

**Effects of an interactive classroom environment on language anxiety
among EFL learners**

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Dedication

Every challenging work needs efforts as well as guidance of elders especially those
who were very close to heart.

My humble dedication to my sweet and loving

Father & Mother,

Whose affection, love, encouragement and prays of day and night make be able to
get such success and honor.

Abstract

The use of English language has increased rapidly for a variety of reasons. It has become a medium of instruction. Keeping in view its importance, it is being learnt and studied as a second language in Pakistan. Many institutions are offering English language learning courses. Pakistani speakers of English language face language anxiety during its use. This feeling of anxiety produces negative effect on learner's language acquisition. In this research, researcher has tried to highlight issues that foreign language learner face during learning and describes how it affect their learning. The purpose of this study is to provide view of interactive classroom environment in second language acquisition through case study of 50 undergraduate students of English language, who underwent pretest and post-test. On the basis of pretest and post-test it is analyzed that the spoken of foreign language learners can be improved and language anxiety can be controlled with the help of classroom interaction. Levene's test is applied on the results of pretest and posttest. The value came out to be 0.1 which is greater than 0.05. It means the results can be generalized over the entire population.

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Chapter-1: Introduction

Background

English language has become the most widely used foreign or second language in all the developed as well as developing countries of world. One reason for learning this language is that it has become the greatest need of this changing world. It is considered as symbol of power and status. It is the most influential and important language of the world. The learners of this language have a great pressure on them because they have to be proficient in this language otherwise they would face problem in every field of life. From job interviews to field work it has been widely used and spoken, and those who have grip over English language have greater chances to excel in different walk of life(Ohata, 2001).

English has attained special position in Pakistan and it is no more considered as foreign language. At all levels English is taught as separate subject, in fact course work of other subjects is also in English and students are required to give exams in their second language. Despite of so many efforts students still face difficulty in getting proficiency in English language because they use English as medium of interaction only in language class whereas, in other classes the medium of interaction remains their first language (L1).

Language learning is a social process; it cannot take place in isolation. Children learn their first language in the same way as they learn other behaviors by imitating others. They observe their elders speaking and copy their style and accent. Children can learn more than one language if their parents speak other languages too. They get same level of proficiency in these languages and considered as their native languages (Skinner, 1968).

Language learning emphasizes not only learning grammatical rules, sentence structure, words form etc. rather it gives understanding to people how to use language to communicate others in socially acceptable way and this learning is called language proficiency or competence (Brown, 2000). Particularly the term language proficiency or competence is used for learning second language (L2). It stresses on the ability to use language effectively in daily life such as classroom, social gatherings or work place. Language proficiency focuses on reading, writing and listening abilities other than speaking competence.

In second language acquisition some learners perform as good as they do in their native language whereas some may not achieve same proficiency in second language. This inability to perform efficiently and appropriately in second language put stop on further learning or acquisition(Horwitz, 2001).

Many people acknowledge their inability in learning second/foreign language. They perform effectively in almost every field of life but when they are evaluated in second language acquisition class, their performance reach to below average learner whose abilities to perform good are blocked(Liu and Jackson, 2008).

Despite the fact that numerous attempts have been made to improve the learning condition, learners are unable to get to the required degree of proficiency. English is still considered as foreign language in Pakistan and is not actively used in everyday life. There arise question that what is the reason behind their poor performance in foreign language learning? There are number of reasons that hamper in language learning process, one reason behind the low level of competence in English language could be the feeling of anxiety (Young, 1991).

