
RESEARCH ARTICLE

Level and Causes of Foreign Language Anxiety and Foreign Language Enjoyment in Indian ESL Students

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ABSTRACT

Foreign language anxiety and foreign language enjoyment are two phenomena which have been studied for decades in relation to foreign language learning. This quantitative study measured the level of foreign language anxiety and foreign language enjoyment in Indian ESL students in order to shine a light on the extent to which Indian ESL students experience these phenomena. In doing so, educators, policy-makers, and curriculum developers can approach education with these phenomena in mind in order to tailor their work to student needs. Through the implementation of previously validated research methods, this study found that Indian ESL students have considerably lower levels of foreign language anxiety than average when compared with other Asian nations. It was also found that Indian ESL students have similar levels of foreign language enjoyment when compared to other Asian nations. Admiration for those who speak foreign languages as well as studying in a fun and open academic environment contributed the most to their level of foreign language enjoyment, while having their mistakes made the center of attention contributed the most to their level of foreign language anxiety.

KEYWORDS

Foreign language anxiety, foreign language classroom anxiety, foreign language enjoyment, positive psychology, ESL, TESOL, India, South Asia

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1. Introduction

1.1 Background of the Study

Learning a second language offers a multitude of benefits. People who learn a second language process information more efficiently (Krizman et al., 2014), have improved job prospects (Reilly, 2020), and can often multi-task with greater ease (Prior & Gollan, 2011). Whether consciously or intuitively, most people understand that learning a second language will improve their lives long-term.

In the modern world, English has established itself as the global lingua franca. 81% of scholarly articles are written in English, and 56% of all internet usage is done in English (Rao, 2019). With the English language being so prevalent in business, entertainment, education, and online discourse, it is understandable that 1.1 billion people learn English and use it as a second language (Breene, 2019).

The benefits of learning English are clearly vast. However, the consequences of failing to learn English for some are severe. For example, 30% of university students at a university in central Mexico failed to graduate due to their inability to meet the university's requirement of possessing a B2 level in English on the CEFR scale or scoring at least 550 points on the TOEFL standardized test

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(Reilly, 2020). For some, the stakes for learning English are high, which could lead to feelings of anxiety. In modern times, the stakes for learning the English language are especially high for the Indian people. In India, English is used as a common language in which well-educated Indians can communicate with Indians from other states with differing mother tongues (Clement & Murugavel, 2015). English-language proficiency can also have a profound impact on employability, especially in high-skill, well-compensated spheres such as engineering (Saranraj & Meenakshi, 2016; Clement & Murugavel, 2015). Similar to the aforementioned students in Mexico, students in some Indian states, including Arunachal Pradesh and Nagaland, are expected to study English until degree-level and possess proficiency in English upon graduation (Syam, 2012). Furthermore, the English language is pervasive in many spheres of Indian society. Within India, English can be heard in advertisements (Patel, 2016; Nandi, 2013), in music played on the radio (Sankaran et al., 2023), as well as in India's own Supreme Court (Mukherjee, 2021).

With English-language acquisition being such an important factor in Indian life and education, it is only natural that Indian students surely experience foreign language anxiety and foreign language enjoyment to varying degrees while learning English. Understanding to what extent and causes of foreign language anxiety and foreign language enjoyment in Indian ESL learners is of great importance and is a prerequisite to creating a more comfortable learning environment conducive to language-acquisition.

1.2 Problem Statement

Foreign language enjoyment and foreign language anxiety are phenomena that have been proven to impact academic performance (Huang et al., 2023; Hu et al., 2021; Kumar, 2021; Cakici, 2016). Despite foreign language anxiety and foreign language enjoyment's apparent importance in regard to academic performance, there is a lack of research surrounding these phenomena. Furthermore, there is an even greater gap in the literature surrounding these phenomena conducted in India. This gap is in desperate need of filling, because as of 2018, India had an estimated 128,279,412 ESL learners (Kawoosa, 2018).

The lack of research on foreign language anxiety and foreign language enjoyment from this region is a concerning problem, as the levels of foreign language anxiety and foreign language enjoyment among Indian ESL students is by and large unknown. Gaining insight into the levels and possible causes of these phenomena among Indian ESL students can assist educational staff and decision makers in shaping curricula and classroom activities in a way that is conducive of learning.

This study contributes to the literature around foreign language classroom anxiety and foreign language enjoyment and recommends approaches educators should take to improve the language acquisition process in order to address this problem.

1.3 Research Questions

This study seeks to answer the following questions:

1. What is the level of foreign language anxiety in Indian ESL students?
2. What is the level of foreign language enjoyment in Indian ESL students?
3. What are the causes of foreign language anxiety in Indian ESL students?
4. What are the causes of foreign language enjoyment in Indian ESL students?

1.4 Limitations of the Study

A limitation of this study is that the sample was comprised of all girls from one school, and hence cannot be generalized to other cultural contexts. However, it is common for studies in the educational sphere to have more female participants than male participants (Wang et al, 2018; Dewaele & MacIntyre, 2014) and the difference in the levels of foreign language anxiety and foreign language enjoyment found in male and female participants is very limited (Jiang & Dewaele, 2019; Dewaele et al., 2022). Therefore, this limitation does not invalidate the findings of this study.

An additional limitation of this study is that it did not examine the cultural impact of English language acquisition on Indian society. The present study was limited only to assessing the level of foreign language anxiety and foreign language enjoyment in Indian ESL students and exploring possible causes of these phenomena.

2. Literature Review

2.1 Foreign Language Anxiety

In their widely-cited study, Horwitz et al. (1986) defined foreign language anxiety as *"a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process"* (Horwitz et al, 1986, p. 128). This is a commonly-cited definition to this day (Yu, 2022; Palinkašević & Brkić, 2020; Pohanyar, 2020) because it separates foreign language anxiety as a specific phenomenon worthy of differentiation from generalized anxiety. Through this definition, the scope of foreign language anxiety is narrowed down to a specific linguistic phenomenon which can be more easily observed and researched. While generalized anxiety surely has a significant impact on the education of ESL learners, this study

approached foreign language anxiety as a separate phenomenon.

For decades, foreign language anxiety has been the focus of academic research into emotional aspects that can hinder the language-acquisition process. However, in recent years, there has been a shift happening. Foremost researchers in this sphere, such as Jean-Marc Dewaele and Peter MacIntyre have been studying another dimension of emotion in relation to foreign language acquisition; that dimension being foreign language enjoyment.

2.2 Foreign Language Enjoyment

Experts in the field of foreign language anxiety and foreign language enjoyment define foreign language enjoyment as a relatively complex and stable emotion and distinguish it from more superficial feelings of pleasure (Boudreau et al., 2018; Dewaele et al., 2017). Additional dimensions, such as intellectual focus, optimal challenge, and heightened attention are present in enjoyment, which differentiates it from overt feelings of happiness (Boudreau et al., 2018).

Recently, numerous studies have been conducted examining foreign language enjoyment alongside foreign language anxiety in order to attain a broader understanding of their level in ESL learners and how they may impact the language acquisition process. The majority of these studies have found that ESL learners experience either similar levels of foreign language enjoyment and foreign language anxiety, or more foreign language enjoyment than foreign language anxiety (Dewaele et al., 2022; Jiang & Dewaele, 2019; Dewaele & MacIntyre, 2014).

2.3 Relationship between Foreign Language Anxiety and Foreign Language Enjoyment

As previously stated, studies have found that ESL learners tend to experience more foreign language enjoyment than foreign language anxiety. This may lead one to believe that the two phenomena are two ends of one spectrum. However, in recent studies, researchers have found that foreign language anxiety and foreign language enjoyment may be completely separate dimensions (Dewaele et al., 2022; Jiang & Dewaele, 2019; Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014). In the words of Dewaele and MacIntyre (2019), *"The two emotions are fairly independent, with a limited amount of shared variance, although there is some tendency for learners who experience more FLE to suffer less FLCA."* (p. 275).

2.4 Foreign Language Anxiety and Foreign Language Enjoyment in India

In regard to India, the study of both foreign language anxiety has been limited. Even more limited are the number of studies exploring both foreign language anxiety and foreign language enjoyment in India. Nevertheless, the studies which have examined foreign language anxiety have found that Indian ESL learners are *"extremely affected by language anxiety."* (Saranraj & Meenakshi, 2016, p. 4) and that foreign language anxiety is *"one of the major issues for their [Indian ESL learners'] academic achievement as it was found negatively correlated with the academic achievement of the students."* (Halder, 2018, p. 146)

Previous studies paint a bleak picture of Indian ESL students' experiences with the language-acquisition process. This study contributes to the literature by offering a broader scope of Indian ESL students' emotions and attitudes towards English-language learning by also examining the phenomenon of foreign language enjoyment.

3. Methodology

This study took a quantitative approach with a descriptive research design. A questionnaire comprised of a biographical info section, an adapted version of the Short-form Foreign Language Classroom Anxiety Scale (S-FLCAS), an adapted version of the Short-form Foreign Language Enjoyment Scale (S-FLES), and the item "How good are your academic achievements?" was administered to 202 students of a private Catholic from grades 7 to 12 in Bangalore, India via a Google Form. The questionnaire was administered by the school's staff. All items with the exception of the questions related to biographical data were measured on a 5-point Likert scale. Responses for each item and factor of foreign language anxiety and foreign language enjoyment were averaged in order to attain a clearer understanding of the extent to which the participants' experienced the phenomena in question.

This study's theoretical framework was based heavily on Dewaele et al.'s study of Kazakh learners of the Turkish language (2022). The same questionnaires (the S-FLCAS and the S-FLES) were utilized in the present study, and the student demographic questionnaire is a version of Dewaele et al.'s 2022 study that was adapted for the South Asian region of the world.

Horwitz, Horwitz, and Cope's Theory of Foreign Language Anxiety (1986) was utilized in this study. As such, this study approached foreign language anxiety as a phenomena which is distinct from generalized anxiety. Furthermore, this theory was extended to differentiate foreign language enjoyment from general feelings of joy or happiness. This study utilizes the modern interpretation of the factors that comprise foreign language anxiety; communication apprehension and fear of negative evaluation. Foreign language enjoyment is examined through two components; private FLE and social FLE, as recommended personally by the foremost researcher in this field, Jean-Marc Dewaele.

4. Results and Findings

4.1 Biographical Data

The biographical data from the sample of 202 Indian ESL students is represented in Table 4.1 immediately below.

Table 4.1: Biographical Information

Variable	Category	Frequency	Percentage
Nationality	Indian	200	99%
	Other	2	1%
Gender	Male	0	0%
	Female	202	100%
Multilingualism	Monolingual	1	3.5%
	Bilingual	52	25.7%
	Trilingual	60	29.7%
	Quadrilingual	59	29.2%
	Pentalingual	22	10.9%
	Sextalingual +	2	2%

4.1.1 Nationality

The participant pool was nearly exclusively Indian by nationality, making up 99% of the sample. Other nationalities comprised 1% of the 202-participant sample. This means that the sample is surely representative of Indian English as a second language learners and provides valuable insights into the levels of foreign language enjoyment and foreign language anxiety among Indian ESL students.

4.1.2 Gender

Also noteworthy is the gender makeup of the sample. As previously mentioned, in this age group, all students of the private Catholic school in Bangalore are female. Considering this information, the reason that all the participants of this study were female is obvious. While the fact that the sample of the present study could draw criticism from some, research in the language education sphere typically has samples comprised of considerably more women than men, as women tend to study for occupations that require knowledge of the humanities rather than knowledge of hard science (Trusz, 2020; *Gender Distribution of Advanced Degrees in the Humanities*, 2020). Foreign language acquisition, of course, is a field of study within the humanities.

Furthermore, while it is believed that women have a higher level of foreign language anxiety and foreign language enjoyment than men, the difference between the genders in previous studies are insignificant, and this finding has been challenged and contradicted in recent studies (Dewaele et al., 2022). For these reasons, this data source is valid for answering this study's research questions.

4.1.3 Multilingualism

In terms of multilingualism, only one participant reported being monolingual (3.5%). 52 of the 202 participants (25.7%) indicated that they were bilingual. The option with the highest response was trilingual, with 60 out of the 202 participants (29.7%) indicating that they speak three languages on at least a conversational level. The second highest-ranking option was quadrilingual, with 59 out of the 202 participant (29.2%) selecting this option. Of the 202 participants, 22 indicated that they are pentalingual, meaning that 10.9% of the sample was comprised of Indian English as a second language learners whom are capable of speaking 5 languages on at least a conversational level. The final option, sextalingual +, was selected by 2 of the 202 participants, meaning that 2% of the participants are able to speak six or more languages on at least a conversational level.

It appears that multilingualism had limited or no impact on foreign language enjoyment or foreign anxiety. The participants reported experiencing slightly less foreign language anxiety while simultaneously experiencing slightly more foreign language enjoyment than samples from other studies with Indian participants (Halder 2018; Saranraj & Meenakshi, 2016) who likely spoke a similar amount of languages. This discrepancy merits further research, as studies measuring the possible impact of multilingualism on foreign language anxiety and foreign language enjoyment are limited, especially in the context of India.

4.2 Foreign Language Enjoyment

4.2.1 Private FLE

Representation of the data collected from the 202 Indian ESL students pertaining to private FLE can be found in Table 4.2 immediately below.

Table 4.2: Private FLE

Item	Mean	Standard Deviation	Interpretation
I don't get bored	3.5	1.021	Agree
I enjoy it	4.0	0.812	Agree
I'm a worthy member of my class	3.8	0.979	Agree
In class, I feel proud of my accomplishments	3.7	1.100	Agree
It's cool to know a Foreign language	4.5	0.670	Strongly Agree
It's fun	4.2	0.791	Agree
Private FLE	3.9	0.895	

In regard to private FLE, the item which yielded the highest result was “It’s cool to know a foreign language” with a mean of 4.5. Based on this responses, it can be concluded that Indian English as a second language learners greatly appreciate the idea of being multilingual.

The item with the second highest result was “It’s fun” with a mean of 4.2. Given this data, it can be concluded that Indian English as a second language learners find learning a foreign language, in this case English, to be an enjoyable experience. This is further supported by the third most agreed upon item in regard to private FLE, which was “I enjoy it” with a mean of 4.0. The three aforementioned items were also the items with the lowest standard deviation (0.670, 0.791, and 0.812 respectively).

The item the Indian English as a second language learners agreed with the least was “I don’t get bored” with a mean of 3.5. Based on this data, it can be concluded that Indian English as a second language learners experience a moderate amount of boredom during English-language instruction.

4.2.2 Social FLE

Representation of the data collected from the sample pertaining to social FLE can be found in Table 4.3 immediately below.

Table 4.3: Social FLE

Item	Mean	Standard Deviation	Interpretation
It's a positive environment	3.8	1.055	Agree
The peers are nice	3.7	0.886	Agree
There is a good atmosphere	3.8	0.916	Agree
We laugh a lot	4.0	0.997	Agree
Social FLE	3.8	0.963	

The item pertaining to social FLE which produced the greatest level of agreement from the Indian ESL language learners was “We laugh a lot” with a mean of 4.0. The responses from this item allow one to conclude that laughter and comradery have a positive impact on foreign language enjoyment.

The items which yielded the second greatest level of agreement from the participants were “It’s a positive environment” and “There is a good atmosphere”, both with a mean of 3.8. These items are rather similar in meaning, which is supported by the fact that they yielded the same mean responses from the participants. Based on this response, it can be concluded that the environment and atmosphere in which a student receives foreign language instruction has a great impact on his or her level of foreign language enjoyment.

The item which yielded the lowest response was “The peers are nice” with a mean of 3.7. While some may find the idea of students agreeing the least with a statement relating to the kindness of their fellow students problematic, the mean score of this item is still moderately high and is within the realm of reasonability and does not prompt concern.

4.3 Foreign Language Anxiety (S-FLCAS)

4.3.1 Communication Apprehension

Representation of the data collected from the 202 Indian ESL students pertaining to communication apprehension can be found in Table 4.4 immediately below.

Table 4.4: Communication Apprehension

Item	Mean	Standard Deviation	Interpretation
Even if I am well prepared to speak English in school, I feel anxious about it	2.4	1.375	Disagree
I always feel that the other students speak English better than I do	2.5	1.338	Disagree
I don't worry about making mistakes in English	3.3	1.212	Undecided
I feel confident when I speak in English at school	4.1	0.850	Agree
I have high expectations for myself.	4.0	0.906	Agree
Communication Apprehension	3.2	0.966	

In regard to communication apprehension, the item which received the most agreement from the Indian English as a second language learners was "I feel confident when I speak English at school" with a mean of 4.1. From this data, it can be concluded that Indian English as a second language learners tend to feel confident in their ability to communicate effectively in the English language.

The item pertaining to communication apprehension which yielded the second greatest level of agreement from the participants was "I have high expectations of myself" with a mean of 4.0. It is worth mentioning that both of the aforementioned items are also the items with the lowest standard deviations (0.850 and 0.906 respectively). From the participants' responses to this item, one may believe it is only logical to conclude that the participants could have been showing signs of experiencing maladaptive perfectionism, a phenomenon in which students increase their level of foreign language anxiety by holding themselves to unreasonable expectations (Wang et al., 2018). However, given the high level of foreign language enjoyment the participants exhibited, this is unlikely (see Table 4.6).

It is much more likely that the participants are holding themselves up to perfectionistic standards, which is a healthy form of perfectionism that aids in student motivation. It would seem the standards to which Indian ESL students hold themselves is comparable to other samples in the literature (Wang et al., 2018). It can be concluded that Indian English as a second language learners responded to that item not only because they experience communication apprehension, but because they also have high expectations of themselves academically. This likely did not contribute to their level of foreign language anxiety, as it has been proven that perfectionistic standards are not correlated to foreign language anxiety (Wang et al., 2018).

4.3.2 Fear of Negative Evaluation

Representation of the data collected from the sample pertaining to fear of negative evaluation can be found in Table 4.5 immediately below.

Table 4.5: Fear of Negative Evaluation

Item	Mean	Standard Deviation	Interpretation
I can feel my heart pounding when I'm going to be called on in English class	2.3	1.286	Disagree
I get nervous and confused when I am speaking in English at school	1.9	1.023	Disagree
I start to panic when I have to speak English without preparation in school	2.1	1.191	Disagree
It embarrasses me to volunteer answers in English at school	1.9	1.029	Disagree
I don't want to be the focus of attention so that my errors are put on display.	2.8	1.186	Undecided
Fear of Negative Evaluation	2.2	1.143	

The item pertaining to fear of negative evaluation which prompted the highest mean responses was "I don't want to be the focus of attention so that my errors are put on display" with a mean of 2.8. Based on this response, it can be concluded that Indian English ESL learners prefer to avoid the spotlight so as to not have their lack of knowledge put on full display for their teachers and peers to see.

The item pertaining to fear of negative evaluation which prompted the second highest mean response was "I can feel my heart pounding when I'm going to be called on in English class" with a mean of 2.3. This response from the participants indicates that Indian English as a second language learners feel a moderate level of anxiety when they are expected to speak in a foreign

language, in this case English, in front of their peers.

It is worth noting, however, that these results are significantly lower than those of similar studies. For example, a study conducted by Sabri et al. (2021) resulted in a mean of 3.22 in regard to ‘fear of negative evaluation by peers’, and a mean of 2.96 in regard to ‘fear of negative evaluation by lecturer’. While this isn’t a one-to-one comparison with the present study’s data, the phenomena are comparable, and both values in Sabri et al.’s study (2021) were greater than the mean of 2.2 in regard to ‘fear of negative evaluation’ in the present study. Considering this information, it can be concluded that Indian ESL learners experience less foreign language anxiety than other ESL learners as found in the literature.

4.4 “How good are your academic achievements?”

There was one more item in the questionnaire that didn’t fit into the categories of foreign language anxiety or foreign language enjoyment; that item was “How good are your academic achievements?” in which the 202 Indian ESL learners had to rate their academic achievements on a Likert scale ranging from 1 to 5. The results of said item can be found in Table 4.6 directly below.

Table 4.6: *How good are your academic achievements?*

Item	Mean	Standard Deviation
How good are your academic achievements?	3.5	0.842

As for the item, “How good are your academic achievements?” the participants answered with a mean of 3.5, which is a similar result to the study the item was adopted from, which had a mean response of 3.6 (Wang et al., 2018). From this information, we can conclude that the sampled Indian English as a second language learners have an average level of esteem in regard to their academic performance.

This finding leads one to conclude that the previously mentioned item pertaining to communication apprehension, “I have high expectations for myself”, can indeed be attributed to perfectionistic standards rather than maladaptive perfectionism. This means that the participants have high expectations of themselves in a healthy and motivational way, and this likely has a very limited impact on their level of foreign language anxiety.

4.5 Analysis of FLA and FLE Factors

The following table presents a summary of the factors that comprise foreign language anxiety and foreign language enjoyment. This table answers research questions 1 and 2 of this study pertaining to the levels of foreign language anxiety and foreign language enjoyment in Indian ESL students.

Table 4.7: *FLA and FLE Factors*

Phenomenon	Mean	Standard Deviation
Private FLE	3.9	0.181
Social FLE	3.8	0.156
Communication Apprehension	3.2	0.227
Fear of Negative Evaluation	2.2	0.124

As is evident from the data, private FLE (mean of 3.9) contributed most to the Indian ESL students’ level of foreign language enjoyment. Social FLE had a nearly equal mean of 3.8. Therefore, it can be concluded that Indian ESL students’ level of foreign language enjoyment is impacted nearly equally by concepts relating to private FLE and social FLE. Indian ESL students seem to experience a similar amount of enjoyment from both factors.

In regard to foreign language anxiety, the participants indicated that communication apprehension contributed most to their level of foreign language anxiety with a mean of 3.2. This mean is far lower than the means of the factors that comprise foreign language enjoyment. However, it is still a moderate level of foreign language anxiety and should not be overshadowed by the greater level of foreign language enjoyment.

Fear of negative evaluation had the lowest mean of all the factors related to foreign language anxiety and foreign language enjoyment with a mean of 2.2. Based on this finding, it can be concluded that fear of negative evaluation has limited impact on Indian ESL students’ level of foreign language anxiety.

As one can see, the mean of private FLE (mean of 3.9) and social FLE (mean of 3.8) far outweigh those of communication apprehension (mean of 3.2) and fear of negative evaluation (mean of 2.2). From this data, it can be concluded that Indian ESL

students feel significantly more foreign language enjoyment than they do foreign language anxiety. This conclusion is of vital importance to answering the first and second research questions of the present study; those questions being “What is the level of foreign language anxiety in Indian ESL students?” and “What is the level of foreign language enjoyment in Indian ESL students?”

5. Discussion, Recommendations, and Conclusion

This study has measured the levels of foreign language enjoyment and foreign language anxiety among Indian ESL students and has offered possible causes for both phenomena. The discussion, conclusions, and recommendations of the present study will be detailed in the following section.

5.1 Level of Foreign Language Anxiety in Indian ESL Students

Regarding research question 1, the present study has found that among Indian ESL students, the mean level of Communication Apprehension was found to be 3.2, and mean level of Fear of Negative Evaluation was found to be 2.2. This is significantly less than comparable studies conducted with a similar methodology to the present study (Dewaele et al., 2022; Sabri et al., 2021). Therefore, it can be concluded that Indian ESL students generally experience less foreign language anxiety than other regions of the world.

An explanation for this finding could be that in India, the English language has been in use in varying capacities since the second half of the eighteenth century (Ghosh & Narayanan, 1981) after formal English-language education was implanted in India by colonizers from England. The English language had also been used by Indian traders and government officials for at least a hundred years before that (Lyll, 1907).

In short, English having been implanted into India after being colonized by the British Empire, along with the pervasiveness and usefulness of the English language in Indian society are likely causes for Indian English as a second language students’ significantly less-than-average level of foreign language anxiety.

5.2 Level of Foreign Language Enjoyment in Indian ESL Students

Regarding research question 2, this study found that among Indian ESL students, the mean level of Private FLE was 3.9, and the mean level of Social FLE was 3.8. These levels are in line with comparable studies that have measured foreign language enjoyment in ESL students (Dewaele et al., 2022; Li et al., 2019; Jee & Byun, 2023). Therefore, it can be concluded that while Indian ESL students experience less foreign language anxiety than other populations of ESL learners, they tend to generally have similar levels of foreign language enjoyment as others.

5.3 FLA in India versus Other Asian Nations

Indian ESL learners generally experience less foreign language anxiety than English as a second language learners in other Asian countries, such as Malaysia (Sabri et al., 2021), China (Malik et al., 2020; Jiang & Dewaele, 2020; Jiang & Dewaele, 2019), Japan (Toyama & Yamazaki, 2022; Dewaele et al., 2017), Pakistan (Malik et al., 2020), and South Korea (Jee & Byun, 2023).

A possible explanation as to why Indian English as a second language students have a level of foreign language anxiety which is noticeably less than in other Asian nations is the fact that, as previously mentioned, English is, and for about 400 years, has been ingrained in Indian society to varying degrees. Unlike countries such as Japan, South Korea, and China which were (mostly) never colonized by the British Empire, India has a history of English language use and acquisition that persists into the modern day.

5.4 FLE in India versus Other Asian Nations

Indian ESL learners seem to have a similar or greater level of foreign language enjoyment to other countries in Asia, such as China (Li et al., 2019; Li et al., 2018), Japan (Dewaele et al., 2017), and South Korea (Jee & Byun, 2023). This finding adds insight to the literature while also helping to answer research questions 1 and 2 of the present study.

This is also likely due to India’s history with English-language acquisition as well as the importance of English in modern Indian society. Many generations of Indians have grown up being exposed to English in multiple spheres of life. Naturally, this would make one more comfortable with understanding and producing the English language.

5.5 Negative Correlation between FLA and FLE

It is evident in the data that Indian ESL learners not only have a significantly lower foreign language anxiety when compared to other parts of the world, but also have an equal or slightly greater level of foreign language enjoyment.

This negative correlation between foreign language anxiety and foreign language enjoyment is noteworthy, as it contradicts previous findings that these two phenomenon are positively correlated and could possibly be experienced in tandem (Dewaele & MacIntyre, 2014). In the words of Dewaele and MacIntyre themselves:

... consistent with the adaptive nature of emotion in general, and the narrowing effects of negative emotion and anxiety in particular, it is likely that enjoyment and anxiety will cooperate from time to time, enjoyment encouraging playful exploration and anxiety generating focus on the need to take specific action (Arnold & Brown, 1999). Conceptualized as two separate dimensions, the question becomes one of describing a constructive balance between enjoyment and anxiety, rather than implicitly taking them as opposite ends of the same dimension. Our data suggests that, among the active and successful learners in our sample, the balance is tipped in favour of enjoyment, with some anxiety present as part of the emotional mix. (Dewaele & MacIntyre, 2014, p. 262)

As can be observed from the quote directly above, Dewaele and MacIntyre posit in their study (2014) that foreign language anxiety and foreign language enjoyment are two separate phenomena that are independent of each other. In a later study examining foreign language anxiety and foreign language enjoyment among Kazakh learners of the Turkish language (2022), Dewaele et al. go on to further expound on this hypothesis. They wrote:

A small positive correlation was found between participants' FLE and FLCA. This is a novel finding as previous research has uncovered moderate negative relationships between both dimensions (Dewaele and MacIntyre 2014, 2019; Dewaele et al. 2018, 2019; Li et al. 2019). This suggests that Kazakh learners with higher FLE also tend to experience slightly more FLCA, which could be interpreted as a heightened emotional state, which could be beneficial to learning. Considering the small effect size, it is probably better not to over-interpret this result and see it as further confirmation that both dimensions are independent. (Dewaele et al., 2022, p. 14).

This hypothesis indeed offers an explanation for the relationship between foreign language anxiety and foreign language enjoyment and the reason that there are contradictory correlations between the two dimensions in the literature. Nevertheless, this finding merits exploration in future research, which Dewaele and MacIntyre (2014) have suggested as well by saying, "*the ratio of positive to negative emotion warrants close scrutiny.*" (p. 262).

5.6 Suggestions for Future Research

While there is a substantial amount of research related to the phenomenon of foreign language anxiety, there is significantly less research that aims to measure foreign language enjoyment. The number of studies on this phenomenon has increased in recent years (Dewaele et al., 2019), but there is still a lack of meaningful literature surrounding it. It would be advisable for future researchers to explore the phenomenon of foreign language enjoyment in future research in order to fill this gap in the literature.

Additionally, there is little research on either foreign language anxiety or foreign language enjoyment in the South Asian region. In recent years, there have been a plethora of studies from East Asian countries such as China, but not many from South Asia or Southeast Asia. It would also be advisable for future researchers to work towards filling this gap in the literature.

Furthermore, further research into the correlation between foreign language anxiety and foreign language enjoyment is necessary, as there are contradictory accounts of this in the literature. It is necessary to further explore Dewaele and MacIntyre's hypothesis that foreign language anxiety and foreign language enjoyment are independent dimensions, and that any significant positive or negative correlations between them could be a matter of chance, as posited in their study, "*The two faces of Janus? Anxiety and enjoyment in the foreign language classroom*" (2014).

Future studies contributing to the literature on how multilingualism impacts foreign language enjoyment and foreign language anxiety are also necessary. This study examined this variable in order to confirm or contradict a previous finding by Dewaele et al. (2022), and like Dewaele, found that multilingualism has limited impact on the level of foreign language anxiety among English as a second language learners. However, coming to a decisive conclusion on this matter is difficult, as there is such a limited number of studies examining the relationships between multilingualism, foreign language anxiety, and foreign language enjoyment.

5.7 Causes of FLE and Recommendations

In regard to the causes of foreign language anxiety and foreign language enjoyment in Indian ESL students, the item pertaining to foreign language enjoyment which prompted the highest mean responses was "It's cool to know a Foreign language." with a mean of 4.5. This finding is evidence that Indian English ESL students find foreign language acquisition to be something admirable and interesting. Based on this conclusion, it is recommended for Indian educational staff, especially teachers, to periodically remind their students of the benefits of learning a foreign language such as English. This will raise their levels of foreign language enjoyment and lower levels of foreign language anxiety while also potentially motivating them to improve their academic performance in regard to English-language acquisition.

The item pertaining to foreign language enjoyment which prompted the second highest mean response was "It's fun." with a mean

of 4.2. This item likely ranked highly among Indian ESL language students because they generally find the process of English-language acquisition to be fun and rewarding. Therefore, it can be recommended that Indian educational staff, especially teachers, should focus on maintaining a fun and open classroom environment conducive to language acquisition in order to increase foreign language enjoyment among their students.

These findings answer this study's fourth research question.

5.8 Causes of FLA and Recommendations

The item pertaining to foreign language anxiety which prompted the highest mean response was "I have high expectations for myself" with a mean of 4.0. This item returned the most agreeable response from the Indian ESL students by far, as the item with the second highest mean response in relation to foreign language anxiety has a mean of 2.8. This finding is in-line with numerous previous studies in this field which found that fear of negative evaluation from peers was the most prominent cause of foreign language anxiety (Sabri et al., 2021; von Worde, 2003; Horwitz, 2001).

The response to this item was likely significantly higher than the rest due to the fact that the participants exhibit signs of perfectionistic standards as opposed to maladaptive perfectionism. When considering the fact that the participants responded to the item "How good are your academic achievements" with a mean of 3.5, which is a similar result to the study the item was adopted from, which had a mean response of 3.6 (Wang et al., 2018), then one can only conclude that Indian ESL students answered agreeably to that item because they are ambitious in regard to their academic achievements. From this information, we can conclude that the participants had an average level of perfectionistic standards in regard to their academic performance, which is healthy, meaning that this item likely has a limited contribution to Indian ESL students' level of foreign language anxiety.

In relation to this finding, it can be recommended that Indian educators should teach the importance of having high standards for oneself while not studying so hard that they cause themselves too much anxiety in order to avoid burnout among students.

The item related to foreign language anxiety with the second highest mean response was "I don't want to be the focus of attention so that my errors are put on display." with a mean of 2.8. This can only lead to the conclusion that Indian ESL learners, while feeling quite confident speaking English in an academic setting, would rather avoid having a spotlight shone on their English mistakes. Based on this conclusion, it can be recommended that Indian teachers of English should correct their students' errors in a productive manner while not drawing too much attention to them in order to avoid increasing their students' levels of foreign language anxiety.

These findings answer this study's third research question.

5.9 Multilingualism and Foreign Language Anxiety

The participants of the present study indicated that they speak an average of 3.1 languages. 29.7% of respondents indicated they were trilingual, and 29.2% indicated that they speak 4 languages. As this study found that Indian ESL students experience less foreign language anxiety than other nationalities studied in the literature, it may be tempting to conclude that having learned other languages previously reduces foreign language anxiety. However, such a conclusion would go against the literature (Dewaele et al., 2022). Also, the Indian ESL students' multilingualism seemed to have a limited impact, if any, on foreign language anxiety. Therefore, it can be concluded that multilingualism was not a significant variable in predicting foreign language enjoyment or foreign language anxiety. For this reason, further research is needed to draw decisive conclusions on how multilingualism impacts foreign language anxiety.

5.10 Conclusion

Based on this study's findings, it can be concluded that Indian ESL students tend to have a lower level of foreign language anxiety while having a similar level of foreign language enjoyment when compared to past studies conducted in Asia.

The benefits of learning a foreign language along with the fun experienced in the process of acquiring a language were what caused the most foreign language enjoyment, while having their language mistakes become the center of classroom attention caused the most foreign language anxiety. In order to increase foreign language enjoyment, foreign language educators should consistently remind their students about the benefits of learning a foreign language while making their class as fun as possible. To reduce foreign language anxiety, educators should avoid making mistakes a focal point of lessons while also reminding the students that it is okay to make mistakes.

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