

A Comparative Study on the Language Anxiety of ESL and EFL Learners

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Abstract

A total of 40 respondents had participated in the study, comprising of 20 ESL students and 20 EFL learners from two Philippine-based learning institutions. The respondents were administered with a questionnaire which has two parts: the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) survey developed by Horwitz, Horwitz, and Cope (1986) and the 2-item questionnaire adapted from Williams and Andrade (2008). For the EFL respondents, the questionnaire was translated in their native language for comprehension and validity of the results. The gathered data were then analyzed using three frameworks: Horwitz, Horwitz, and Cope (1986 in Casado & Dereshiwsky, 2004) levels of anxiety of foreign language students, Tanveer's (2007) factors that affect language learning, and lastly a combination of Tanveer's (2007) definitions of the three stages of language learning with Williams & Andrade's (2008) sample categorization of learning stage. The general results of this study show that ESL learners have a neutral reaction to the three levels of anxiety and they also have a Fear of Negative Evaluation in the aspect of low self-perceived linguistic competency. As for EFL learners, the results indicated "no level of language anxiety" based on the scale, but a further analysis revealed that these EFL learners disagree on the statement: I don't worry about making mistakes in English class. Both groups of respondents answered that they view their selves to be responsible for the language anxiety they experience

Keywords: Anxiety, ESL learners, EFL learners, Language Learning

Introduction

There has been a growing interest in the language learning anxiety problems of English students. An investigation on this issue is

very timely because the language is studied at every school level for 112 countries, where English is not a native language and is either a foreign language or a second language (Quirk, Greenbaum, Leech, & Svartvik, 1985). Chan and Wu (2004) categorize anxiety as a psychological concept, whereas Spielberger (1966) describes it as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system” (p.15). When anxiety is incorporated into language learning, it is described as an apprehension that occurs when a language student performs a second or foreign language (Gardner & MacIntyre, 1993). Friedman (1980) and Horwitz, Horwitz and Cope (1986) characterize anxiety as “high feelings of self-consciousness, fear of making mistakes, and a desire to be perfect when speaking.” MacIntyre (1999) further expounds that it is not just an ordinary fear in learning but rather a negative worrisome reaction when studying a second language. Liu (2007), in addition, acknowledges that it is a phenomenon so complex yet it can predict the learner’s acquisition of the language intended. Similar to these aforementioned studies is this present research.

Review of Related Literature

Evidence of Language Anxiety

Numerous studies have found that anxiety has debilitating effects on the language learner and was said to be one of the strongest predictors of success in language learning (McIntyre, 1999 in Woodrow, 2006). It has to be noted that one cannot discount the fact that understanding the learner’s apprehensions towards the target language is indeed important in the field of language teaching and learning.

Several research studies have explored the relationship of Language anxiety to language learning. Perhaps the most influential of which was the study by Horwitz, Horwitz, and Cope (1986) in which they proposed the Foreign Language Classroom Anxiety Scale which became the basis of almost all foreign/second language anxiety studies. As mentioned earlier, they have clearly articulated that language anxiety is a situation-specific anxiety construct, which is largely independent of the other types of anxiety. The FLCAS is a

self-report instrument which elicits responses of anxiety specific to foreign language classroom settings. The results of the study demonstrated that a situation-specific anxiety construct which they called Foreign Language Anxiety was responsible for students' negative emotional reactions to language learning. According to Horwitz, Horwitz, and Cope, this anxiety is attributed to the inherent unfamiliarity associated with immature second language communicative abilities. According to them, adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. When communicating using the native language, these assumptions in adults are rarely challenged because it is not usually difficult to understand others or to make oneself understood when using one's L1 (first language). However, the situation when learning a foreign language is different. As an individual's communication attempts will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards, second language communication entails taking risks and is necessarily problematic. "Because complex and non-spontaneous mental operations are required in order to communicate, any performance in the L2 (second/target language) is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic" (p. 128).

Another study which explored language anxiety was done by Von Wörde's (2008) research listed factors which may contribute to language anxiety in learning English and the ways to reduce them. Using the qualitative approach, the researcher posted the questions on the factors that contribute to anxiety, the students' belief on anxiety as hindrance to language acquisition, the factors that the students believe to reduce anxiety, ways that anxiety manifest on the participants and the language that triggers the most anxiety. There were a total of 15 respondents in this particular study, and Von Wörde (2008) incorporated a 10-item interview questions and Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) as instruments in gathering his data. The questions are set to answer inquiries posted by the research, whereas the FLCAS is a standard language anxiety survey used by many research. The findings show several negative experiences from the students, and it mentioned how anxiety is translated to frustration and anger, although they are not

aware of the term language anxiety. The reason for this is anxiety as a lexicon was often interchanged with the words nervousness and frustration. However, most of the participants feel better knowing that others also experience the same way.

Worde's (2008) study cited several factors that contribute to students' anxiety such as participating in speaking activities, inability to understand the lessons, and evaluation among others. Peer affiliation or a feeling communal connectedness, classroom set-up and teacher's role were referred to by the participants as factors that reduce anxiety. His research as a whole is thorough and suggestive since it encompassed language learning anxiety in both mental and physical condition of the participants. It appears that the students were more receptive in answering the face to face interview questions probably because relating and or recalling negative instances relieves them of the pain associated to it. The participants were able to share explicit details without limitation as compared to survey which only captured their replies in categories. The interview allowed the participants to give concrete examples and suggestions from simple to denser ideas such as changes on how textbooks are written etc. The author, however, was unclear in employing tri-language as opposed to one language as vehicle for observation. It was not clearly stated though, whether such anxieties are from a particular language or a general observation to all languages. Although Von Worde's (2008) study has contributed greatly in understanding how learners perceive language anxiety, other variables (e.g. age, socio-cultural background) which might have some bearing to the results were not clearly discussed.

A similar study also was conducted by Williams and Andrade (2008) in which they examined the anxiety among Japanese EFL students. Their goal was to analyze the situations that provoked language anxiety, the cause of it, and the ability of the students to cope with it. In order to achieve this goal, the researchers administered a survey to 243 randomly selected Japanese students in 31 conversational English classes in six universities in Japan. The findings of this study indicated that most of these Japanese EFL students' anxiety is associated with processing or output-related tasks, such as speaking in front of the class, especially at the beginning of the course wherein each student is asked to go to the

front and introduce himself. This could be so since talking in front of the class involved processing what to say, and actually delivering it is the output of the task. In addition to this, the study's findings also indicated that for the students, the cause of anxiety is mostly attributed to the teacher. This could be explained by the fear of the negative evaluation that students felt. Lastly, the findings indicated that though most students thought they could positively influence the situation, an almost the same number of students think they could not influence the situation. According to the researchers, this might mean that majority felt they could do something about the anxiety; yet, they also felt that such action might be ineffective.

There are also studies that combine language anxiety with other factors that affect language learning, and some of these other factors are attitudes and motivation. For example, the instrument used in Gardner's socio-educational model (the Attitude/Motivation Test Battery) includes a classroom anxiety scale that measures students' embarrassment or anxiety level within the paradigm of attitudes and motivation. A study on this was done by Hsieh (2007) whose research examined the factors that influence foreign language learning as well as the consideration of the learner's motivation. The study employed 249 college students learning Spanish, German and French with Attitude/Motivation Test Battery (AMTB) as instrument with some questions taken originally by the test developed by Gardner, Clément, Smythe, and Smythe (1979). Hsieh also used a self-efficacy test and the final course grade taken from the students' instructors as measurement for language achievement. These corpora are basis for the comparative analysis of his study. The findings of this study showed that the student's self-efficacy test as a predictor of the student's success inside a language classroom, and cemented the initial theory of the researcher himself that students who did not experience anxiety and had a positive attitude towards the foreign language they were taking are successful learners inside the classroom. The study may have incorporated several instruments to prove its theory alluding to make it a complex paper rather than a simple reinforcement of what is deemed obvious. However, even without employing the students' grade or solely relying to the self-efficacy test, it will result to the prediction that the more the students

are motivated, the bigger the chances that they will be successful in class.

Research on language anxiety also delved on which language macro skill is greatly affected by this seeming affective filter. Liu (2006) conducted a study on anxiety to Chinese undergraduates that are non-English majors at three different proficiency levels. The researcher observed classes and utilized the students' reflective journals and also conducted interviews to gather the needed data. Results of the study revealed that generally, students are more anxious when speaking and those students who are more proficient in the use of the English language are less anxious when speaking. Moreover, students feel more anxious when talking to their teachers and when they are singled out during recitations.

Anxiety has also been investigated to find out its effects on another language macro skill such as writing. Cheng et al. (1999, in Cheng 2004) surveyed 433 university English majors in Taiwan using three pre-existing instruments: Horowitz et al.'s Foreign Language Classroom Anxiety Scale (FLCAS); the second language version of the Daly-Miller Writing Apprehension Test (SLWAT); and a background questionnaire designed to capture demographic and specific language learning history information. In addition, final course grades were used as achievement measurements for comparison. Additional correlations were examined to compare second language classroom anxiety and second language writing anxiety with second language speaking and writing achievement.

As previous studies dealt with college or adult learners, there are other studies that also involved children. One of these studies is by Chan and Wu (2004) that examined the language anxiety among elementary students studying a foreign language. This study had 601 fifth grade students from 205 elementary schools in Taipei County, Taiwan as participants. All of these elementary students answered a questionnaire, though 18 students who were considered as high-anxious students based on their scores in the questionnaires were selected as interviewees. Moreover, the researchers also interviewed nine English teachers. Aside from questionnaires and interviews, classroom observations and document collection were also done by the researchers in this study. Results indicate that, first, there is no doubt of the existence of foreign language anxiety among the

children, and that as previous studies indicated, the level of language anxiety is negatively correlated to learning achievement. Second, the sources of language anxiety include low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure both from classmates and parents. Third, results also indicated that there are five most dominant anxiety-provoking situations, and these are tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers. Fourth, from the teachers and students, both recognized the positive effect of a balance of instructional languages; such balance lessens the anxiety felt by the children. Lastly, this research study indicates that the teachers' knowledge of the existence of anxiety is not enough to solve the problem of foreign language anxiety.

All these mentioned studies dealt with EFL students studying the foreign language in their own country, and specifically on EFL learners only. Thus, a question arises on how EFL learners feel when they are learning the target language in a foreign country. Moreover, would these EFL learners have the same feelings or experiences with those that are learning the target language as a second language? It is with these arising questions that the present study came about as this study aims to identify the level of language anxiety between two groups of English language learners: the EFL and the ESL.

ESL vis-à-vis EFL

MacIntyre and Gardner (1991) presented that both foreign and second language students are susceptible to problems related to anxiety because it can restrict "acquisition, retention and production of new language" (p.86). Further, Zhang (2001) identified that "age, learning and epistemological experiences and other socio-economic factors" are the variables that could attribute to ESL students' anxiety. He suggested that these factors help the ESL learners on the psychological construct of their learning difficulties. On the other hand, Oxford (1992 in Lucas, 2009) hypothesized that foreign language students in a foreign country would tend to worry about their performance, and the potential loss of one's cultural identity, and culture shock. One study by Chae (2008) investigated on Korean EFL students' in the Philippines by using affinity to culture in the context of "grammar differences between English and Korean" and

“being self-conscious” as perceptive causes of difficulties with spoken English on the part of the respondents.

Although there were a limited number of local literatures related to language anxiety, this was compensated by various research studies in other countries particularly the ones written by Horwitz, Horwitz and Cope (1986), Worde (2008), Williams and Andrade (2008), Cheng (2004), Liu (2006) and Zulkifi (2007). These mentioned studies focused more on the identification of levels and types of language anxiety experienced by foreign/second language learners, but these studies did not thoroughly delve on what really causes this language phenomenon, and what could be the possible effects of it to the foreign/second language learners. Hence, Worde (2008) conducted a study in which he utilized the FLCAS by Horwitz et al. (1986) to find out factors that contribute to the students’ anxiety. Although Worde’s (2008) study has been significant in terms of its contribution to foreign/second language anxiety, there were some important variables which were not clearly discussed in his paper like age and socio-cultural background which may have affected students’ perception about language anxiety.

Moreover, studies which have explored factors (e. g. motivation, attitude, aptitude) variables that play an important role in learner’s perception of language anxiety, as mentioned earlier, were mostly conducted in other countries and are considered foreign literature. For example, Williams and Andrade (2008) have identified that students usually associate anxiety with processing or output-related tasks such as speaking in front or reporting and most of them attribute their anxiety to their teacher. Further, they have also found out that some students reacted positively to the situation while some are not sure if such action might be effective to reduce levels of anxiety. This means that somehow, students are able to employ some strategies or techniques to help themselves ease the apprehensions they are feeling.

As mentioned earlier, although there might be sufficient foreign literature about language learning anxiety, there still seems to be a scarcity of available and published written materials which would elucidate the status of language learning anxiety in the Philippines (ESL) and how it can be compared with that of EFL

learners. According to Zulkifi (2007), nationality and cultural influences of a certain community are one of the strongest predictors of language anxiety. Horwitz (2001) further intensified that it is important to keep cultural differences in mind when considering the issue of language anxiety. According to Horwitz, “, it is entirely possible that some practices perceived by one group of learners as comfortable may prove stressful for learners from a different cultural group who are used to different types of classroom organizations.” (p. 120) Cultural influences and discrepancies are some of the reasons why the present researchers have decided to pursue the present study. This is to further contribute to the scarce local literature that the Philippine SLA research has at present.

Framework of the study

In answering the research questions of this study, the researchers used three frameworks. The first one is the levels of anxiety of foreign language students, which were outlined by Horwitz, Horwitz, and Cope (1986 in Casado & Dereshiwsky, 2004). These components are (1) communication apprehension, (2) fear of negative evaluation, and (3) general feeling of anxiety towards a foreign language.

In communication apprehension, the learners get apprehensive in using or speaking the target language (a language they are not very familiar) since they are anxious that they may not get the message across properly or may not comprehend others as they converse, and this is attributed to these learners' limited second language vocabulary. Normally, students who experience communication anxiety would respond positively to questions “I get nervous when I am speaking in a language class” and negatively for questions like “I feel confident when speaking in a language class” (Horwitz et. al., 1986 in Casado & Dereshiwsky, 2004). The second component is fear of negative evaluation. Since the students are not very confident in speaking the target language, they get anxious that they may not make a “proper social impression” (Casado & Dereshiwsky, 2004). In this case, the apprehension that the learner feels is more of the outside factor (i. e., what other people think about him/her than what he/she thinks about him/herself). The third component, which is general feeling of anxiety towards a foreign language, is the “feelings of

apprehension related to other sensations of apprehension akin but not intrinsically linked to communication or fear of negative evaluation" (Casado & Dereshiwsky, 2004). Students with this anxiety would agree with questions, such as "even if I am well prepared for language class, I feel anxious about it" and would disagree with questions, such as "It wouldn't bother me at all to take more foreign language."

The second framework is based on Tanveer's (2007) factors that affect language learning. These three factors are: "self perceptions", "instructor's beliefs about classroom teaching", and "classroom procedure". According to Tanveer (2007), the first factor -- "self perceptions" -- pertains to how the individual perceives himself or herself. Anxiety here begins in how students believe in themselves and how they want others to see them. Anxiety begins when these students worry on how people think of them when they use the target language, or how they use the target language in communicating. According to Brandl (1987, in Tanveer, 2007), the second factor -- "Instructor's belief about classroom teaching" -- is also a source of anxiety when the instructor believes that his role in the classroom is merely to correct students' mistakes, rather than to facilitate students learning when these students commit mistakes. Further, it is emphasized that though students know that their mistakes should be corrected, they become anxious on the manner that their errors are being corrected. Lastly, the third factor -- "classroom procedure" -- is about how the language classes are conducted. According to Tanveer (2007), "different activities in the classroom procedure, particularly the ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking" (p. 18). Moreover, students become more anxious when they are called individually, rather than by pair or by group.

The third framework is a combination of Tanveer (2007) and Williams and Andrade (2008). As the third research question addresses the issue on the effect of language anxiety to the learning process, Tanveer (2007) gave definitions of the three stages of language learning: Input, Processing, and Output; on the other hand, Williams & Andrade (2008) gave a sample categorization of participants' answers as to which learning stage they affect.

According to Tanveer (2007),

Language anxiety has been theorized to occur at all the three stages of language learning: input, processing and output. The description of these three stages with relation to anxiety will point out why L2/FL learners make mistakes and the reasons of linguistic difficulties L2/FL learners face in learning and using the target language. This can offer an insight to help understand anxiety experienced while communicating in the target language (p. 19).

First stage is Input, which activates the “Language Acquisition Device” or LAD. This device is innate in the brain, which carries out the further process of language learning. Anxiety at this stage refers to “the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver’s apprehension when receiving information from auditory and visual clues” (Tanveer, 2007, p.20). Second stage is Processing. Anxiety at this stage refers to the “apprehension students experience when performing cognitive operations on new information” (Onwuegbuzie et al., 2000 in Tanveer, 2007). The last stage is Output where anxiety occurs while communicating in the target language. “Anxiety at the output stage refers to learners’ nervousness or fear experienced when required to demonstrate their ability to use previously learned material (Onwuegbuzie et al., 2000 in Tanveer 2007, p. 23). Further, anxiety at this stage might hinder the students’ ability to speak in the target language (MacIntyre & Gardner, 2000 in Tanveer, 2007, p. 23).

Hypothesis and Research Questions

Together with this model, the researchers also derived their investigation from Casado and Dereshiwsky (2001) study on the effects of learning anxiety to foreign language students and Kondo’s (2005) research on language anxiety as a predictor for English proficiency and its change. For this paper, the researchers hypothesize that the most dominant type of language anxiety for EFL is the Fear of Negative Evaluation, especially on how people perceive their linguistic competency, which may affect their output stage of language learning. As for ESL learners, the dominant type would more likely be General Feeling of Anxiety, such as failing the subject

or thinking of other things while in their English class, which may affect their processing stage of language learning.

The researchers conducted this study because they believe language anxiety is one of the factors that hinder their students - both ESL and EFL - from learning the target language fully. In doing so, the findings by which the researchers would gather hope to result in a thorough understanding and comparison on language learning anxiety within the context of EFL and ESL learners.

With this goal in mind, these are the questions that the study would like to address:

1. What are the common language anxieties experienced by EFL and ESL learners?
2. What are the causes of these language learning anxieties?
3. What are the effects of these language anxieties on language learning?

Methodology

Research Design

This research study is descriptive in nature which focused only on the identification and comparison of the different language anxieties experienced by ESL and EFL learners. The study also deals with the analysis as to what causes these anxieties and as to what language process is greatly affected by these anxieties. Moreover, descriptive statistics is also applied, attaining only the mean and standard deviation as the questionnaire administered to the respondents used the five-point Likert Scale.

Participants and Setting

A total of 42 Filipino and foreign language learners studying in a Manila based university and an EFL school in Quezon City is the sample groups for the study. For the ESL respondents, a class of 20 Filipino engineering freshman students enrolled in Basic English Communication classes was chosen with ages 15-18 years old. As for the EFL respondents, the researchers administered the questionnaire to 20 Korean students whose ages vary from 21-30 years old. Half of the EFL respondents are university students in Korea who are either in their 3rd year or last year in their respective courses in college (i.e.

engineering, Library Science, Management and Tourism) whereas the other half are working professionals with the intention of studying English in the Philippines. The EFL respondents were randomly selected and they are from Levels 3, 4, and 5 (i.e. intermediate and advanced levels based on the Institutional Assessment/Evaluation Tests given every month). These levels were chosen as students enrolled here would not have difficulty reading the questionnaire.

The surveys were administered during the respondents' English classes so as to make them feel the "English classroom atmosphere" while answering the questionnaire, and in doing so, they could genuinely assess themselves whether they experience some anxiety or not.

Instrument

This study used a questionnaire which has two parts: the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) survey developed by Horwitz, Horwitz, and Cope (1986) and the 2-item questionnaire adapted from Williams and Andrade (2008). Worde (2008) states that FLCAS aim is to develop and capture the specific essence of foreign language anxiety in a classroom setting and to provide investigators with a standard measure thru a self-report measure, scored on a five-point Likert Scale, ranging from strongly agree to strongly disagree. The basis for FLCAS is Horwitz, et. al's (1986) analysis of potential sources of anxiety in a language classroom. It integrates three related anxieties, namely, communication apprehension, fear of negative evaluation and general feeling of anxiety. The second part of the questionnaire was administered to answer the second and third research questions which attempt to answer the causes of language anxiety and the language process that is most affected by this anxiety.

For the Korean EFL respondents, the FLCAS was translated in their native language so as to ensure that they really understand the test questions for the researchers to get valid results. It was done by a Korean national who has been a Research Analyst and acts as interpreter and translator for some bank officers at the Industrial Bank of Korea. The Korean translated version of the FLCAS was also used for an unpublished theses work about foreign language anxiety; thus, ensuring its validity with regards to the translated content.

Procedure

The two sample groups were administered with the adapted survey during their respective morning and afternoon English classes. For the Filipino ESL students, the survey was administered on August 13, 2009 and accomplished it in 15 minutes. The researchers administered the survey to the Korean EFL respondents from Quezon City the day after and were able to accomplish it in 30 minutes.

After the survey was administered, the researchers tallied the respondents' answers on the 33-item first part of the questionnaire. The researchers then, with the help of a statistician, analyzed the dominant anxiety felt by the ESL and EFL respondents. As for the second part of the questionnaire, the researchers categorized and analyzed the respondents' answers using the frameworks of Tanveer (2007) and Williams & Andrade (2008).

Method of Analysis

For the statistical method employed by the researchers for the item analyses of the data, the means and standard deviation were computed. After getting the mean and the standard deviation for each statement, the interpretation was based on the following scheme:

Mean	Interpretation
4.20 – 5.00	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

To answer the first research question, the 33 statements were categorized according to the three levels of anxieties by Horwitz, Horwitz, and Cope (1986 in Casado & Dereshiwsky, 2004). These components are (1) communication apprehension, (2) fear of negative evaluation, and (3) general feeling of anxiety towards a foreign language. The students' responses were tallied and analyzed using the scheme above to determine the interpretation according to the 5-

point Likert Scale; for example, if the overall interpretation for statement 1 is Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. Then, to interpret whether there is anxiety or not, an interpretation from Al-Sibai was used. Adapted from her study, an interpretation of *Agree or Strongly Agree* for questions 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33 for would indicate some level of *anxiety*. Then, *interpretation of Disagree or Strongly Disagree* for questions 2, 5, 8, 11, 14, 18, 22, 28, 32 would indicate some level of *anxiety*. Overall mean and standard deviation was also computed per level of anxiety to determine the consensus of the respondents regarding that level.

For the second question, the answers of the respondents were also analyzed using the frameworks of Tanveer (2007) and Williams and Andrade (2008). The analysis for the second research question is based on Tanveer's (2007) factors that affect language learning. These three factors are: "self perceptions", "instructor's beliefs about classroom teaching", and "classroom procedure". Then, for the third research question, a combination of Tanveer (2007) and Williams & Andrade (2008) which presented the three stages of language learning that might be affected by language anxiety was used. These language processes are the Input, Processing, and Output. The elicited responses from the students on part II of the questionnaire were analyzed and classified according to what language process is most affected of their perceived language anxiety. As there were three researchers, each analyzed the answers of the students. Afterwards, analyses were compared, discussed, and finalized.

Results and Discussion

What are the common language anxieties for ESL and EFL learners?

From the tallied data, each statement in the Foreign Language Classroom Anxiety Scale (FLCAS) was categorized according to the three levels of anxiety: communication apprehension, fear of negative evaluation, and general feeling of anxiety. Furthermore, the descriptive statistics was conducted (mean and standard deviation) for every statement from which the interpretation was based.

For both ESL and EFL learners, the overall interpretation in their levels of anxiety is neutral, as presented in the table below:

Table 1

Levels of Anxiety of ESL and EFL Learners

Level of Anxiety	ESL Learners			EFL Learners		
	Mean	Sd	Interpretation	Mean	Sd	Interpretation
Communication	2.98	.17753	Neutral	2.44	.66921	Disagree
Apprehension						
Fear of Negative Evaluation	2.98	.45665	Neutral	2.30	.55772	Disagree
General Feeling of Anxiety	3.16	.66212	Neutral	2.63	.57280	Disagree

As can be seen, everything is neutral for the ESL learners; however, taking a closer look at the standard deviations for ESL learners, their Fear of Negative Evaluation and General Feeling of Anxiety have large values. This means that the ESL learners' perception of Neutral is not very close to the respective means. In the Fear of Negative Evaluation, whose mean is almost 3.0 and a standard deviation of close to 0.5, this could have a high probability of having statements that are clearly answered by "Agree" or "Disagree" using the scheme of 3.40–4.19 Agree and 1.80–2.59 Disagree. Then, in the General Feeling of Anxiety, in which the mean is a little more than 3.0 and a standard deviation of 0.7, there is a possibility of having a "Strongly Agree" as the consensus of the students, using the same scheme. In contrast, the EFL learners answered straightforwardly that they disagree in experiencing any anxiety in their English classes.

To investigate further, a closer look on the three levels of language anxiety would illustrate how these ESL and EFL learners truly feel towards English language learning. The first anxiety as mentioned earlier is about communication – the anxiety experienced when talking with classmates or with teachers using the target language, English. The statements and their respective interpretations are summarized in Table 2.

Table 2
Communication Apprehension of ESL and EFL Learners

Statement	ESL learners			EFL learners		
	SD	M	Interpretation	SD	M	Interpretation
1 I never feel quite sure of myself when I am speaking in my English class.	1.026	3.00	Neutral	0.971	2.09	Disagree
3 I tremble when I know that I'm going to be asked to speak in English class.	1.234	3.05	Neutral	0.814	1.81	Disagree
4 I am afraid when I don't understand what the teacher is saying in the English class.	1.021	3.10	Neutral	0.902	2.64	Neutral
9 I start to panic when I have to speak without preparation in English class.	1.348	3.15	Neutral	1.041	2.32	Disagree
13 It embarrasses me to volunteer answers in my English class.	1.240	2.80	Neutral	0.999	1.96	Disagree
14 I will not be nervous when speaking with native English speakers.	1.099	3.05	Neutral	1.049	3.64	Agree
18 I feel confident when I speak in English class.	0.933	3.15	Neutral	0.959	3.59	Agree
20 I feel my heart pounding when I am going to be	1.040	2.65	Neutral	0.853	1.82	Disagree

	asked to speak in English class.						
24	I feel shy when speaking English in front of other students.	1.089	2.85	Neutral	1.006	2.18	Disagree
27	I get nervous when I speak in my English class.	1.209	2.75	Neutral	1.129	2.32	Disagree
29	I get nervous when I don't understand every word the English teacher says.	0.759	3.05	Neutral	1.192	3.09	Neutral
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	1.105	3.20	Neutral	0.950	2.05	Disagree

As can be seen in Table 2, 100% of all ESL students are neutral with their feelings regarding communication comprehension. According to Holbrook (1987), this anxiety is the individual's level of fear associated with either real or anticipated communication with others. With the results presented above, it could be implied that Filipino ESL learners, in general, do not acknowledge that they feel fear nor do they deny that they feel fear when talking with their classmates or teachers in English. For instance in the first statement: "I never feel quite sure of myself when I am speaking in my English class", in which agreeing to this statement would reveal an anxiety on their part, and disagreeing would show their confidence on themselves. With the mean of exactly 3.0, the general feeling of Filipino ESL learners is neutral, meaning, they neither show any anxiety nor are they showing any confidence. On one hand, it could be that as they have been exposed to the English language since they were children, these learners might think that they should not feel

anxiety when using the target language; on the other hand, as they are still first year college students and are still in the beginning of their career, expressing confidence might be too bold for their age. Either that, or it could be that they are humble enough not to show-off their ability in using spoken English. More than anything else, the researchers agree that as the statements for communicative apprehension deal with spoken interaction between teachers and students inside the classroom, it has crossed the minds of the researchers that as these learners have been inside English classrooms or have been exposed to English classes since they entered the academe, these learners are very used to these situations that they could be very familiar with interactions using the English language, thus experiencing neutrality over the said situations.

In comparison to ESL, the EFL learners are more certain with their answers: they agree that they are confident when they speak (referring to responses to statements 14 and 18) and they disagree that they are shy or that they get nervous (referring to negative responses for statements 1, 3, 9, 13, 20, 24, 25, and 33). However, it is interesting to note that they are neutral when the situation pertains to their comprehension of what is being said. In contrast to the aforementioned statements, statements 4 and 29 deal with the teachers talking and the students listening and understanding the message. In these two statements, the EFL students neither agree nor disagree. These results seem to show that EFL students disagree that they feel anxiety when they are the productive members of a speaking activity, meaning, when they are the ones who are using the language; yet, they do not show any feelings when they are receptive members, meaning, when they are the ones receiving and understanding language.

The second level of anxiety, Fear of Negative Evaluation, is explained as the feeling associated with performance, that is, having this fear means one is anxious on how other people perceive him or her when he or she uses the target language, which in this case is English. Moreover, Fear of Negative Evaluation is when students feel that other people are better than they are; thus, they feel afraid that they might commit mistakes and end up being embarrassed in the class. This is shown in Table 3 below.

Table 3
Fear of Negative Evaluation of ESL learners and EFL Learners

	Statement	ESL learners			EFL learners		
		SD	M	Interpretation	SD	M	Interpretation
2	I don't worry about making mistakes in English class.	1.293	2.75	Neutral	0.971	2.09	Disagree
7	I think that my classmates' English is better than mine.	1.147	3.50	Agree	1.058	2.87	Neutral
8	I am usually at ease during tests in my class.	0.887	3.05	Neutral	1.167	3.14	Neutral
15	I get depressed when I don't understand what the teacher is correcting.	0.639	3.25	Neutral	1.287	2.43	Disagree
19	I am afraid that my English teacher will correct every mistake I make.	1.170	3.00	Neutral	0.790	1.64	Strongly Disagree
21	The more I prepare for an English test, the more confused I get.	0.887	2.05	Disagree	0.950	2.05	Disagree
23	I always feel that my classmates speak better English than I.	1.095	3.40	Agree	1.054	2.60	Disagree

31	I am afraid that my classmates will laugh at me when I speak English.	1.387	2.85	Neutral	0.908	1.60	Strongly Disagree
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As can be seen from the table, despite the general feeling of neutral, there are two out of the eight statements that have positive answers from the ESL learners:

Statement #7: I think that my classmates' English is better than mine.

Statement #23: I always feel that my classmates speak better English than I.

These two statements imply that ESL students always compare themselves with their classmates. This could probably be caused by the fact that they have been studying English since elementary. Moreover, as these ESL students belong to one of the prominent schools in the Philippines, they could have assumed that they all have the same background in learning and acquiring the English language. Thus, a small mistake, especially in the pronunciation would be very embarrassing. In addition to this, as to what have been observed in the Philippines, when a person's pronunciation is bad, he or she is immediately labeled as 'Bisaya' - a person from the central part of the Philippines who speaks any of the Visayan languages. On the other hand, as these students are freshmen and they graduated from different high schools, there might be a feeling of insecurity from most students who graduated from schools outside Metro Manila.

Another interesting finding from the table is statement 21, "The more I prepare for an English test, the more confused I get". This, again, could probably be a result to having been learning English since early childhood or elementary years, that English lessons have been so familiar. Students have been complacent with the feeling that they have learned so much in the past that having another English class is too easy. These learners felt that in their early schooling they have learned enough grammar (which is a key in conjugating in the intended language); thus, they felt that they can confidently express themselves in English. But these are not enough

as every learning stage in a student's life has different needs in preparation for another rank. In the tertiary level, the expectations of the teachers are geared towards preparing students to be part of the work force. Lessons such as required essays, ranging from static, process, to argumentative essays, are taught. Then, as these essays were asked as outputs, these students tend to approach these lessons the same way they have approached their secondary English lessons; one approach could be memorization. Now, taking for example this approach on memorization, the more they memorize structures in writing, there is a high tendency these students would become confused.

As for the EFL learners, based from the table, their answers range from Neutral to Strongly Disagree, and it is interesting to note that there are two statements responded with Strongly Disagree. These two statements pertain to the reactions of their classmates and their teacher when they are speaking in English. On the side of the classmates, it seems that these EFL learners are confident that their classmates are not in the position to laugh at them since these classmates are fellow Koreans; and being Koreans, they know that public criticisms and laughing at each other are considered impolite as the one being criticized of the one being laughed at would definitely lose face (*Korean business and culture*, 2009). As for the teachers correcting them when they speak, it seems that they are not afraid because such reactions are expected. For them, it could be that a correction from the teachers is not to be perceived negatively; thus, it is not considered a situation in which anxiety arises. A second thing to note on this table is the presence of two responses that are Neutral. In contrast to Table 3 of ESL learners, EFL learners do not show their opinion on the subject of their classmates being better than they are. This could be that they do not want to be put in the position of judging others, and in turn, judging themselves also; thus, they rather stick in the middle because either way, they lose face. Moreover, like the ESL learners, these EFL learners are also neutral in their feeling when taking the exam. This could probably mean that EFL learners are used to taking exams in English.

The third level of anxiety is General Feeling of Anxiety which pertains to the students' general perception of English as a language and as a subject. Results are shown in Table 4 below:

Table 4
General Feeling of Anxiety of ESL learners and EFL Learners

	Statement	ESL learners			EFL learners		
		SD	M	Interpretation	SD	M	Interpretation
5	It wouldn't bother me at all to take more English classes.	0.988	3.65	Agree	1.260	3.60	Agree
6	In English classes, I think of things that are unrelated to the lesson.	0.786	2.75	Neutral	1.120	2.27	Disagree
10	I worry about the consequences of failing my English class.	0.933	4.35	Strongly Agree	1.090	2.05	Disagree
11	I don't understand why some people get so upset over English class.	0.716	3.25	Neutral	1.214	2.96	Neutral
12	In English class, I am so nervous that I forget what I know.	1.234	2.95	Neutral	1.225	2.50	Disagree
16	Even if I am well prepared for English class, I feel anxious about it.	0.889	3.50	Agree	0.935	1.73	Strongly Disagree
17	I often feel like not going to my English class.	0.912	2.10	Disagree	1.435	3.18	Neutral
22	I don't feel pressure to prepare very well for English class.	0.979	3.30	Neutral	1.232	3.23	Neutral
25	English class moves so quickly that I worry about getting left behind.	0.826	2.55	Disagree	1.077	2.27	Disagree
26	I feel tenser and have more pressure in English class than in other classes.	1.356	2.55	Disagree	1.037	2.14	Disagree

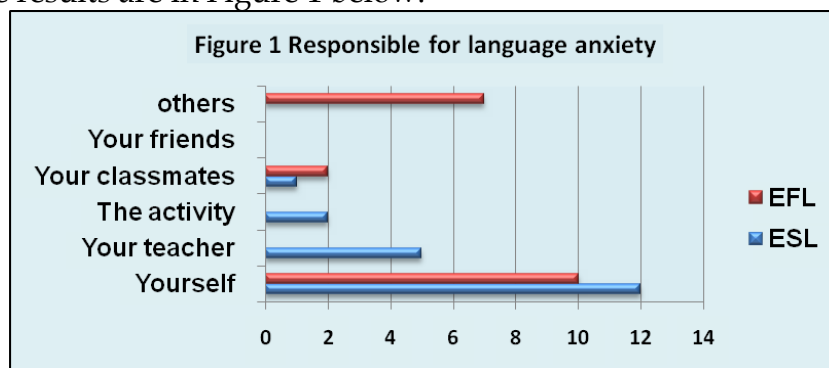
28	Before English class, I feel confident and relaxed.	0.999	3.45	Agree	0.941	2.86	Neutral
30	I feel overwhelmed by the number of rules I have to learn to speak English.	0.894	3.20	Neutral	1.066	2.23	Disagree
32	I feel easy when native English speakers are with me.	0.765	3.16	Neutral	0.922	3.23	Neutral

From this table on General Feeling of Anxiety, it is very interesting to note that the ESL students strongly agree on the feeling of worrying about the consequences of failing their English classes (statement 10). The most probable scenario is that they need to retake the English class, and may result in being delayed in their course work. In another perspective, it could also mean that they might be embarrassed that they failed English class, a class that they have been taking since they were very young. It seems that English class is perceived to be very familiar and that failing it could be an embarrassment. In addition, the students agree that they still feel anxiety despite their preparations. This could be associated with their fear of negative evaluation, afraid of being embarrassed as their classmates are better than they are.

As for the EFL learners, from this table, it is interesting to note two things. First, these EFL learners are excited to have more classes. This is shown in the general agreement on statement 5. This could also possibly explain why these EFL learners have even come to the Philippines to study English. Second, these EFL learners express their strong disagreement on the statement about their being anxious even well prepared. This could mean that these students know what their objectives in studying are, and that it is necessary for them to prepare English class. Moreover, as they are well prepared, they are confident with what they do and what they have.

What are the causes of these language learning anxieties?

This question was asked with the hypotheses that both groups of respondents would have language learning anxieties. However, results have indicated that only the ESL learners have anxieties in the levels Fear of Negative Evaluation and General Feeling of Anxiety. What became more interesting is the result that when both groups were asked who could have been responsible for these fears, majority of both the EFL and the ESL learners answered themselves. The rest of the results are in Figure 1 below.



As emphasized in the bar graph, both ESL and EFL perceive themselves as the primary cause for the anxiety that they feel. For the case of ESL learners, this explains their anxiety that their classmates are better than they are. Moreover, it explains that when they are about to present, the anxiety still comes from their self-perceived linguistic competency. As the result in Table 5 above, ESL students are still anxious even when they are prepared; thus, it is not the materials nor the activity that causes their anxiety, but their own selves whom they rate as not so well in speaking English.

An interesting result as presented in Figure 1 is the answers of the EFL students' to the question, *Who is responsible for this language anxiety?* In the FLCAS, EFL learners had a consensus that they disagree that they feel anxious when they speak using the English language. For instance, they disagreed to these following statements:

Statement #1: I never feel quite sure of myself when I am speaking in my English class.

Statement #3: I tremble when I know that I'm going to be asked to speak in English class.

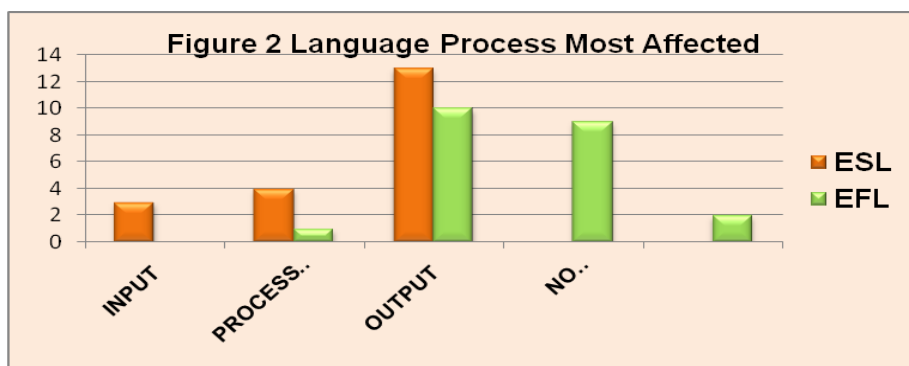
Statement #2: I don't worry about making mistakes in English class.

Statement #12: In English class, I am so nervous that I forget what I know.

Yet, from Figure 1, the EFL learners perceive themselves as the ones responsible for the language anxiety that they feel. This incongruence of answers – not having any anxiety from the FLCAS results and the self-perception source of anxiety – could be a result of EFL learners' pride or perhaps it has something to do with their age and their status in society (e.g. being a professional). Since most of the EFL respondents' ages vary from 21-30 years old, it could be implied that, as mature individuals, they are expected to handle their emotions accordingly; hence, there might have been a possible suppression of whatever anxiety they might feel or feelings they might want to express. This was done perhaps to comply with the society's perception of professionals as 'experts' in their respective fields and having flaws such as admitting to have language anxieties might cause them to lose their 'face' or public self-image. Nonetheless, the incongruence of the results for the EFL responses might be interpreted as to how they view language anxiety in which according to the EFL respondents, oneself is the primary cause of this kind of anxiety. This may not exactly mean that they are experiencing such kind of anxiety, but perhaps, based on their past experiences or what they have heard or seen from others; anxiety is usually caused by oneself.

What language process is most affected with the dominant anxiety among ESL and EFL learners?

In this study, when a language learner experience anxiety, his or her language learning process may be affected, which as a result the output could be poor linguistic competency. Below is Figure 2 that shows which language process is mostly affected by the anxiety that ESL and EFL experience.



As can be seen in figure 2, the most affected language process for both EFL and ESL learners is the output. According to Onwuegbuzie et al. (2000, in Tanveer 2007, p. 23), "Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material". In the second part of the questionnaire where both the ESL and EFL respondents needed to answer and describe a situation or event in which they felt anxiety in an English conversation class.

Examples:

1. When I had to be an actor, I felt nervous. For example, acting as a role, but it is not a big deal (EFL)
2. In one group report in Englcom when I have to defend my answer otherwise our group loses points. Since I am the one representing my group for that time, I really felt nervous and unsure of what I'm going to say (ESL)

Example 1 is a manifestation of anxiety which affected the EFL learner's linguistic output in a role play. The act of performing using the target language instigated anxiety on the part of the learner which then might also have affected his/her performance. Furthermore, Example 2 shows how anxiety may have an effect as regards the learner's output as part of the language learning process. The ESL learner became anxious which then made her unsure of what she was going to say. According to MacIntyre & Gardner, (2000 in Tanveer, 2007, p. 23), anxiety at the output stage might hinder the students' ability to speak in the target language.

Referring back to figure 2, it is important to note that the EFL respondents did not indicate any instance in their language class in which the linguistic input might have affected their learning process.

Moreover, some of the EFL respondents made no comments or indicated that they do not have anxiety at all. This result is in accordance with the results in the first part of the questionnaire which is the FLCAS in which most of them disagree as to having language anxiety.

The other language processes that were affected by language anxiety of ESL and EFL learners are the input and processing.

Examples:

1. During impromptu speech in 3rd year high school English class because I was totally caught off guard by the question (ESL)
2. In our debate where I can't express details much where I also felt very embarrassed (ESL)

According to Tanveer (2007, p.20), input anxiety is receiver's apprehension when receiving information from auditory and visual clues. In example 3, the teacher's question is the linguistic input which then caused anxiety to the learner. Example 4 is an instance given as a response by an ESL learner which reveals anxiety affecting the language processing of the learner. Apprehension in processing happens when a learner performs cognitive operations on new information (Onwuegbuzie et al., 2000 in Tanveer, 2007) and this new information could not be well-grasped by the learner.

Conclusion and Recommendation

This study aimed to identify, compare, analyze, and understand the similarities and differences of ESL and EFL learners' language anxieties. Further, this study wanted to investigate the probable causes of the anxiety, and which language process it might or could affect mostly. In the results, the hypothesis that ESL learners will experience a General Feeling of Anxiety which would affect the output was only partially proven true. It was found that ESL learners have an indication of language anxiety on the Fear of Negative Evaluation and General Feeling of Anxiety, and these levels of anxiety have affected their output. As for EFL learners whom the researchers hypothesized to experience Fear of Negative Evaluation which would affect their output was proven incorrect as the results from the FLCAS survey to EFL learners indicated no level of language

anxiety. However, both groups of respondents answered that they view their selves to be responsible for the language anxiety they experience. With this admission, despite the disagreement in the FLCAS survey, researchers deduced that EFL learners do still experience language anxiety.

Since the findings show that ESL students have a slight anxiety on the Fear of Negative Evaluation and General Feeling of Anxiety, this means that ESL students worry on how others perceive them and how English affects their daily activities. Because of these worries, these ESL students suffer having a low self-perception, which result in a negative effect on the output process of language learning. With this knowledge, educators should assuage their ESL learners' fears, guide them through their anxiety, and help them increase their self-esteem through good qualitative feedback. Worde (2003) suggests that, for starters, the classroom should have a relaxed atmosphere. Students should not be intimidated with activities and instructors should initiate motivation settings before a learning activity. Worde (2003) also includes the incorporation of topics that are related to the students' current interest. This may be challenging on the part of teacher since some students' interests do not usually conform to academic requirements as such the educator may just simplify concepts and apply them on practical usage.

In the case of the EFL students, the teacher's main focus should be to eliminate the low self-perception of these students. To achieve this, it would be better for these teachers to refer to the cultural background of the learner. Discussing any links from their heritage makes the learners feel accepted and respected for their background. Every student needs affirmation or acceptance to foster a sense of a conducive and a friendly learning environment. Worde (2003) also suggests that the manner in which activities are delivered in the case of assignments, seatworks, and others should be in written form be it on the blackboard or white board instead of dictation. This manner instigates frustrations among the learners since the language is difficult for them and the delivery (tone and accents) compounds to their dilemma. Anxiety stems from every factor, be it human-, event-, or situation-caused, but at the end of the day, it is one's personal belief that eliminates such problems.

In addition, teachers should also be aware of the tools or other avenues where students are most comfortable writing. They may ask students to use blog sites and other networking sites to post their written works aside from the traditional pen and paper. In a study by Fageeh (2011 in Cequeña & Gustilo, 2012) showed that students perceived the use of weblogs as an effective tool for self-expression in English. Aside from this, students should also be encouraged to keep their class writing outputs online to monitor their progress in English writing. Cequeña and Gustilo's (2012) study on the reduction of writing anxiety through weblogs revealed how e-portfolio using blogs have improved the writing skills of the students and have also lessened their anxiety.

As this study is limited only to the identification, comparison, and analyses of the language anxieties of ESL and EFL learners, the researchers would recommend other research on the relationship of language anxiety and oral linguistic competency of ESL and EFL learners. In another perspective, it would also be interesting to know the relationship between language anxiety and teaching styles or strategies.

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