

Foreign Language Anxiety (FLA) in English language classroom

ABSTRACT

The study aims to examine Foreign Language Anxiety (FLA) among learners of English language at Universiti Kuala Lumpur Malaysia France Institute (UniKL MFI). The study focuses on analyzing factors of FLA and learners' coping strategies. Components of FLA proposed by Horwitz et al. (1986) served as the theoretical framework for this research. Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was administered to 160 students who enrolled in the English course, Fundamental English (WEB10302) during semester September-December 2013. An interview was conducted to obtain better understanding of this psychological phenomenon. The results indicated that learners - regardless of gender and language proficiency - experience a certain degree of FLA in English classroom. To cope with FLA, learners were found to prefer working in groups and seeking assistance from classmates who are more proficient. Learners were also found to adopt debilitating strategies such as minimizing class participation and occupying back seats in the class. The findings recommend language instructors to acknowledge the existence of FLA in order to facilitate English language learning. By doing so, a more effective teaching approach can be structured to promote a less threatening learning experience.

Keyword: Language anxiety; English language learning; Coping strategies; Classroom activities