Sindhi Leaner's Differences In Anxiety Levels Towards English Language Learning Accredited To Gender At Undergraduate Level

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Abstract

The cardinal intention of this paper is to investigate the level of anxiety among Sindhi learners of the English language at Shah Abdul Latif University Khairpur and to study if there are any statistically major differences in anxiety levels accredited to gender. The anxiety is some kind of troubled state of mind which diminishes the English language learning process. The sample of this study consisted of 280 Sindhi learners (130 females and 150 males) who registered and enrolled at the Institute of English Language and literature. The researcher used and adopted a scale to fetch data to investigate the problematic area. The authore adapted (developed in relevant context) an instrument from Horwitz (1983) foreign language classroom anxiety scale (FLCAS). The results illustrate that the Sindhi learners usually possess high level of anxiety in the contexts of English language learning at undergraduate levels. Furthermore, the results highlight that there are statistically significant differences in anxiety level

attributed to gender in favor of male Sindhi learners. In this regard, the researcher

have also extended some practical suggestions to alleviate this anxiety level.

Keywords:

English language, learning anxiety, Sindhi learner's perspectives, undergrudate levl.

Introduction

English Language teachers, including the researchers, have observed in the different situations that Sindhi learners of English who are trying out to learn and produce English language show anxiety and feeling of discomfort able particular when Sindhi learners asked or supposed to speak the English language in the contexts of classroom and tests. Foreign Language Classroom Anxiety is an educational phenomenon that has increased concentration among researchers and is largely accepted for its extensive influence on English language learners. Gardner (1985) explained the lofty correlation between the learners' anxiety and the language learning proficiency and competence.

According to Brown(1981) language is the center of human life. It is one of the most imperative ways of communicating with people, expressing and exchanging ideas around the world. Therefore, learning a second language appears a very complex phenomenon and undoubtedly, the instruction seems to be at the heart of this area. One of the primary aims or objects of instructional design is to facilitate learners and students learning a second language. In this regard, affective variables are known to play a critical role in achieving the aims and objectives of learners at different levels. Affective variables are defined as everything that imposes on language learning that is unrelated to perception and school of thought. Scovel (1991) believes that among these variables, attitudes, anxiety, and motivation seem to be very imperative and influential.

Anxiety is also a complicated mental problem in educational centers and many language teachers are usually observing learners of the English language to express a feeling of stress, nervousness, or anxiety while learning the English Language (Shakir, Lone & Zafar, 2012). The learners of the English language feel anxiety at all levels starting from basic to advance.

Macintyre and Gardner (1994) have explained that anxiety is the emotional state of tension related to difficulty and uneasiness of learning and teaching English in this regard, they defined anxiety as a sort of difficulty, fear, and apprehension that refers to ambiguous fear. Spiel Berger (1983) in his definition of anxiety stated that anxiety is the personal feeling

that is the result of tension, fear apprehension, worry, and nervousness. Hurwitz (1986) termed second language, anxiety as a complicated phenomenon that is linked to different processes of classroom behavior. It can be stated that various researchers have employed various models for measuring the different levels, degrees, and intensity of anxiety along with its different kinds like test anxiety, classroom anxiety.

Hurwitz (2001) cleared that while measuring anxiety its level and types the researchers must be very much precise and careful. Thus, there can be a vast number of studies on different types and degrees of anxiety so the results of any research on anxiety must be clear, transparent, and conclusive, and reader-friendly.

Nevertheless, Hurwitz and Cope (1986) formulated and designed the second Language Anxiety Scale (FLCAS) to determine the level of second language anxiety in particular to its kinds and they appealed that anxiety put effects on learners of language at different levels. The findings of various studies using this instrument for research were consistent and unvarying showing a negative relationship between anxiety and achievement of language learners Hurwitz (2001).

Significantly, there are three constituents of FLCAS; speaking apprehension (SA) Test anxiety (TA), and fear of negative assessment (FNA). Studies provide suggestions that about 30-40% of language learners experience and feel speaking anxiety.

Kinds of Anxiety

There are three different kinds of anxiety: Specific anxiety, trait anxiety, and state anxiety.

1. Trait Anxiety

It is a kind of anxiety, which reveals a stable tendency that occurs to become worried and nervous in any specific context Spiel Berger (1983). It is a kind of personal characteristic, which is stable over time and well valid in unrelated situations. Macintyre (1999), a learner who has a low level of anxiety is mostly calm and composed, and emotionally firm.

State anxiety

Spiel Berger (1985) explains that it is, kind of anxiety in which apprehensive feelings can be observed or experiment in different contexts and different moment at different intervals of time. Macintyre (1999), substantiate above author that it is that kind of anxiety which is noticed and observed from time to time and it specifically comes up with different power and strengths of anxiety at different intervals of time. As a result, state anxiety scales

can criticize for avouching the issue of the source of reported anxiety. Moreover, Spiel Berger (1983) states that anxiety has several concrete behavioral and emotional effects on the person.

2. Situational Anxiety

This type of anxiety is well explained by Macintyre and Gardner (1991) that this kind of anxiety is stable over time and it is applicable in different contexts and situations. Macintyre (1999) elucidates it with examples of situation-specific anxiety like fear of the stage, and language anxiety, and so on. whereas, heat rate, behavioral test, blood pressure, and many other techniques may be used to measure the level of anxiety.

(Hurwitz, et al. 1986 p.125) anxiety is the personal feeling of apprehension; tension and nervousness are related to the human nervous system. This is the definition, which will be carried out and used in my current research study. There are three distinct aspects of anxiety: Trait anxiety, State anxiety, and Situation-specific anxiety. Trait anxiety is defined as a more permanent inclination to be anxious Macintyre (1999) states anxiety as "the emotional state of feeling and nervous that can fluctuate over time and vary in intensity" (Macintyre, 1999, p.28).

Spiel Berger (1966) resists that state anxiety is transitory and alters over time according to the degree of confrontation with the perceived threat, whereas, trait anxiety is relatively permanent and is a steady personality feature. However, these two types of anxiety are highly related and researchers have found a strong correlation between the two Macintyre and Gardner (1991). Beatty (1989) indicates that state anxiety is a blend of the trait and the reaction to a situational stimulus that is: trait anxiety is the additional impervious experience of state anxiety. In other words, when fronting an anxiety-provoking situation, a person with high trait anxiety tends to experience state anxiety.

The third aspect of anxiety is situation-specific anxiety. According to Spiel Berger (1983), this anxiety refers to the peer and apprehension at a particular movement. This perception emphasis upon those contexts and situations where there is the stimulus for anxiety. Such anxiety is known as situation-specific anxiety. This kind of anxiety is similar to state anxiety but as the state anxiety only focuses on a single context in this type of anxiety there are specific sources for participants to feel anxiety. Norro (2009) declares this anxiety parallel to trait anxiety.

However, according to the Oxford (1999) language anxiety is a kind of a passing fear when the learner has to achieve and perform various tasks and activities, roles by using the

English language. In other words, language anxiety may describe the feeling of tension, which may occur in the context of English language learning and performing. Hurwitz (1986) has extensively explained that language anxiety curtails from different three types of concerts and performances associated anxieties, which are speaking fear of negative assessment and test anxiety. The present research study is related to all three kinds of learner's competencies and performances. Fear of negative assessment is illustrated as fear of people's opinion, judgment, and fear that people would criticize negatively.

Moreover, Hurwitz has suggested that learners' fear of negative assessment is stimulated once they enter language classrooms. English language anxiety is also related to fear of speaking, which also is the aspect of common and contextual kind of anxieties about the overall understanding and elucidation of language skills. (Hurwitz et al. 1986 and Gardner 1989) have precisely well-defined fear of speaking skills as a kind of nervousness categorized by anxiety about interacting with people. The suggestion is that people who are anxious and worried about oral communication generally will also be nervous when asked to speak out a second language.

(Hurwitz, 1986 p.127) defined test anxiety as a particular type of performance anxiety stemming from a fear of failure and suggest that this anxiety is deeply associated with second language anxiety and assumption of the performance or assessment which is a running feature of the target language at different levels

3. Sources of Foreign Language Anxiety

To decrease the negative impact of foreign language anxiety, it is valuable to investigate the fundamental reasons for second language anxiety at different levels of language teaching and learning. Chan & Wu (2004) have identified different sources of language learning anxiety among English language learners: low skills, fear of negative assessment, anxious personality, fear of exam competitions, and pressure from teachers and parents. They have debated that speaking with others, the test of spelling, impenetrable inputs, and communicating and speaking with the native speakers of the language. The aforementioned researches have also stated that personal and impersonal anxieties, like students' views towards learning English as a second language, teacher's observation about learning English language, classroom techniques, testing, language skills, and level, of course, teacher's motivation, learner's skills, attitudes about language learning are considered the main sources of language anxiety (Aydin, 2008 and Young, 1991; Hussain et al., 2017).

Furthermore, personality factors, fear of negative evaluation, parent's pressure, low English skills, knowledge, lack of preparation, teacher's pressure, and tests have been considered and discovered the most common sources of English language anxiety. Mahmoodzadeh (2013) finally indicated imperfect knowledge of the language, lack of self-confidence, fear of negative assessment in the classroom and lack of experience about language learning and teaching are key sources of anxiety in language. In terms of language learning anxiety, Hurwitz (2010) stated that language learning anxiety indicates and shows complex feelings and behaviors that are directly associated with language teaching and learning contexts.

Over the past several decades, language teachers, educators, and researchers have been trying to investigate learners' factors, variables especially effective filters like anxiety in the field of English as second language learning.

The English language has played a paramount role in the removal of the language barriers or hurdles among different countries in the world (Abbas et al., 2016). In this regard, the importance of the English language undoubtedly compels Sindhi learners and Pakistani learners to learn English as a second language in different contexts of teaching and learning. The craze of learning and mastering the English language is growing day by day in every field of life (Farhat, 2019). It has been observed that in Pakistan and especially in Sindh many people face difficulties due to some affective factors in learning and speaking the English language at different levels (Akram et al., 2016; Muhammad Zafar, 2017). Thus, affective filters such as motivation, attitudes, and anxiety are considered great hurdles in contexts of learning language thus it requires to be removed to make language learning easy and more effective (Akhtar et al., 2021). However, the process of learning English as a second language in Sindh has a significant role and effect on how Sindhi learners of the English language learn the English language at different levels ((Lone et al., 2016; Zafar et al., 2017). Nevertheless, when Sindhi learners of English first learn a new language their reaction to encounter is varied; they feel difficulties in learning language forms, structures, rules, and system of English because of their mother tongue languages influence.

It is due to its importance and needs in life that the English language has been taught and learned widely in Pakistan and as well as in Sindh. English language in Pakistan is an official language and no one can neglect its learning at different levels (Rasheed et al.,2021). The Institute of English language and literature is trying its best to prove and impart the quality of English teaching and learning at different levels. The Institute of English language

and literature is offering not only graduate and master's programs but also running M.Phil. Programs both of linguistics and literature areas. Thus, learning of English language is very crucial for Sindhi day to day even they face problems during learning due to the influence of various factors such as language anxiety.

In this regard, the researcher became very attentive to investigate the level of language anxiety among Sindhi Learners of English at Shah Abdul Latif University Khairpur for my research.

Statement of The Problem

Sindhi learners of the English language try to learn English even though they face many problems. It is supposed that they might be experiencing foreing language classroom anxiety. In the light of previous research work, and personal observations, the researcher came to know that learners of English language feel anxiety while learning the English language at different levels. With this view in mind, the scholar has selected this area of study to measure anxiety level regarding Sindhi learners of the English language at Shah Abdul Latif University Khairpur. It would also evaluate the degree, level of foreign language classroom anxiety differences among male and female Sindhi learners at the graduate level.

Research Questions

This study will try to answer the following questions:

  I.   Do Sindhi learners of the English language posses foreing language classroom anxiety?

 II.   Is there any difference among Sindhi male and female English language learners regarding foreign language classroom anxiety?

III.   What strategies can be applied to reduce the high level of classroom anxiety among Sindhi Learners of the English language?

IV.   Are there any statistically significant differences at $\alpha = 0.05$ in anxiety level among Sindhi learners at the undergraduate level of Sindhi learners attributed to gender?

Purpose of The Study

The purpose of the study is to investigate the level of anxiety among Sindhi learners and to investigate if there are any statistically significant differences in anxiety levels attributed to gender.

Significance of The Study

This research work is significant in the following ways:

- This study will contribute new insights regarding investigating anxiety among Sindhi learners of English at the graduate level.

- It would also provide extensive knowledge about the role and impact of anxiety in learning the English language among Sindhi learners of English. It would also suggest some measures to reduce the level of anxiety among Sindhi learners of English at different levels.

- The finding of this research also may improve the quality of learning, teaching English among Sindhi learners of English at the graduate level.

- The findings of this study may provide useful suggestions, remedies for Sindhi learners of the English language. The study will also help students to learn the English language effectively at different levels.

- It would also provide extensive detailed knowledge and understanding about the level, and degree of anxiety for Sindhi learners of English at different levels.

- It would suggest some measures to reduce the level of anxiety among Sindhi learners of the English language at different levels. However, we hope that Sindhi learners of the English language would get benefits out of this and it will help them to learn the English language effectively at different levels.

Literature Review

Literature review is a written overview of major writings and other sources on a selected topic. Sources covered in the review may include scholarly journals and websites. The main aim of the review of literature is to gain an understanding of the present research and debates relevant to a particular research topic (Ullah et al., 2020; Yousaf et al., 2021). Following is the litersture review of this research work.

The concerned literature reveals different concepts and views about language anxiety. Young(1991)defines language anxiety as a very complicated and multinational area or phenomenon which appears among learners depending on basic knowledge, ethnic background learners 'outlook, classroom environment, and learners' upbringing and knowledge. Macintyre and Gardner (1994) have explicitly explained that language anxiety is a kind of nervousness that is directly associated with teaching, learning, and speaking the English language in different contexts.

A great deal of English language learning research papers since the 1972s has been carried out and conducted to investigate the reasons that hinder English language learning concerning specific classroom activities, such as language skills listening, speaking, reading, and writing. All of these studies presented valuable insights into the area of English language anxiety. For example, CHENG et al. (1999) examined the relationship between FL classroom anxiety and their associations with FL speaking and writing achievement. A questionnaire was distributed to 433 Taiwanese English majors. The results of the study indicated that classroom anxiety in foreign language contexts is the most common source of anxiety about learning a Foreign Language particularly in issues related to speaking anxiety factor, while FL writing anxiety is a more definite language skill anxiety. Furthermore, the researchers showed that little self-confidence appeared to be a crucial element of both anxiety forms.

In addition to this, LIU (2007) conducted a study to investigate language anxiety in oral English classrooms in a Chinese university. The sample of the study consisted of 28 college students responding to a survey (FLCAS: Foreign Language Classroom Anxiety Survey) and keeping reflective journals. The researcher sorted out that anxiety was experienced by the number of learners while learning and speaking the English language in the context of the classroom particularly when they are supposed to make presentations at the front. Learners' language anxiety was a result of the English language proficiency, competence, and lack of English vocabulary.

According to Hurwitz et al. (1986) "communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people" (p. 127). It is noted that individual who face serious apprehensions in communication feel difficulty in communicating with other. The studies reveal that test anxiety results in poor performance and it emerges from the fear of becoming unsuccessful and failure Hurwitz (1985). Another apprehension may be negative evaluation and fear of peer evaluation and this anxiety increase and result in negative evaluation (Hurwitz 1986).

Wei (2013, 2014), studies and researches the anxiety of Chinese students on learning the English language. He employed the scale of foreign language classroom anxiety to measure the level of anxiety among Chinese students. He found a medium level of anxiety among students for foreign language, learning whereas other factors like communicative anxiety negative evaluation fear, test anxiety, and other factors also contributed in presence of anxiety among Chinese students.

However, in Pakistan studies on language anxiety presents different results in contexts. In this context (Adeel, 2011; Awan et al, 2010, Shakir et al, 2011) have studied various factors of anxiety among Pakistani learners of English. Their studies reveal that students from rural and underdeveloped areas exhibit more anxiety in language learning in Pakistan. However, limited literature talks about and addresses this kind of issue systematically and comprehensively. Zahid and Ghani (2014) discussed, that English language learners particularly from underdeveloped regions feel nervousness and a high level of anxiety. In recent times, Gopang (2015) has described the level of speaking anxiety as moderate among students of undergraduate level, especially in the Pakistani context. In this regard, many new and old research scholars have provided concepts of anxiety from different points of view as fellows.

Hilgard Atkison (1971) has defined anxiety as the emotional state of mind generated by the raise of the limbic system. Lehmanda (1977) has explained anxiety as an unclear fear or tension that is indirectly related to an object. On the other hand, Leary (1983) explains that anxiety is a kind of fear and uncertain feelings with a negative outcome where a person trust cannot be prohibited In addition, Gai and Yang (2010) carried out a study to find out the components which influence students' anxiety to learn English language and place some results and proposals to assist students to improve their level in spoken or learning the English language. The researchers used a survey of 88 Chinese college students. The results of the study depicted that the students who were observed with higher anxiety also had lower spoken English ability.

Furthermore, Kuru Gonen (2005) attempted to find out main the reasons among the Turkish students' anxiety when they were supposed to read the English language in classroom contexts. She asked students to keep diaries for three months every week and then interviewed them. The results of this study illustrated that there were three main sources of English language reading anxiety among Turkish English language learners.

However, some other research papers were conducted to explore anxiety as the main factor that hampers English language learning in different situations. Na (2007) carried out a research study on Chinese high school students. The sample of this study has consisted of 123 students. The results showed that the Chinese students had a high level of anxiety towards learning the English language and that male learners showed a higher level of anxiety in learning English than female students.

Another research study was conducted by Kitano (2001) examined Japanese college-level learners' two sources of anxiety in oral practice: (1) single learner's nervousness of negative evaluation, and (2) student's self-awareness ability to speak. The participants of the study were 210 students in Japanese courses at two universities. A survey of 70-item multiple-choice was used. The researcher used correlation and regression to analyze the data. The results highlighted that student's fear of negative evaluation was stronger while individual anxiety was higher. Furthermore, the anxiety of a male student became higher as he supposed himself the less competent performance of English language.

In addition, Pappamihiel (2002) investigated English language learning anxiety among Mexican students who immigrated and attended colleges, schools in the United State. The sample of Participants has consisted of 188 middle- schools and college students. The researcher investigated that interaction with Mexican students increased levels of high anxiety and strategies like avoidance were used to decrease the level of intensity of language anxiety.

Furthermore, Williams and Andrade (2008) carried out a research study on Japanese learners of the English language. The sample of this study was based on 247 Japanese learners 33 in English conversation classes at four universities in Japan. The results of the study indicated that English language anxiety was correlated to the results and action stages of the language learning activity. Besides, learners' anxieties were observed and caused by their classmates and teachers

Moreover, Aydin (2013) investigated the level of test anxiety among young learners of English and the relationship between test anxiety and grade, gender, age, economic background, and achievement level. The sample of the study consisted of 477 EFL learners from five elementary schools. To collect the data, the researcher used a questionnaire and the Test Anxiety Scale. The findings indicated that the learners have a low level of test anxiety.

Language anxiety is considered one of the utmost importance and influencing factors because it can show and indicate emotionally and physically uncomfortable experiences of language learners. If the learners feel worried about the learning situation especially, in the classroom, they are undoubtedly considered not ready and happy for language learning. Second language learning anxiety creates commanding negative impressions on the overall academic accomplishment of learners for example securing lower course grades in examinations. Furthermore, when a learner becomes excessively worried about learning the language, he is unlikely to become successful in learning the perfect language and he is unlikely to achieve

his desired goal. Oxford (1999) illustrates that anxiety impedes English language learners at a different level of success indirectly through fear and suspicion, it also may directly by decreasing contribution by creating obvious escaping of English language learning. Similarly, Arnold and Brown (1999) opposed that language anxiety may have several language learning effects particularly when language learning takes place in classroom situations. In the same way, Aydin (1999) claimed that language anxiety may have several negative impacts on language learners at different levels of learning and' performances.

In other words, language learners with higher anxiety level degrees may understand language skills bit by bit and slowly. In the context of language learning, there are numerous personal variables, which can affect the overall learning of the English language, such as age, attitude, motivation and personality, anxiety so on. Nevertheless, Language acquisition should be acquired naturally; while, learning the English language should be learned and achieved in the classroom contexts because it is full of difficulties and problems.

Research Methodology

Mthodology is part of research in which research give account of material and methods which he has used in research (Shabbir et al., 2020). The researcher uses the descriptive-analytical method to investigate the results of the study. This method studies a certain phenomenon or issue to gather data that answers the questions of the study without any bias from the research

Population and Sample of the Study

The population of the study consisted of all Sindhi learners of the English language at the undergraduate level who were enrolled at the Institute of English language and literature. The sample was 280 students (130 females and 150 males) who were chosen randomly and were taught English Language courses at the undergraduate level as distributed in

Table 1.

Distribution of Sindhi learners' sample of a research study according to the variable

Independent variables levels	Frequency at level and Total number of the participants
Male	150
Females	280
Total	430

Instrument of the Study

To attain the objectives of the study, the researcher adopted Horwitz et al (1986) scale and developed in relevant context which has high validity and reliability. In addition, it is flexible so it may be applied to Pakistani learners of English. The instrument was based on 33 items' multiple choice answers. It has a five-point Likert scale with values 1-5 that ranges from strongly disagree to strongly agree. The first three items measured and investigated language anxiety relating to as: test anxiety (2, 8, 10, 19, and 21), fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, and 33), and

Communication anxiety (1, 9, 14, 18, 24, 27, 29, and 32) and they were adopted from Horwitz et al (1986) Whereas, the fourth item that is correlated towards English language classroom anxiety (4, 5, 6, 11, 12, 16, 17, 22, 26, 28, and 30) was used by the number of the researchers, such as ZHAO (2007).

Procedures of the Study

The researcher applies the following procedures to collect data:

(1)   To find out the population of the study and the sample; the researcher used and adopted the Hurwitz et al (1986) scale as the main tool of the study;

(2)   Distributing the tool on the sample and gathering the data;

(3)   Analyzing and finding the results in light of the research questions;

(4)   Drawing conclusions and recommendations according to the results of the study

Delimitations

The present research study has a number of the following limitations:

All participants selected from Sindhi learners of English at the undergraduate level, the size population was 280 participants, which is very small, and it should have been far bigger than this population. On the other hand, anxiety level and intensity can be investigated in the best possible way through questionnaires and semi-structured interviews. The researcher used descriptive and analytical techniques but on a very limited sample. However, researches on such topics must be conducted on a large sampling of the population. Secondly, language learning is a very complex process, which is highly affected by several psychological factors such as anxiety, age, personality, teacher's instructions, and

environment, and so on. Whereas the present research study has only focused on anxiety among Sindhi learners of the English language. In addition, this research is delimited to only one community. Consequently, the generalization of the results of the study applies to similar populations only.

Results and Discussion

      1.   What are the main causes of anxiety among Sindhi learners of English?

To answer the above research question the researcher implemented and used the method of quantitative analysis for collecting the data.

     In addition to this, a descriptive statistical analysis was applied by including means and standard deviations to investigate and the analysis data for this study. Mean (M) illustrated the overall anxiety factors of the Sindhi learners whereas Standard Deviation (SD) calculated and measured the unpredictability of responses as highlighted and depicted in Table number 2.

Table 2

Means and Standard Deviations of English Language Anxieties Experienced by Sindhi learners at the undergraduate level

Kind of anxiety	M	SD
Communication anxiety in language	3.00	0.35
Fear of negative evaluation in class	3.17	0.71
Test anxiety in exams or classroom	3.19	0.30
Anxiety in the English classroom	2.92	0.44

Table 2 shows that most Sindhi learners of the English language generally showed a feeling of high-level anxiety in the context of learning and teaching the English language. Furthermore, Sindhi learners were experienced and observed English test anxiety (M = 3.19) and fear of negative evaluation (M = 3.17). Sindhi learners of the English language probably felt worried during taking a class or exam tests. Sindhi learners became anxious regarding making mistakes and they had negative fear for securing low scores. Bad grades or low marks might influence their abilities, competence, peers' feedback, and language performance. This result is in line with Cubukcu (2007) who declared that test anxiety produces a negative level of motivation in learning and explained it as an unpleasant feeling that has behavioral and physiological occurrence. Moreover, it is in line with Ohata (2005) who stated that test-taking situations would make students anxious about the bad consequences of having a bad score

which may cause psychological stresses like feeling inferior to others or the fear of losing self-confidence.

The results also investigated that the Sindhi learners of the English language experienced a high level of language anxiety due to fear of negative evaluation from their friends, classmates, and teachers too. Sindhi learners had a negative affective experience when they were supposed to learn the English language that made Sindhi learners anxious and nervous if being corrected, evaluated, and called by their teachers. This might due to any type of task which might have to be done by Sindhi learners in front of the classmates which may make them feel uncomfortable to talk or participate fearing committing mistakes. Young (1991) and Palacios (1998) explained that there are some classroom actions, activities, tasks which may create and increase learner's level of high anxiety, such as making students speak in front of their classmates.

Are there any statistically significant differences at $\alpha = 0.05$ in anxiety level among Sindhi learners at the undergraduate level of Sindhi learners attributed to gender?

The researcher computed the means and standard deviations for males and females to answer the second question. The results are shown in Table 3.

Table 3

Means and Standard Deviations of the Sindhi learners level of Anxiety According to Gender

Independent variable Levels	Mean	Std. Dev.
Female	2.747	0.46
Male	2.789	0.40

Table 3 however, this table demonstrates that male Sindhi learners have observed a very high level of language learning anxiety (2.789) than the Females Sindhi learners of the English language as complements (2.747). This might also submit to the fact that English language learning anxiety might be influenced by the number of some socio-cultural factors which may also affect male Sindhi learners of the English language at different levels.

Moreover, The results of this question are almost related and associated with Andrade and Williams (2009) and Na (2007), who investigated those male learners of the English language who have a high level of anxiety in the context of English language learning English than female learners of English. Even though SHI and LIU (2006) found no significant gender difference in the contexts of foreign language anxiety, both investigated those male learners of English showed very high foreign language reading anxiety than female English language learners.

Nevertheless, Abu-Rabia (2004) and Bensoussan and Zeidner's (1989) researched works are not related are with this result. They investigated and examined those female learners of the English language who experienced more levels of foreign language anxiety than male learners of the English language at different levels.

Conclusion

This research study was conducted to explore and investigate Sindhi learners' anxiety towards English language learning in the context of Sindhi learners of the undergraduate level at Shah Abdul Latif University Khairpur. This research study was intended at investigating Sindhi learners' level of anxiety towards English language teaching and learning at the undergraduate level as this personal variable has a deep influence on their learning of English as a second language at different levels. The findings and results of the study also displayed a moderately high level of Sindhi learner's anxiety with high standard deviation and variation. The findings of this study revealed that undergraduate Sindhi learners of the English language are affected by language anxiety.

The results of this study showed and indicated that Sindhi learners of the English language feel a legitimately high level of anxiety in the context of their English language learning and teaching. The level of anxiety among undergraduate Sindhi learners of English was rated differently from the rest of the studies. In addition, the findings propose and suggest that there is a major difference in the level of anxiety among Sindhi learners than other learners of English because in other, some of the studies learners have shown high anxiety-provoking and some are low anxiety generating results. The study also shows that

the majority of Sindhi learners' anxiety level is higher than which demonstrates anxiety level more than moderate. The second highest anxiety-provoking statement is fear of negative evaluation, speaking, and get nervous when the English teacher asks questions and speaks to them in English.

Recommendations

- If the teachers overcome the anxiety of Sindhi learners, the learning outcome of students will improve. Therefore, the researchers should keep in mind the importance and role of the affective factors which either posterity or negatively influence Sindhi learners learning English at different levels.

- Therefore, language teachers must use videos appropriately and relate to the topics and they ought to use multimedia technology as subsidiary material for effective and successful English language learning and teaching.

- Classroom participation can motive the learners to learning effectively and actively, thus language teachers should always give chance to enthusiasm for Sindhi learners of the English language. In this regard, the language instructors must boost up learners to contribute and participate vigorously in the context of language teaching and learning.

In this regard, the classroom environment should be congenial and Sindhi learners of English be persuaded to communicate in the English language rather than their local and mother tongue languages.

In addition to this, foreign language teaching and learning anxiety appeal to the number of researchers, teachers, scholars to study and investigate the causes of language anxiety and its impacts on English language learners. The results of this study illustrate that the Sindhi learners of the English language are usually anxious during learning the English language, worried about being negatively evaluated, and afraid about the class performance and tests.

As a result of the current study, the researcher recommends that there should be more research work that can find appropriate solutions for Sindhi learners' anxiety by concentrating on issues like learning the English language, and encouraging classroom environment, teacher-student relations, teachers' indirect rather than direct correction, teachers' closeness (joking, eye contact, positive gestures), admiring for students in front of their classmates

Suggestions

The following are the suggestions to alleviate the level of foreign classroom anxiety.

- The communicative may be broken down further into three sub-catagories that is , pre-speaking stage, while-speaking stage, and post-speaking stage. In pre-speaking phase the learners should be told about the topic to speak, and learners must be given some time to brainstorm the ideas. In while-speaking stage the learners must not be interrupted either they speak grammatical incorrect sentences or irrelevant contextual vocabulary. In post speaking-phase the learners must be informed about the mistakes and errors they commited while speaking. In addition, at the end, the learners must be encouraged and motivated to facilitate the foreign language learning. Same approach should be implemented in writing task as well.

- The English language instructor must focus and inculcate fluency in speaking rather than accuracy.

- The language instructor must encouraged peer correction or self correction. This strategy will boost the confidence of English language learners and remove the fear of negative evaluation.

- The use of local vernacular should be discouraged.

- The communicative must be realistic and practical.

- The teacher's talking time must be lowered than student's talking time.

- The classroom environment must be realistic and friendy which could facilitate language learning process.

- The learners must be encouraged to participate in the classroom in order to lower the mental blocks.

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