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Foreign Language Anxiety In English-Mediated Learning Context

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Abstract

The aim of this paper is to investigate whether Indonesian master's students in UCL IoE (University College London Institute of Education) experience foreign language anxiety in classes conducted in English and if so, identify what kinds of anxiety they experience. A considerable number of studies have been carried out to investigate students' anxiety in various contexts. A growing interest, however, has been to investigate EFL learners' anxiety where they learn English as a subject (Anandari 2015; Mak, 2011; Elaldi, 2016) and in English-speaking contexts where they learn English through formal instruction (Humphries, 2011). Although the FLA of non-native students studying subjects other than English has been addressed (see Cheng & Erben, 2012), attention to this specific context is relatively scarce at present. This study uses a quantitative design which data collection involved FLCAS (Foreign Language Classroom Anxiety Scale), a questionnaire developed by Horwitz, Horwitz, and Cope (1986). The questionnaire was adjusted with the context being studied considering the different nature of participants in Horwitz et al.'s (1986) original study and in the present study. Seven participants, all of whom were on the second term of their master's study, were examined. Unlike the results presented in many previous studies about language anxiety, the results of this study indicate that Indonesian master's students in UCL IoE have significantly low level of anxiety. Although the participants reported a considerably low level of anxiety, around 50% defined two factors as being anxiety-provoking: communication apprehension, and the fear of being less competent than other students.

Keywords: *Foreign Language Anxiety, Master's Students*

Introduction

Anxiety was initially a psychological construct which Spielberger (1983, p.1) defined as 'the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of

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the autonomic nervous system'. During the 1960s, researchers started considering the relationship between anxiety and language pedagogy with a focus on whether anxiety interferes language learning and performance (Horwitz, 2001). Although the documentation of studies in this area came much later, the role of anxiety in language learning has been widely acknowledged since then. Even further, Oxford (1999) writes that anxiety has been said to give major influence to language learning not only in formal context (in the language classroom), but also in informal context (learners learn the language from their surrounding). Today, the study concerning anxiety and language performance has been extended to a number of focus and research purposes, for instance finding possible remedies of learners' anxiety (Anandari, 2015; Humphries, 2011) and investigating whether gender factor can be attributed to learners' anxiety level (Elaldi, 2016).

The aim of this paper is to investigate whether Indonesian master's students in UCL IoE experience foreign language anxiety in classes conducted in English and if so, identify what kinds of anxiety they experience. In the following section, I will briefly review the methods from which foreign language anxiety has been investigated and explain the main framework chosen to guide this study, its criticism, and its novelty. Some empirical findings from previous SLA studies concerning foreign language anxiety that have the closest relevance to the present study will be summarised as well. Next, I will provide a detailed account of the present study. Then, I will report the findings emerge from this study and provide a discussion related the findings. Finally, I will explain the implications of this study, the constraints, and suggestion for future research directions in the area of foreign language anxiety.

Theoretical review

Methods in the study of language anxiety

Before discussing the key concepts in language anxiety studies, it is important to discuss the wide spectrum of anxiety research which I will review below. In a number of contexts, anxiety has been investigated from three perspectives (MacIntyre & Gardner, 1991). The first perspective, named as trait anxiety, indicates an individual's likelihood to become anxious in general situations (Spielberger, 1983). Although it has been widely used to describe the effects of generalized anxiety across situations, this perspective has been criticized due to the fact that traits cannot be fairly interpreted unless it is considered in relation with a situation (MacIntyre & Gardner, 1991). The second perspective is state anxiety. Researches about state anxiety are interested in finding out anxiety reactions as an emotional state that a person may feel at a particular moment in time (MacIntyre & Gardner, 1991), for example, prior to taking a test (Spielberger, 1983). To a certain degree, state anxiety strongly correlates to trait anxiety with approximately $r=.60$ (Spielberger, 1983). Therefore, an individual with high levels of trait anxiety are generally prone to experience state anxiety (MacIntyre & Gardner, 1991). A critical response was addressed to the use of state anxiety since respondents 'are not asked to attribute their experience to any particular source' (MacIntyre & Gardner, 1991). Additionally, state anxiety scales were said to disregard the source of the anxiety responses since respondents may be influenced by numerous factors when asked to answer the question "Are you nervous now?" instead of "Did this situation make you nervous?"

(MacIntyre & Gardner, 1991). The last perspective in the study of language anxiety is situation-specific anxiety. Using this measure, respondents are expected to report their anxiety responses in a well-specified context (MacIntyre & Gardner, 1991). An advantage of this perspective lies in the clear context established by the researcher which delineates other situations irrelevant to the study that respondents may assume as the cause of their anxiety (MacIntyre & Gardner, 1991). This advantage is not clear-cut, eventually, because the situation being investigated may be interpreted very broadly, ranging from shyness to a rather narrow scope such as communication apprehension and a very specified one such as stage fright (MacIntyre & Gardner, 1991). Therefore, it should be of the researcher's main concern to define a specific situation relevant to the purpose of the study. Although these three measures have been adopted in a number of studies, MacIntyre and Gardner (1991) suggested that meaningful and consistent results have arisen more from situation-specific anxiety compared to trait and state anxiety.

Central to the concept of language anxiety is the study by Horwitz, Horwitz, and Cope (1986). It marked a milestone in the literature on language anxiety by proposing a situation-specific anxiety construct which they termed Foreign Language Anxiety (hereafter, FLA) as a contributing factor to students' negative psychological reactions to language learning (Horwitz, 2010). Building on the inconsistent research findings and the dearth of conclusions concerning language anxiety measures as posited by Scovel (1978) and Gardner (1985), Horwitz et al. (1986) argued that FLA should be distinguished from other types of anxiety and should mainly be seen from situation-specific perspective because the self-concepts and learning experience that language learners acquire when learning a foreign language is significantly different from any other studies. There are at least three reasons supporting this claim which also explains why foreign language learners are subjected to anxiety (Horwitz, Horwitz & Cope, 1986). First, it is inevitable that the communication attempts made by foreign language learners will be evaluated according to the socio-cultural standards in the target language. Second, the self-concept as a competent communicator that an individual tries to maintain will be challenged by complex and spontaneous mental operations required in communication. In a mild degree, this may lead to fear, and in a more intense degree, this may lead to panic. Third, their self-esteem may be troubled because the choices and authenticity in the target language are restricted due to their immature command of the target language. Taken together, these reasons provide an answer as to why FLA should be seen from situation-specific perspective and at the same time, put to rest the debate regarding why situation-specific perspective is a suitable measurement for FLA studies.

FLCAS, some critics, and its vital role in language anxiety studies

A key aspect of Horwitz et al.'s study (1986) is Foreign Language Classroom Anxiety Scale (hereafter, FLCAS) which to date, has become the standard measure of language anxiety (Horwitz 2010). The authors integrate three related anxieties within the instrument: 1) communicative apprehension, 2) test anxiety; and 3) fear of negative evaluation. Although FLCAS has been widely accepted in a large body of research, Trang (2012, p. 71) pointed out that four points in Horwitz et al.'s (1986) FLA have been challenged: '1) the direction of the causal relationship between FLA

and language learning difficulties, 2) the important role of FLA, 3) the components of FLA, and 4) the validity of the FLCAS'. In the section that follows, I will mainly review the first point and intertwine the analysis of the third and fourth point. Indeed there are opposing views related to the second point which either support (Horwitz, Horwitz & Cope, 1986) or cast doubt that anxiety may impede language learning (Sparks & Ganschow 1991, 2007; Sparks, Ganschow, & Pohlman, 1989). However, it is important to note that these views have come from different disciplines including that of Sparks and Ganschow who are experts of learning disability (Trang 2012). Therefore, it is almost certainly that these varying perspectives result in competing explanations of the constraints that foreign language learners encounter in their learning (Trang, 2012). To draw a closer relevance to the study of second language acquisition, I would analyse the three main points which are strongly connected to the SLA studies.

First, there has been some debate regarding how the causal relationship between FLA and language learning difficulties has been evaluated. Of all the differing views concerning whether FLA should be seen as a cause (Horwitz, Horwitz & Cope, 1986) or a consequence of language learning process (Sparks & Ganschow, 1991, 1995; Argaman & Abu-Rabia, 2002), perhaps, the core question on this debate is 'does the language difficulty cause anxiety or does the anxiety cause the language difficulty?' (Trang 2012, p.71). Sparks and Ganschow (1995) argue that the answer to this question may seem like chicken and egg phenomenon. MacIntyre (1995) recognised that there is a cyclical reaction between anxiety and language performance, thus learners may have higher anxiety level when they experience more failure during their learning process. However, it seems rather hard to answer whether language difficulty causes anxiety or the other way around, anxiety causes the difficulty (Trang, 2012). Therefore, referring to this cyclical relationship, language anxiety is likely to be seen both as the cause and the effect of foreign language anxiety (Trang, 2012).

Another criticism has also been addressed to the components of FLA and the validity of the FLCAS. MacIntyre and Gardner (1989) and Aida (1994) criticised the inclusion of test anxiety in the FLCAS on the ground that test anxiety contributes to general anxiety problem rather than being specifically attributed to foreign language learning. Horwitz (2010, p.158) takes this issue with a clarification that in her construct, FLA is to be seen as 'related to communication apprehension, fear of negative evaluation, and test anxiety rather than being composed of these three variables'. Besides, other opinions have cast doubt on the validity of FLCAS since it is said to measure language skills rather than learners' anxiety (Sparks & Ganshow, 1995), and more interested in measuring anxiety primarily in speaking (Aida, 1994). This view might be true in some respects; however, Trang (2012) note that it is common to have varying opinions among researchers although they are using the same data set, which does not necessarily indicate one view is wrong and another one is right. In spite of this, FLCAS has been vastly used in FLA studies and its validity has been acknowledged in a number of studies. Furthermore, since this instrument was first introduced, the inconsistent findings which have sparked debates among experts and researchers alike in FLA studies have been solved (Trang, 2012). In sum, although some criticism has been addressed to Horwitz et al.'s (1986) FLA and FLCAS, its position remains valid in FLA studies.

It is based on the evidence reviewed here that FLCAS was chosen as the framework guiding this study.

Empirical study

A considerable number of studies have been carried out to investigate students' anxiety levels in various context. A growing interest, however, has been to investigate learners' anxiety in non-native classes where they learn English as a subject (Anandari, 2015; Mak, 2011; Elaldi, 2016) and non-native learners' anxiety in English-speaking countries where they receive formal study of English (Humphries, 2011) or learn subjects other than English (Cheng & Erben, 2012). In line with the aim of this study which is to investigate whether Indonesian master's students in UCL IoE experience language anxiety in classes conducted in English and identify, if any, the kinds of anxiety found among them, I will briefly review some of the empirical findings emerge from the studies relevant to the second context I define above.

There are three studies that I will refer to in this section:

1. the study by (Cheng & Erben, 2012) which seeks to investigate Chinese graduate students' language anxiety experience among students studying art and science-related programmes at U.S higher institutions.
2. the study by Humphries (2011) which involves five Chinese students of English who had spent time in Australia for around three years. Not only investigating participants' FLA outside the classroom, this study also seeks to identify the strategies students use to overcome their FLA without instructors' intervention.
3. the study by Mak (2011) although does not involve non-native speakers studying in native contexts, it specifies its investigation on speaking-in-class activity which, in some respects, relevant to this present study considering that classes in UCL IoE generally involve discussion in a small and a large group. Due to this relevance, the findings of this study are worth considering. It is important to note that FLCAS was used as an instrument across these three studies although both qualitative and quantitative data were integrated in the data collection.

One critical finding emerges from Cheng and Erben's study (2012) is the anxiety level of students studying art-related programme which is found to be significantly lower from their counterparts studying science-related programme. One possible explanation to this pattern is because students from art-related programme are more exposed to sharing ideas and discussion (Chang & Erben, 2012). This finding seems related to Mak's study (2009) which points out speech anxiety, beside fear of negative evaluation, as an important factor contributing to learners' speaking-in-class anxiety. Likewise, Kim (1998), in Asian context, also observes that students generally find reading-focused class to be less anxiety-provoking than conversation class. It is in line with Horwitz et al. (1986) who indicate that students score high on language anxiety generally report that they fear of speaking in the foreign language and further cited speaking and listening activities as the main causes of anxiety. In sum, language performance through speaking, remains as a daunting task for students in these two studies.

The second study by Humphries (2011) is similar to the present study in a number of respects. The most important being the study aim which intends to answer whether the participants experience language anxiety in the context specified by the researcher. However, Humphries (2011) made very limited attempt to answer this key question in her study. Indeed the students' score based on the FLCAS was presented but she did not provide further analysis as to why the score represents 'at least some language anxiety' (Humphries 2011: 69) as she claimed. Additionally, it is important to note that vague word such as "some language anxiety" in a study where quantitative instrument was used should be avoided because interpretation of the data should be made based on statistical analysis of the data obtained from the participants. Despite this limitation, some strategies to overcome anxiety as reported by the research participants in Humphries's (2011) are worth considering. However, in general, these three studies indicate that international students can be subjected to language anxiety, especially when they are engaged in speaking activities.

The present study

The previous review of literature bolster the notion that foreign language learners have high tendency to experience foreign language anxiety. Although there are studies which have investigated foreign language anxiety in English classes across classrooms in Indonesia such as that of Anandari (2015) which investigates student' anxiety in a public-speaking class, the FLA experienced by non-native students learning abroad, to my knowledge, has got very little attention in Indonesian context. Despite the fact that the number of Indonesian students studying in English-speaking countries is increasing, research in this area is scarce. Meanwhile, the findings of FLA research among Indonesian students studying abroad can influence language learning policy in Indonesia, or at least, provide insights into the language and communication constraints that students planning to pursue their education in English-speaking context may face during the learning process. Thus, to address this gap in the literature, the present study aims at investigating whether Indonesian master's students in UCL IoE experience language anxiety in classes conducted in English and if so, identify what kinds of anxiety they experience in this context. The research questions are as follows:

1. Do Indonesian master's students in UCL IoE experience foreign language anxiety in classes conducted in English?
2. If so, what kinds of anxiety they experience in classes conducted in English?

Methodology

Participants

This study involves 7 Indonesian master's students in UCL IoE attending various taught programmes. The participants are currently on the second term of their master's study. By the time they agreed to participate in this study, they have attended three to four modules in their programme. Each module generally lasts for ten sessions, which, within each session, students will not only listen to teacher-led lecture but also engaged in a small-group and whole-class discussion.

The participants have passed language test requirement in order to get admitted to their programme. Their level of English should be within C1 range, with a minimum overall IELTS score of 7. In this study, a convenience sampling was used to select the participants. This sampling strategy was chosen because the population members are conveniently available to participate in this study. As suggested by Dornyei (2007), willing participant is a ‘prerequisite to having a rich dataset’ which is an issue worth considering especially when a research needs to be time-efficient.

Instrument

As a quantitative study, this study will use the FLCAS developed by Horwitz et al. (1986). The FLCAS was chosen because it is best to understand anxiety in a way that participants are queried about various factors which may influence their level of FLA in a specified situation. The questionnaire is adjusted with the context being studied considering the difference between the nature of the participants in Horwitz et al.’s (1986) original FLA study and in the present study. There are three variables of FLA investigated by Horwitz et al. (1986) which includes communication apprehension, test anxiety, and fear of negative evaluation. Since the participants’ speaking performance is not tested, questions related to test anxiety in the questionnaire are omitted. The questionnaire will also modify other questions to mainly elicit students’ FLA in classes conducted in English, not in other contexts. By doing so, ambiguity in the participants’ part can be avoided. In distributing the questionnaire, I also attach the study information sheet and a consent form.

Procedures

I administered the questionnaire by individually approaching the participants in the IoE library. Interaction in the library was preferable because students generally spend much time on their own thus distracting factors such as the presence of other respondents which may affect their response can be avoided. Only one questionnaire was sent by e-mail because at the moment when the research was conducted, the participant was on a research leave. In order to maintain the personal space the participants may need, I did not strictly observe the participants. Rather, I fetched the completed questionnaire once the participants notified their completion through a text message.

However, prior to that, I explained briefly the three sections in the questionnaire- study information sheet, consent form, and the questionnaire. Should the participants have any questions about the questionnaire, I have written my email address and phone number below the study information sheet.

Findings

The results of the FLCAS questionnaire responses are presented in Table 1 below.

Table 1. FLCAS items with percentages of students selecting each alternative

No.	Statement	SD*	D	N	A	SA
1.	I never feel quite sure of myself when I am speaking in my classes conducted in English.	0	57	14	29	0
2.	I <i>don't</i> worry about making mistakes in my classes conducted in English.**	14	71	14	0	0
3.	I tremble when I know that I'm going to be called on in my classes conducted in English.	14	43	29	14	0
4.	It frightens me when I don't understand what the teacher is saying in English.	29	14	43	14	0
5.	During my classes, I find myself thinking about things that have nothing to do with the topic I am studying.	14	43	29	14	0
6.	I keep thinking that other students are better at English than I am.	0	29	29	43	0
7.	I start to panic when I have to speak without preparation in my classes conducted in English.	14	29	29	29	0
8.	In my classes conducted in English, I can get so nervous I forget things I know.	0	71	0	29	0
9.	It embarrasses me to volunteer answers in my classes conducted in English.	14	71	0	14	0
10.	I would <i>not</i> be nervous speaking the foreign language with native speakers in my classes conducted in English.**	0	100	0	0	0
11.	I get upset when I don't understand what the tutor is correcting.	0	14	14	57	14
12.	Even if I am well prepared for my classes, I feel anxious about it.	0	43	57	0	0
13.	I often feel like not going to my classes conducted in English.	57	43	0	0	0
14.	I feel confident when I speak in my classes conducted in English.	0	0	43	43	14
15.	I am afraid that my tutor is ready to correct every mistake I make.	14	29	43	14	0
16.	I can feel my heart pounding when I'm going to be called on in my classes conducted in English.	0	43	29	29	0
17.	I don't feel pressured to prepare very well for my classes conducted in English.	0	29	29	57	0
18.	I always feel that other students in my classes conducted in English speak better than I do.	0	14	29	57	0
19.	I feel very self-conscious about speaking English in front of other students in my classes conducted in English.	0	0	43	57	0
20.	My classes move so quickly I worry about getting left behind.	14	43	14	29	0
21.	I get nervous and confused when I am speaking in my classes conducted in English.	14	43	14	29	0
22.	When I'm on my way to my classes conducted in English, I feel very sure and relaxed.	0	0	14	71	14
23.	I get nervous when I don't understand every word my tutor says.	14	29	29	29	0
24.	I feel overwhelmed by the number of rules you have to learn to speak English.	14	43	14	29	0
25.	I am afraid that other students will laugh at me when I speak English in my classes conducted in English.	29	57	0	14	0
26.	I would probably feel more comfortable around native speakers of English in my classes conducted in English.	0	0	0	71	29
27.	I get nervous when my tutor asks questions which I haven't prepared in advance.	0	14	43	43	0

*It is important to note that the likert scale alternatives above are the abbreviations of strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree respectively. Additionally, data in this table are rounded to the nearest whole number. As a consequence, percentages may not add to 100 due to the rounding.

**The negatively worded statements were reversed prior to the analysis thus all the agree answers to strongly agree represent high level of anxiety.

The first research question seeks to answer whether the respondents involved in this present study experience FLA. Unlike the results presented in many previous studies about language anxiety, the results of this study indicate that Indonesian master's students in UCL IoE have significantly low level of anxiety since only 2 statements indicative of anxiety out of 27 are endorsed by 50% of the respondents and 1 statement out 27 is endorsed by 43% of the respondents. However, in giving their response to 4 statements, most of the students reported that they neither agree nor disagree which may indicate that at some points they may feel anxious when prompted to the situation described but they may feel less-anxious when prompted to the same situation at some other moments. Overall, the FLCAS responses obtained from the participants represent low level of anxiety among UCL IoE master's students.

The second research question is concerned with the kinds of anxiety that the respondents experience in their classes in UCL IoE. Although the participants' anxiety level is considerably low, still, there are three situations that students responded as being anxiety-provoking, which is "I keep thinking that other students are better at English than I am" (43%), "I get upset when I don't understand what the tutor is correcting" (57%), and "I always feel that other students in my classes conducted in English speak better than I do" (57%). Following the grouping made in previous studies, especially the original study by Horwitz et al. (1986), the second statement is strongly related to communication apprehension factor while the first and third statements are related to anxiety provoked by fear of being less competent than other students. As for the four statements which almost 50% of the respondents rated as being neutral are "It frightens me when I don't understand what the teacher is saying in English", "I am afraid that my tutor is ready to correct every mistake I make", "I would probably feel more comfortable around native speaker of English in my classes conducted in English", and "I get nervous when my tutor asks questions which I haven't prepared in advance". In the discussion that follows, I will mainly review the situations that the respondents voted as being anxiety-provoking. The statements rated as neutral are somehow interesting but it needs further investigation, through an interview for instance, that these situations truly cause anxiety among respondents.

Discussion

The purpose of this research was to investigate whether Indonesian master's students in UCL IoE experience anxiety in their classes conducted in English, and identify, if any, the kinds of anxiety they experience in their classes. The results indicate that the students have considerably low level of anxiety with only 3 out of 27 situations rated as being anxiety-provoking. Although their anxiety level is considerably low, there are three situations that still cause anxiety among them, which, as I mentioned previously, are due to factors of communication apprehension and the fear of being less competent than other students. In this section, I will analyse these findings by referring to existing studies in the area of foreign language anxiety.

This finding is contrary to most, if not all, FLA studies including that of Horwitz et al. (1986), Cheng and Erben (2012), and Mak (2011) which have reported that foreign language learners commonly experience FLA. It should be noted that these studies have investigated FLA in various

contexts and involved students from different backgrounds as well as level of language proficiency. As a result, it is not surprising that findings each study obtains may vary. In Cheng and Erben (2012), for instance, Chinese graduate students studying art-related programmes are indicated to have lower level of anxiety compared to students studying science-related programmes. With similarity in terms of nationality and difference in terms of study programme, the students may show different pattern of anxiety level. Evenmore, when two studies differ in terms of students' education level, such as non-native students at the begining classes on the university level in Horwitz et al. (1986), and non-native students pursuing master's education in this study, contrasting results between studies with difference of this kind, are very common.

Consistent with the previous studies which have reported communication apprehension as one of the factors causing FLA, it is also found that learners in this study perceive communication apprehension as being anxiety-provoking. Irrespective of the low level of anxiety reported by the participants, it appears that problems pertaining to communication apprehension still exists among them. Horwitz et al. (1986) write that communication apprehension not only explains difficulty in speaking but also comprehending information from others. This argument provides a good reason as to why learners who do not indicate any speech anxiety (see item number 1, 2, 3, 7, 9, 10, 14, 19, 21 in the FLCAS), report that they get upset when they do not understand what their tutor is correcting (item 11). It is evident from the responses obtained from the respondents in this study that students who may not have issues with speech anxiety may have difficulties in understading messages conveyed by others.

In addition to communication apprehension factor, students in this study also reported serious concern about being less competent than other students. Horwitz et al. (1986), note that this inferior feeling may lead to avoidance of speaking since students do not want to be humiliated or embarassed when they speak. Therefore, based on this relationship, chances are high that students who think that they are less competent than other students also have issues with speech anxiety. However, it is rather unjust to claim that in general, students in this study experience speech anxiety since they express confidence in situations that require them to speak. Most of the students expressed their disagreement to situations indicative of speech anxiety, such as "I never feel quite sure of myself when I am speaking in my classes conducted in English" (item 1), "I tremble when I know that I'm going to be called on in my classes conducted in English" (item 3), and "It embarasses me to volunteer answer in my classes conducted in English" (item 9). Therefore, it seems that feeling of being less competent than other students should be distinguished from speech anxiety as has been done by Bailey (1983) and Scarcella and Oxford (1992).

Bailey (1983) agreed that competitiveness, an act of comparing self-performance to others or to an ideal self-portrayal which learners can rarely attain, may lead to anxiety. Likewise, Zhang and Zhong (2012) write that it is most likely learners' unrealistic beliefs and expectations which mainly cause anxiety. Scarcella and Oxford (1992) supported this notion but noted that this correlate should be interpreted very carefully since competitiveness may not occur in all classes, and even in competitive classes, not all learners may have the willingness to abide by the competitive nature their peers demonstrate. In addition to the cultural differences which vary

between classes, individual differences as seen in students' learning style preferences, the demands and rewards practiced in the learning environment, may as well, influence students' perception of competitiveness and determined their state of foreign language anxiety. In sum, I lean toward the argument proposed by Bailey (1983) and Zhang and Zhong (2012) which explains competitiveness as an independent correlate causing language anxiety, contrary to Horwitz et al. (1986) who maintain the view that the fear of being less competent than other students may cause avoidance in speech but cannot provide satisfactory explanation as to why students do not indicate speech anxiety in their FLCAS responses although they feel less competent than their peers.

In sum, it can be concluded that Indonesian master's students in UCL IoE have considerably low level of anxiety. Despite their low FLCAS score, it should be noted that the students still indicate anxiety in two situations: understanding what the tutor is saying and feeling less competent than their peers. The first situation is closely linked to communication apprehension anxiety as validated by previous studies in the field, while the second factor may be due to students' unrealistic beliefs and expectations. There are varying opinions on the cause of anxiety concerning the second situation, but more promising theoretical evidence has been found to support the relation between competitiveness and learner's expectations.

Limitation of this study and direction of future research

Since the time given to conduct this study is relatively limited, this study is only able to provide some insights concerning the factors which may cause anxiety among international students, mainly Indonesian master's students studying in UCL IoE. Nevertheless, some interesting findings have emerged including how students who have considerably low level of speech anxiety still refer to some situations as being anxiety-provoking.

Obviously, more comprehensive findings can be yielded by considering some other variables which may affect students' anxiety state and language performance, including: language proficiency level, exposure to English outside the class, and mode of interaction in the class (how much participation is demanded from students). Future studies may consider a spaced investigation, such as analysing anxiety level difference as students arrive in the UK, or during their first term, and compare it to students' anxiety level as they finish their second term.

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