional profile

## I. INTRODUCTION

Foreign/second language anxiety and how it affects language learning has often been an issue of debate and discussion among EFL/ESL scholars. As the English language gets wider acceptability and becomes a means of social mobility in developing countries, so research on second/foreign language anxiety attracts the attention of scholars and academicians. As a result, many scholars and academicians are interested in investigating language-learning anxiety, particularly foreign language-learning anxiety, as it adversely affects language learners. Since the early 1960s, academicians have been studying how anxiety affects second language learning and performance (Ewald, 2007). English language learners sometimes experience anxiety, tension, or stress when learning a foreign language, expressing a psychological barrier against learning (Hashemi, 2011). Horwitz (2001) said that experiencing anxiety is challenging as it adversely affects the learners' involvement and engagement with language learning and acquisition. Now it is an undisputed fact that ESL/EFL learners experience a certain kind of anxiety that emerges from their acquisition and involvement with a second language. It is now established that language anxiety hurts the language learning process as well as even the academic performance of language learners.

The studies and investigations into the effects of anxiety on language learning had attracted the attention of scholars in the early 1970s (Zulkifli, 2007). Many research studies (Horwitz, 1986; Daly, 1991; Macintyre & Gardner, 1991) have established a direct connection between anxiety and language learning. They found that anxiety impeded and adversely affected effective language learning. If language learners find their surroundings hostile and threatening, it

---

\* Corresponding Author

adversely affects their language-learning process (Pappamihel, 2002).

Despite significant improvements in learning and teaching methodologies, anxiety continues to affect language learners and pose challenges to language instructors. That is why developing an anxiety-free language learning environment has been a challenge for both ESL/EFL learners and teachers.

#### Research Purpose

This study examines language anxiety among Mewat female ESL learners from the perspective of the language learners. The discipline of research on foreign language anxiety poses many still unresolved issues that need investigation and explanation. As anxiety is one of the important factors in language learning, it assumes an importance. However, there is a lack of studies examining the anxieties of Mewat ESL learners regarding language acquisition. Therefore, this study bridges this gap and contributes to the already existing studies conducted in different contexts.

## II. LITERATURE REVIEW

Pappamihel (2002) evaluated language anxiety in 178 US Mexican immigrant middle scholars. The *English Language Anxiety Scale* was used to compare anxiety levels to certain factors such as years spent in the US, academic performance, listening and speaking capabilities, reading, and writing skills, and gender. The results showed that interaction with Mexican students enhanced anxiety, whereas avoidance reduced it. Demirdaş and Bozdoğan (2013) investigated the association between foreign language performance and foreign language anxiety of 331 AI-level students studying English as a foreign language. The study employed FLCAS to measure language anxiety and test scores to measure language performance. The findings showed that AI-level students exhibited low levels of anxiety and that female students were more vulnerable to language anxiety. The study also found a negative correlation between foreign language anxiety and language proficiency. Al-Saraj (2014) examined the experiences of female college students learning English as a foreign language. Data on the opinions of students and behavior was gathered using surveys, classroom observation with field notes, and individual and group interviews. A number of factors, including teacher-student interactions and behavior, provoked anxiety in all people whereas others varied between early and advanced stages of study. Alsowat (2016) examined foreign language anxiety levels, the relationship between language anxiety and language proficiency, and factors such as gender and academic level affecting it among Saudi EFL learners at Taif University, Saudi Arabia. 373 EFL learners (205 male and 168 female) specializing in English completed IFLAF and a modified FLCAS (Horwitz et al., 1986). The study found moderate anxiety levels among Saudi English majors. Students' anxiety was most triggered by anxiety about failure, losing information, and feeling uneasy during language assessments. Smyth et al. (2021) aimed to assess if personality traits beyond anxiety affect students' success in university-based official language evaluations. The TOEIC L&R, FLCAS, and TAI were utilized to assess academic performance, foreign language anxiety, and personality traits in 394 Spanish university students. These results show that anxiety is the best measure of language competency and that personality characteristics are significant in university foreign language acquisition. Bhattachaiyakorn and Phettakua (2023) examined the anxiety levels and the factors affecting these anxiety levels at a public university in North part of Thailand. The researchers collected data via purposive sampling through a questionnaire derived from Aida (1994), Horwitz et al. (1986), and Liu and Jackson (2008) and given to students majoring in English and communication. The study found high-level anxiety among students with test anxiety and language beliefs about language learning dominating other anxieties.

Alamer and Almulhim (2021) discussed how the relationship between anxiety about language and self-motivation has been investigated in applied linguistics. The researchers qualitatively investigated many forms of language anxiety learners experienced during learning and how self-determination theory-based motivating factors might predict them. The results revealed that controlled motivation positively predicted only general linguistic anxiety, but the perception of competence and relatedness adversely predicted particular forms of worry. Ali and Fei (2017) examined causes causing foreign language classroom anxiety among Iraqi postgraduate EFL students, gender differences in anxiety, and the relationship between anxiety and academic accomplishment. A mixed-mode method was used in the study, including semi-structured with the AFLAQ survey questionnaire. The findings showed that communication fear, negative appraisal, and exam anxiety produced anxiety, with test anxiety contributing the most. It also found that women were more anxious than men. Sadighi and Dastpak (2017) examined the causes and sources of foreign language anxiety among Iranian EFL learners. The study participants were asked to fill out a foreign language anxiety questionnaire based on the *Foreign Language Classroom Anxiety Scale* (FLCAS) by Horwitz, Horwitz, and Cope (1986). The findings revealed that students experienced anxiety because of their anxiety of making mistakes, negative feedback, and inadequate knowledge. Jugo (2020) investigated Philippine teacher education learners' foreign language anxiety levels, sources, and causes and how it affected their English skills and language learning. English Proficiency Test containing 30 items was administered to 242 Philippine students and the quantitative analysis was used to get the results. The results found that Philippine learners experienced the greatest anxiety about speaking, correcting mistakes, as well as interacting with English speakers while writing, negative self-perception, and non-comprehension were found to be moderate. Vadivel et al. (2022) investigated both the psychological and academic significance of English proficiency and the various kinds of anxiety related to it. A total of 70 students participated in the study. A mix of qualitative and quantitative methods was used to get the results. It was found that EFL students had difficulty in speaking due to anxiety and foreign language anxiety greatly affects language learners. The results revealed that most psychological

variables had connections and affected students' context-speaking performance.

#### A. Research Questions

- Q.1. Do Mewat female ESL learners experience English language anxiety?
- Q.2. What sources of English language anxiety do Mewat female ESL learners' experience?
- Q.3. Does demography affect Mewat female ESL learners differently?

#### B. Hypothesis

H<sup>0</sup>1. There is no difference of any statistical significance among Mewat female ESL learners based on year/level of study.

H<sup>0</sup>2: There is no difference of any statistical significance among Mewat female ESL learners based on parents' educational level.

H<sup>0</sup>3: There is no difference of any statistical significance among Mewat female ESL learners based on parents' professions.

### III. METHODOLOGY

The current study employs a descriptive quantitative design since it addresses numerical data to investigate how certain factors (e.g., study participants' study levels, parents' educational level, and their employment profiles) affect the dependent variable (English language anxiety). Cresswell and Cresswell (2012) recommend utilizing a quantitative approach for research that requires statistical and quantitative evaluations in the processing of data.

#### A. Participants' Description

The study population comprises undergraduate female ESL learners studying in different levels of the Bachelor program at SLKS Govt. College for Women Salaheri, Nuh (Mewat), Haryana, India. As Hindi/Urdu is their native language, they learn and study English as a second language for academic and employment purposes. They have been studying English as one of the compulsory subjects for the last 10/12 years. They are in their early twenties at the moment. Out of the total population, 214 candidates were randomly selected through a random sampling method.

TABLE 1		
Variables	Frequency	Percentage
<b>Level/Year of Study</b>		
Graduation Third Year	42	19.60%
Graduation Second Year	99	46.30%
Graduation First Year	73	34.10%
<b>Parents' Education</b>		
Postgraduate and above	29	13.60%
Intermediate+	58	27.10%
Middle School+	87	40.70%
No Education	40	18.70%
<b>Parents' Profession</b>		
Government Job	30	14%
Private Job	28	13.10%
Self-Employment	104	48.60%
No Employment	52	24.30%

#### B. Data Collection Tool

Questionnaire items were adapted from the *Foreign Language Classroom Anxiety Scale* developed by Horwitz, Horwitz, and Cope (1986). To get reliable responses and a better understanding of the questions/items of the questionnaire, it was made available in English and Hindi languages after being reviewed by experts in both languages. The participants were advised to indicate their choice on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree).

#### C. Data Interpretation

When sufficient responses were collected, the researcher downloaded the questionnaire from Google form to Excel. To facilitate calculation, numerical codes (strongly disagree=5, agree=4, neutral=3, disagree=2, and strongly disagree=1) were assigned and data was exported to SPSS version 23. The means, frequency, and standard deviation were calculated using descriptive statistics. Individual demographic differences were calculated using one-way ANOVA. For interpreting and categorizing the level of anxiety, the following criteria were adopted from Akkason (2016).

TABLE 2  
ANXIETY MEASURING SCALE

Mean Square	Level
4.21 – 5.00	Highest
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Lowest

#### IV. RESULT AND FINDINGS

The overall statistical results provided in Table 3 show that Mewat female ESL learners experience moderate levels of English language anxiety. However, their anxiety level differs concerning individuals and different aspects of anxiety. Their communicative anxiety is highest followed by classroom anxiety, test anxiety, and fear of negative evaluation respectively. The average mean square, individual components, and overall representations all point to a moderate degree of English language anxiety Mewat female ESL. The anxiety levels of individual components like communicative anxiety, fear of negative evaluation, test anxiety, and classroom anxiety are 3.33, 3.17, 3.21, and 3.2 respectively. The overall anxiety level of all the components is 3.22 which falls within the range of moderate. This answers the first research question of this study.

TABLE 3  
COMPONENTS/ASPECTS OF ENGLISH LANGUAGE ANXIETY

Components/ Aspects	Mean	Level of Anxiety
Communicative Anxiety	3.33	Moderate
Fear of Negative Evaluation	3.17	Moderate
Test Anxiety	3.21	Moderate
Classroom anxiety	3.2	Moderate
Overall	3.23	Moderate

#### Analysis of Individual Components of Anxiety among ESL Learners

TABLE 4  
ITEMS REPRESENTING THE COMMUNICATIVE ANXIETY OF MEWAT FEMALE ESL LEARNERS

Questions	SA	A	N	D	SD	Mean	Level of anxiety
1	34 (15.9%)	81(37.9%)	47(22%)	44(22.6%)	8(3.7%)	3.41	High
9	42(19.6%)	117(54.7%)	20(9.3%)	31(14.5%)	4(1.9%)	3.75	High
14	27(12.6%)	85(39.7%)	32(15%)	64(29.9%)	6(2.8%)	2.5	Low
18	32(15%)	112(52.3%)	33(15.4%)	33(15.4%)	4(1.9%)	3.63	High
24	27(12.6%)	96(44.9%)	47(22%)	39(18.2%)	5(2.3%)	3.47	High
27	22(10.3%)	84(39.3%)	29(13.6%)	65(30.4%)	14(6.5%)	3.16	Moderate
29	26(12.1%)	101(47.2%)	28(13.1%)	52(24.3%)	7(3.3%)	3.41	High
Overall mean						3.33	Moderate

Table 4 shows the communicative anxiety of Mewat Female ESL learners measured through differently numbered seven items. In the first item of this category, 115 (53.8%) of the respondents agreed that they do not feel truly confident when speaking in front of fellow students in their foreign language class. While 47(22%) participants chose to remain neutral, 44(22.6%) and 8(3.7%) expressed disagreement and strong disagreement with the statement respectively. The mean is 3.41 which is considered high as per the assumed criteria. In the next item no. 9, 159 (74.3%) of the participants said that they felt anxious speaking in English language class without preparation. 20(9.3%) of the participants did not express their opinions; 31(14.5%) disagreed, and 4(1.9%) expressed strong disapproval of the statement. The mean is 3.75 which is considered high. As far as item no. 14 is concerned, 112 (52.3%) of the respondents said that they would not feel worried about speaking foreign languages with natives. While 32(15%) of the participants stayed neutral; 64(29.9%) disagreed, and 6(2.8%) strongly disagreed with the given statement. The mean is 2.5 which is low. In the next item numbered 18, 144(67.3%) of the respondents said that speaking in a foreign language class gave them a sense of self-confidence and courage. 33(15.4%) of the participants did not express their opinion; the same number 33(15.4%) disagreed, and 4(1.9%) strongly disagreed with the statement. The mean is 3.63 which is considered high. About the next item no. 24, 123 (57.5%) of the respondents said that they found themselves self-conscious while speaking a foreign language in front of other students. While 47(22%) of the participants stayed neutral; 39(18.2%), and 5(2.3%) expressed disagreement and strong disagreement respectively with the statement. The mean is 3.47 which falls within the range of high. In the next item, 27, 106 (49.6%) of the study participants said that they grew worried and uncomfortable when speaking in language class. 29(13.6%) did not express themselves; 65(30.4%) disagreed, and 14(6.5%) strongly disagreed with the statement. The mean is 3.16 which is moderate. In the last item, 29, of this category, 127 (59.3%) of the respondents said that they got worried if they failed to understand each word of the language instructor. 28(13.1%) of the participants stayed neutral; 52(24.3%), and 7(3.3%) disagreed and strongly disagreed respectively with the statement. The mean is 3.41 which is considered high. The overall mean of the items is 3.33, which falls within the range of moderate.

TABLE 5  
ITEMS REPRESENTING SAUDI ESL LEARNERS' FEAR OF NEGATIVE EVALUATION

Questions	SA	A	N	D	SD	Mean	Level of anxiety
3	20(9.3%)	64(29.9%)	20(9.3%)	91(42.5%)	19(18.9%)	2.88	Moderate
7	29(13.6%)	79(36.9%)	33(15.4%)	59(27.6%)	14(6.5%)	3.23	Moderate
13	13(6.1%)	68(31.8%)	26(12.1%)	87(40.7%)	20(9.3%)	2.84	Moderate
15	20(9.3%)	89(41.6%)	38(17.8%)	63(29.4%)	4(1.9%)	3.27	Moderate
20	23(10.7%)	92(43%)	33(15.4%)	59(27.6%)	7(3.3%)	3.3	Moderate
23	31(14.5%)	75(35%)	45(21%)	54(25.2%)	9(4.2%)	3.3	Moderate
25	21(9.8%)	69(32.2%)	23(10.7%)	83(38.8%)	18(8.4%)	2.96	Moderate
31	24(11.2%)	67(31.3%)	37(17.3%)	67(31.3%)	19(8.9%)	3.04	Moderate
33	33(15.4%)	122(57%)	30(14%)	23(10.7%)	6(2.8%)	3.71	High
Overall mean						3.17	Moderate

Table 5 shows the fear of negative evaluation among Mewat female ESL learners measured through differently numbered nine items. In the first item numbered 3, out of 214 participants, 84(39.2%) of the respondents say that they tremble when they come to know they are going to be called on in language class. While 20(9.3%) stayed neutral; 91(42.5%) expressed disagreement, and 19(18.9%) expressed strong disagreement with the given statement. The mean is 2.88 which is moderate as per the assumed criteria. In the next item, 7, 108(50.5%) of the study respondents said that they were unable to escape the belief that other language learners were better at the target language. 33(15.4%) of the participants expressed neutrality; 59(27.6%) disagreed, and 14(6.5%) expressed strong disagreement. The mean is 3.23 which falls within the range of moderate. As far as item no. 13 is concerned, 81(37.9%) of the participants said that they felt embarrassed to answer in their language class. While 26(12.1%) chose to stay neutral, 87(40.7%) disagreed, and 20(9.3%) of the participants strongly disapproved of the statement. The mean is 2.84 which is moderate. In item no. 15, 109(50.9%) of the respondents said that they became frustrated when they could not understand the instructor's performance feedback. 38(17.8%) of the participants were neutral; 63(29.4%) disagreed, and 4(1.9%) strongly disliked the statement. The mean is 3.27 which is accepted to be high. With regard to item no. 20, out of 214, 115 (53.7%) of the study participants said that they grew more conscious of their heart rate when they were called in language class. Whereas 33(15.4%) of the respondents stayed neutral, 59(27.6%) disagreed, and 7(3.3%) strongly disapproved of the statement. As far as item no. 23 is concerned, 106(49.5%) of the study respondents said that they always believed that other students were more fluent in English. 45(21%) of the participants expressed neutrality; 54(25.2%), and 9(4.2%) expressed disagreement and strong disagreement respectively. The mean is 3.3 which is considered moderate. Regarding item no. 25, 90(42%) of the respondents said that they worried about falling behind because the class advanced fast. While 23(10.7%) of the study participants stayed neutral, 83(38.8%) disagreed, and 18(8.4%) expressed strong dissatisfaction with the statement. The mean is 2.96 which is considered moderate. In the next item no. 31, 91(42.5%) of the participants said that they worried that other classmates would mock them for speaking a foreign language. 37(17.3%) expressed neutrality; 67(31.3%) disliked, and 19(8.9%) expressed strong disagreement with the statement. The mean is 3.04 which is moderate. In the last item, 33, of this category, 155 (72.4%) of the respondents said that they felt anxious when the language teacher asked unprepared questions. While 30(14%) of the participants chose to remain neutral, 23(10.7%), and 6(2.8%) expressed disagreement and strong disagreement with the statement respectively. The mean is 3.71 which is considered high. The overall mean is 3.17 which falls within the category of moderate.

TABLE 6  
ITEMS REPRESENTING MEWAT FEMALE ESL LEARNERS' TEST ANXIETY

Questions	SA	A	N	D	SD	Mean	Level of anxiety
2	31(14.5%)	60(28%)	30(14%)	79(36.9%)	14(6.5%)	2.51	Low
8	35(16.4%)	127(59.3%)	24(11.2%)	23(10.7%)	5(2.3%)	3.76	High
10	26(12.1%)	74(34.6%)	22(10.3%)	77(36%)	15(7%)	3.09	Moderate
19	37(17.3%)	99(46.3%)	32(15%)	42(19.6%)	4(1.9%)	3.57	High
21	24(11.2%)	78(36.4%)	30(14%)	67(31.3%)	15(7%)	3.13	Moderate
Overall mean						3.21	Moderate

Table 6 shows the test anxiety of Mewat Female ESL learners measured through 5 differently numbered items. In the first item, 2, of this category, 91 (42.5%) of the study respondents said that they did not mind making mistakes while learning a language. 30(14%) chose neutrality; 79(36.9%), and 14(6.5%) disagreed and strongly disapproved of the statement. The mean is 2.51 which is low. In the next item no. 8, 162 (75.7%) of the respondents said that they rarely felt anxious about their language class tests. While 24(11.2%) expressed neutrality, 23(10.7%) expressed disagreement, and 5(2.3%) expressed strong disagreement with the statement. The mean is 3.76 which is considered high as per the established criteria. As far as item no. 10 is concerned, 100 (46.7%) of the participants said that they were concerned about the potential consequences of failing their foreign language course. 22(10.3%) expressed neutrality; 77(36%) expressed disagreement, and 15(7%) of the respondents expressed strong disagreement with the statement. The mean is 3.09 which is considered high. In the next item, 19, 136 (63.6%) of the participants said they worried that their language teacher would correct every mistake. While 32(15%) stayed neutral, 42(19.6%) disagreed, and 4(1.9%) expressed strong disagreement with the statement. The mean is 3.57 which is considered high. In the last item, 21, of this category,

102 (47.6%) of the respondents said that their confusion increased as they studied more for the language test. 30(14%) of the participants expressed neutrality; 67(31.3%) disagreed, and 15(7%) expressed strong disagreement with the statement. The mean is 3.13 which is considered moderate. The overall mean is 3.21 which also is considered high.

TABLE 7  
ITEMS REPRESENTING MEWAT FEMALE ESL LEARNERS' CLASSROOM ANXIETY

Questions	SA	A	N	D	SD	Mean	Level of anxiety
4	22(10.3%)	69(32.2%)	30(14%)	75(35%)	18(8.4%)	3	Moderate
5	50(23.4%)	111(51.9%)	13(6.1%)	36(16.8%)	4(1.9%)	3.78	High
6	25(11.7%)	58(27.1%)	36(16.8%)	75(35%)	20(9.3%)	2.96	Moderate
11	36(16.8%)	104(48.6%)	42(19.6%)	27(12.6%)	5(2.3%)	3.64	High
12	21(9.8%)	74(34.6%)	19(8.9%)	75(35%)	25(11.7%)	2.96	Moderate
16	34(15.9%)	114(53.3%)	21(9.8%)	34(15.9%)	11(5.1%)	3.58	High
17	11(5.1%)	29 (3.6%)	25(11.7%)	109(50.9%)	40(18.7%)	2.35	Low
22	23(10.7%)	95(44.4%)	31(14.5%)	61(28.5%)	4(1.9%)	3.33	Moderate
26	21(9.8%)	61(28.5%)	24(11.7%)	84(39.3%)	23(10.7%)	2.85	Moderate
28	23(10.7%)	80(37.4%)	46(21.5%)	54(25.2%)	11(5.1%)	3.23	Moderate
30	26(12.1%)	103(48.1%)	46(21.5%)	31(14.5%)	8(3.7%)	3.5	High
Overall mean						3.2	Moderate

Table 7 shows Mewat female ESL learners' English language anxiety measured through 11 differently numbered items. In the first item, 4, of this category, 91(42.5%) of the respondents said that they got nervous when they could not understand the foreign language instructor. 30(14%) of the participants did not express their opinion; 75(35%) expressed disagreement, and 18(8.4%) expressed strong dissatisfaction with the statement. The mean is 3 which is accepted to be high. In the next item 5, 161 (75.3%) of the study respondents said that they would have no trouble taking extra language classes. Whereas 13(6.1%) stayed neutral, 36(16.8%) disagreed, and 4(1.9%) strongly disliked the statement. The mean is 3.78 which is considered high. As far as item no. 6 is concerned, 83(38.8%) of the participants said that they often find themselves thinking about unrelated issues in language class. 36(16.8%) of the participants were neutral; 75(35%) expressed dissatisfaction, and 20(9.3%) expressed strong dissatisfaction with the statement. The mean is 2.96 which is regarded as high. As far as item no. 11 is concerned, 140 (65.4%) of the respondents said that they did not understand why some people got so annoyed over foreign language classes. While 42(19.6%) did not express their opinion, 27(12.6%) expressed disagreement, and 5(2.3%) expressed strong disagreement with the statement. The mean is 3.64 which falls within the range of high. With regard to item no. 12, 95 (44.4%) of the participants said that their anxiety in language class caused them to forget many things they knew in advance. 19(8.9%) chose to stay neutral; 75(35%) disagreed, and 25(11.7%) of the respondents expressed strong dissatisfaction with the statement. The mean is 2.96 which is classified as moderate. In the next item no. 16, 148 (69.2%) of the respondents said that they got anxious in language class despite being well prepared. Where 21(9.8%) expressed neutrality, 34(15.9%) expressed disagreement, and 11(5.1%) strongly disapproved of the statement. The mean is 3.58 which is considered high. Regarding item no 17, 40 (8.7%) of the participants said that they frequently wanted to skip their language class. 25(11.7%) did not express their opinion; a vast majority 109(50.9%) of the candidates disagreed, and 40(18.7%) strongly objected to the statement. The mean is 2.35 which is regarded as low. In the next item no. 22, 108(55.1%) of the respondents said that they did not care to study hard for language lessons. 31(14.5%) of the respondents stayed neutral; 61(28.5%) expressed disagreement, and 4(1.9%) expressed strong disagreement with the statement. The mean is 3.33 which is considered high. As far as item no. 26 is concerned, 82(38.3%) of the study participants said that they became more anxious and uneasy in language classes than in other classes. While 24(11.7%) of the respondents expressed neutrality, 84(39.3%) disagreed, and 23(10.7%) strongly disagreed with the statement. The mean is 2.85 which falls within the range of moderate. About item no 28, 103 (48.1%) of the respondents said that they felt quite confident and relaxed walking to their language class. 46(21.5%) of the participants stayed neutral, 54(25.2%) expressed dissatisfaction, and 11(5.1%) expressed strong disagreement with the statement. The mean is 3.23 which is accepted to be high. In the last item, no. 30, 129(60.2%) of the respondents said that they were overwhelmed by the rules of foreign language learning. While 46(21.5%) of the participants stayed silent, 31(14.5%) disagreed, and 8(3.7%) strongly disagreed with the statement. The mean is 3.5 which falls within the range of high. The overall mean is 3.2 which is regarded as high as per the assumed criteria.

#### V. DIFFERENCE IN LANGUAGE ANXIETY BASED ON THE DIFFERENCES IN ESL LEARNERS' DEMOGRAPHIC PROFILE

##### A. English Language Anxiety and Respondents' Level/Year of Study

Table 8 given below displays the one-way ANOVA results for English language anxiety among Mewat female ESL learners in Mewat region, Haryana, India based on respondents' educational level. The results indicate that Mewat female ESL learners differ significantly in their English language anxiety as the calculated F value (7.978863) is higher than the critical F value (3.47805). Hence, HO1 is rejected.

TABLE 8  
ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1459.6	4	364.9	7.978863	0.003715	3.47805
Within Groups	457.3333	10	45.73333			
Total	1916.933	14				

### B. English Language Anxiety and Parents' Educational Level

Table 9 given below displays English language anxiety among Mewat female ESL learners based on their parents' educational level. The result/finding found a statistically significant difference in the means of the responses of ESL learners. As the calculated F value (5.109054) is higher than the critical F value (3.055568), there is no statistically significant difference. Hence, HO2 is rejected.

TABLE 9

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1094.7	4	273.675	5.109054	0.008437	3.055568
Within Groups	803.5	15	53.56667			
Total	1898.2	19				

### C. English Language Anxiety and Parents' Professional Profile

Table 10 given below shows Mewat female ESL learners' English language anxiety based on their parents' professional profiles. The study revealed a statistically significant difference in the means of the responses of Mewat female ESL learners. As the calculated F value (3.450987) is higher/lower than the critical F value (3.055568), HO2 is accepted/rejected.

TABLE 10  
ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1084.3	4	271.075	3.450987	0.034436	3.055568
Within Groups	1178.25	15	78.55			
Total	2262.55	19				

## VI. DISCUSSION AND ANALYSIS

The study aimed to investigate English language anxiety among female learners in the Mewat region of Haryana, India. The findings revealed that the respondents differed in their anxiety levels towards different components/aspects of anxiety. For example, they experience a medium level of classroom and test anxiety and fear of negative evaluation. This finding is in line with many studies (Heng et al., 2012; Al-Saraj, 2014; Çağatay, 2015; Bhatti & Memon, 2016). This result, however, is in contrast to a study carried out by Elkhafaifi (2005) which found that students studying at advanced study levels experienced lower anxiety levels than those studying at lower study levels. Baharuddin and Rashid (2014) found classroom anxiety among many language anxieties contributing to language learners' anxiety. The study found that ESL learners experienced test anxiety also. One more study carried out by Bhattacharyakorn and Phettakua (2023) contradicts our findings as it found test anxiety among high levels of anxiety sources. Many other studies (Petridou & Williams, 2007; Aydin, 2009; Aida, 1994) concluded that test anxiety was among the important factors, and it adversely affected multiple aspects of EFL learning. The present study also found that fear of negative evaluation was one of the many sources and causes of anxiety among Mewat female ESL learners. This result is confirmed by many existing research studies (Baharuddin & Rashid, 2014; Kitano, 2001). Several studies (Mcintyre & Gardner, 1991; Tsiplakides & Keramida, 2009) argued that communication anxiety often includes anxiety of negative assessment. Similarly, Sadighi and Dastpak (2017) found that students' main sources of anxiety were their lack of vocabulary knowledge, fear of making mistakes, and fear of receiving a poor grade. The study also found that there are significant differences statistically in the means of the responses of Mewat female ESL learners based on their level/year of study and parents' educational level. This finding is supported by Elaldi (2016) who found that fourth-grade students experienced a bit higher level of anxiety than preparatory-year students. Marcos-Llinás and Garau (2009) also found that anxiety levels were found to be greater among advanced learners compared to beginning and intermediate learners. However, many studies (Zare & Riasati, 2012; Razak et al., 2017; Loo & Kitjaroonchai, 2015; Alsowat, 2016) whose findings are inconsistent with the findings of this study did not find any correlation between the year/level of study and language anxiety.

## VII. CONCLUSION

The study investigated English language anxiety among Mewat ESL learners in the Mewat region of Haryana, India. It also sought to find if the variance in the demographic profile of ESL learners shaped their language anxiety levels

differently. The findings showed that Mewat female ESL learners experienced moderate levels of English language anxiety. However, their anxiety levels differed concerning individuals and different aspects of anxiety. Their communicative anxiety is highest followed by classroom anxiety, test anxiety, and fear of negative evaluation respectively. The average mean square, individual components, and overall representations all pointed to a moderate degree of English language anxiety among Mewat female ESL learners. The results found statistically significant differences in the means of the responses of Mewat female ESL learners based on their level/year of study and their parent's educational level. However, no difference of statistical significance was found in the means of the responses of Mewat female ESL learners based on their parents' professional profiles.

#### ACKNOWLEDGEMENTS

This study is supported via funding from Prince Sattam bin Abdulaziz University project number (PSAU/2024/R/1445).

#### REFERENCES

- [1] Aida, Y. (1994). Examination of Horowitz, Horowitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78, 155-168. <http://dx.doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- [2] Akkakoson, S. (2016). Speaking anxiety in English conversation classrooms among Thai students. *Malaysian Journal of Learning and Instruction*, 13(1), 63-82.
- [3] Alamer, A., & Almulhim, F. (2021, April). The interrelation between language anxiety and self-determined motivation; a mixed methods approach. In *Frontiers in Education* (Vol. 6, p. 618655). Frontiers Media SA.
- [4] Ali, T. T., & Fei, W. F. (2017). Foreign language classroom anxiety among Iraqi students and its relation with gender and achievement. *International Journal of Applied Linguistics and English Literature*, 6(1), 305-310. <http://dx.doi.org/10.7575/aiac.ijalel.v6n.1p.305>
- [5] Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal*, 12(7), 193-220.
- [6] Al-Saraj, T. M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257-278.
- [7] Aydin, S. (2009). Test anxiety among foreign language learners: A review of literature. *Journal of Language and Linguistic Studies*, 5, 127-137.
- [8] Baharuddin, S. S., & Rashid, S. M. (2014). English language learning anxiety and oral performance among undergraduate ESL learners. *Journal of Language and Communication*, 1(2), 137-154.
- [9] Bhattarachaiyakorn, S., & Phettakua, S. (2023). English Speaking Anxiety Among Northeastern Thai University Students. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 384-407.
- [10] Bhatti, N., & Memon, S. (2016). Investigating the Perceptions of Pakistani English Language Learners on Language Learning Anxiety in EFL Classroom. *Advances in Language and Literary Studies*, 7(5), 23-34. <http://dx.doi.org/10.7575/aiac.all.s.v.7n.5p.23>
- [11] Çağatay, S. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia-Social and Behavioral Sciences*, 199, 648-656. <https://doi.org/10.1016/j.sbspro.2015.07.594>
- [12] Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- [13] Daly, J.A. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications*. 3-13. Englewood Cliffs, NJ: Prentice Hall
- [14] Demirdaş, Ö., & Bozdoğan, D. (2013). Foreign language anxiety and performance of language learners in preparatory classes. *Turkish Journal of Education*, 2(3), 4-13.
- [15] Elaldi, S. (2016). Foreign Language Anxiety of Students Studying English Language and Literature: A Sample from Turkey. *Educational Research and Reviews*, 11(6), 219-228. DOI: 10.5897/ERR2015.2507
- [16] Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The modern language journal*, 89(2), 206-220.
- [17] Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals*, 40(1), 122-142.
- [18] Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia-Social and Behavioral Sciences*, 30, 1811-1816. doi: 10.1016/j.sbspro.2011.10.349
- [19] Heng, C. S., Abdullah, A. N., & Yusof, N. B. (2012). Investigating the Construct of Anxiety in Relation to Speaking Skills among ESL Tertiary Learners. *3L: Southeast Asian Journal of English Language Studies*, 18(3), 155-166.
- [20] Horwitz, E. (2001). Language anxiety and achievement. *Annu. Rev. Appl. Linguist*, 21, 112-126.
- [21] Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.
- [22] Jugo, R. R. (2020). Language anxiety in focus: The case of Filipino undergraduate teacher education learners. *Education Research International*, 2020, 1-8. <https://doi.org/10.1155/2020/7049837>
- [23] Kitano, K. (2001). Anxiety in the college Japanese language classroom. *The Modern Language Journal*, 85, 549-566. <https://doi.org/10.1111/0026-7902.00125>
- [24] Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The modern language journal*, 92(1), 71-86. <https://doi.org/10.1111/j.1540-4781.2008.00687.x>



- [25] Loo, D. B., & Kitjaroonchai, N. (2015). Gender, academic achievement and years of experience: Investigating potential reasons for foreign language anxiety among Thai high school students. *The New English Teacher*, 9(2), 73-92. B
- [26] MacIntyre, P. D., & Gardner, R. C. (1991). Investigating Language Class Anxiety Using the Focused Essay Technique. *The Modern Language Journal*, 75(3), 296–304. <https://doi.org/10.2307/328723>
- [27] MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, 41(1), 85-117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- [28] Marcos-Llinás, M., & Garau, M. J. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign language annals*, 42(1), 94-111.
- [29] Pappamihel, N. E. (2002). English as a Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom. *Research in the Teaching of English*, 36(3), 327–355. <http://www.jstor.org/stable/40171530>
- [30] Petridou, A., & Williams, J. (2007). Accounting for aberrant test response patterns using multilevel models. *Journal of Educational Measurement*, 44, 227-247. <http://dx.doi.org/10.1111/j.1745-3984.2007.00036.x>
- [31] Razak, N. A., Yassin, A. A., & Maasum, T. N. R. B. T. M. (2017). Effect of Foreign Language Anxiety on Gender and Academic Achievement among Yemeni University EFL Students. *English Language Teaching*, 10(2), 73-85. <http://dx.doi.org/10.5539/elt.v10n2p73>
- [32] Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education and Literacy Studies*, 5(4), 111-115. <https://doi.org/10.7575/aiac.ijels.v5n4p.111>
- [33] Smyth, A. M., Manzanares, N. G., & Muñoz, J. J. F. (2021). Anxiety and personality as indicators of academic performance in university foreign language classrooms. *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*, (36), 27-42.
- [34] Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.
- [35] Vadivel, B., Khalil, N. R., Tilwani, S. A., & Mandal, G. (2022). The educational and psychological need for learning the English language and understanding the different anxieties. *Education Research International*, 2022. <https://doi.org/10.1155/2022/4679788>
- [36] Zare, P., & Riasati, M. J. (2012). The relationship between language learning anxiety, self-esteem, and academic level among Iranian EFL learners. *Pertanika Journal of Social Sciences and Humanities*, 20(1), 219-225.
- [37] Zulkifli, V. (2007). Language classroom anxiety: A comparative study of ESL learners. *Asian Journal of University Education (AJUE)*, 3(2), 75-99.

**Mohammad Jamshed** got his Ph.D. degree in 2018 from Aligarh Muslim University, Aligarh, UP (INDIA). His areas of interest include postcolonial literature, travel writings, comparative studies, and ESL/EFL teaching. He has presented papers at conferences and published many articles in journals of repute both in literature and ESL/ESL teaching. He is currently working as an Assistant Professor, at the Department of English, College of Science & Humanities, Prince Sattam bin Abdulaziz University, Al Kharj, 11942, Kingdom of Saudi Arabia.

**Gulnaz Fatma** got her PhD degree from Aligarh Muslim University, Aligarh, UP (INDIA). She has presented papers at many international conferences and has good publications in many international journals of repute. She is currently working as Language Instructor, at Jazan University, Jazan Saudi Arabia.

**Nazir Hussain** got his PhD degree from Aligarh Muslim University, Aligarh, UP (INDIA). He taught for a few years in Saudi Higher education. He has also worked as an extension lecturer in the higher education department of Haryana, India. He has been currently working as English- Instructor, Nesma High Training Institute (NHTI) 615, Al Dehran, Dammam, Kingdom of Saudi Arabia. He has presented papers at many international conferences and has good publications in many international journals of repute.

**Sameena Banu** is currently working as a lecturer at the College of Science and Humanities, Prince Sattam bin Abdulaziz University, KSA. She has been teaching the English language to undergraduate students for the last 10 years. She has published research articles and papers in Scopus and WOS-indexed journals. Her main area of interest is English language and literature.