An Ecological Study of English Language Learning Anxiety: A Case Study of National Textile University

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Abstract

English language learning anxiety has been a focus of researchers for a long time. However, these studies concentrated only on micro level of classroom and its activities. The many-sided nature of anxiety requires a multifaceted exploration for a better understanding of language learning anxiety. This article uses activity theory and an ecological systems module to better understand why students develop language learning anxiety at NTU, Faisalabad. Seven dimensions of activity theory were explored with the help of interviews and observation. The data were collected from 15 undergraduates of different departments of National Textile University (NTU), Faisalabad. Along the lines of nested ecosystem model, patterns of learners' anxiety were analysed in the categories of micro-system, meso-system, exo-system and macro systems. Findings of the present study provided a decisive evidence of the presence of anxiety-causing variables within the interaction of individual and environment. The study emphasizes the need to study the issue of language learning anxiety from the perspective of ecology.

Keywords: *micro-system, learners' anxiety, ecological systems, meso-system, macro systems*

Introduction

With the advent of information technology and social media, the world has become a global village. A good command on English is necessary in order to compete in the globalized world. English language has changed its status from a foreign language to a global one in late twentieth century. It is through the use of English language that people are able to convey their ideas, thoughts and execute their businesses globally. But, for the speakers of other languages, learning a new language is not an easy task. During the strenuous process of learning a new language, learners generally express anxiety, angst and apprehensions (Hashemi, 2011, p 1812). These feelings of anxiety and apprehension lead to the research domain of foreign language learning anxiety.

In the field of applied linguistics, foreign language learning anxiety is one of the constructs that has received extensive attention by the researchers (Saghafi, 2017, p. 424). A number of studies have been conducted to find out the causes of anxiety that

lead towards a failure in the language learning process. An important study in this regard was conducted by Krashen in 1977 who found out that the main factor that prevented learners from using a language was affective filter. He observed that the students needed to lower their affective filter in order to learn the language in its true spirit. In other words, there is a need to be in an anxiety-free situation. Many studies following his footsteps explored the causes of language learners' failure using linear correlation models and came up with the view that the affective filter could be a hindrance in preventing learners from using language competently. Even recently, a number of researchers have dealt with affective filter in their researches. Henter (2014) explored the affective factors that cause anxiety in general while Deb (2018) researched the affective factors that cause writing anxiety in particular. In Pakistani context, Waseem (2013) examined the interrelatedness of two affective factors, anxiety and motivation, in English language learning of a Pakistani university's (COMSATS) students. Bhatti (2018) conducted a study on undergraduate students at a Public Sector University in Sindh to find out the effect of perceptions of language learners on their anxiety (Bhatti, 2018).

According to Ushioda, the focus of second language acquisition research has shifted from affective factors to "person in context" (qtd. in Gkonou, 2017, p. 135). This "person in context" view of the learner unfolds dynamic patterns among individuals, their contexts and personal histories. In accordance with Shirvan (2016), the multifaceted nature of language learning anxiety needs exploration from ecological perspective, a perspective that demands a comprehensive inquiry from physical, social and psychological perspectives.

In Pakistani context, the research on language learning anxiety is still on affective plane or at micro systematic level. The most recent publication by Bux (2019) on this issue addresses the classroom sources of language learning anxiety at Mehran University. The present study intends to contribute to the recent ecological turn in foreign language anxiety research (FLAR) in the Pakistani context. The study seeks answers to the following research questions:

1. What are the ecological factors that contribute to English language learning anxiety amongst undergraduate students at National Textile University?
2. How can an ecological approach help in understanding the issue of English language learning anxiety better?

Context and Rationale

The work on language learning anxiety started in 1970s and since its inception, it has been a concern of the researchers. The preliminary works on language learning anxiety were quantitative correlational researches. They selected a few of the variables (mostly

affective like emotions, perceptions and beliefs) and confirmed either their presence or absence. Horwitz and Pavlenko (cited in Saghafi, 2017), however, went against the reductive nature of anxiety in encompassing language learning anxiety. In 2008, Horwitz conducted a qualitative research to find out the reasons of anxiety and came up with the conclusion that language learning anxiety is because of multiple factors. A gradual shift from quantitative to qualitative paradigm can be observed if one studies language learning anxiety research (Saghafi, 2017. p 3).

With the sociological turn in language studies, researchers now believe that language develops under the influence of society (Kovacevic, 2018, p. 175), therefore its development needs to be studied from societal perspective. Since language develops in society and is heavily influenced by the context so it cannot be studied in the absence of its context. Atkinson (2002) usefully notes, "if language is in the world at the same time as it is in the head, then we need to account for its integrated existence, rather than adopt positions that reduce the life – the humanity – out of language" (p.537). This new interest in qualitative paradigm with reference to language learning paved the way for ecological study.

The Ecological Turn in Language Research

Ecological study in the sphere of linguistics emerged from the work of Einar Haugen in 1972. He defines language ecology as "a study of the relationship between a language and its environment" (Muhlhausler, 2010, p. 57) The ideas put forth by Haugen were a source of impetus for linguists who were interested in studying the interface between language, language users and their environment. According to Haugen, these linguists believed that languages have life, purpose and form. Whereas languages appear in action, they have a potential existence in mind, so they should be treated as interdisciplinary (cited in Nazari, 2017, p. 177).

In the work of Haugen, Ecology of language is divided into eco-linguistic and ecology of language. Ecolinguistics studies language from ecological perspective while ecology of language focuses on language from socio-cultural perspective. Ecolinguistics was a reaction to the ideas propagated by Chomsky that take language as an entity which is static and de-contextualized. Ecological model believes that human beings are a part of ecological system, and so their behaviours, attitudes and actions can be studied from an ecological perspective. Such a perspective to language learning emphasizes on contextual analysis, on students' activities in context and takes learning as a complex system. In terms of language learning, the ecological model helps in determining the factors outside the classroom (from meso, exo and macro system that were overlooked in the previous works) that cause the emergence of other patterns or influence them (Lier, 2004, p. 210).

The employment of ecosystem model on language learning and especially on foreign language learning has gained prominence in the recent years. Different areas of language learning and teaching have been explored by the researchers from the perspective of ecology. This model was first employed by Lier (2004) to investigate the interdependent forces affecting computer technology. Following his study, a number of researches used nested ecosystem model in educational settings. In recent times, Pertama (2016) used qualitative-descriptive approach in his study to find that procedural texts can be used to instil environmental issues. Confirming the previous researches, he recommends that teachers should use ecolinguistics based texts actively and creatively.

In another study, Shirvan (2016) explored the ecology of English language teachers' styles. He observed the teachers for the styles they adopted during EFL teaching. The data for his study consisted of 48 interviews, 96 journals, and 26 observations of 8 different teachers. He observed the ecology of teachers and came up with the conclusion that teachers construct their personal styles in a dynamic way. The environment in which teachers live, affects their styles to a considerable extent. Shirvan (2017), in another research, employed the ecological model to find out the reasons of anxiety among university students and came up with the conclusion that the causes of anxiety exist at multiple levels.

Fariha (2017) administered a study recently on anxiety in EFL Saudi learners. The study was conducted from the perspective of teachers. It focused on socio-cultural and psycholinguistic factors that contributed to anxiety. It also suggested some strategies for coping with the classroom anxiety. She asserted that there was a need to use language without the fear of evaluation. The study also emphasized the need for using modern teaching approaches.

In 2017, two major works appeared in language learning anxiety context. Shagafi (2017) explored the anxiety of writing in a foreign language. He used observation, questionnaires, journals and interviews as tools for research. Nested model of ecology was used for the analysis of the data and he found that individual and environmental factors interacted and affected each other in contributing to learners' anxiety. On the other hand, Nazari (2017) set out to explore the causes of English language writing anxiety employing activity theory and Bronfenbrenner's bio-ecological model. He observed the students for three consecutive semesters and interviewed them after every class that he observed. He came up with the conclusion that the causes of writing anxiety could be traced to chronosystem level. So, at international level, a shift towards an ecological approach in language studiez can be observed while, at local level, old theories are still in vogue. This study is an attempt to turn to ecological approach in language studies.

Research on Language Learning Anxiety in Pakistan

In Pakistani context, a number of researchers explored the causes of English language learning anxiety. In 2011, two important works came to the fore: one by Khattak and the other by Adeel. Khattak (2011) explored the causes of ELL anxiety among the students at Abdul Wali Khan University, Mardan. Sixty-two students were examined with the help of Horwitz questionnaire for language learning anxiety and 10 volunteers were interviewed for the reasons of anxiety. The results of the semi-structured interviews revealed that the fear of judgment, poor socio-economic status and learner-centered teaching methods were the main causes of anxiety.

Adeel (2011) conducted a research on language learning anxiety with twenty-seven learners and seven experienced teachers. He reached the conclusion that it was the personal belief and self-perception of the students that worked as an obstacle in smooth communication. Strict and formal classroom environment is another factor that contributes to their anxiety.

Sultan (2012) and Nazir (2014) used Horwitz questionnaire to find out the anxiety among language learners. Sultan concluded that high perceived competence lessened anxiety while gender played its role in contributing to anxiety. On the other hand, Nazir found the environment of the class to be a source of anxiety.

Another important study was conducted in the Pakistani context by Nazeer et al. in 2017 in University of Balochistan. Using inferential statistics, they concluded that there was no difference in anxiety of male and female students. Bhatti (2018), in a recent study on students' language learning anxiety in a public sector university in Sindh, found out that nervousness and fear of negative evaluation were the causes of anxiety. A review of available studies reveals that, in Pakistani educational settings, all the studies on language learning anxiety have focused on simple observational methods using quantitative paradigm. However, at international level, a shift can be observed from quantitative paradigm to qualitative one. This new dimension of Second language learning (SLL) anxiety has not been explored adequately in Pakistani context as old quantitative methods prevail in SLL studies. The present study intends to explore the issue of anxiety amongst Pakistani English language learners through an ecological approach to dig out the causes of anxiety that have not yet been explored. While the previous studies have focused on micro system alone, this study hopes to bring to light the share of meso, exo and macro systems in language learning anxiety. Such a contextualized and multi-layered study requires a theoretical framework that justifies the researcher's position.

Theoretical Framework

The current study uses 'Bronfenbrenner's bio-ecological theory of human development' as core framework. This theory provides a deep understanding of the complex environment in which an individual develops. An additional perspective of 'Activity theory' was chosen to be employed in the study as it provides a perspective to understand the myriad factors at different levels of an activity. Activity theory, therefore, provides an analytical lens for the study.

Bronfenbrenner's Nested Ecosystem Model

To study language from socio-cultural perspective, Bronfenbrenner's nested ecosystem model based on ecological systems theory can be used. Bronfenbrenner came up with ecological systems theory, which is a multidisciplinary theory (Lier, 2004). Van Lier has provided the practical implementation of theory for second language (SL) research. He believed second language education system to be a set of ecosystems where each system is nested into the other. He divided the hierarchy of the SL system into micro, meso, exo and macro which provide the opportunity to delve deep into the system. Micro means small and it is the very basic level of the nested system. In educational settings, it addresses pattern of activities and interpersonal relations. It also encompasses the immediate surroundings of the individual with which s/he interacts. Individual's relationship with his/her parents, siblings and the environment is considered in meso system. In educational settings, all the factors (outside the classroom and where learner is embedded) that affect the individual's leaning are focused. In exo system, centre of attention is the interaction between two or more settings where one does not contain the developing person. Moreover, the financial conditions, parental stress and conditions at home may also be taken into consideration. Macro means large and this is the last layer that forms the outermost part of the ecosystem. In the process of an individual's development, macro-system consists of the societal or cultural beliefs.The relationship between different layers of system has been named as activity. Therefore, the basic purpose of an ecological study within a model like Bronfenbrenner is to accept the dynamicity of the activity system which requires a constant analysis (Nazari, 2017, p. 177). According to Lier (2004, p. 208), Bronfenbrenner's nested ecosystem model can be used to delve into language related issues.

Activity Theory

Activity theory considers "learning as a complex social practice acquired through dialogic communication within cultural and historical contexts" (Haught, 2006, p. 93). Vygotsky was the instigator of Activity Theory and he believed that mind grows through its interaction with the context in which it is operational. In the words of Vygotsky humans use artefacts as mediating means to achieve higher mental functions and human activity is "mediated culturally, socially and historically" (cited in Devane,

2012, p. 243). Engestrom and Miettinen (cited in Shirvan, 2016, p. 64), however, noted that Vygotsky's concept of mediation is problematic because of its heavy reliance on individual's actions in the world of objects. They believed that individuals act in collective practices and communities and such collective practices cannot be equated to the sums of individual's actions. So Engestrom (1987) developed the collective model of activity. According to this theory, an activity includes the subject, object and outcome. Since this activity is conducted in a culture, therefore the tools, rules of that culture, community itself and division of labour also require consideration (Shirvan, 2016, p. 65). Activity theory helps in understanding and interpreting human activity in context.

In educational setting, subject is the leaner; it can be an individual or the focus can be a group in the form of community. On the other hand, object is the objective of learning and outcome is the desired goal. Tools are the techniques and aids used by the teacher and rules are the norms of classroom set by the teachers or the norms of an institute. The division of labour shows the classroom proceedings like how active are the students or the teachers in the class. These seven dimensions are converted into eight step model by Mwanza (2002) which is used in the study to gather information in interviews.

Research Methodology

The present study used a mixed method approach as this study is both quantitative and qualitative in nature. Primacy was given to qualitative data, while empirical evidence, a pre-requisite for the current research, was provided by the quantitative phase. At quantitative phase, Horwitz'"Foreign Language classroom Anxiety Scale" was used to separate highly anxious, anxious and relax language learners. In the subsequent phase, different qualitative tools like interviews and observations are used to dig out the reasons of anxiety.

Participants

BS students from three different departments, Textile Engineering, Computer Sciences and Management Sciences, National Textile University, Faisalabad, formed the population of this research. All the participants were in their first year, second semester of the degree. The students had already studied the course of "Functional English", therefore they were all at the same level of proficiency. The participants' major vis-à-vis their percentage is presented in the table below:

Table. 1: Composition of the Population

No.	Academic Major	Number of Subjects	Percentage

1	Textile Engineering	30	35%
2	Computer Sciences	28	32.5%
3	Management Sciences	28	32.5%
Total		86	100%

Sampling started with the convenient form and then moved to purposive stance (firstly, the students were taken on the basis of their availability and then were shortlisted according to the requirement of the study). Fifteen participants with the highest percentile score (80+) on Foreign Language Anxiety Scale were selected, 5 from each department. The details of the sample are as under:

Table. 2: Learners' Scores on Foreign Language Anxiety Scale

No. of Student	Program	Participants	Score on FLAS	Percentile Rank
1		Learner 1	103	83%
2		Learner 3	105	90%
3	BS Textile Engineering	Learner 3	107	93%
4		Learner 4	108	97%
5		Learner 5	109	100%
6		Learner 6	121	85%
7	BS in Textile Management and Marketing (BSTMM)	Learner 7	122	89%
8		Learner 8	123	93%
9		Learner 9	125	96%
10		Learner 10	136	100%
11		Learner 11	112	85%
12		Learner 12	113	89%
13	BSCS	Learner 13	114	93%
14		Learner 14	123	96%
15		Learner 15	125	100%

Data Collection

The data were collected through foreign language learning anxiety scale, semi-structured interviews and observation. Following Nazari (2017), the students were interviewed on the basis of Mwanza model (attached in Appendix B) and observed with the help of ecological observation sheet (attached in Appendix C). Mwanza model is an eight step model based on activity theory and is used in interviews to understand the activity of learning comprehensively.

First of all, foreign language classroom anxiety scale (FLCAS) (attached in Appendix A) was used to explore the presence of anxiety among students. FLCAS is a five-point Likert scale on which the order of scoring is reversed; the higher score is an indicator of more anxiety. The questionnaire was distributed among the students to know the level of anxiety for the purpose of selecting a sample. Students with highest percentile score from each class were offered to be a part of the research. They were motivated by the idea that participation in this research would help them dig out the root cause of their language learning problems and, subsequently, would improve their language. To maintain uniformity, five learners from each discipline (from the consented participants) were taken as sample.

Semi-structured interviews (based on activity theory) were conducted to get an insider's view of anxiety among students. Language learning is a personal experience, therefore asking individuals is the most accurate and convenient way to explore anxiety (Paranuwat, 2011, p. 37). The interview questions were based on contextualized version of Mwanza model (2002). All the interviews were conducted in Urdu so that the students would feel free to express themselves. Interviews lasted for 20 to 25 minutes.

For observation, an adapted version of "classroom observation system" developed by San Diego University, available at http://newscenter.sdsu.edu, was used (attached in appendix). The students with high level of anxiety were observed with the help of this observation sheet. Before observation, the permission of the concerned teacher was sought. Moreover, the observation system sheet contributed to the ecological reflections of classrooms. Each of the classrooms was observed twice (before and after mid exam) during the semester in accordance with the ecological requirement of studying a natural time span of the phenomenon under investigation (Lier, 2004, p. 194).

Procedure

First of all, Horwitz's questionnaire of English Language Classroom Anxiety Scale was used to find out the anxious students from the classes. Students from each class who had secured highest percentile scores were selected for interviews. The questions of the interviews were based on Mwanza model (2002). In order to analyze the data gathered from interviews, content analysis was conducted. Qualitative content analysis is a mix-method approach which assigns categories to data at the qualitative step and analyses frequencies at the quantitative one. Reading, coding and revising the codes were the steps in data analysis. The coding procedure included reading of the data in

order to find out the potential factors and sources that contributed to English language learning anxiety. Observation was used for checking the credibility of the data gathered.

Results and Discussion

A number of factors were identified with the help of interview data and observation sheet that contributed to English language learning anxiety. These factors can be categorized at four levels: micro, meso, exo and macro in line with Bronfenbrenner's nested ecosystem model (1993). A discussion on factors identifies and results thereof is as under:

Micro Level

At micro level, the students mentioned a number of problems that curtail their language learning process. The classroom environment was observed as well as mentioned by the students as a source of anxiety. Too much strictness to be on time to get their attendance marked and highly formal relationship with the teachers adds to the anxiety of the subject. This result is in line with the findings of Shagafi (2017) and that of Shirvan (2016).

Lack of active vocabulary was mentioned by the students to be a cause of anxiety. The students were not able to find the appropriate word for the idea in the mind and it hindered their speaking as well as writing. Learner 6 said: *"[S]ometimes I know the answer in Urdu but cannot find the words to express my idea"* The result vouches to the finding of Shagafi (2017) that students encounter lack of vocabulary that leads to anxiety and uneasiness.

Another reason put forth by the students was depending on the teacher for the 30% of the marks. The students were supposed to complete classroom activities of 30 marks whether they liked them or not. *"Most of the activities are too boring, especially when repeated time and again by the whole class",* reported Learner 3. The learners also mentioned the compulsion of 75% attendance and the duration of 100 minutes for two consecutive lectures as sources of anxiety.

Another important reason mentioned by the students was the lesser use of code switching and instant feedback by the teacher. Teachers used direct method in the class and did not use Urdu even once in all the classes observed. Teachers' correction of the errors on the spot or negative feedback was also considered a source of anxiety by Shirvan (2016).

Meso Level

The data confirmed the linkage between classroom setting and the other micro system. Peer pressure was identified by more than 60% of the students as a major cause of their anxiety in the class. They believed their peers to be better than their own selves in terms of language usage and they feared that they would be laughed at (later on if not

in the class) if they uttered anything wrong. Secondly, watching English movies, listening to English songs and reading books are the activities that contribute to the reduction of anxiety in language class. Students, who had watched movies, had a better storehouse of vocabulary. Moreover, they were more practical in their vocabulary usage. The results confirm the findings of Nazari (2018).Thirdly, disagreement among the parents, their poor financial conditions and their being uneducated with lesser or no attention to the studies of their children were reported by the students as the factors that cause anxiety.

No involvement in extracurricular activities or involvement in such activities that do not respond to language learning is another cause. Extra-curricular activities are also reported by Shagafi (2017) as a cause of anxiety. L2 and L4 reported that their company at home has always discouraged their usage of English words and, that is why, they do not dare to speak even in class.

Exo Level

The findings of the study revealed a strong connection between classroom environment and the outer world where the learners are not having any share. Financial and social status of parents contributed to students' anxiety. Financially stable students get more opportunities to learn language with better gadgets and internet facilities and the availability of tutor assistance in case of difficulty. Moreover, educated parents can help students out in case of difficulty. The rules of institution and classroom are yet other factors that contributed to the anxiety of the students. The material used in the class was also reported to bring anxiety. Learner 9 stated, "Teachers follow the week wise division of the content strictly and this makes the language learning activity a boring task".

Macro Level

At macro level, a number of factors contributed to the anxiety of the students. The environment of the institute (NTU) was not supportive as learner 4 complained: "*Our seniors do not allow us to speak English. We are punished if we try to*".

Another learner added: "*Even we are not allowed to say "National Textile University"; instead we are forced to say* "قومی ادارہ برائے کپڑا سازی". Moreover, in a traditional class of 50 minutes, it was not quite possible to get an opportunity to speak all the times and outside the classroom; the environment wasn't supportive.

Secondly, the ethnic background of the students also contributed to the anxiety of the students. Students from Sindh were found to be more anxious as compared to KPK or Punjabi students. All the students confessed that their examination system had a different criteria of evaluation from that of Punjab so they were not comfortable with the new standards of assessment. One of the students from KPK said, "*Being Pashto speaking, I do not know how to talk to a teacher keeping in mind the standards of respect, we use* "تو" *instead of* "آپ" *that is considered to be a sign of disrespect with the Punjabi people and it has distanced me from the teacher*".

Thirdly, the culture of teaching and learning English has also affected the students. The culture of teaching in Pakistan requires teachers to be authoritative in

the class in order to maintain certain level of respect and reverence. The teachers try to maintain a distance from the students that makes them reluctant in expressing themselves freely. In the strict classroom environment, students' fear of committing mistakes did not allow them to practice language freely. The result confirmed the findings of Nazari's (2018) study that had found the same about Iranian educational culture.

Conclusion

The research aimed to find out answers for two questions:(1) What are the ecological factors that contribute to English language learning anxiety amongst undergraduate students at National Textile University?(2) How can an ecological approach help in understanding the issue of English language learning anxiety better? As far as, the first research question is concerned, the results have confirmed the presence of multiple ecological factors that cause anxiety in the ecosystem of second language learning. The study has proved that factors inside and outside the classroom contribute to students' learning anxiety. From the ecological perspective, the students of NTU get anxious because of various ecological factors. At micro level, the environment of class, teaching methodology, time allotted for classroom activities, strict adherence to workbook, fear of negative evaluation and lack of active vocabulary cause anxiety. These results are in line with previous researches (Horwitz, 2001; Waseem, 2013; and Shiravn, 2016; Shagafi, 2017; Nazari, 2017). The meso system reflected the interrelatedness of classroom and other settings containing the developing person. Students' past learning experiences, peer pressure, their involvement in extracurricular activities and previous learning experiences were responsible for students' anxiety. The results are in line with the findings of Saghafi (2017), Gkonou (2017), and Shirvan (2016). At exo level, the educational and financial status of parents, the area of residence and the rules of the institute cause anxiety; while at macro level, the non-availability of culture, the ethnic background and the culture of country create anxiety. The results are in line with Nazari (2017), Shiravn (2016), and Gkonou (2017). Since the causes of anxiety belong to multiple levels of ecosystem, all levels should be taken into consideration for dealing with the issue of anxiety.

The second research question as to how an ecological approach can help in understanding the issue of anxiety better is also supported by the study. Previously, some of the researches focused on affective factors like emotions, feelings, beliefs, and perceptions while others focused on classroom activities to find out the reasons of language learning anxiety. This investigation has confirmed that the reasons of anxiety can be traced to the domains outside the classroom. Even the factors from macro level, like ethnicity and societal factors, can be involved, thus providing a better and in-depth understanding of the phenomenon.

The findings of the study offer some implications. The teachers should pay attention to the individual differences amongst the students in the class, the environment should be congenial, and switching between different modes of teaching should be considered. Although the study is conducted on a small scale, the findings of the study hold some potential for generalizability. For future researches, it would be interesting to study language students of different universities to find out more anxiety-causing ecological factors. Moreover, the comparison of language classrooms

in public and private sector universities or the comparison of universities from different regions can bring to the fore a broader picture of ecological issues.

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Appendix A

Name: **Program**   **Reg. no.**
                   Date:

No		Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					
11	I don't understand why some people get so upset					

	over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	I would not be nervous speaking the foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more con- fused I get.					
22	I don't feel pressure to prepare very well for language class.					
23	. I always feel that the other students speak the foreign language better than I do.					
24	I feel very self-conscious about speaking the foreign					

	language in front of other students.					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31	I am afraid that the other students will laugh at me when I speak the foreign language.					
32	I would probably feel comfortable around native speakers of the foreign language.					
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Appendix B

Mwanza Model (2002) based on Activity Theory

The Eight-Step-Model		
Identify the: -		**Question to Ask**
Step 1	*Activity* of interest	What sort of activity am I interested in?
Step 2	*Object-ive*	Why is the activity taking place?
Step 3	*Subjects*	Who is involved in carrying out this activity?
Step 4	*Tools*	By what means are the subjects performing this activity?
Step 5	*Rules* and *Regulations*	Are there any cultural norms, rules or regulations governing the performance of this activity?
Step 6	*Division of labour*	Who is responsible for what, when carrying out this activity and how are the roles organised?
Step 7	*Community*	What is the environment in which this activity is carried out?
Step 8	*Outcome*	What is the desired *Outcome* from carrying out this activity?

Appendix C

Classroom Ecological Observation Sheet

Student: _____ Observer: _____

Age: _____ Gender: _____ Course: _____ Setting: _____

Teacher: _____ Start Time: _____ End Time: _____

SETTING CHARACTERISTICS

Demographic Composition of Students: Total Number: _____

Gender:	Punjabi	Sindhi	Balochi	KPK	FATA
Female					
Male					

Teacher _____ Aide _____Other _____

Sketch Classroom Arrangement: (identify position of student, teacher, peer comparisons, etc.)

Instructional Characteristics:

Lesson/Content:

Language(s) of Instruction:

Teaching Method:

Instructional Materials:

Materials used by Student:

Is this a "typical" school day? class session? ___ yes; ___ no. If no, explain:

CLASSROOM OBSERVATION SYSTEM: ECOLOGICAL REFLECTIONS

Student _____ Date _____ Observer: _____

1. Describe physical characteristics of the classroom:

2. Describe classroom atmosphere/climate:

3. Describe the teacher's instructional style:

4. Describe the teacher's management style:

6. Describe peer interactions in the classroom:

7. Other pertinent observations of the classroom:

CLASSROOM OBSERVATION SYSTEM: PSYCHOEDUCATIONAL REFLECTIONS

Student _____ Date _____ Observer: _____

1. Describe student's physical characteristics/conditions (compare to classmates as appropriate).
Consider, for example, size, stature, apparent health, corrective lenses, hearing aids.

2. Describe student's overall engagement in classroom processes. Compare to classmates.
Compare across tasks/processes.

3. Describe teacher's interactions with this student. Compare to classmates.

4. Describe this student's interactions with peers. Compare to classmates.

5. Other pertinent observations of the student: