

**BRAJ KACHRU'S ENGLISH LANGUAGE TEACHING
MODEL: A STUDY OF EASING LANGUAGE ANXIETY IN
SECOND LANGUAGE ENGLISH LEARNERS**

Thesis Submitted for the Award of the Degree of

DOCTOR OF PHILOSOPHY

in

English

By

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2025**

DECLARATION

I, hereby declare that the work presented in the thesis entitled “Braj Kachru's English Language Teaching Model: A Study of Easing Language Anxiety in Second Language English Learners” in fulfilment of the degree of **Doctor of Philosophy (Ph. D.)** is the outcome of research work carried out by me under the supervision of Dr. Ajoy Batta, working as Professor and Head, in the Department of English of Lovely Professional University, Punjab, India. In keeping with the general practice of reporting scientific observations, due acknowledgments have been made whenever the work described here has been based on the findings of other investigators. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

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CERTIFICATE

This is to certify that the work reported in the Ph.D. thesis entitled “Braj Kachru's English Language Teaching Model: A Study of Easing Language Anxiety in Second Language English Learners” submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the Department of English, is a research work carried out by Aashika KS, 12021182, is bonafide record of her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

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Abstract

Objective: The primary objective of this study is to identify the factors contributing to language learning anxiety and explore effective strategies for its alleviation. This research aims to comprehensively understand the causes and manifestations of language anxiety and propose practical solutions.

State of Purpose: This dissertation explores the intricacies of language learning anxiety within the comprehensive framework of Braj Kachru's World Englishes paradigm. Language learning anxiety significantly impedes learners' proficiency, motivation, and overall learning experience. By employing Kachru's model, which categorizes English-speaking contexts into the Inner Circle, the Outer Circle, and the Expanding Circle, this study provides a nuanced understanding of the cultural and linguistic dimensions contributing to language learning anxiety.

Hypothesis: The hypothesis of this study is that language learning anxiety is influenced by cultural and linguistic contexts and that targeted, context-specific interventions can significantly reduce this anxiety and improve language learning outcomes.

Keywords: Language learning anxiety, World Englishes, cultural hegemony, resilience, growth mindset, inclusive education, linguistic diversity, assessment methods.

In the Inner Circle, where English is the primary language, learners often experience immense pressure to achieve native-like fluency and cultural assimilation, leading to heightened anxiety levels. This pressure can be attributed to societal expectations and the perceived necessity of conforming to the dominant linguistic norms. Despite criticisms of the Inner Circle model for implying uniformity and centrality, it remains an invaluable tool for understanding the global spread and development of English. This study elucidates how learners in the Inner Circle struggle with anxiety related to performance pressure, social comparison, and the fear of negative evaluation.

The Outer Circle includes regions such as India, Singapore, and Nigeria, where English is widely used as a second language. These multilingual environments present unique challenges, as learners must navigate between different linguistic codes and meet diverse communicative norms. The colonial history of English in these regions raises questions about authenticity and ownership, contributing to heightened anxiety. Learners in the Outer Circle face the dual challenge of mastering English while retaining their native linguistic identities. This study

highlights the complex interplay of cultural and linguistic factors that exacerbate language learning anxiety in these contexts.

The Expanding Circle encompasses countries like China, Russia, and Japan, where English is considered, a foreign language primarily used for formal purposes. Learners in these contexts face distinct challenges due to limited exposure to native English environments and the pressure to conform to native-speaker norms. The phenomenon of Englishization in these regions illustrates the adoption and adaptation of English in various domains of public and private life. This study sheds light on the unique anxiety triggers for learners in the Expanding Circle, including the fear of making mistakes, facing challenging materials, and negative self-perception.

Cultural factors significantly influence language anxiety across all three circles. The diverse cultural contexts represented by Kachru's concentric circles contribute to varying socio-cultural pressures and expectations. Learners navigating these cultural settings experience heightened anxiety due to the need to comprehend and conform to different norms, communication styles, and societal expectations. This study emphasizes the importance of addressing these cultural factors to create supportive and inclusive learning environments.

Linguistic variation adds another layer of complexity to the language-learning process. The unequal distribution of linguistic resources across the Inner, Outer, and Expanding Circles exacerbates feelings of inadequacy and anxiety among learners, particularly those from the Expanding Circle. This study emphasizes the necessity of designed approaches that consider the unique challenges faced by learners in different contexts.

To mitigate language learning anxiety, educators must adopt culturally and linguistically responsive teaching methods. Resilience-building activities, promoting a growth mindset, positive reinforcement, and culturally responsive teaching practices are vital strategies. Digital tools and online platforms offer low-anxiety environments for language practice, allowing learners to progress at their own pace, receive immediate feedback, and access resources designed to their needs. Implementing classroom activities that encourage participation without the fear of making mistakes is crucial. Collaborative projects, peer feedback sessions, role-playing, group discussions, and interactive games create a supportive learning atmosphere, helping students build confidence and reduce anxiety.

Alternative assessment methods, such as portfolio assessments, formative assessments, and self-assessment strategies, shift the focus from grades to personal growth and continuous

improvement, thereby reducing performance pressure. Gender, language proficiency, and speaking ability are significant indicators of language anxiety. Historical constructs of masculinity and femininity influence self-construal and anxiety, with female students often experiencing higher levels of language anxiety than males. Societal norms and cultural expectations shape gender-specific behaviours and responses, including anxiety. Understanding these gender-related differences is crucial for developing targeted interventions to support all learners.

This study promotes for a redefinition of the narrative surrounding linguistic identity, shifting from a hierarchy of 'better' or 'worse' Englishes to a profound understanding of diverse linguistic expressions. Involving this perspective advances the field of linguistics and engages in broader discussions of societal equality, respect, and cultural appreciation. The findings have significant implications for teaching methods, classroom environments, and curriculum development. Educators are encouraged to integrate resilience-building activities, promote a growth mindset, and use positive reinforcement to reduce anxiety and enhance student engagement. Designing inclusive and supportive classroom environments that normalize mistakes, provide clear instructions, encourage peer support, and offer low-stakes practice opportunities are crucial for improving language learning outcomes.

Curriculum developers should incorporate these findings, emphasizing clear instructions, supportive peer interactions, and activities that connect language learning to students' interests and real-life applications. Integrating mindfulness practices, reflective exercises, and culturally responsive materials can further enhance the curriculum's effectiveness. This study emphasizes the critical necessity of addressing language learning anxiety through well-informed, empathetic, and practical interventions. By creating educational environments that holistically support students' psychological, emotional, and academic needs, educators and curriculum developers can significantly enhance the efficacy and satisfaction of language learning experiences.

The research promotes ongoing exploration and expansion in this field, particularly through longitudinal studies assessing the long-term impacts of implemented interventions. Extending research to diverse linguistic and cultural contexts ensures the generalizability and applicability of findings. Future studies can build on the foundational insights, further refining and enhancing strategies to support language learners.

Ultimately, the goal is to empower students to overcome language learning anxiety, enabling them to achieve their full potential in an increasingly interconnected and globalized world. Implementing the evidence-based strategies and interventions proposed in this dissertation will significantly reduce anxiety and improve language acquisition outcomes. This approach enhances academic performance and contributes to the holistic development of learners, nurturing their confidence, resilience, and overall well-being. Addressing these critical areas contributes to the broader discourse on language education and provides valuable insights for developing more effective, inclusive, and supportive language learning environments. Transforming the language learning experience is vital for nurturing a generation of learners who are confident, resilient, and capable of thriving in an ever-changing, multilingual world.

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Table of Contents

S.NO	CONTENTS	PAGE NO.
1.	Title Page	i
2.	Declaration	ii
3.	Certificate	iii
4.	Abstract	iv-vii
5.	Acknowledgment	xiii
6.	Table of Contents	ix
7.	Chapter 1: Second Language Anxiety: A Conceptual History from Jonathan Swift to Braj Kachru	1-42
8.	Chapter 2: The Role of Cultural Hegemony in Second Language Anxiety	43-60
9.	Chapter 3: World Englishes and Englishization: Braj Kachru's Theory and Praxis on Language Anxiety Etiologies	61-97
10.	Chapter 4: Comprehensive Analysis and Implications	98-153
11.	Chapter 5: Data Analysis and Interpretation of English Language Learning Perceptions	154-235
12.	Bibliography	236-248

Chapter 1

Second Language Anxiety: A Conceptual History from Jonathan Swift to Braj Kachru

1. Introduction

1.1 Background and Context

Language learning and the anxiety associated with it have deep historical roots. This chapter explains the journey from Jonathan Swift's musings to Braj Kachru's significant contributions to understanding second language anxiety. The advent of the English education system in India dates back to 1759, when it was introduced by the British Raj under the guise of traders. By the early 19th century, the English language gained significant momentum, largely due to the East India Company's establishment. This led to a formal system of education that slowly replaced the indigenous and community-driven education systems, such as pathshalas, madrassahs, and gurukulas.

Prominent figures like Warren Hastings and Lord Macaulay played crucial roles in embedding English education in India. Macaulay's 1835 decree emphasized English to impart scientific and technological knowledge, aiming to bridge the gap between India and the Western world. This period saw the formal introduction of English in higher education and public affairs, influencing India's educational setting profoundly.

In recent times, the concept of "English for Academic Purposes" (EAP) has emerged, focusing on preparing students for the language demands of university life. EAP emphasizes practical language skills, critical thinking, and research abilities, marking a significant evolution from the early days of English education in India.

1.2 Purpose of the Study

1.2.1 Research Objectives

1. To trace the history of Second Language Anxiety from Jonathan Swift to Braj Kachru
2. To locate cultural hegemony and its role in Second Language Anxiety
3. To apply the concept of "Englishization" in English Language Teaching
4. To trace learners' characteristics as possible predictors of second language anxiety among the students

5. To develop a solution-based model to alleviate Second Language Anxiety

The primary objective of this study is to identify the factors contributing to language learning anxiety and explore effective strategies for its alleviation. This research aims to provide a comprehensive understanding of the causes and manifestations of language anxiety and propose practical solutions.

1.2.2 Research Questions

This study seeks to answer the following questions:

1. What are the primary causes of language learning anxiety among students?
2. How do cultural, social, and psychological factors contribute to this anxiety?
3. What strategies can effectively reduce language learning anxiety?
4. How can teachers and curriculum developers implement these strategies in the classroom?

1.3 Theoretical Framework

This study draws on several theoretical frameworks to analyze language learning anxiety. These include:

- **Cultural Hegemony:** Developed by Antonio Gramsci, this theory examines how dominant cultural norms influence individual behaviors and attitudes.
- **Cognitive Models of Anxiety:** These models explore how cognitive processes, such as perceptions and beliefs, contribute to anxiety.
- **Affective Models:** These models focus on the emotional aspects of anxiety, including fear of negative evaluation and low self-esteem.

These theories provide a multifaceted understanding of language learning anxiety. Cultural hegemony explains the societal influences on anxiety, while cognitive and affective models offer insights into the individual psychological processes involved. Together, they form a comprehensive framework for analyzing the causes and effects of language learning anxiety.

2. Significance of the Study

2.1 Academic Contributions

This study contributes to the academic field by integrating cultural, psychological, and social dimensions of language learning anxiety. It fills gaps in the literature by providing a holistic understanding of the phenomenon and offering evidence-based strategies for alleviation.

2.2 Practical Implications

The findings of this study have practical implications for teachers, curriculum developers, and officials. By implementing the recommended strategies, they can create more supportive learning environments that reduce anxiety and enhance student engagement and achievement.

2.3 Scope of the Study

The study focuses on college students learning English as a second language in both rural and urban settings. It encompasses responses from 1267 students, supplemented by thematic responses collected from 58 students. The goal is to explore the experiences of these students and identify the specific factors contributing to their anxiety.

3. Research Methodology

The study utilized a structured questionnaire to gather data on students' experiences, attitudes, and perceptions toward learning the English language. The questionnaire was composed entirely of Likert scale questions, a common approach in educational research to measure subjective phenomena such as anxiety, confidence, motivation, and comfort. This methodology provided a quantifiable means to assess the levels of second language anxiety among various groups of students, facilitating the identification of patterns and trends.

The study also incorporated a thematic analysis of open-ended responses gathered from 58 students to enrich the quantitative data derived from the Likert scale questionnaire. These responses provided deeper insight into learners' personal experiences, emotional challenges, and coping strategies, offering a more nuanced understanding of second language anxiety. Thematic coding was conducted using a grounded theory approach, allowing patterns and recurring themes to emerge from the data. This qualitative complement enhances the study's interpretive value by directly highlighting learner voices.

3.1 Survey Design

The questionnaire was designed to capture quantitative insights, focusing on key constructs related to language anxiety. Each question asked respondents to rate their agreement with statements on a five-point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree."

This format allowed for the measurement of students' emotional and cognitive responses to different aspects of English language learning, such as their comfort levels during speaking activities, self-efficacy in mastering pronunciation, and anxiety when participating in classroom discussions.

3.2 Data Collection and Analysis

Data were collected from a diverse sample of students. The responses were analyzed using SPSS software to determine correlations between various constructs, such as anxiety and self-efficacy, and to identify trends across different demographic groups. The findings provided a comprehensive understanding of the prevalence and intensity of language anxiety among students and the factors contributing to these experiences.

Quantitative data were collected using a structured questionnaire comprising 20 five-point Likert-scale items, adapted from previously validated language anxiety instruments (e.g., Foreign Language Classroom Anxiety Scale). Qualitative data were derived from two open-ended prompts inviting students to reflect on moments of high anxiety in English language learning and to describe how they managed those feelings.

The exclusive use of Likert scale questions was intentional to ensure that the data collected could be easily quantified and subjected to statistical analysis. This approach enabled the researchers to systematically assess the emotional and cognitive dimensions of language learning anxiety and to make meaningful comparisons between different groups of students. Furthermore, by focusing on key constructs related to anxiety, the study aimed to provide actionable insights for teachers to develop strategies to alleviate anxiety in diverse educational contexts.

By employing this methodology, the study contributes to the existing literature on second language anxiety by offering a strong framework for understanding how various factors influence learners' experiences, and by providing evidence-based recommendations for creating more supportive learning environments.

3.2.1 Data Analysis Techniques

Quantitative data were analyzed using SPSS software. Before conducting factor analysis, the data set was tested for sampling adequacy using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity. Exploratory Factor Analysis (EFA) was performed using principal

component extraction with varimax rotation, which resulted in the identification of six core factors of language anxiety.

Qualitative data from open-ended responses were analyzed using Braun and Clarke's Thematic Analysis approach. Thematic codes were developed inductively and aligned with the theoretical framework on affective and cognitive dimensions of language anxiety.

3.3 Participant Characteristics

The study involved a total of 1267 students from Lovely Professional University (LPU), Punjab, India. All participants were enrolled in undergraduate and postgraduate programs across disciplines where English was used as a medium of instruction or as a core language subject. The participants represented a mix of urban and rural backgrounds, with diverse levels of English proficiency and educational exposure.

The sample was designed to reflect the linguistic and cultural diversity within LPU's student population. While demographic details such as gender, age, and region were collected, the sample is institution-specific, and the results must therefore be interpreted within this limited institutional context.

4. Structure of the Dissertation

This dissertation begins with a conceptual history of second language anxiety, tracing its evolution from Jonathan Swift's historical musings to Braj Kachru's significant contributions to the field. It continues with a comprehensive literature review that examines existing research on language learning anxiety and relevant theoretical frameworks. The following section delves into the etiologies of language anxiety and explores various strategies for its alleviation, with a particular focus on Braj Kachru's ELT model. The research findings and analysis section present the results of data collection and analysis, providing detailed insights into the factors contributing to language learning anxiety. The final section of the dissertation summarizes the study's findings, discusses their implications, and offers recommendations for future research and practical applications in educational settings.

5. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) has emerged as a specialized field within language education, focusing on preparing students to meet the specific linguistic demands of academic settings. EAP instruction aims to equip learners with practical language skills, such as reading

comprehension, writing proficiency, oral presentation, and critical listening, essential for succeeding in higher education. It also emphasizes critical thinking and research abilities, which are vital for engaging with complex academic texts and participating in scholarly discourse.

The evolution of EAP reflects the changing landscape of higher education, where English increasingly serves as the medium of instruction and research across the globe. Initially developed in response to the growing influx of international students to English-speaking universities, EAP has expanded to meet the needs of learners in diverse contexts, from those in non-native English-speaking countries to students in multilingual environments where English functions as an academic lingua franca.

5.1 Challenges Faced by EAP Learners

EAP learners often face distinct challenges tied to the high expectations of academic language proficiency. Unlike general English learners, EAP students must adapt to the specific norms and conventions of academic discourse communities, which can vary widely depending on the field of study, the institution, or the cultural context. These challenges include:

5.2 Mastering Academic Language

Academic English is characterized by its complex syntax, specialized vocabulary, and formal style, which can be daunting for learners unfamiliar with these conventions. The need to produce coherent and well-structured academic writing, understand dense texts, and engage in critical discussions often contributes to heightened language anxiety.

5.3 Adapting to Academic Discourse Norms

Learners must navigate the expectations of various discourse communities, which may involve adopting particular styles of argumentation, using discipline-specific jargon, or adhering to specific citation and referencing norms. This adaptation can be challenging for students from different educational and cultural backgrounds, where academic conventions may differ significantly.

5.4 Coping with Performance Pressures

EAP learners frequently experience anxiety related to performance pressures. High-stakes assessments, such as essays, research projects, and oral presentations, require them to demonstrate not only language proficiency but also mastery of content knowledge and critical

thinking. The fear of negative evaluation or failing to meet the academic standards set by institutions can exacerbate anxiety levels.

5.5 Addressing EAP-Related Anxiety

To alleviate the anxiety associated with EAP, teachers and curriculum developers are increasingly advocating for more inclusive and supportive teaching practices. These may include:

5.6 Integrative and Scaffolded Learning Approaches

Combining language skills with content learning through scaffolded activities that progressively build learners' competence. This can involve using simplified texts initially and gradually introducing more complex materials as learners' proficiency grows.

5.7 Culturally Responsive Teaching

Acknowledging and valuing the diverse linguistic and cultural backgrounds of EAP students by incorporating multilingual resources and examples from various academic traditions. This approach not only reduces anxiety but also helps learners feel validated and confident in their language abilities.

5.8 Focus on Communicative Competence

Emphasizing the practical use of English for authentic communication in academic settings, rather than solely focusing on grammatical accuracy. This shift helps learners develop confidence in using English as a tool for learning and expressing ideas, which can reduce anxiety about linguistic mistakes.

5.9 The Role of EAP in Modern Education

As universities around the world increasingly adopt English as the medium of instruction, EAP plays a critical role in democratizing access to global knowledge. It helps students from diverse linguistic and cultural backgrounds succeed in their academic pursuits, equipping them with the necessary skills to participate actively and confidently in the global academic community. By addressing the unique challenges faced by EAP learners, teachers can nurture an inclusive environment that supports both linguistic and academic development.

To address the practical challenges faced by EAP learners, educators can implement the following strategies:

- **Low-Stakes Speaking Activities:** Begin class with informal pair-share tasks or mini-presentations to reduce speaking pressure.
- **Annotated Readings:** Provide texts with glossaries, marginal comments, and guiding questions to support comprehension.
- **Collaborative Writing Workshops:** Encourage peer feedback and drafting cycles for academic writing tasks.
- **Role-Playing Academic Scenarios:** Simulate real-life academic situations such as seminar discussions or office-hour dialogues.
- **EAP-specific Study Planners:** Help learners set achievable weekly language goals linked to their coursework.

6. Contributions of Key Scholars

The understanding of second language anxiety has been shaped by the contributions of numerous scholars who have explored the psychological, emotional, and pedagogical aspects of language learning. This section highlights the key figures whose work has significantly influenced the field.

6.1 Contributions of Charles A. Ferguson

Scholars like Charles A. Ferguson played a pioneering role in identifying, recognizing, and exploring the phenomenon of language anxiety. Ferguson's work was instrumental in shedding light on various nuanced aspects of learning a language. Before his research, language education primarily focused on linguistic competence, grammar, and vocabulary. However, Ferguson's insights highlighted that language learning was more than just acquiring language skills; it was also deeply intertwined with emotions and psychological states. His emphasis on the importance of variation and repertoires became a framework for future research in the field.

6.1.1 Ferguson's Insights on Language Variation

Ferguson identified that learners often experience anxiety, fear, and apprehension when learning a new language, and these emotional factors significantly influence their language acquisition. He stated, "Children at very early ages may have complex repertoires of different registers, different dialects, or different languages which they use for different functions. As a child matures, typically his repertoire becomes more differentiated, although in the life history

of an individual, some varieties of speech may diminish in importance or disappear.” (Ferguson 39).

7. Contributions of Diane Larsen-Freeman

7.1 Interplay of Cognitive and Emotional Factors

Diane Larsen-Freeman is a prominent linguist and educator known for her work in the field of second language acquisition. She highlights the essential connection between cognition and emotion in second language acquisition. She asserts that learners are not merely cognitive agents, but emotional individuals whose learning is influenced by fear, anxiety, and self-doubt.

7.2 Recognition of Emotional Dimensions

She emphasizes that emotional states, such as anxiety, nervousness, and frustration, are not peripheral but integral to the learning process. These emotional dimensions significantly impact learners’ ability to acquire a second language effectively.

7.3 Emotional Rollercoaster in Language Learning

Larsen-Freeman acknowledges the emotional ups and downs learners face throughout their language-learning journey. Rather than dismissing these fluctuations, she advocates for their acknowledgment in classroom strategies.

7.4 Affective-Cognitive Integration

Her work shows that language acquisition must be understood as a holistic process that includes both intellectual engagement and emotional resilience. Teachers should address both aspects in their pedagogy.

7.5 Influence on Teaching Practices

Her contributions urge educators to create supportive, low-anxiety learning environments. This involves acknowledging learners’ emotions, normalizing mistakes, and encouraging participation without fear of negative judgment.

7.6 Advocacy for Empathetic Teaching

Larsen-Freeman strongly advocates for empathetic, learner-centered pedagogy that validates students' emotional experiences while fostering cognitive development. This approach helps reduce anxiety and enhances learner motivation and confidence.

8. Contributions of Elaine Horwitz

8.1 Development of the Foreign Language Classroom Anxiety Scale (FLCAS)

Elaine Horwitz is a renowned academic in the subject of teaching languages. Her research focuses on the emotional and cognitive aspects of learning a second language. She gained notoriety for creating the well-known "Foreign Language Classroom Anxiety Scale" (FLCAS), a measure for identifying and treating language learning-related anxiety in learners. "The questionnaire deals with the fear of learning a foreign language in a course. For example, the fear of speaking in front of other students." (University Duisburg-Essen, Learning Lab).

8.2 Impact of FLCAS on Language Anxiety Research

This widely recognized tool has proven invaluable in assessing and addressing language anxiety among learners. Teachers and researchers can assess students' anxiety levels in classrooms where foreign languages are taught with FLCAS. By identifying and quantifying these anxieties, instructors can design their teaching methods to create a significantly reassuring and lesser anxiety-inducing milieu. Moreover, the FLCAS provides a standardized measure to facilitate research on language anxiety, leading to a deeper understanding of its causes and effects.

8.3 Broader Research on Language Anxiety and Proficiency

Horwitz's research extends beyond the creation of the FLCAS. She has left a lasting impact on the field of language education, especially regarding teaching second languages. Her thorough study has painstakingly examined the many facets of language acquisition, paying particular attention to the cognitive and emotional elements. She has been instrumental in examining the intricate connection between language anxiety and language proficiency.

8.4 Insights on Anxiety's Impact on Language Acquisition

Horwitz's research has demonstrated how anxiety can hinder language acquisition and affect overall competency. This revelation emphasizes the significance of addressing and mitigating language anxiety, as it directly impacts learners' ability to master a new language effectively. By highlighting the emotional and psychological barriers in language learning, Horwitz has paved the way for more empathetic and effective teaching methodologies that consider the holistic experiences of language learners.

8.5 Elaine Horwitz's Comprehensive Conceptualization of Language Anxiety

8.5.1 Multidimensional Nature of Language Anxiety

Elaine Horwitz's research highlights that language anxiety is not a monolithic concept. It encompasses various dimensions, such as test anxiety, worry about receiving a poor grade, and communication anxiety. Her work has disentangled these components, enabling a more nuanced understanding of the sources and manifestations of language anxiety. This knowledge equips teachers and researchers with the tools to address these specific anxieties, creating designed interventions to support language learners.

8.5.2 Test Anxiety

One critical aspect of language anxiety identified by Horwitz is test anxiety. This form of anxiety relates to the apprehension learners feel about taking tests and exams in a second language. The fear of poor performance and the consequences of receiving a low grade can significantly impact a student's overall language-learning experience. Understanding test anxiety allows teachers to implement strategies such as offering practice tests, reducing the weight of exams, and providing constructive feedback to help mitigate this specific anxiety.

8.5.3 Communication Anxiety

Another dimension of language anxiety that Horwitz explores is communication anxiety. This anxiety stems from the fear of speaking or communicating in a second language, often due to concerns about making mistakes, being misunderstood, or being judged by others. By recognizing communication anxiety, teachers can raise a supportive classroom environment that encourages participation, values effort over perfection, and provides opportunities for low stakes speaking practice.

8.5.4 Broader Cognitive and Emotional Factors

Elaine Horwitz's contributions to the field of language education have brought a profound and thoughtful conceptualization of the complex interchange between cognitive and emotional factors in second language learning. Her development of the FLCAS and her research on language anxiety have not only improved language education practices but also enriched our comprehension of how learners navigate the often-challenging path of language acquisition.

8.5.5 Personalized Interventions

Through her pioneering work, Horwitz has emphasized the importance of designed interventions to address the specific types of anxiety learners experience. These interventions

might include relaxation techniques for test anxiety, peer support groups for communication anxiety, and individualized feedback to build confidence and reduce fear of failure.

8.5.6 Lasting Impact on Language Education

Elaine Horwitz has left an enduring legacy that continues to benefit teachers, researchers, and language learners worldwide. By providing a detailed framework for understanding and addressing language anxiety, she has enhanced the field of language education. Her work has laid the groundwork for creating more effective, empathetic, and supportive language learning environments.

9. Contributions of Zoltan Dornyei

9.1 Language Motivation and Its Impact on Language Anxiety

Zoltan Dornyei, a Hungarian psychologist and applied linguist, has made significant contributions to the study of language motivation, which is closely intertwined with language anxiety. His research emphasizes the motivational aspects of language learning and how they can either exacerbate or alleviate anxiety. Dornyei's work offers valuable insights into how teachers can effectively motivate and support language learners.

9.2 Duality of Motivation: Instrumental and Integrative

One of the central pillars of Dornyei's work is the understanding that language learners are inherently motivated individuals. This motivation can be categorized into two types: instrumental and integrative. Instrumental motivation is driven by external goals, such as passing exams or securing employment. In contrast, integrative motivation stems from a genuine interest in connecting with and understanding a foreign culture or community. Recognizing this duality of motivation is vital because it directly influences learners' anxiety levels. For instance, learners with strong integrative motivation are more likely to feel less anxious as their desire to learn is rooted in a sincere interest in the language and culture rather than external pressures.

9.3 Identifying Sources of Language Anxiety

Dornyei's research has also identified various sources of anxiety related to language acquisition. These sources include the fear of making mistakes, negative evaluation, communication apprehension, and test anxiety. By pinpointing these sources, teachers can develop targeted interventions to alleviate specific anxieties and enhance motivation. For

example, creating a classroom environment that encourages risk-taking and minimizes the fear of making mistakes can significantly reduce anxiety.

9.4 The Role of Teachers in Reducing Anxiety and Enhancing Motivation

Dornyei's work emphasizes the crucial role teachers play in motivating and supporting language learners. He has stressed the importance of promoting a positive teacher-learner relationship, as it can greatly impact students' motivation and anxiety levels. Teachers who are empathetic, supportive, and able to create a safe and inclusive learning environment can effectively reduce language anxiety and increase motivation. This supportive relationship helps students feel more comfortable and confident in their language-learning journey.

9.5 Framework for Understanding Language Motivation and Anxiety

Zoltan Dornyei's research has illuminated the interplay between language motivation and anxiety, emphasizing that these two factors are closely interconnected. His work provides a framework for understanding the motivations of language learners and how these motivations can mitigate the anxieties they may experience. By recognizing the multiple sources of anxiety and the significance of the teacher-learner relationship, Dornyei's research equips teachers and researchers with valuable tools to develop more effective language education practices that nurture motivation and reduce anxiety among language learners.

9.6 Practical Applications of Dornyei's Research

Dornyei's insights have practical applications in language education. For instance, by understanding the dual nature of motivation, teachers can design curricula and classroom activities that cater to both instrumental and integrative motivations. Additionally, by identifying specific anxieties, teachers can implement targeted strategies such as positive reinforcement, collaborative learning, and stress-reduction techniques to create a more supportive learning environment.

Zoltan Dornyei's contributions to the fields of psychology and language education have had a significant impact, particularly in understanding the complex interaction between language motivation and anxiety. His research has provided a comprehensive framework for addressing the emotional and psychological challenges faced by language learners. By emphasizing the importance of motivation and the teacher-learner relationship, Dornyei's work continues to influence language education practices, helping to create more effective and supportive learning environments for students worldwide.

10. Contributions of Young Yun Kim

10.1 Emotional Aspects of Language Learning and Cross-Cultural Encounters

By highlighting the emotional aspects of language learning and cross-cultural encounters, Young Yun Kim, a renowned figure in the field of intercultural communication and language acquisition, has made significant contributions. Her studies have explored the complex interplay between emotions, such as anxiety, and language acquisition in multicultural settings.

10.2 The Role of Emotions in Intercultural Communication

Young Yun Kim is known for her research in intercultural communication and the emotional aspects of language learning. Her work emphasizes the role of emotions, including anxiety, in intercultural interactions and language acquisition. She has highlighted the importance of understanding the emotional challenges faced by learners in a multicultural and multilingual context. Her ideas on intercultural transformation have provided a new perspective on language learning. Kim states, “When strangers enter a new culture, the process of cross-cultural adaptation is set in motion. The process continues if the strangers maintain some form of communication with the host milieu. Throughout this process, individuals undergo a degree of intercultural transformation corresponding to the extent of their communicative interface with the host milieu” (Kim 183). This concept emphasizes the inevitability of adaptation and the role of continuous communication in promoting intercultural competence.

10.3 The Intercultural Conflict Style (ICS) Model

One of Young Yun Kim's notable contributions is the development of the Intercultural Conflict Style (ICS) model. This model explores how individuals from different cultural backgrounds approach and manage conflict in intercultural interactions. The ICS model recognizes that emotions play a crucial role in shaping individuals' responses to conflict, and it has been instrumental in enhancing our understanding of the emotional aspects of intercultural communication. By highlighting the different styles individuals use to manage conflict, the ICS model provides valuable insights into the emotional dynamics of intercultural interactions.

10.4 Emotional Challenges in Multicultural and Multilingual Contexts

In addition to her work on conflict styles, Young Yun Kim's research has focused on the emotional challenges faced by learners in multicultural and multilingual contexts. She has emphasized the importance of acknowledging and addressing these challenges to promote

effective language acquisition and intercultural competence. Her research suggests that understanding the emotional dimensions of language learning can help teachers develop more empathetic and inclusive teaching methods.

10.5 Practical Implications for Teachers and Language Learners

Young Yun Kim's insights have practical implications for teachers and language learners. By recognizing the emotional aspects of language learning, teachers can develop more empathetic and inclusive teaching methods. Understanding how emotions influence intercultural interactions can help individuals navigate these interactions more effectively and harmoniously. This empathetic approach can reduce language anxiety and improve overall language acquisition outcomes.

10.6 Enhancing Communication and Learning Strategies

Young Yun Kim's research emphasizes the significance of emotions, including anxiety, in intercultural communication and language learning. Her work, such as the Intercultural Conflict Style model, offers valuable insights into the emotional dimensions of intercultural interactions and language acquisition, providing a framework for more effective communication and learning strategies in multicultural and multilingual settings. By emphasizing the emotional aspects, Kim's research helps in creating more supportive and effective learning environments.

10.7 Empathy and Ethnic Thoughtfulness

Kim's work also highlights the importance of empathy and ethnic thoughtfulness. In multicultural and multilingual settings, recognizing the emotional experiences of others is critical for harmonious interactions. It encourages individuals to approach language learning and intercultural encounters with an open mind and a deeper appreciation of the emotional challenges faced by others. This empathetic approach can raise better relationships and more effective communication in diverse settings.

Young Yun Kim's research has significantly advanced our understanding of the emotional aspects of language learning and intercultural communication. Her contributions, particularly the Intercultural Conflict Style model, provide a framework for understanding and addressing the emotional dimensions of these processes. By recognizing and addressing the emotional challenges inherent in language learning and intercultural communication, teachers and learners can develop more effective strategies, ultimately enhancing language acquisition and

intercultural competence. Kim's work emphasizes the crucial role of emotions in these contexts, paving the way for more empathetic and effective educational practices.

11. Contributions of Rebecca Oxford

11.1 Emotional Aspects of Language Acquisition

Renowned in the field of language education, Rebecca Oxford is well-known for her in-depth studies on the emotional aspects of language acquisition and language learning methodologies. Her contributions have significantly advanced our understanding of how learners can effectively cope with language anxiety by employing various strategies. Understanding these strategies can be a valuable resource for teachers and learners.

11.2 Language Learning Strategies

One of the key areas of Oxford's research is language learning strategies. She has delved into the various techniques and approaches that language learners can use to enhance their language acquisition process. Her work emphasizes that learners can actively take steps to improve their language skills and manage the emotional challenges that often accompany language learning. Rebecca Oxford's contributions to the field of language education include extensive research on language learning strategies and the emotional aspects of language learning.

11.3 Metacognitive and Affective Strategies

Oxford's research highlights that the strategies for learning language are not limited to the traditional methods of studying vocabulary and grammar. Instead, she emphasizes the importance of metacognitive and affective strategies. Metacognitive strategies involve learners' awareness and control over their own learning process, such as setting goals, planning, and self-monitoring. Conversely, affective strategies concentrate on the emotional elements of learning, such as coping with language anxiety.

11.4 Affective Strategies and Language Anxiety

Rebecca Oxford's focus on the emotional challenges of L2 learners proved groundbreaking in the field of affective learning strategies in language learning. She was one of the first linguists to argue that “L2 learners bring into the classroom their own complex experiences, backgrounds, beliefs, and emotions, all of which influence the L2 learning strategies used and hence the academic outcomes achieved. Unfortunately, L2 researchers have notoriously

neglected affective (emotion regulation) learning strategies, hereafter called affective strategies, despite the crucial importance of such strategies in L2 learning” (Oxford 52).

11.5 Techniques for Alleviating Language Anxiety

One emotional barrier that many language-learners encounter is language anxiety, which can impede language acquisition. Oxford's research identifies techniques to alleviate this anxiety, such as relaxation, positive thinking, and seeking emotional support. By understanding and implementing these strategies, learners can navigate the emotional challenges of language learning more effectively.

11.6 Practical Tools for Language Learners

Rebecca Oxford's research not only provides valuable insights for language teachers but also equips learners with practical tools to enhance their language learning experience. Her work emphasizes that language learning is not solely about memorization and grammar but involves a dynamic interplay of strategies, emotions, and self-awareness.

11.7 Holistic Approach to Language Teaching

Rebecca Oxford's contributions support a more all-encompassing and powerful method of teaching languages, one in which students are prepared to handle fear and take charge of their education. Oxford's comprehensive approach advocates for a holistic understanding of language learning, integrating cognitive and emotional strategies to support learners' overall well-being and academic success.

12. Contributions of Stephen D. Krashen

12.1 Focus on Second Language Acquisition and Input Hypothesis

Stephen Krashen is a distinguished figure in the field of linguistics and language education, renowned for his groundbreaking work on second language acquisition and the influential input hypothesis. While his primary focus hasn't been exclusively on language anxiety, his theories and research have profound implications for understanding how a low-anxiety, supportive environment can significantly enhance language acquisition.

12.2 Concept of "Comprehensible Input"

At the core of Krashen's input hypothesis is the concept of "comprehensible input". According to him, language learners advance most when they are exposed to language that is just a little

bit difficult for them right now, inside a context that makes sense to them. This theory emphasizes the significance of forming an atmosphere in which learners can engage with language content that challenges them but remains within their grasp. Krashen's input hypothesis posits that learners progress in their language acquisition when they receive language input slightly above their current proficiency level, within a comprehensible context. This gradual exposure to new language structures facilitates learning without overwhelming the student.

12.3 Creating Low-Anxiety Learning Environments

One of the key takeaways from Krashen's work is the idea that a low anxiety learning atmosphere is conducive to providing this type of "comprehensible input." He suggests that reducing anxiety and stress in the learning environment can significantly enhance language acquisition. When learners are anxious or stressed, their cognitive capacities are often impaired. They could find it difficult to interact with new linguistic information, and they might feel overwhelmed or go back to speaking in their original tongue. In contrast, an environment that minimizes anxiety encourages learners to take risks, explore new linguistic territories, and absorb language more effectively.

Krashen emphasizes that anxiety can be a barrier to effective learning. When learners are stressed, their ability to process and retain new information diminishes. Therefore, creating a supportive, low-pressure environment is essential. He notes that "Xenoglossophobia, or foreign language learning anxiety, is traumatic for many students attending foreign language courses" (Krashen 29). This insight aligns with broader discussions on second language anxiety, emphasizing the importance of addressing emotional barriers to facilitate better learning outcomes.

12.4 The Comprehension Hypothesis

Krashen's theory is based on The Comprehension Hypothesis, which states, "We acquire language when we understand what we hear or read. Our mastery of the individual components of language ("skills") is the result of getting comprehensible input" (Krashen). This hypothesis highlights the necessity of understanding input for effective language learning. It suggests that providing learners with input they can comprehend, even if slightly challenging, is fundamental to their progress.

12.5 Educational Implications

Krashen's insights emphasize the significance of creating a supportive and low-pressure language-learning atmosphere. This aligns with the broader discussions on second language anxiety, as reducing anxiety can be instrumental in promoting a more favorable learning environment. By incorporating Krashen's ideas into language education practices, teachers can make a meaningful contribution to mitigating language anxiety and incorporating efficient and reliable language acquisition experiences.

Krashen's research encourages teachers to consider the emotional aspects of language acquisition and recognize that creating a low-anxiety environment is pivotal in optimizing the language learning process. His work indirectly highlights the value of minimizing anxiety and stress in language learning settings. Teachers can facilitate better learning experiences by nurturing environments that are conducive to providing comprehensible input and reducing learner anxiety.

While Stephen Krashen's work doesn't directly delve into language anxiety, it indirectly highlights the value of minimizing anxiety and stress in language learning settings. His research encourages teachers to consider the emotional aspects of language acquisition and recognize that creating a low-anxiety environment is pivotal in optimizing the language learning process. By applying Krashen's principles, language teachers can develop strategies that not only improve language proficiency but also enhance the overall learning experience by addressing and alleviating the emotional challenges faced by language learners.

12.6 Strategies for Teachers

- **Creating a Low-Anxiety Environment:** Teachers should strive to create a classroom atmosphere that reduces anxiety by being supportive, non-judgmental, and encouraging. This involves understanding learners' emotional needs and nurturing a sense of community and trust.
- **Providing Comprehensible Input:** Ensuring that language input is slightly above learners' current proficiency level but still understandable is key. This can be achieved through the use of visual aids, context clues, and scaffolded learning activities.
- **Encouraging Risk-Taking:** Teachers should encourage learners to take risks and make mistakes, emphasizing that errors are a natural part of the learning process. This helps reduce the fear of judgment and promotes a growth mindset.

- **Offering Constructive Feedback:** Providing feedback that is positive and constructive can help build learners' confidence. Feedback should focus on progress and areas for improvement rather than just pointing out mistakes.
- **Implementing Relaxation Techniques:** Introducing relaxation techniques, such as deep breathing exercises and mindfulness practices, can help students manage their anxiety and stay focused during language learning activities.

While Stephen D. Krashen's work primarily revolves around language acquisition, the connection to language anxiety lies in his advocacy for comprehensible input. By emphasizing the importance of this type of input, Krashen indirectly promotes low-anxiety learning environments, which can significantly impact the emotional well-being of language learners and create a more conducive atmosphere for language acquisition. This connection emphasizes the critical role of creating supportive and low-anxiety language learning environments in achieving effective language education.

By incorporating Krashen's insights into language education practices, teachers can make a meaningful contribution to mitigating language anxiety and nurturing effective and enjoyable language learning experiences. His theories highlight the importance of understanding the emotional dimensions of language acquisition and the need for environments that support learners both cognitively and emotionally.

13. Contributions of Robert Gardner

13.1 Socio-Educational Model

Robert Gardner is a notable figure and a well-known academician in second language acquisition, recognized for his influential work on the socio-educational model. Gardner's socio-educational model "shares much in common with the seven foreign language learning models of Krashen's monitor model, Carroll's conscious reinforcement, Bialystok's strategy model, Lambert's social psychological model, Schumann's acculturation model, Clement's social context model, and Giles' intergroup model although often different concepts and perspectives have been emphasized in these models" (Taie and Afshari). This model integrates various factors influencing language learning, including motivation and anxiety, making Gardner's research particularly pertinent to understanding the emotional dimensions of language acquisition.

13.2 Emphasis on Motivation

One of the key aspects of Gardner's work is the emphasis on motivation and its role in language learning. He suggests that highly motivated learners are more likely to succeed in acquiring a second language. Motivation can stem from various sources, including personal interest, career aspirations, or the desire to connect with a particular culture. Gardner's research emphasizes the idea that motivation is the major driving force for language learners, compelling them to engage with the language and persevere through challenges.

Gardner's socio-educational model highlights two types of motivation: integrative and instrumental. Integrative motivation involves a genuine interest in the language and culture, nurturing a deep and intrinsic drive to learn. Instrumental motivation, on the other hand, is driven by external rewards or practical benefits, such as career advancement or academic requirements. Both forms of motivation play crucial roles in language learning and understanding them can help teachers design their approaches to meet diverse learner needs.

13.3 Interaction Between Motivation and Anxiety

Most importantly, Gardner examines how motivation and anxiety interact in the language learning process. Anxiety related to language can be a major obstacle to learning a language effectively and can even lower a learner's motivation. Gardner's model posits that a high level of anxiety can undermine motivation, creating a cycle where anxious learners become less motivated, which in turn exacerbates their anxiety. This interaction highlights the need for strategies that simultaneously address both motivation and anxiety to create an optimal learning environment.

13.4 Role of Teachers

Understanding how motivation and anxiety intersect in language learning is crucial for teachers. Gardner's research emphasizes the need for strategies that not only enhance learners' motivation but also address anxiety. Teachers play a critical role in their students' success in learning a second language by nurturing a low-stress, supportive environment where students are eager to engage with the language.

13.5 Practical Applications

Gardner's work provides valuable guidance for teachers in nurturing more effective and positive language learning experiences. Strategies derived from his model include:

- **Creating a Supportive Learning Environment:** Teachers can reduce anxiety by creating a welcoming and non-threatening classroom atmosphere. This includes being approachable, patient, and understanding of students' individual needs and challenges.
- **Enhancing Motivation:** Teachers can enhance motivation by connecting language learning to students' personal goals and interests. This might involve integrating cultural elements into lessons, discussing the practical applications of language skills, and providing positive reinforcement.
- **Addressing Anxiety:** Specific strategies to address anxiety include incorporating relaxation techniques, offering low-stakes practice opportunities, and providing constructive feedback that focuses on improvement rather than criticism.

Robert Gardner's contributions to the field of second language acquisition through his socio-educational model have significantly advanced our understanding of the interplay between motivation and anxiety in language learning. His research provides a comprehensive framework for teachers to develop strategies that promote motivation, reduce anxiety, and create supportive and effective learning environments. By applying Gardner's insights, teachers can better support their students in achieving success in language acquisition, ultimately leading to more positive and enriching learning experiences.

14. Contributions of Anita Wenden

14.1 Focus on Language Learners' Experiences

Anita Wenden is a distinguished scholar whose work has significantly contributed to the understanding of language learners' experiences, particularly emphasizing their emotions, strategies, and self-regulation. Her research is invaluable in the context of addressing language anxiety as it offers practical insights into how learners can cope with the emotional challenges associated with language acquisition.

Wenden's research delves into the multifaceted world of language learners' experiences, exploring not only the cognitive aspects of language acquisition but, more importantly, the emotional and psychological dimensions. Language anxiety, being a common emotional challenge for learners, has been a focal point of her work. Her comprehensive approach provides learners and teachers with practical strategies for managing and alleviating language anxiety.

14.2 Development of Coping Strategies

One of the key aspects of Wenden's work is the development of strategies for learners to cope with the emotional hurdles in language acquisition. These strategies encompass a range of techniques that empower learners to regulate their emotions and anxiety levels. By equipping learners with these tools, Wenden's work enables them to build emotional resilience and navigate the language learning journey with greater confidence and reduced anxiety.

Wenden's research identifies several effective coping strategies for language learners, including:

- **Relaxation Techniques:** Practices such as deep breathing, mindfulness, and meditation to help learners calm their nerves and reduce anxiety before and during language learning activities.
- **Positive Self-Talk:** Encouraging learners to replace negative thoughts with positive affirmations to build confidence and reduce self-doubt.
- **Goal Setting and Planning:** Helping learners set realistic and achievable goals, and create structured plans to meet these goals, thus reducing the overwhelming feeling that can accompany language learning.
- **Seeking Support:** Encouraging learners to seek support from teachers, peers, or language learning communities to share experiences and receive encouragement.

14.3 Importance of Self-Regulation

Crucially, Wenden's research highlights the importance of self-regulation, where learners learn to identify their emotional responses and apply effective strategies to manage them. This self-regulation not only aids in reducing anxiety but also enhances overall language learning outcomes.

Self-regulation involves:

- **Awareness:** Teaching learners to be aware of their anxiety triggers and emotional states.
- **Self-Monitoring:** Helping learners to monitor their progress and emotional reactions during language learning activities.
- **Adaptation:** Encouraging learners to adapt their strategies as needed to better manage their anxiety and continue progressing in their language acquisition.

14.4 Practical Implications for Teachers

Wenden's work has practical applications for teachers in addressing language anxiety. By incorporating her research findings into their teaching practices, teachers can develop strategies that support their students in managing anxiety, ultimately creating more positive and conducive language learning environments. Some practical implications for teachers include:

- **Creating a Supportive Environment:** Developing a classroom atmosphere that is supportive, non-judgmental, and encourages risk-taking without fear of negative evaluation.
- **Providing Tools and Resources:** Offering resources and tools for learners to practice self-regulation and emotional management techniques.
- **Nurturing Open Communication:** Encouraging open communication between students and teachers about anxiety and emotional challenges, and providing a safe space for discussing these issues.

Anita Wenden's contributions to the field of language education are instrumental in cultivating a more emotionally resilient and successful generation of language learners. Her focus on the emotional aspects of language learning, coupled with practical strategies for coping with anxiety, provides a comprehensive framework for both learners and teachers. By drawing on Wenden's research, teachers can better support their students, helping them to manage anxiety and achieve greater success in their language acquisition endeavours.

15. Contributions of Richard Schmidt

15.1 Understanding Explicit and Implicit Learning

Richard Schmidt's work in the field of second language acquisition has significantly advanced our understanding of how learners comprehend and pick up new languages, particularly through the concepts of explicit and implicit learning. While Schmidt's work primarily focuses on cognitive processes, his insights have profound implications for teachers aiming to create effective, low-anxiety language learning environments.

Explicit learning involves conscious, deliberate efforts to grasp the rules and structures of a language, such as through formal grammar lessons. Implicit learning, on the other hand, occurs subconsciously through exposure and practice, often without a deliberate focus on rules. Schmidt provides a classic example of this in his article "Awareness and Second Language Acquisition".

"If a native speaker says It will take six weeks, a non-native speaker (NNS) might fail to notice the occurrence of the plural morpheme entirely (consciously perceiving only six week)-that is, understanding without noticing. Alternatively, the NNS might be aware that what was said was six weeks without having any idea why the -s is used or what it means that is, noticing without understanding. Finally, suppose that an imaginary novice learner of English, having noticed -s attached to numerous nouns over some time, comes to realize that the -s frequently occurs with other textual and contextual indicators of plurality and is probably itself a marker of plurality. This learner then checks the tentative hypothesis against other data, decides that it is correct, and begins producing the form. The example is absurdly simple, and it may seem obvious that learners probably do become consciously aware of the function of the English plural morpheme through some such process of induction and hypothesis testing (unless the process is short-circuited by direct explanation), and that such awareness is very likely the foundation upon which both accurate use and intuitions about grammaticality are developed." (Schmidt 213). This distinction between implicit and explicit learning is crucial for understanding language acquisition.

15.2 Implications for Educational Strategies

Schmidt's research emphasizes the importance of shaping educational strategies to the cognitive preferences of students. By recognizing that some learners thrive under explicit, rule-based instruction while others excel in implicit, immersive experiences, teachers can adapt their teaching methods to better suit individual needs. This adaptability is key to creating low anxiety learning environments.

Understanding these cognitive processes allows teachers to design curricula that minimize anxiety and maximize language acquisition. For example, students who prefer explicit learning may benefit from structured grammar lessons and clear explanations of language rules. In contrast, students who favour implicit learning might thrive in immersive environments where they can practice language through meaningful communication and real-life context.

15.3 Creating Low-Anxiety Learning Environments

Schmidt's research provides a framework for teachers to create low-anxiety language learning experiences. By aligning instruction with learners' cognitive styles, teachers can reduce the stress associated with language learning. When learners engage with content that matches their cognitive preferences, they are likely to experience lower anxiety levels and greater success in language acquisition.

For instance, providing a mix of explicit and implicit learning opportunities can cater to diverse learning styles within a single classroom. This inclusive approach supports individual learners and nurtures a more dynamic and engaging learning environment.

15.4 Practical Applications

Teachers can use Schmidt's findings to better understand how their students process language, enabling them to develop more effective teaching methods. Practical applications include:

- **Differentiated Instruction:** Designing lessons that offer both explicit and implicit learning activities to accommodate different cognitive styles.
- **Adaptive Curriculum Design:** Creating flexible curriculum plans that can be adjusted based on the observed needs and preferences of the students.
- **Stress Reduction Techniques:** Implementing teaching strategies that lower anxiety, such as providing clear instructions, offering supportive feedback, and creating a positive, encouraging classroom atmosphere.

Richard Schmidt's research on explicit and implicit learning in second language acquisition is essential for improving language instruction and reducing the psychological barriers often associated with language learning. By understanding and applying Schmidt's insights, teachers can create more effective, low-anxiety language learning environments that cater to the diverse cognitive preferences of their students. This approach not only enhances language acquisition but also nurtures a more inclusive and supportive educational experience.

16. Contributions of Mary Helen Immordino-Yang

16.1 Understanding the Interplay Between Emotion, Social Interaction, and Learning

Mary Helen Immordino-Yang, a distinguished neuroscientist and educator, has made substantial contributions to our understanding of the intricate connections between emotion, social interaction, and the process of learning. Her work delves deeply into the emotional dimensions of learning, shedding light on how emotions influence cognitive and educational processes. This research holds significant implications for comprehending the role of emotions in language acquisition and anxiety.

16.2 The Role of Emotions in Learning

Immordino-Yang's research emphasizes that emotions are not merely peripheral to the learning experience; they are integral to it. This realization is particularly crucial when discussing

language learning, where learners often experience a wide range of emotions, including anxiety, frustration, and self-doubt. Immordino-Yang's work emphasizes that these emotional states are not just side effects but essential components of the learning experience.

Her studies reveal that emotions can profoundly impact a learner's ability to absorb and retain information. In the context of language acquisition, this means that anxiety, a common emotional response among language learners can significantly affect the efficiency and effectiveness of learning. Understanding this connection allows teachers to develop strategies that address the emotional needs of learners, ultimately enhancing their language acquisition experience.

16.3 The Interconnected Nature of Emotions and Cognition

Immordino-Yang contends that emotions and cognition are deeply interconnected. Emotions influence cognitive processes such as attention, memory, and problem-solving, which are critical for language learning. For instance, anxiety can hinder a learner's ability to focus, process new information, and recall previously learned material. Conversely, positive emotions can enhance cognitive function and facilitate learning.

By acknowledging the interplay between emotions and cognition, teachers can create learning environments that support emotional well-being. This involves not only addressing negative emotions like anxiety but also nurturing positive emotions such as curiosity, motivation, and confidence. Such an approach can lead to more effective language learning outcomes.

16.4 The Impact of Social Interaction on Emotions and Learning

Immordino-Yang's research also highlights the role of social interaction in shaping emotions and learning. In language learning, the social context is pivotal as it involves communication and interaction with others. Her insights point to the importance of nurturing supportive and positive social environments for language learners.

Social interactions can either exacerbate or alleviate language learning anxiety. Negative social experiences, such as ridicule or criticism, can increase anxiety and hinder learning. In contrast, positive social interactions, characterized by encouragement and support, can reduce anxiety and promote a more conducive learning atmosphere. Teachers can influence this understanding to design classroom environments that emphasize collaboration, peer support, and constructive feedback.

16.5 Practical Implications for Language Acquisition

Immordino-Yang's work has significant practical implications for language acquisition, particularly in the context of anxiety. By recognizing the integral role of emotions in the learning process and the influence of social interactions, teachers and researchers can better address the emotional dimensions of language learning. This involves:

- **Creating Emotionally Supportive Environments:** Designing classrooms that acknowledge and support the emotional needs of learners, thereby reducing anxiety and nurturing a positive learning atmosphere.
- **Integrating Emotional and Cognitive Strategies:** Combining emotional support with cognitive strategies to enhance language learning. For example, incorporating mindfulness practices to manage anxiety while using evidence-based teaching methods to improve cognitive engagement.
- **Encouraging Positive Social Interactions:** Promoting peer collaboration and supportive teacher-student relationships to create a sense of community and reduce the fear of judgment.
- **Providing Individualized Support:** Recognizing that each learner's emotional experiences are unique and offering designed support to address specific emotional challenges.

Mary Helen Immordino-Yang's contributions to the understanding of the connections between emotions, social interaction, and learning are essential for improving language instruction and easing the emotional difficulties that language learners frequently encounter. Her research provides valuable insights into how teachers can create more supportive and effective language acquisition environments by addressing the emotional and social dimensions of learning. By integrating these insights into language education practices, teachers can help learners overcome anxiety and achieve greater success in their language learning journeys.

17. Contributions of Paul Pimsleur

Paul Pimsleur was a prominent linguist known for his pioneering work in the field of language learning and teaching. One of his most significant contributions was the development of the Pimsleur Language Aptitude Battery (PLAB), a tool designed to measure an individual's aptitude for language learning. While Pimsleur's research did not focus directly on language

anxiety, his work is relevant to the field because language anxiety often relates to learners' perceptions of their language learning abilities.

17.1 Understanding Language Aptitude

The Pimsleur Language Aptitude Battery (PLAB) was created to evaluate various factors that contribute to an individual's potential for learning a new language. This tool assesses abilities such as verbal memory, phonetic coding ability, and language analytic skills. Understanding these aptitudes can provide learners with a clearer picture of their strengths and areas for improvement, which can be particularly empowering and informative.

17.2 Indirect Implications for Language Anxiety

Language anxiety frequently stems from learners' concerns about their abilities to successfully acquire a new language. These concerns can manifest as self-doubt, apprehension, and stress. By providing a measure of language learning aptitude, Pimsleur's work indirectly addresses some of these anxieties. Knowing one's aptitude can help set realistic expectations, which may reduce the fear and anxiety associated with language learning.

17.3 Addressing Perceived Language Learning Abilities

The perception of one's language learning abilities is a significant factor in language anxiety. Learners who believe they lack the aptitude for language learning may experience heightened anxiety, impacting their motivation and performance. Pimsleur's work offers valuable insights into these individual differences in language learning potential. By understanding their capabilities, learners can approach language acquisition with a more informed and confident mindset.

For instance, learners who score highly on the PLAB might feel reassured about their potential to succeed, thereby reducing anxiety. Conversely, those who score lower can be guided to adopt strategies designed to their specific needs, which can help mitigate feelings of inadequacy and anxiety.

17.4 The Emotional Setting of Language Acquisition

Although Pimsleur's primary focus was on cognitive aspects of language learning, his contributions extend into the emotional realm. His research highlights the importance of recognizing and validating each learner's unique abilities and experiences. By acknowledging

that language learning aptitude varies among individuals, teachers can create more personalized and supportive learning environments.

17.5 Practical Applications for Teachers

Teachers can draw upon Pimsleur's insights to better support their students in the following ways:

- **Assessment and Awareness:** Implementing tools like the PLAB to assess students' language learning aptitudes provides teachers and learners with valuable information.
- **Shaped Instruction:** Designing curriculum and teaching methods that align with the specific aptitudes and needs of individual learners, thereby reducing the stress and anxiety associated with language learning.
- **Setting Realistic Expectations:** Helping students set achievable goals based on their aptitude assessments, which can alleviate the pressure to perform and reduce anxiety.
- **Encouraging Self-Efficacy:** Using aptitude information to boost learners' confidence in their abilities, encouraging them to engage more fully and effectively in the language learning process.

Paul Pimsleur's contributions to language learning, particularly through the development of the Pimsleur Language Aptitude Battery, have significant implications for understanding and addressing language anxiety. By providing a means to assess language learning aptitude, his work helps learners and teachers alike to set realistic expectations and design educational strategies to individual needs. Although not directly focused on anxiety, Pimsleur's insights into language aptitude offer valuable tools for creating supportive and effective language learning environments that recognize and address the emotional challenges faced by learners.

18. Contributions of Vivian Cook

Vivian Cook, a distinguished British applied linguist, has made significant contributions to the fields of psycholinguistics, second language acquisition, and language teaching and learning. His extensive research has provided valuable insights into the complex interplay between anxiety and language learning, particularly in the areas of speaking and listening. Cook's work has illuminated how anxiety can influence various aspects of language acquisition, offering essential guidance for both teachers and learners.

18.1 Anxiety in Language Learning

Anxiety is a multifaceted emotional state that can profoundly affect language learners. Cook's studies have delved deeply into how anxiety manifests in language learning contexts, particularly during oral communication and listening comprehension. He has explored how learners often experience heightened anxiety when speaking or trying to understand spoken language, especially in real-life, interactive settings. This anxiety can hinder their ability to communicate effectively and absorb new linguistic information.

18.2 Impact on Speaking and Listening

Cook's research highlights that anxiety can significantly impede the processes of speaking and listening in language acquisition. For instance, learners may feel nervous about making mistakes or being judged by others, which can lead to reluctance to participate in speaking activities. Similarly, anxiety can affect listening comprehension by causing learners to become overly focused on potential errors or misunderstandings, thereby impeding their ability to process and retain spoken information.

18.3 Educational Implications

Understanding the dynamics of language anxiety is crucial for both teachers and learners. Cook's work emphasizes the importance of creating language classrooms that address not only linguistic competence but also the emotional dimensions of language acquisition. By recognizing and addressing anxiety, teachers can develop more supportive and effective teaching methods. This involves creating a learning environment that reduces stress and encourages positive emotional experiences.

18.4 Strategies for Teachers

- **Creating a Supportive Environment:** Teachers can create a classroom atmosphere that reduces anxiety by nurturing a supportive and non-judgmental environment. This includes encouraging open communication and making it clear that mistakes are a natural part of the learning process.
- **Incorporating Anxiety-Reduction Techniques:** Techniques such as relaxation exercises, positive reinforcement, and mindfulness practices can help learners manage their anxiety. These strategies can be integrated into the curriculum to help students develop coping mechanisms.

- **Emphasizing Process Over Perfection:** Shifting the focus from perfect performance to the learning process can help reduce anxiety. Teachers can encourage learners to see mistakes as opportunities for growth rather than failures.
- **Providing Constructive Feedback:** Constructive feedback that focuses on specific areas for improvement rather than general criticism can help learners feel more confident and less anxious.
- **Gradual Exposure to Speaking Tasks:** Gradually increasing the complexity of speaking tasks can help learners build confidence over time. Starting with low-stakes activities and progressively moving to more challenging tasks can make the process less intimidating.

18.5 Strategies for Learners

- **Developing Self-Regulation Skills:** Learners can benefit from developing self-regulation skills to manage their anxiety. This includes setting realistic goals, self-monitoring their progress, and employing relaxation techniques when feeling anxious.
- **Engaging in Positive Self-Talk:** Positive self-talk can help learners manage their anxiety by reinforcing their abilities and reducing negative thoughts.
- **Seeking Support:** Building a support network of peers, teachers, and mentors can provide emotional support and practical advice, helping learners navigate their anxiety.
- **Practicing Active Listening:** Active listening strategies, such as summarizing what they hear and asking clarifying questions, can help learners feel more confident in their listening abilities.

18.6 Bridging Psychological and Pedagogical Practices

Vivian Cook's research serves as a bridge between the psychological aspects of language acquisition and practical pedagogical practices. His work enriches our understanding of how emotional factors like anxiety influence language learning and offers concrete strategies to address these challenges. By integrating these insights into language education, teachers can create more effective and supportive learning environments, ultimately enhancing the overall language acquisition experience for learners.

Vivian Cook's contributions to the study of anxiety in language learning have provided invaluable insights into how this emotional state can impact learners. By exploring the effects of anxiety on speaking and listening, Cook's research highlights the need for educational

practices that address both cognitive and emotional aspects of language acquisition. His work emphasizes the importance of creating supportive learning environments and developing strategies to help learners manage anxiety, ultimately nurturing a more holistic approach to language education.

19. Contributions of Tracy Terrell to Language Teaching

Tracy Terrell was an influential American educator known for his work on the Natural Approach to language teaching. Renowned for his significant contributions to the field, Terrell's methodology focuses on communication and low-anxiety language use, aiming to create a supportive and stress-free learning environment. This approach has had a profound impact on language teaching, particularly in reducing language anxiety and facilitating effective language acquisition.

19.1 Development of the Natural Approach

One of the fundamental tenets of the Natural Approach is that language acquisition should mimic the natural process of acquiring one's first language. Terrell, alongside his collaborators Stephen Krashen and D. Terrell, developed this approach in the late 1970s. The methodology focuses on the idea that language learners should initially concentrate on understanding and using the language in meaningful contexts rather than fixating on explicit grammar rules and memorization.

19.2 Emphasis on Low-Stress Learning

The Natural Approach places a strong emphasis on creating a low-stress and low-anxiety learning environment. This strategy aligns with the notion that language learning should be a natural and enjoyable process. By emphasizing conversation as the primary means of language acquisition, the Natural Approach promotes a practical, communication-oriented method that helps learners build their language skills in a way that is both effective and less anxiety-inducing.

19.3 Addressing Emotional Dimensions of Language Learning

The Natural Approach acknowledges the emotional dimension of language learning, recognizing that anxiety and stress can hinder effective language acquisition. Instructors following this approach are attuned to the emotional needs of their students, providing them

with opportunities for low-anxiety language use. This approach aims to alleviate pressures by creating a relaxed and supportive classroom environment.

19.4 Practical Implementation in Classrooms

- **Focus on Meaningful Communication:** The Natural Approach encourages learners to use the language for real-life communication purposes. This practical focus helps learners apply their language skills in meaningful contexts, reducing the burden of rote memorization and intricate grammar rules.
- **Creating a Supportive Environment:** Instructors are encouraged to create a classroom atmosphere where students feel safe and supported. This involves understanding students' emotional needs and providing opportunities for low-anxiety language use.
- **Encouraging Risk-Taking:** By nurturing a low-stress environment, the Natural Approach encourages students to take risks and engage in real, meaningful conversations without the fear of constant correction or criticism. This approach helps build learners' confidence and reduces the anxiety associated with making mistakes.

19.5 Implications for Language Anxiety

The implications for language anxiety are profound. Tracy Terrell's Natural Approach offers a pedagogical framework that directly addresses the reduction of language anxiety. By promoting communication, meaningful language use, and a low-stress learning environment, the Natural Approach provides students with the emotional support and freedom they need to thrive in their language learning journeys.

The Natural Approach aligns with contemporary understandings of language anxiety, highlighting the role of stress and apprehension as significant barriers to language learning. By creating an environment where students feel less pressure to be linguistically perfect, the approach significantly reduces the anxiety associated with making mistakes.

19.6 Contemporary Relevance

“The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings. Such methods reject the formal grammatical organization of language as a prerequisite to teaching” (Richards and Rodgers 190). This statement emphasizes the ongoing relevance of Terrell's methodology in modern language education.

Tracy Terrell's innovative teaching methodology remains highly relevant today as an effective tool for reducing language anxiety and nurturing successful language acquisition. By emphasizing low-stress, communication-focused learning environments, the Natural Approach continues to provide valuable insights and practical strategies for teachers and learners alike.

20. Contributions of Elaine Tarone to Language Learning and Anxiety

Elaine Tarone is a distinguished expert in applied linguistics, renowned for her substantial contributions to the field of second language learning and teaching. Her work primarily focuses on the social dimensions of language acquisition and the potential anxiety that learners may feel throughout this process. Tarone's research delves into the complexities of language learning and communication, shedding light on the emotional challenges faced by learners, particularly when communicating in a second language.

20.1 Interlanguage and Fossilization

One of Tarone's central areas of research revolves around interlanguage, a concept that explores the evolving linguistic systems of language learners. "Interlanguage (IL) refers to the linguistic system of learner language produced by adults when they attempt meaningful communication using a language they are in the process of learning" (Tarone 1). Within this context, Tarone has examined the phenomenon of "fossilization," which refers to the persistent use of non-native linguistic features even by advanced learners. This condition is closely related to language anxiety, as students may become fearful of making mistakes and receiving negative feedback. The fear of not achieving native-like proficiency can exacerbate anxiety and impede language learning progress.

20.2 Social Dimensions of Language Learning

Tarone's research has highlighted the importance of acknowledging the social dimension of language learning. She has emphasized that language is not merely a cognitive process but also a deeply social one. Learners often experience anxiety when they need to communicate with native speakers or interact in real-world contexts. The fear of being judged, misunderstood, or not fitting into the social norms of a speech community can create significant language anxiety.

20.3 Role of Error Correction and Feedback

Another significant aspect of Tarone's research involves the role of error correction and corrective feedback in language classrooms. She has explored how instructors' approaches to

correcting learners' errors can significantly impact anxiety levels. Excessive or overly critical correction can heighten anxiety, whereas constructive and supportive feedback can alleviate it. Her insights have led to a more nuanced understanding of the teacher's role in managing and mitigating language anxiety.

20.4 Learner Identity and Language Anxiety

Tarone's research also examines the influence of learner identity and its intersection with language anxiety. She has explored how learners' identities, including gender, ethnicity, and cultural background, affect their language learning experiences. Learners from marginalized groups may experience heightened anxiety due to issues related to identity and belonging in a language community. Her work contributes significantly to understanding the social aspects of language anxiety.

20.5 Implications for Language Teaching

- **Creating Supportive Environments:** Tarone's findings highlight the importance of creating welcoming and inclusive language learning environments that address the anxieties students may have about speaking a second language.
- **Acknowledging the Social Nature of Language Learning:** By recognizing the social aspects of language acquisition, teachers can develop more empathetic and effective teaching practices that help reduce language anxiety.
- **Providing Constructive Feedback:** Teachers can adopt feedback strategies that are supportive and constructive, helping to alleviate anxiety rather than exacerbate it.
- **Addressing Learner Identity:** Understanding the role of learner identity in language anxiety allows teachers to create more inclusive classrooms that acknowledge and respect the diverse backgrounds and experiences of students.

Elaine Tarone's research emphasizes the critical need to consider the social, emotional, and identity-related aspects of language learning. By addressing these dimensions alongside linguistic skills, teachers can create more holistic and effective language teaching practices. This comprehensive approach not only reduces language anxiety but also promotes successful language learning, allowing learners to thrive in their educational journeys.

21. Contributions of Braj Kachru to Language Learning and Anxiety

A pivotal figure in the study of World Englishes, Kachru introduced the concept of "nativization," which emphasizes the adaptation of English in diverse sociocultural contexts,

resulting in multiple English varieties. His work challenged the dominance of native-speaker norms and advocated for a more inclusive approach that recognizes and legitimizes all forms of English. Kachru argued that linguistic diversity often contributes to language anxiety, particularly when learners feel pressured to conform to an idealized "standard" English. His insights emphasize the need for inclusive pedagogical practices that validate diverse English uses and reduce anxiety by holding linguistic variations.

The journey to model second language anxiety from Jonathan Swift to Braj Kachru showcases the evolving awareness of the emotional facets of language learning. It highlights the universality of these experiences while recognizing the complex interplay between linguistic variations, teaching strategies, and the psychological well-being of language learners. This historical continuum provides a comprehensive perspective on the enduring relevance of the emotional setting in the realm of language acquisition and pedagogy. Kachru's research continues to serve as a guiding light in developing more effective, inclusive, and emotionally supportive language learning environments.

22. Factors Contributing to Second Language Anxiety

22.1 Historical and Cultural Influences

The factors contributing to second language anxiety are multifaceted and have evolved significantly over the years, reflecting changes in historical, cultural, and contemporary contexts. Comprehending the intricate relationship between these variables is crucial to appreciating the multifaceted character of anxiety related to language acquisition.

22.2 Colonialism and Cultural Imposition

Historical and cultural factors have long influenced language learning anxieties. In the past, the dominance of certain languages due to colonialism and imperial rule created an environment where the acquisition of these languages was often fraught with anxiety. Learners from colonized regions often faced linguistic and cultural impositions that contributed to their anxieties. The pressure to conform to the colonizer's language and culture often led to feelings of inadequacy and fear of failure.

22.3 Cultural Norms and Societal Expectations

Additionally, cultural norms and values could impact how language learning is perceived and experienced. The fear of making cultural missteps or not conforming to societal expectations

could intensify language anxiety. In many cultures, the societal pressure to excel in language learning, coupled with the fear of disappointing family and peers, can lead to heightened anxiety levels.

22.4 Impact of Globalization

22.4.1 Increased Need for Multilingualism

Anxieties related to language acquisition have been significantly impacted by globalization in the modern era. The need for multilingualism has increased as the globe becomes more linked. This globalization of languages can create anxieties related to competitiveness and the need for individuals to acquire proficiency in global lingua francas, such as English, for academic and professional success.

22.4.2 Pressure to Conform to Global Standards

The pressure to conform to global linguistic standards and the fear of being left behind in an increasingly competitive global job market contribute to language learning anxieties. Learners may feel the burden of needing to achieve proficiency quickly to stay competitive in their careers.

22.5 Influence of Technology

22.5.1 Accessibility and New Challenges

The advent of technology has introduced new dimensions to language learning anxieties. On the one hand, technology has made language learning more accessible through online resources, apps, and virtual classrooms. But it has also given rise to fresh concerns about using technology in the classroom. Learners may fear they lack the technical skills needed for online language courses or struggle with the fast pace of digital language learning platforms.

22.5.2 Technological Mishaps and Data Security

The fear of technological mishaps or data security issues can contribute to anxiety. Concerns about privacy and the reliability of online learning platforms can also add to the stress experienced by language learners.

22.6 Social Dynamics and Peer Influence

22.6.1 Social Pressures and Performance Anxiety

The role of peers and social dynamics can't be overlooked. Social pressures to conform to linguistic norms, fears of ridicule or judgment from peers, and performance anxiety during language presentations or conversations can all intensify language learning anxiety. It may be especially frightening to worry about pronouncing words incorrectly or making grammatical mistakes in front of others.

22.6.2 Fear of Judgment

Learners often experience heightened anxiety when they feel they are being judged by their peers or instructors. This can lead to reluctance to participate in a class or practice the language in social settings, further hindering their progress.

22.7 Language Teaching Methodologies

22.7.1 Rigid Teaching Approaches

Language teaching methodologies also play a significant role. A rigid or overly formal teaching approach may contribute to anxiety as learners feel pressured to adhere to strict standards. Traditional methods that focus heavily on grammar and accuracy can make learners anxious about making mistakes.

22.7.2 Innovative and Learner-Centric Approaches

In contrast, innovative and learner-centric teaching approaches that prioritize communication and practical language use can alleviate some of these anxieties. Methods that encourage active participation and real-life language use can help learners feel more comfortable and confident.

22.8 Learner Expectations and Self-Perception

22.8.1 High Expectations and Self-Doubt

Learners often set high expectations for themselves. Unrealistic expectations, such as rapid language proficiency or fluency, can lead to performance anxiety. Learners may fear they are not progressing as quickly as they should, leading to self-doubt and increased anxiety.

22.8.2 Self-Regulation and Motivation

Learners' self-regulation and motivation play critical roles in their language learning journey. When learners are unable to meet their own high standards, they may experience increased anxiety and a sense of failure.

22.9 Assessment Methods

22.9.1 High-Stakes Testing

The methods of assessing language proficiency can also induce anxiety. High-stakes language tests and examinations can intensify performance anxiety as learners feel the pressure to achieve specific scores. This type of assessment-focused learning can hinder a more natural, communicative approach to language acquisition.

22.9.2 Alternative Assessment Strategies

Adopting alternative assessment strategies that focus on continuous progress and communicative competence can help reduce anxiety. Formative assessments and feedback-oriented evaluations can create a more supportive learning environment.

Language learning anxieties are a product of historical, cultural, and contemporary factors. Understanding the evolving nature of these anxieties is crucial for teachers and learners alike. Teachers can adapt their teaching strategies to address these anxieties, and learners can adopt coping mechanisms to navigate the challenges posed by these diverse factors. By creating supportive, inclusive, and adaptive learning environments, teachers can help learners overcome language anxiety and achieve greater success in their language-learning endeavours.

23. Global Relevance of Kachru's Work

Kachru's contributions emphasize that language anxiety is a global phenomenon, not confined to any specific linguistic or cultural context. His research highlights the universal nature of language learning challenges, suggesting that empathetic and inclusive teaching practices are essential worldwide. By understanding these complexities, teachers can better address the emotional needs of their students, enhancing the overall language acquisition experience.

24. The Transition from Swift to Kachru

The journey from Jonathan Swift to Braj Kachru represents an evolution in the understanding of language anxiety. Swift's historical musings and Kachru's contemporary research illustrate the persistent nature of emotional challenges in language learning. Kachru's work, in particular, emphasizes the importance of a comprehensive approach to language education that integrates linguistic, psychological, and pedagogical insights.

25. Enhancing Language Acquisition

By drawing from the contributions of both Swift and Kachru, modern teachers can develop more empathetic and effective teaching methods. These methods should acknowledge the

emotional challenges faced by language learners and incorporate strategies to address language anxiety. Ultimately, recognizing and addressing the complexities of language anxiety can lead to more supportive and successful language acquisition experiences for learners globally.

The transition from Swift to Kachru within this chapter symbolizes a shift from historical observations to contemporary research, reflecting an evolving understanding of language anxiety. By incorporating the insights of these influential figures, teachers can create learning environments that are both emotionally supportive and linguistically enriching, thereby enhancing the overall experience of language learners.

26. Comprehensive Approach to Language Education

26.1 Integrating Linguistic, Emotional, and Global Perspectives

Braj Kachru's work emphasizes the need for a comprehensive approach to language education that integrates linguistic, emotional, and global perspectives. Addressing language anxiety involves more than teaching grammar and vocabulary; it requires creating supportive environments that acknowledge the emotional challenges learners face. Given that language anxiety is a global phenomenon affecting learners from diverse linguistic and cultural backgrounds, it is crucial to develop strategies that are empathetic, inclusive, and adaptable.

26.2 A Holistic Understanding of Language Anxiety

From Jonathan Swift's early observations to Kachru's contemporary research, the enduring emotional challenges of language learning have been well-documented. This holistic perspective combines historical insights with modern research to advocate for compassionate and inclusive education environments. By considering emotional, psychological, and sociocultural factors, teachers can create more effective and supportive learning experiences that empower learners.

27. Kachru's Model for Language Anxiety

Kachru's model provides a framework for understanding and addressing second language anxiety. It emphasizes moving away from standardized, one-size-fits-all teaching methods towards flexible, student-centered approaches that consider the unique challenges and emotional experiences of learners. This model supports incorporating diverse pedagogical practices that cater to different cultural and linguistic backgrounds.

27.1 Holding Diversity and Flexibility in Language Education

By recognizing the varied linguistic and cultural backgrounds of learners, teachers can create inclusive environments that reduce language anxiety and promote positive educational experiences. This involves adopting flexible, responsive teaching methods that cater to the specific needs of students, enhancing the overall effectiveness of language education.

27.2 Extending Language Education to a Global Context

Kachru's work extends the scope of language education to prepare learners for intercultural interactions in a globally connected world. Empathy and understanding of diverse linguistic contexts are essential for reducing language anxiety and promoting effective communication.

27.3 Towards Empathetic and Inclusive Teaching Practices

Integrating Kachru's model allows teachers to adopt teaching practices that are both linguistically sound and emotionally supportive. Creating classroom environments where learners feel safe to express themselves and take risks without fear of judgment can reduce anxiety and enhance the learning experience.

27.4 Future Directions for Language Education

Kachru's contributions continue to shape language education by promoting strategies that consider the emotional, psychological, and sociocultural dimensions of learning. By nurturing environments that empower learners to overcome anxiety, teachers can support the well-being of students in a globalized world.

Chapter 2

The Role of Cultural Hegemony in Second Language Anxiety

1.1. Introduction to Cultural Hegemony in Second Language Learning

Cultural hegemony, as defined by Antonio Gramsci, extends beyond mere political or economic dominance to include the subtle ways in which the culture of a ruling group becomes the accepted norm within a society. In the context of second language learning, cultural hegemony manifests as the implicit and explicit valorization of certain languages, dialects, and accents over others. This prioritization is not only reflected in educational policies and classroom practices but also in the social attitudes that shape learners' experiences and perceptions of their linguistic abilities.

Unlike overt forms of control, cultural hegemony operates through the establishment of "common sense" ideas about what constitutes proper language use, who is considered a legitimate speaker, and what forms of communication are deemed prestigious or desirable. As a result, learners who do not align with these dominant norms often face unique psychological and emotional challenges, including anxiety, self-doubt, and a diminished sense of cultural belonging.

1.1.1 Psychological and Emotional Dimensions of Cultural Hegemony

The psychological impact of cultural hegemony on language learners is profound, shaping not only their ability to acquire a new language but also their sense of self and identity. When a dominant culture's language and linguistic norms are presented as the ideal to which all learners should aspire, those from marginalized or minority backgrounds may internalize feelings of inferiority. This can manifest in a range of emotional responses, such as anxiety, frustration, or reluctance to participate in language-learning activities.

Research indicates that language anxiety is not merely a result of individual traits but is significantly influenced by the broader sociocultural context in which language learning takes place. For instance, learners who consistently encounter negative stereotypes or who are subjected to microaggressions in educational settings may develop a fear of speaking or making mistakes. This fear is often rooted in the internalization of societal biases that devalue their

linguistic and cultural heritage, cultivating a belief that their voices are less legitimate or worthy of being heard.

Moreover, cultural hegemony in language learning often imposes a rigid framework of what is considered "correct" or "acceptable," disregarding the rich diversity of linguistic forms that exist globally. This process can have severe emotional repercussions, particularly for learners who speak dialects or languages that are not represented in the curriculum or classroom discourse. Feeling constantly judged or excluded based on their linguistic differences, these learners may experience a sense of alienation or disconnection, which can further exacerbate anxiety and reduce their overall motivation to learn.

1.1.2 Shaping Identity and Cultural Belonging

Cultural hegemony in language education does not merely affect academic outcomes; it also plays a crucial role in shaping learners' identities and their sense of belonging within a larger cultural context. Language is a fundamental component of identity, serving as a vehicle for expressing cultural values, beliefs, and histories. When educational environments prioritize the language and culture of a dominant group, learners from diverse backgrounds may feel pressured to suppress their own cultural expressions to fit in.

This suppression can lead to a complex form of identity conflict, where learners feel torn between holding the dominant language to achieve educational and social success and maintaining their cultural and linguistic roots. For many, this is not a simple linguistic choice but a profound negotiation of self-worth and belonging. The resultant tension can increase emotional stress, making the language-learning process fraught with anxiety and resistance.

In some cases, the anxiety induced by cultural hegemony extends beyond the classroom, affecting how learners perceive their place in society. For example, immigrants and refugees learning a new language may feel that they must completely assimilate into the dominant culture to be accepted, often at the cost of their linguistic heritage. This pressure to conform can lead to feelings of cultural erasure and loss, further compounding their sense of anxiety and exclusion.

This chapter aims to explore these nuanced psychological and emotional dimensions of cultural hegemony in language learning, focusing on how learners navigate these challenges in

contemporary educational settings. It will examine how cultural hegemony shapes learners' experiences, impact their mental health, and influences their sense of self. By understanding these dynamics, teachers and officials can better address the needs of diverse learners, cultivating more inclusive and equitable language learning environments.

1.2 Socio-Psychological Impact of Cultural Hegemony on Learners

Cultural hegemony exerts a profound influence on the socio-psychological well-being of language learners, particularly those from marginalized or minority backgrounds. Unlike overt forms of discrimination, cultural hegemony operates subtly, shaping learners' self-perception, their understanding of their cultural and linguistic identities, and their interactions with others in educational settings. This section delves into the psychological mechanisms through which cultural hegemony impacts learners, highlighting how it nurtures feelings of inadequacy, diminishes self-esteem, and generates language anxiety.

1.2.1 Internalization of Inferiority and Linguistic Insecurity

One of the most significant socio-psychological impacts of cultural hegemony is the internalization of inferiority among language learners. When dominant cultural narratives position certain languages or dialects as inherently superior, learners from non-dominant linguistic backgrounds may come to view their own language use as inadequate or deficient. This process of internalization often begins early, as learners are exposed to educational materials, classroom interactions, and social attitudes that consistently valorize one language variety over others.

For example, a student who speaks a regional dialect or a non-standard variety of the language being taught may feel that their way of speaking is stigmatized or undervalued. This can create a sense of linguistic insecurity, where the learner is constantly anxious about making mistakes or sounding "incorrect." Over time, this anxiety can become internalized, leading to self-doubt and a reluctance to participate in language learning activities. The learner may begin to believe that their linguistic abilities are inherently flawed, which can significantly hinder their progress and motivation.

The psychological effects of this internalized inferiority are compounded by societal messages that link language proficiency with intelligence, social status, and personal worth. In many

contexts, the ability to speak a dominant language fluently is equated with being educated, competent, and successful, while those who speak non-dominant languages or dialects are often stereotyped as less capable or less sophisticated. This societal bias can lead learners to internalize negative perceptions about their own capabilities, creating a cycle of anxiety, low self-esteem, and disengagement from the language learning process.

1.2.2 Fear of Negative Evaluation and Self-Censorship

Cultural hegemony also heightens the fear of negative evaluation among language learners, particularly those who feel that their linguistic and cultural identities do not align with dominant norms. The fear of being judged or ridiculed for speaking with an accent, using unfamiliar idioms, or making grammatical errors can become a pervasive concern, affecting learners' willingness to speak or engage in language learning activities. This fear is not merely a fear of making mistakes; it is a fear of being perceived as "less than" due to one's cultural or linguistic background.

For many learners, this fear of negative evaluation leads to self-censorship, where they consciously or unconsciously alter their language use to fit perceived norms or expectations. For example, a student may avoid using expressions or idioms from their native language, even when these might be more appropriate or expressive because they fear these will be seen as "wrong" or "inferior." In some cases, learners may even suppress their accents or modulate their tone of voice to sound more like native speakers of the dominant language.

This self-censorship can have far-reaching consequences, limiting learners' authentic self-expression and reducing their comfort and confidence in using the language. It creates an environment where learners are constantly monitoring themselves, wary of how they might be perceived, which can stifle creativity, reduce risk-taking, and hinder the natural learning process. Over time, this can result in a decreased sense of agency and ownership over one's language use, as learners come to feel that their authentic voices are not welcome or valid in the learning environment.

1.2.3 Impacts on Self-Identity and Cultural Belonging

Cultural hegemony in language learning contexts can also have a profound impact on learners' sense of self-identity and cultural belonging. Language is not just a tool for communication; it

is a fundamental aspect of cultural identity and social connection. When learners are made to feel that their native language or dialect is inferior or irrelevant, they may experience a form of identity conflict, where they feel torn between holding their linguistic heritage and conforming to the dominant cultural norms.

This conflict can be particularly intense for learners from minority communities, who may feel that they must "choose" between their native culture and the culture associated with the dominant language. The pressure to assimilate can lead to feelings of cultural dislocation and alienation, as learners struggle to reconcile their sense of self with the expectations of the language learning environment. This tension can manifest as anxiety, frustration, or even resistance to language learning, as learners perceive that success in acquiring the new language requires a rejection or diminishment of their own cultural identity.

The impact of cultural hegemony extends beyond individual learners, influencing how they relate to their communities and broader society. Learners who feel that their cultural identities are devalued may become disconnected from their communities, experiencing a sense of isolation or exclusion. This alienation can further exacerbate anxiety, creating a barrier to effective language learning and overall well-being.

1.2.4 Psychological Effects of Stereotyping and Microaggressions

The socio-psychological impact of cultural hegemony is also evident in the experiences of stereotyping and microaggressions that many language learners face in educational settings. Stereotyping involves ascribing generalized traits or abilities to individuals based on their cultural or linguistic backgrounds, while microaggressions are subtle, often unintentional, actions or comments that convey negative or derogatory messages. Both forms of bias can have a significant impact on learners' psychological well-being, reinforcing feelings of inadequacy, exclusion, and anxiety.

For example, a learner from a non-dominant linguistic background might experience microaggressions in the form of comments about their accent or the way they speak. Even seemingly benign remarks, such as "You speak well for a non-native speaker," can carry implicit messages that undermine the learner's sense of competence and belonging. These experiences can contribute to a heightened awareness of being different or "other," which can increase anxiety and decrease motivation to engage in language learning activities.

Over time, the cumulative effect of these experiences can lead to chronic stress, affecting not only learners' academic performance but also their mental health. Learners may develop coping mechanisms that involve withdrawal, avoidance, or reduced participation, which can further limit their opportunities for language development and integration into the educational community.

The socio-psychological impact of cultural hegemony on language learners is multifaceted, affecting their self-esteem, sense of identity, and overall psychological well-being. By understanding these dynamics, teachers, and officials can better support learners by creating environments that validate diverse linguistic identities and challenge the implicit biases that contribute to language anxiety. Through more inclusive practices, it is possible to nurture a learning environment where all students feel valued, confident, and empowered to express themselves fully.

1.3 Intersectionality and Language Anxiety

The impact of cultural hegemony on language anxiety is not a one-dimensional phenomenon; it is deeply influenced by intersecting factors such as race, gender, socioeconomic status, ethnicity, and other social identities. Intersectionality, a term coined by Kimberlé Crenshaw, describes how different aspects of a person's identity can overlap and compound to create unique experiences of discrimination or disadvantage. In the context of language learning, intersectionality provides a valuable framework for understanding how cultural hegemony affects learners in diverse ways, intensifying anxiety and shaping their experiences in complex and often underexplored dimensions.

1.3.1 Race and Ethnicity: Layers of Linguistic Marginalization

Race and ethnicity play a critical role in how cultural hegemony manifests in language learning contexts. Learners from racial or ethnic minority backgrounds often face additional layers of marginalization when learning a dominant language, particularly when their native languages or dialects are socially stigmatized. For example, African, Hispanic, Asian, and Indigenous students may encounter biases and stereotypes that question their ability to succeed academically or communicate effectively in the dominant language. These racialized assumptions can lead to heightened anxiety, as learners feel the weight of not only learning a new language but also disproving negative stereotypes about their capabilities.

The intersection of race and language often means that learners are not only expected to acquire a new language but also to conform to cultural norms that may conflict with their own identities. For instance, an Indigenous student learning a colonial language such as English or French may feel pressure to distance themselves from their native language and culture to be seen as proficient or credible. This tension can create an ongoing conflict between holding one's cultural heritage and striving to meet the expectations imposed by the dominant culture, which can intensify language anxiety and reduce the learner's confidence and engagement.

1.3.2 Gender Dynamics and Language Learning

Gender also intersects with cultural hegemony in language learning to create unique forms of anxiety and disadvantage. In many cultures, gendered expectations shape who is seen as an "appropriate" or "competent" speaker of a language. For example, in some traditional or conservative societies, women may face additional barriers to language learning due to societal norms that restrict their public speech or participation in formal education. In these contexts, female learners may experience increased anxiety due to limited opportunities for practice, exposure, or interaction in the language they are trying to learn.

The experience of language learning can be different for men and women due to gendered stereotypes about communication styles. Women, for example, might be expected to exhibit a higher degree of politeness, modesty, or restraint in their speech, which can create additional pressure and anxiety when learning a new language. Conversely, men might face pressure to exhibit assertiveness or confidence, which can be challenging for those who do not conform to these expectations. The fear of judgment or failure to meet these gendered norms can lead to anxiety that affects participation, performance, and overall language development.

1.3.3 Socioeconomic Status: Accessibility and Equity in Language Learning

Socioeconomic status (SES) further intersects with cultural hegemony to impact language anxiety. Learners from lower socioeconomic backgrounds often face significant challenges in accessing quality language education, which can exacerbate feelings of inadequacy and anxiety. Limited financial resources may restrict access to private tutoring, extracurricular programs, language learning materials, and even digital tools, all of which can provide critical support in language acquisition. Consequently, these learners may feel less prepared or less competent compared to their peers, heightening their anxiety levels.

In addition, socioeconomic disparities often affect the quality of education available in different regions or communities. Schools in underfunded areas may lack qualified language instructors or up-to-date teaching materials, which can negatively impact learners' confidence and progress. Learners from these contexts may feel stigmatized or unfairly judged against peers who have had more access to high-quality education. This perception can lead to a sense of hopelessness or futility, which further exacerbates language anxiety.

1.3.4 Intersectional Discrimination and Linguistic Bias

Intersectional discrimination occurs when multiple aspects of an individual's identity combine to create a compounded disadvantage. In language learning, this often translates into compounded forms of linguistic bias. For example, an immigrant woman of color from a low socioeconomic background may face multiple barriers: language prejudice, racial discrimination, gender bias, and economic challenges. Each of these factors contributes to a heightened sense of anxiety, making the language learning process particularly daunting.

Linguistic bias against non-standard dialects or accents is further complicated by intersectionality. For instance, a Black student speaking a regional or non-standard variety of English may face racial prejudice alongside linguistic discrimination, leading to a double burden of proving linguistic competence and combating racialized expectations. This compounded bias not only impacts the learner's psychological well-being but also influences their opportunities for advancement, inclusion, and recognition in both educational and professional settings.

1.3.5 Cultural Dissonance and Conflicting Identities

Intersectionality also brings to light the concept of cultural dissonance, where learners experience a conflict between their cultural identities and the norms of the dominant culture they are expected to adopt. For instance, a Muslim woman wearing a hijab may feel heightened scrutiny or judgment in language classes where cultural symbols associated with her identity are misunderstood or stigmatized. This cultural dissonance can lead to anxiety about fitting in or being accepted, as well as concern about how her identity might be perceived in the context of language learning.

Similarly, LGBTQ+ learners may face unique challenges in language learning settings where the cultural norms and values of the dominant group are heteronormative. For example, if the language class materials and discussions exclusively reflect heterosexual perspectives or fail to recognize diverse gender identities, LGBTQ+ learners may feel alienated or uncomfortable. This discomfort can translate into anxiety about how to navigate language use while maintaining their authentic selves, further complicating their learning experiences.

1.3.6 Addressing Intersectional Language Anxiety

Understanding the intersectional dimensions of language anxiety is crucial for creating more inclusive and equitable language learning environments. Teachers and officials must recognize that language learners do not experience cultural hegemony in a vacuum; their experiences are shaped by a myriad of social factors that intersect in complex ways. Addressing these challenges requires a commitment to inclusive pedagogical practices that acknowledge and validate diverse identities and experiences.

Strategies to mitigate intersectional language anxiety might include:

- Incorporating diverse perspectives and cultural content in language curricula to reflect the experiences of all learners.
- Providing safe spaces and support groups where learners can discuss and navigate their intersecting identities.
- Training teachers to recognize and challenge their own biases and to develop sensitivity toward the unique challenges faced by different groups of learners.
- Offering varied assessment methods that account for different strengths and backgrounds, allowing learners to demonstrate their language skills in multiple ways.

By applying an intersectional lens to the study of language anxiety, we can better understand the complex ways in which cultural hegemony affects diverse groups of learners. Recognizing these intersecting factors allows teachers and officials to develop more effective strategies to support all learners, cultivating a more inclusive and supportive environment that reduces anxiety and promotes meaningful engagement in language learning.

1.4 Resilience and Resistance Against Cultural Hegemony in Language Learning

While cultural hegemony exerts a powerful influence over language learning contexts, shaping learners' experiences and contributing to anxiety, it is not an immutable force. Learners and teachers across the globe have developed various forms of resilience and resistance to counteract the dominance of hegemonic language norms. This section explores how learners navigate and resist cultural hegemony, often finding creative ways to assert their linguistic identities, reclaim their cultural heritage, and build supportive communities that nurture inclusion and diversity in language education.

1.4.1 Forms of Resilience Among Language Learners

Resilience refers to the ability to adapt positively despite adversity or pressure. In the context of language learning, resilience manifests as the determination to continue learning and growing despite the challenges posed by cultural hegemony. Many learners develop strategies to cope with feelings of inadequacy, anxiety, or marginalization. These strategies often involve drawing on personal strengths, leveraging community support, and finding meaning and purpose in their language learning journeys.

One common form of resilience is the use of personal narratives and storytelling. Learners often draw on their own life experiences, cultural backgrounds, and unique perspectives to create meaning in their language learning process. By sharing their stories in classroom discussions, language clubs, or public speaking events, they challenge the dominant narratives and demonstrate the value of diverse linguistic and cultural identities. This act of storytelling not only affirms their sense of self but also helps build empathy and understanding among peers and teachers.

Another form of resilience involves the use of creative expression, such as poetry, music, or visual arts, to assert one's identity in a language learning environment. For example, a student might write poetry in both their native language and the target language, highlighting the interconnectedness of their cultural heritage and new linguistic skills. Similarly, learners might incorporate elements of their cultural traditions, such as songs, dances, or folklore, into language projects, thereby reclaiming their cultural identity and resisting the pressure to conform to hegemonic norms.

1.4.2 Building Community Support and Collective Resistance

Resilience is often strengthened through the support of community networks that provide a sense of belonging, encouragement, and validation. For many language learners, finding or forming communities that share similar experiences and challenges is vital for coping with cultural hegemony. These communities, whether physical or virtual, provide safe spaces where learners can freely express themselves without fear of judgment or marginalization.

For instance, online language learning groups and forums have become important platforms for learners from diverse backgrounds to share resources, offer mutual support, and celebrate each other's achievements. These spaces allow learners to connect across geographical and cultural boundaries, creating a sense of solidarity and collective strength. By sharing stories of resilience, learners can validate each other's experiences and reinforce their shared commitment to overcoming the challenges posed by cultural hegemony.

Community-driven language programs also play a crucial role in resisting cultural hegemony. For example, grassroots initiatives led by local communities, such as heritage language schools or community language classes, aim to promote linguistic diversity and empower learners by valuing their native languages and cultural traditions. These programs often emphasize multilingualism as an asset rather than a barrier, cultivating an environment where learners feel proud of their linguistic backgrounds and are encouraged to use their full linguistic repertoires.

1.4.3 Language Activism and Advocacy

Language activism represents a more direct form of resistance to cultural hegemony, where learners and teachers actively challenge and seek to transform the existing language policies and practices that marginalize certain groups. Language activists often advocate for inclusive curricula, the recognition of minority languages, and the promotion of equitable language policies in education and public life. This activism can take many forms, from grassroots campaigns to lobbying for policy changes at the institutional or governmental level.

For example, in some countries, language activists have successfully campaigned for the inclusion of indigenous or minority languages in school curricula, challenging the hegemony of the dominant language. This has been seen in efforts to revitalize indigenous languages in Canada, New Zealand, and many African countries, where activists and teachers work together to create language programs that affirm the cultural and linguistic rights of marginalized communities. These efforts not only challenge the dominance of a single language but also help

to create a more inclusive and representative educational environment that values linguistic diversity.

Furthermore, advocacy for language rights is increasingly taking place at the global level. Organizations such as the United Nations and UNESCO have recognized linguistic diversity as a fundamental human right, supporting initiatives that protect endangered languages and promote multilingual education. By framing language rights as human rights, these efforts challenge cultural hegemony and encourage nations to adopt more inclusive language policies.

1.4.4 Pedagogical Approaches to Countering Cultural Hegemony

Teachers play a crucial role in resisting cultural hegemony in language learning by adopting pedagogical approaches that promote inclusivity, critical thinking, and student empowerment. One such approach is the use of critical pedagogy, which encourages learners to question and challenge the dominant cultural narratives and to reflect on their own positions within these narratives. Critical pedagogy nurtures an environment where learners are seen as active participants in their education, capable of shaping their learning experiences and resisting hegemonic pressures.

For example, teachers might design curricula that include texts, materials, and activities from a wide range of cultural perspectives, ensuring that all learners see their identities represented and validated. This could involve incorporating literature, media, and oral histories from marginalized communities, allowing students to explore language through the lens of diverse cultural experiences. Additionally, teachers can create opportunities for students to discuss and reflect on their experiences of language learning, cultivating an open dialogue about cultural hegemony and its impact.

Another approach is culturally sustaining pedagogy, which goes beyond mere inclusion to actively sustain and nurture the cultural and linguistic practices of diverse communities. Culturally sustaining pedagogy recognizes that language learners bring valuable knowledge and experiences to the classroom, and seeks to build on these assets rather than erasing or replacing them. This approach encourages the use of students' native languages and dialects as resources for learning, creating a more dynamic and inclusive educational environment.

1.4.5 Case Studies of Successful Resistance

There are numerous examples around the world where learners, teachers, and communities have successfully resisted cultural hegemony in language education. For instance, the Maori language revitalization movement in New Zealand offers a powerful case of resistance against the dominance of English. Through initiatives like Kura Kaupapa Māori (Māori-language immersion schools) and Te Ataarangi (a community-based Māori language program), Māori communities have worked to reclaim and restore their language, cultivating a strong sense of cultural pride and resilience.

Similarly, in South Africa, language policies have evolved to recognize the country's linguistic diversity, including 11 official languages. Schools and universities are increasingly incorporating indigenous languages into their curricula, challenging the hegemony of English and Afrikaans and promoting multilingualism as a valuable national resource.

In these and other cases, resistance to cultural hegemony has involved a combination of community action, advocacy, and innovative pedagogical practices that celebrate linguistic diversity and promote language rights. These efforts demonstrate that it is possible to create language learning environments that are more equitable, inclusive, and supportive of all learners, regardless of their linguistic or cultural backgrounds.

Resilience and resistance against cultural hegemony in language learning are vital for creating inclusive and empowering educational environments. By building community support, engaging in language activism, and adopting critical and culturally sustaining pedagogies, learners and teachers can challenge the dominance of hegemonic norms and nurture a more equitable and diverse approach to language education. These efforts help reduce language anxiety and affirm the value of all linguistic identities, creating a space where all voices can be heard and respected.

1.4.6 Real-World Illustrations: Case Studies and Student Narratives

1.4.6.1 Research from Sri Lanka (Canagarajah, 2006)

A deeper understanding of the psychological impacts of cultural hegemony can be achieved by considering practical and real-life classroom examples. In a qualitative classroom study conducted in Sri Lanka, Canagarajah (2006) observed students experiencing anxiety when pressured to adopt Western-accented English. When the instructor acknowledged local Englishes as legitimate, students exhibited greater classroom participation and reduced anxiety. One student shared:

“Before, I used to hesitate to talk because my English is not like Americans. Now I feel okay to speak in my own way.”

This case illustrates that recognizing indigenous English varieties can dismantle linguistic inferiority complexes and foster self-confidence in learners.

1.4.6.2 Student Voices from the Present Study

From the thematic responses of this thesis, students echoed similar concerns. One rural respondent noted:

“I get nervous when I have to speak like people from cities. My English is different, but I feel like it’s wrong.”

Another student mentioned:

“When I tried to speak English in class, my friends laughed at my accent. Since then, I stopped trying.”

These responses highlight the anxiety caused by internalized linguistic hierarchy and how peer and institutional reactions reinforce hegemonic language norms. Acknowledging and validating these voices is critical to developing empathetic, inclusive classroom environments.

1.5 Critical Pedagogy and Empowerment in Language Learning

Critical pedagogy offers a transformative approach to language education by challenging the traditional norms imposed by cultural hegemony and promoting an inclusive, equitable, and empowering learning environment. Rooted in the work of Paulo Freire, critical pedagogy encourages teachers and learners to engage in a reflective process that questions dominant ideologies and power structures. This section explores how critical pedagogy can be applied in language learning contexts to resist cultural hegemony, empower learners, and nurture a more inclusive and supportive educational experience.

1.5.1 The Principles of Critical Pedagogy

Critical pedagogy is grounded in the belief that education is inherently political and that teaching practices can either reinforce or challenge existing power structures. In language learning, this approach involves creating opportunities for learners to critically examine the cultural, social, and political dimensions of language use. It emphasizes the importance of dialogue, reflection, and action, encouraging learners to question the status quo and to see themselves as active agents in their own learning process.

At its core, critical pedagogy seeks to:

- **Promote Critical Thinking:** Encourage learners to analyze and question dominant narratives about language and culture, examining how these narratives perpetuate inequalities and biases.
- **Nurture Agency and Empowerment:** Create a learning environment where learners feel empowered to express their voices, share their experiences, and challenge the norms that marginalize their linguistic and cultural identities.
- **Encourage Reflective Practice:** Support learners in reflecting on their own positions within the broader sociocultural context, recognizing how their identities intersect with language learning.
- **Facilitate Social Change:** Aim for educational practices that not only transform the classroom but also have the potential to contribute to broader social change, advocating for greater equity and inclusion in society.

1.5.2 Applying Critical Pedagogy in Language Classrooms

To apply critical pedagogy in language classrooms, teachers must create a space where all learners feel valued, heard, and respected. This involves adopting teaching practices that prioritize inclusivity, encourage open dialogue, and promote collaborative learning. Here are some strategies for implementing critical pedagogy in language learning:

- **Incorporate Diverse Perspectives and Voices:** Teachers can include a wide range of texts, materials, and media from different cultural, social, and linguistic backgrounds. This not only enriches the learning experience but also challenges the dominance of a single cultural narrative. For example, using literature, articles, or multimedia content that reflects the experiences of marginalized communities can help learners understand the complexities of language use across different contexts.
- **Encourage Critical Discussions:** Creating opportunities for learners to discuss and critically examine the power dynamics that shape language use can help them become more aware of how cultural hegemony operates. For instance, teachers can facilitate discussions about how certain dialects or accents are stigmatized, why specific language forms are considered "standard," or how language policies reflect broader social and political agendas.

- **Use Reflective Journals and Self-Assessment:** Reflective journals and self-assessment tools can encourage learners to think critically about their language learning experiences and their perceptions of their linguistic abilities. By regularly reflecting on their progress, challenges, and feelings, learners can gain a deeper understanding of how cultural norms impact their language use and develop strategies to navigate these challenges.
- **Promote Collaborative and Dialogic Learning:** Language learning should be a collaborative process where learners co-construct knowledge through dialogue and interaction. Teachers can create group activities, debates, and peer feedback sessions that allow learners to share their perspectives, learn from each other, and challenge dominant narratives together. Collaborative learning nurtures a sense of community and belonging, reducing anxiety and increasing learners' confidence.
- **Encourage Multimodal Expression:** Critical pedagogy supports the use of multiple forms of expression, including visual, digital, and artistic mediums. Allowing learners to express themselves in ways that are meaningful to them, whether through writing, art, music, or digital storytelling can help them feel more connected to the learning process and more confident in their abilities.

1.5.3 Empowering Learners through Inclusive Practices

Empowerment in language learning involves recognizing and valuing the diverse cultural and linguistic resources that learners bring to the classroom. Rather than treating learners' backgrounds as deficits that need to be corrected, critical pedagogy views them as assets that enrich the learning experience for everyone.

One way to empower learners is by adopting asset-based pedagogies that focus on learners' strengths and potential rather than their perceived weaknesses. For example, teachers can validate the use of learners' native languages in the classroom, recognizing them as valuable tools for learning rather than barriers to be overcome. This practice not only affirms learners' identities but also promotes a more dynamic and flexible approach to language acquisition.

Additionally, scaffolded learning, providing structured support that gradually decreases as learners gain confidence can help reduce anxiety and build competence. This might involve offering various entry points for tasks, differentiated instruction, or providing opportunities for learners to demonstrate understanding in different ways. By recognizing that learners progress

at different paces and in different ways, teachers can create a more inclusive environment that supports all learners.

1.5.4 Cultivating a Sense of Belonging and Agency

A critical pedagogical approach in language learning is not only about challenging hegemonic norms but also about cultivating a sense of belonging and agency among learners. When learners feel that their voices matter and that their unique perspectives are valued, they are more likely to engage fully in the learning process and take ownership of their language development.

Creating an inclusive classroom environment where learners feel safe to express their opinions, ask questions, and take risks is key to cultivating a sense of agency. This might involve establishing norms for respectful dialogue, encouraging learners to share their experiences, and actively listening to and validating their contributions. When learners feel empowered to bring their whole selves into the classroom, they are more likely to overcome anxiety and develop a positive attitude toward language learning.

1.5.5 Promoting Critical Consciousness and Social Justice

Critical pedagogy aims to cultivate what Freire called "critical consciousness", an awareness of social, political, and economic inequalities and the motivation to challenge them. In language learning, this means encouraging learners to think about the broader implications of language use, including how language can be used as a tool for empowerment or oppression.

Teachers can facilitate activities that help learners explore these themes, such as analyzing media representations of different dialects, studying the history of language suppression or revitalization efforts, or examining how language is used to construct identity in different social contexts. By promoting critical consciousness, language learning becomes more than just acquiring vocabulary and grammar; it becomes a process of social engagement and transformation.

Critical pedagogy provides a powerful framework for resisting cultural hegemony and cultivating empowerment in language learning. By creating inclusive, reflective, and participatory learning environments, teachers can help learners develop the confidence and agency needed to navigate and challenge dominant cultural narratives. In doing so, they not

only enhance language acquisition but also contribute to broader efforts toward social justice and equity in education.

1.6 Strategies to Resist Cultural Hegemony in ELT

To mitigate the effects of cultural hegemony and reduce language anxiety in learners, the following classroom-based and institutional strategies are proposed:

- **Multilingual Classrooms:** Use learners' native languages alongside English for explanation, reflection, and small group work. This affirms students' identities and removes the fear of sounding "wrong."
- **Inclusive Curriculum:** Incorporate texts and examples from African, Indian, Latin American, and other Outer and Expanding Circle English contexts. This helps shift focus from native to diverse Englishes.
- **Reframing Accent Anxiety:** Emphasize that intelligibility, not accent, is the goal. Teachers can play accents from around the world to normalize linguistic diversity.
- **Sociolinguistic Awareness Training:** Encourage students to discuss how language, power, and culture intersect. Let them reflect on their own language histories.
- **Safe Speaking Zones:** Allocate time for low-stakes conversation practice without grading. Peer feedback can be structured around encouragement, not correction.
- **Teacher Development:** Train teachers to recognize their own biases around "standard" English and learn strategies for cultural responsiveness.

By incorporating both theoretical insights and lived learner experiences, this chapter demonstrates that cultural hegemony is not only a theoretical construct but a tangible influence on classroom dynamics and learner well-being. Addressing it through pedagogical change is both necessary and urgent.

Chapter 3

World Englishes and Englishization: Braj Kachru's Theory and Praxis on Language Anxiety Etiologies

1. Introduction

The study of the English language has traditionally been dominated by a view that treats it as a monolithic entity, where a single standardized form often British or American English reigns supreme. This perspective has long been ingrained in both academic scholarship and practical language teaching, reinforcing a hierarchy that privileges native speakers and native varieties of English. However, Braj Kachru, a pioneering linguist, challenged this entrenched view with his groundbreaking work on World Englishes. Kachru's approach marks a fundamental shift in the field of linguistics, promoting a pluralistic perspective that acknowledges and values the rich diversity of English varieties that have emerged across the globe.

Kachru argues that English should not be seen merely as the language of a few native-speaking countries but rather as a dynamic and adaptable medium that reflects the diverse sociopolitical, cultural, and historical contexts in which it is used. He contends that the spread of English worldwide has resulted in multiple "Englishes," each with its own unique characteristics shaped by local influences, including indigenous languages, cultural practices, and societal norms. This pluralistic approach challenges the idea of a single "correct" English and instead holds the notion of English as a language that constantly evolves and adapts to its surroundings.

A core component of Kachru's framework is the Three-Circle Model, which divides English-using countries into three distinct categories: the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner Circle comprises countries where English is the native language and serves as the primary medium of communication, such as the United Kingdom, the United States, Canada, Australia, and New Zealand. These countries are often viewed as "norm-providing," setting the standards for what is considered "proper" English. In contrast, the Outer Circle includes countries where English has historical significance due to colonial legacies and functions as a second language, such as India, Nigeria, and Singapore. In these contexts, English is "norm-developing," adapting to local needs and circumstances, often incorporating elements from native languages and cultures. Lastly, the Expanding Circle consists of countries where English is learned as a foreign language, such as China, Russia, and Brazil. These

countries are "norm-dependent," typically following the norms and standards set by Inner Circle countries.

This Three-Circle Model is essential for understanding the global distribution and variations of English. It highlights the fact that English is not merely a homogenous entity but rather a language that has diversified significantly as it has spread worldwide. The use of English as a native language in some regions, as a second language in others, and as a foreign language in still others has led to the creation of unique sociolinguistic environments. Each of these environments presents distinct challenges and opportunities in English Language Teaching (ELT), influencing how the language is taught, learned, and perceived by speakers.

A significant area where Kachru's framework provides valuable insights is in addressing the issue of language anxiety, a common psychological barrier faced by many learners of English as a second or foreign language. Language anxiety is defined as a form of apprehension or fear experienced by learners when they are required to learn or use a new language, especially in situations where they feel judged or evaluated. This anxiety can manifest in various forms, such as fear of making mistakes, worry about pronunciation, or reluctance to speak in front of others, and can significantly impede language acquisition by affecting learners' confidence, motivation, and willingness to participate in language activities.

Kachru's insights are crucial in understanding how language anxiety varies across different contexts and how it can be alleviated by adopting more inclusive teaching practices. His framework challenges the dominance of native-speaker norms in language education, suggesting that recognizing the legitimacy of diverse English varieties can create more supportive learning environments. By valuing all forms of English, teachers can help learners feel more comfortable and confident, reducing anxiety and promoting a more positive and effective language learning experience.

Moreover, Kachru's work emphasizes the need for a paradigm shift in ELT practices, moving away from the rigid adherence to native-speaker norms and towards a more flexible approach that accommodates the rich diversity of English varieties. This shift involves redefining what is considered "standard" English, holding multiple norms that reflect the global reality of English as a pluricentric language. Such an approach not only helps reduce language anxiety but also promotes greater respect for linguistic diversity and encourages a more equitable and inclusive view of English as a truly international language.

This chapter will explore how Kachru's framework can be applied to understand and alleviate language anxiety in ELT. By examining the historical, cultural, and social factors that shape the different varieties of English, we can better appreciate the complexities of English language learning and develop strategies that support learners in overcoming anxiety and achieving their language goals. Ultimately, Kachru's work provides a valuable foundation for creating more inclusive and effective English language teaching practices that recognize and celebrate the diversity of English in all its forms.

2. Theoretical Framework: World Englishes and Language Anxiety

2.1 Kachru's Three-Circle Model

Braj Kachru's Three-Circle Model is a foundational framework that helps elucidate the global diversity and distribution of English. It categorizes English-using countries into three concentric circles: the Inner Circle, the Outer Circle, and the Expanding Circle. Each circle represents different historical, sociolinguistic, and functional aspects of English, reflecting how the language has been shaped by and adapted to distinct local contexts. By examining the nuances within each circle, teachers and linguists gain insight into the varied experiences and challenges that English learners face worldwide.

Inner Circle: The Inner Circle comprises countries where English is the native language and is used as the primary medium of communication. This includes nations such as the United States, the United Kingdom, Canada, Australia, and New Zealand. These countries are often labeled as "norm-providing" because they have historically been seen as the custodians of "standard" English, setting the benchmarks for grammar, vocabulary, pronunciation, and usage. English in these contexts is deeply rooted in national identity and cultural heritage, often serving as a key marker of social cohesion and unity. For example, in the United Kingdom, English carries centuries of literary tradition and is intertwined with national identity and cultural practices, from Shakespearean literature to modern media.

In language education, Inner Circle countries tend to emphasize "native-speaker" norms, which are often considered the standard to which non-native speakers aspire. This norm-setting role has profound implications for English Language Teaching (ELT) globally. Teaching materials, curricula, and language assessments worldwide frequently reflect these Inner Circle norms, reinforcing the idea that certain forms of English are more "correct" or "authentic" than others. However, this focus on native-speaker norms can create barriers for learners outside the Inner

Circle, who may find it difficult to meet these expectations, potentially leading to feelings of inadequacy or anxiety.

Moreover, the Inner Circle's role as a "norm-providing" entity often overlooks the dynamic and evolving nature of English even within these countries. For example, variations in English usage exist across different regions (such as American English vs. British English), sociolects, and registers, reflecting a diversity that challenges the very notion of a singular "standard" English. This internal diversity within the Inner Circle highlights the need for a more flexible and inclusive understanding of what constitutes "correct" English.

Outer Circle: The Outer Circle includes countries such as India, Nigeria, Singapore, Kenya, Malaysia, and South Africa, where English has a significant historical presence due to colonialism and functions as a second language. In these "norm-developing" contexts, English has been adapted and localized, creating distinct varieties that incorporate elements from indigenous languages and cultural practices. For instance, in India, English has evolved into a unique form, known as Indian English, characterized by its own phonological, syntactic, and lexical features. Indian English reflects the multilingual reality of the country, with borrowings from Hindi, Tamil, Bengali, and other regional languages, making it a rich and diverse linguistic entity in its own right.

In Outer Circle countries, English often serves as a bridge language, facilitating communication across diverse linguistic communities. It plays a vital role in governance, education, business, and media, often holding a prestigious position as a language of upward social mobility and global connectivity. For example, in Singapore, English is an official language used in government, law, and education, but it has also developed into a localized form, known as Singlish, which incorporates elements from Malay, Mandarin, Tamil, and other local languages. Singlish, though often viewed as informal, reflects the unique sociocultural fabric of Singapore and serves as a marker of local identity.

The adaptation of English in these contexts demonstrates how the language has been "nativized" or made to fit the local needs and identities of its speakers. However, the status of English as a colonial legacy also adds complexity to its role in these societies. While it is often seen as a tool for modernization and economic opportunity, English can also be a source of tension, reflecting historical inequalities and power dynamics. Language policies in Outer Circle countries may oscillate between promoting English for its global utility and cultivating local languages to preserve cultural heritage and national identity.

This dual role of English as both a unifying force and a potential site of conflict highlights the need for ELT practices that recognize and respect the unique varieties of English that have emerged in these settings. Rather than imposing a single standard, teaching approaches should accommodate the linguistic and cultural realities of the Outer Circle, validating local forms of English and cultivating a sense of pride and ownership among learners.

Expanding Circle: The Expanding Circle encompasses countries such as China, Russia, Brazil, Japan, and Saudi Arabia, where English is primarily taught as a foreign language. These countries are "norm-dependent," meaning they often look to Inner Circle nations for linguistic standards and norms. In these settings, English does not have a historical or official status, but its importance has grown tremendously due to globalization, international trade, technology, and academic collaboration. English is seen as a valuable skill for personal, professional, and educational advancement, and its acquisition is often tied to economic opportunities and access to global networks.

In Expanding Circle countries, learners typically encounter English in formal educational contexts, such as schools, universities, and language institutes. However, exposure to authentic English environments outside the classroom may be limited, leading to challenges in achieving communicative competence. The focus in these contexts is often on mastering grammatical rules, vocabulary, and standardized forms of English, particularly those aligned with British or American norms. This can result in an overemphasis on accuracy and correctness, potentially leading to language anxiety, as learners may feel pressured to conform to native-speaker standards without sufficient opportunities for real-life practice.

Furthermore, in the Expanding Circle, English is often taught as an academic subject rather than a living language, which can create a gap between theoretical knowledge and practical application. Learners may excel in reading and writing but struggle with speaking and listening due to limited interaction with native speakers or exposure to diverse English varieties. Additionally, the expectation to achieve a certain level of proficiency, as measured by international exams like TOEFL or IELTS, can heighten anxiety and create a sense of linguistic inadequacy.

Recognizing the unique challenges faced by learners in the Expanding Circle, Kachru's model highlights the importance of adopting teaching practices that are flexible, context-sensitive, and responsive to local needs. Rather than adhering strictly to native-speaker norms, ELT should focus on developing communicative competence and encourage learners to use English

confidently and effectively in a variety of settings. This approach can help reduce language anxiety and promote a more inclusive view of English as a global language.

By highlighting the distinctions between the Inner, Outer, and Expanding Circles, Kachru's model provides a comprehensive framework for understanding the diverse experiences of English learners worldwide. It emphasizes the need for ELT practices that respect and accommodate these varied contexts, recognizing that English is not a monolithic entity but a rich tapestry of different forms shaped by the social, cultural, and political realities of its speakers. Teachers are encouraged to move beyond a singular, standardized view of English and hold a more pluralistic and inclusive approach that values all varieties of English as legitimate and meaningful forms of communication.

2.2 Language Anxiety Across the Three Circles

Language anxiety, a form of fear or apprehension experienced by language learners, does not present itself uniformly across different contexts. Instead, it manifests in unique ways depending on the sociolinguistic realities of each of Kachru's Three Circles. The interplay between historical, cultural, and educational factors within these circles creates specific challenges and pressures for learners, shaping the nature and intensity of language anxiety they experience.

Inner Circle: In Inner Circle countries, such as the United States, the United Kingdom, Canada, Australia, and New Zealand, where English is the native language, language anxiety primarily affects non-native speakers who live, study, or work in these environments. These individuals often face significant pressure to achieve native-like fluency and adhere to specific linguistic norms considered standard within these societies. The anxiety in this context is frequently linked to the high social prestige attached to "standard" English, which is seen as the ideal form of the language.

For non-native speakers, this pressure manifests in various ways. In academic settings, students may experience anxiety about their ability to meet rigorous language proficiency requirements, particularly in disciplines that demand precise use of language, such as law, journalism, or literature. In professional environments, employees may worry about their accent, pronunciation, or command of idiomatic expressions, fearing that deviations from the native norm might be perceived as incompetence or a lack of credibility. This anxiety is often compounded by subtle or overt accent discrimination, where non-native speakers may feel judged or marginalized based on their manner of speaking.

Furthermore, in social contexts, non-native speakers may feel self-conscious about their language skills, especially when interacting with native speakers. The fear of making mistakes or being negatively evaluated can inhibit their willingness to participate in conversations, ask questions, or express their opinions, leading to feelings of exclusion or inadequacy. This can create a cycle of avoidance and withdrawal, further impeding language development and integration into the community.

Outer Circle: In Outer Circle countries, such as India, Nigeria, Singapore, and Kenya, where English functions as a second language, language anxiety is influenced by the complex multilingual and multicultural landscapes of these societies. English holds a unique position in these contexts, it is often associated with power, education, and socioeconomic mobility, but it also carries the historical weight of colonialism and cultural dominance. Learners in the Outer Circle frequently navigate between multiple languages, each with its own social significance and status, creating a multifaceted linguistic environment that shapes their experiences with English.

Anxiety in these settings is often tied to the dual role of English. On one hand, English is a prestigious language that provides access to higher education, professional opportunities, and global networks. On the other hand, it is a language that can evoke ambivalence or even resistance due to its colonial legacy. Learners may feel conflicted between holding English as a tool for advancement and viewing it as a symbol of historical oppression and cultural hegemony. This tension can result in a unique form of anxiety where learners are uncertain about their relationship with the language itself.

Additionally, the multilingual nature of these societies means that learners often need to switch between languages depending on the context, speaking English in formal or professional settings while using local languages in personal or informal contexts. This constant switching can create a cognitive load that adds to their anxiety, particularly when they feel less confident in their English abilities or when their local variety of English is perceived as "inferior" to Inner Circle standards. Moreover, learners may face social pressure to conform to multiple linguistic norms simultaneously, further complicating their language learning experience.

Expanding Circle: In Expanding Circle countries, such as China, Russia, Brazil, and Japan, where English is primarily learned as a foreign language, language anxiety is often heightened by several interrelated factors. First, learners in these settings typically have limited exposure to authentic English-speaking environments. English is primarily encountered in formal

educational contexts, such as classrooms, textbooks, and language labs, where the focus is often on theoretical knowledge rather than practical application. This lack of real-world exposure can make it difficult for learners to develop confidence in their language skills, as they may have few opportunities to practice speaking and listening in natural settings.

The anxiety is further exacerbated by the unrealistic expectation to achieve native-speaker proficiency, which is often emphasized in these contexts. Learners may be expected to master British or American English norms, including accent, vocabulary, and grammar, despite having minimal contact with native speakers. This expectation can create significant stress, as learners may feel they are constantly falling short of an idealized standard that seems unattainable. The emphasis on achieving perfect accuracy, often reinforced by standardized tests like TOEFL or IELTS, can lead to a fear of making mistakes, which stifles spontaneous communication and reduces opportunities for authentic language use.

In addition, the cultural distance between the learners' native language and English can intensify anxiety. For example, in countries like Japan or Russia, where the linguistic structures of the native languages are significantly different from those of English, learners may struggle with unfamiliar phonological patterns, grammatical structures, and idiomatic expressions. This gap can make the language learning process seem daunting and overwhelming, particularly when learners feel isolated from native English-speaking communities or lack access to diverse English varieties.

Finally, the sociocultural context in Expanding Circle countries can also contribute to anxiety. English is often perceived as a marker of global prestige and modernity, creating pressure for learners to achieve high levels of proficiency to compete in international academic and professional arenas. This pressure can lead to performance anxiety, where learners are overly concerned with how they are perceived by others, both within their own culture and in the broader global context.

2.3 Role of “Englishization” in Language Anxiety

2.3.1 Understanding Englishization

Englishization refers to the systemic prioritization and institutionalization of English in non-native contexts. In India, especially within institutions, English is both a medium of instruction and a marker of academic credibility. This promotes a sociolinguistic hierarchy where English is viewed as a tool for social mobility and professional legitimacy. Although the term "Englishization" was referenced in the original manuscript, it lacked analytical clarity. This

section elaborates on how Englishization, particularly within the Expanding Circle context as per Braj Kachru's model, contributes to language learning anxiety. The process of Englishization contributes to anxiety in several ways:

Cultural Disconnect: Students from rural or regional-medium schools face heightened anxiety due to the pressure of adapting to an English-dominant academic culture.

Standardization Pressure: Learners often feel compelled to emulate Inner Circle (native speaker) English norms, particularly in pronunciation, vocabulary, and fluency. This leads to accent anxiety, self-censorship, and fear of negative evaluation.

Peer Comparison: Within a university setting, learners constantly compare themselves to peers from more urban or elite linguistic backgrounds, which exacerbates self-doubt.

These factors were visible in student responses such as:

"I feel nervous when I speak because others have better English. They went to English schools, I didn't."

"People laugh when I say something wrong. I speak slowly because I don't want to make mistakes."

These expressions reveal the emotional cost of Englishization, especially for students who are still transitioning from local linguistic identities to an academic English discourse.

As a country in the Expanding Circle, India's learners are subject to the pressures of globalization and institutional policies, which treat English as a gatekeeper language. However, classroom practices often continue to mirror Inner Circle norms, ignoring the legitimacy of local English varieties (e.g., Indian English). This mismatch between language policy and pedagogical practice reinforces anxiety and hinders authentic expression.

2.3.2 Addressing Language Anxiety through Kachru's Framework

Kachru's framework emphasizes the need to acknowledge the legitimacy of diverse English varieties and adapt teaching practices to accommodate the unique challenges faced by learners in each circle. By moving away from the expectation of conforming to a singular, native-speaker standard and recognizing the value of localized and context-appropriate English varieties, teachers can create more inclusive and supportive learning environments. This approach can help reduce language anxiety by validating learners' linguistic identities, promoting confidence, and encouraging effective communication across different contexts.

For example, in Inner Circle settings, teachers might focus on cultivating intercultural competence and empathy among native speakers to reduce accent bias and promote a more

welcoming environment for non-native speakers. In Outer Circle contexts, language teaching could involve integrating local varieties of English into the curriculum, thereby reducing the stigma associated with these forms and helping learners feel more comfortable using English. In Expanding Circle settings, teachers might emphasize practical communication skills over grammatical perfection, encourage exposure to a wide range of English varieties, and provide opportunities for meaningful language use beyond the classroom.

By understanding how language anxiety manifests differently across the Three Circles, teachers can design their strategies to better support learners, ultimately cultivating a more equitable and effective approach to English language teaching.

3. Historical and Sociocultural Contexts of World Englishes

3.1 Colonial and Postcolonial Spread of English

The global spread of English is inextricably linked to the colonial expansion of the British Empire, a period that saw the language travel far beyond its original geographical boundaries. During the 17th, 18th, and 19th centuries, British colonial powers established dominion over vast territories in Asia, Africa, the Americas, and the Caribbean. In these colonies, English was introduced not merely as a language of communication but as a tool of administration, governance, and control. It was positioned as a "superior" language, crucial for social and economic mobility, participation in governance, and access to Western education, thereby creating a hierarchy that privileged English over local languages.

In colonial settings, English was often enforced through policies that mandated its use in formal domains, such as government, law, education, and commerce. For instance, in India, English became the medium of instruction in schools and universities following Lord Macaulay's 1835 "Minute on Education," which argued for creating a class of English-educated Indians who could act as intermediaries between the colonial rulers and the local populace. This policy not only cemented English's status as the language of power and prestige but also systematically devalued indigenous languages, pushing them to the peripheries of formal education and public life.

Similarly, in Africa, English was imposed as the official language in many British colonies, from Nigeria to Kenya. The colonial administration's preference for English served several purposes: it unified diverse ethnic groups under a single colonial authority, facilitated communication between colonial administrators and local subjects, and enabled the

dissemination of Western cultural and ideological values. However, this imposition also created complex social dynamics, where local languages were often stigmatized and considered inadequate for official or educational purposes. As a result, indigenous linguistic identities were marginalized, and English became a symbol of elite status and social mobility.

The consequences of this colonial language policy were far-reaching. In many cases, English became the gatekeeper to social and economic advancement, leading to the creation of an English-speaking elite that had access to better education, employment, and political power. At the same time, those who lacked proficiency in English were often excluded from these opportunities, reinforcing social inequalities and deepening divisions within colonial societies.

Upon gaining independence, many postcolonial societies faced complex choices regarding language policy. While there was a strong desire to assert national identity and break away from colonial legacies, there were also pragmatic considerations that made the complete abandonment of English impractical. For example, in countries like India, Nigeria, and Singapore, English served as a "link language" that facilitated communication across diverse linguistic communities and enabled participation in international diplomacy, trade, and education. Abandoning English would have meant severing ties with the global community and losing the advantages associated with proficiency in a widely spoken international language.

Thus, many postcolonial societies chose to retain English, but its role and status underwent significant transformation. Instead of being solely seen as a colonial imposition, English began to be reinterpreted as a versatile tool that could be appropriated, adapted, and indigenized to reflect local cultural, social, and linguistic realities. This process of "nativization" involved the incorporation of indigenous linguistic features, idioms, and expressions into English, leading to the emergence of distinct varieties such as Indian English, Nigerian English, Jamaican English, and many others.

For instance, Indian English developed a unique identity that reflects India's multilingual and multicultural context. It includes vocabulary borrowed from Hindi, Tamil, Bengali, and other regional languages, as well as distinctive syntactic structures and phonological patterns. Words like "prepone" (to reschedule to an earlier date) and "gherao" (a form of protest) illustrate how English has been modified to accommodate local concepts and practices. This nativization of English in India allows it to function effectively in various domains, from literature and media to education and business, while also serving as a marker of Indian identity in a global context.

Similarly, Nigerian English emerged as a variety that reflects the complex linguistic landscape of Nigeria, where over 500 languages are spoken. Nigerian English incorporates elements from indigenous languages like Yoruba, Igbo, and Hausa, creating a unique blend that serves as a lingua franca for inter-ethnic communication. It is used in a wide range of contexts, from political discourse and journalism to everyday conversation. Terms like "gist" (to chat or gossip) and "waka" (to walk) have been integrated into Nigerian English, demonstrating how the language has evolved to express local realities and experiences.

In the Caribbean, Jamaican English or Jamaican Creole developed as a distinct variety shaped by the region's history of slavery, colonialism, and cultural exchange. It combines elements of English with African languages, as well as influences from Spanish, Portuguese, and indigenous Caribbean languages. Jamaican English has its own grammar, vocabulary, and phonology, making it a rich and dynamic expression of Jamaican culture and identity. Phrases like "irie" (a feeling of happiness or contentment) and "fi mi" (belonging to me) exemplify how English has been adapted to fit local communicative needs.

The emergence of these varieties reflects a broader trend in postcolonial societies, where English has been transformed from a colonial artifact into a tool for local expression and empowerment. This process is often seen as an act of linguistic resistance and cultural reclamation, where local communities assert their identity by reshaping the language to fit their own needs and contexts.

However, the retention and nativization of English also present ongoing challenges. In many postcolonial societies, debates persist about the role of English in education and governance. On one hand, English is viewed as a necessary skill for global competitiveness and social mobility. On the other hand, there is a growing awareness of the need to promote and preserve indigenous languages, which are often at risk of erosion or extinction due to the dominance of English. Balancing these competing demands requires nuanced language policies that recognize the value of linguistic diversity and support the coexistence of multiple languages within a single national framework.

The colonial and postcolonial spread of English illustrates the complex dynamics of language contact, power, and identity. While English began as a tool of colonial domination, it has since been appropriated and transformed by postcolonial societies, becoming a language that reflects their unique histories, cultures, and aspirations. Kachru's concept of World Englishes captures

this diversity, challenging the notion of a single, standardized English and advocating for a more inclusive understanding of the language in all its forms.

3.2 Schneider's Dynamic Model of Postcolonial Englishes

Schneider's Dynamic Model of Postcolonial Englishes offers a comprehensive and nuanced framework for understanding how English evolves in postcolonial societies. This model outlines a process of linguistic development through five distinct phases that capture the dynamic, adaptive nature of English as it interacts with local languages, cultures, and identities in postcolonial contexts. Each phase represents a stage in the transformation of English, reflecting shifts in usage, norms, and perceptions over time.

3.2.1. Foundation: The Introduction of English as an External Language

The Foundation phase marks the initial introduction of English into a postcolonial context, typically through colonial expansion. During this phase, English is brought by colonial administrators, traders, missionaries, and settlers who use it primarily for communication among themselves and with local elites. The language is initially seen as an external entity, foreign to the indigenous populations, and is typically limited to specific domains such as government administration, law, commerce, and religious missions.

In this phase, English is used by a small, educated elite often those who have been trained or educated by the colonizers. These elites function as intermediaries between the colonial authorities and the local population, helping to enforce colonial rule and facilitate communication. The language is perceived as a tool of power and control, associated with authority and governance. For example, in British India, English was first introduced through colonial governance structures and missionary schools, where it served as a bridge between British officials and the local elite.

During the Foundation phase, the local population may view English with a mixture of suspicion, curiosity, and resentment. Suspicion arises due to the association of English with foreign domination, while curiosity may stem from the recognition of English as a gateway to new opportunities, education, and advancement. English, at this stage, does not significantly penetrate the broader society and remains largely confined to urban centers and formal institutions.

3.2.2. Exonormative Stabilization: Aligning with Colonial Norms

In the Exonormative Stabilization phase, English usage becomes more widespread, but it remains closely aligned with the norms and standards of the colonizing country. The term "exonormative" refers to the orientation towards an external standard, meaning that the local use of English continues to follow the linguistic norms and conventions of native English-speaking countries, such as Britain or the United States.

During this phase, English starts to be institutionalized, often becoming the medium of instruction in schools, the language of government and administration, and the preferred medium for legal and commercial transactions. Language policies are typically shaped by the colonial authorities, who seek to maintain control over local populations by promoting the use of "standard" English as defined by the norms of the colonizers. The language is often taught by expatriate teachers or through curricula imported from the colonizing country, reinforcing the notion that native-speaker norms are the only "correct" or "legitimate" forms of English.

The impact of this phase can be seen in the emphasis on "proper" English usage, as evidenced by strict adherence to British or American spelling, grammar, and pronunciation in many former colonies. For example, in colonial Kenya, English was taught according to British norms, with little room for local variation or adaptation. The goal was to replicate the linguistic standards of the colonizing country as closely as possible, reinforcing the perceived superiority of native-speaker varieties.

However, even in this phase, English begins to penetrate broader layers of society, extending beyond the small elite to other groups, such as lower-level administrators, clerks, and teachers. This broader dissemination sets the stage for the next phase, where local influences begin to reshape the language.

3.2.3. Nativization: Incorporating Local Elements and Influences

The Nativization phase represents a critical turning point in the evolution of English in postcolonial contexts. During this phase, English begins to shed some of its external, foreign characteristics and starts to adapt to local cultural, social, and linguistic realities. The process of nativization involves the incorporation of local vocabulary, idioms, grammar, and pronunciation patterns, resulting in a unique variety of English that reflects the specific context in which it is used.

Nativization is driven by the increasing use of English among the local population, who bring their linguistic habits, cultural references, and communication styles into their English usage.

This phase often coincides with a growing sense of national identity and the desire to assert cultural independence. For example, in India, Indian English developed distinctive phonological features (such as retroflex consonants), grammatical structures (like the frequent use of the present continuous tense), and lexical innovations (such as "cousin-brother" and "upgradation") that reflect local ways of speaking and thinking.

This phase marks the beginning of English's transformation from an external language imposed by colonial powers to a localized form that serves the communicative needs of its speakers. The changes introduced during the nativization process often reflect the linguistic substrate of the local languages, such as the borrowing of words or the translation of idiomatic expressions. In Nigeria, for instance, Nigerian English incorporates proverbs, idioms, and lexical items from languages like Yoruba, Igbo, and Hausa, creating a vibrant, culturally resonant form of English that is distinct from British or American English.

The nativization phase is characterized by a gradual shift in attitudes towards English. While it may still be seen as a language of power and prestige, there is also a growing recognition of its local adaptations and its role as a tool for expressing local identities, cultural values, and social realities.

3.2.4. Endonormative Stabilization: Establishing Local Norms and Standards

In the Endonormative Stabilization phase, the newly nativized variety of English begins to gain acceptance as a legitimate form of the language, both in formal and informal contexts. The term "endonormative" refers to the orientation towards internal, local norms, meaning that the localized variety of English starts to be accepted and used as a standard within the country, independent of external norms.

During this phase, there is a consolidation of linguistic features that define the local variety of English. These features become codified in dictionaries, grammar books, and style guides, and they are increasingly taught in schools and used in official documents, literature, media, and public discourse. For example, Singaporean English (Singlish) has developed distinct grammatical and lexical features that are recognized and accepted within Singaporean society. Despite some official resistance, Singlish is used widely in informal communication and is an important marker of local identity.

Endonormative stabilization also involves a shift in attitudes towards the local variety of English. The variety is no longer seen as a "deviant" or "inferior" form of the language, but

rather as a valid and authentic expression of the local culture and social reality. This shift can be seen in the increased use of the local variety in literature, theatre, music, and other cultural productions, as well as in its recognition by educational institutions, governments, and other authoritative bodies.

An important aspect of this phase is the role of local scholars, writers, teachers, and language planners in shaping the development of the local variety. They play a key role in promoting the use of local features, advocating for the inclusion of local content in curricula, and challenging the hegemony of native-speaker norms. The establishment of local norms and standards reflects a broader movement towards linguistic independence and cultural self-expression.

3.2.5. Differentiation: Diversifying English Varieties

The Differentiation phase represents the final stage in Schneider's model, characterized by the further diversification and development of the local variety of English. In this phase, the localized English variety begins to fragment into new dialects and sociolects, reflecting the diversity within the English-speaking population and the varying localized norms that have evolved over time.

As English continues to spread and adapt to different regions, communities, and social groups, new varieties emerge, each with its own distinct features. These varieties may differ based on geographical location (regional dialects), social class (sociolects), ethnic identity (ethnolects), or professional domain (jargon and registers). For example, in India, multiple forms of Indian English have developed, including regional dialects like Tamil English or Bengali English, each with its own unique phonological and syntactic features. Similarly, in South Africa, different varieties of South African English have evolved, reflecting the diverse linguistic and cultural landscape of the country.

Differentiation also reflects the dynamic and ever-changing nature of English as it continues to interact with other languages and adapt to new contexts. The process of differentiation may be accelerated by factors such as migration, urbanization, technological innovation, and globalization, all of which contribute to the constant evolution of English. As new varieties emerge, they may gain recognition and status within their communities, further challenging the notion of a single "standard" English.

The Differentiation phase highlights the adaptability and resilience of English as a global language. It highlights the ways in which local communities continue to shape and redefine the

language, ensuring that it remains relevant and meaningful in diverse cultural, social, and political contexts. This phase aligns with Kachru's emphasis on the plurality of English and the recognition of multiple legitimate forms of the language.

4. Cultural and Linguistic Dimensions of Language Anxiety

4.1 Cultural Contexts Shaping English Varieties

The global landscape of English is marked by a rich diversity of forms, each shaped by unique cultural contexts that influence how the language is perceived, taught, and learned. These cultural contexts play a critical role in shaping learners' experiences and the nature of language anxiety they encounter. Understanding these cultural dimensions is essential for creating effective, empathetic language teaching practices that address the specific needs of learners from different backgrounds.

4.1.1 Inner Circle Cultures: Navigating High Expectations and Normative Pressures

In Inner Circle countries, such as the United States, the United Kingdom, Canada, Australia, and New Zealand, where English is the dominant native language, learners particularly those who are non-native speakers often face significant anxiety due to high expectations for native-like fluency. This anxiety is compounded by the cultural norms that govern language use, which tend to privilege "standard" English as the ideal form for communication. In these settings, there is a pervasive belief that native-like proficiency is synonymous with linguistic competence, which can create a high-stakes environment for language learners.

The social prestige attached to standard English varieties in these countries is reinforced by media representations, educational systems, and professional standards. For instance, in many professional contexts, a strong command of "standard" English is considered a marker of intelligence, education, and competence. Non-native speakers may fear that their accent, vocabulary, or grammatical errors will be interpreted as signs of inadequacy or lack of ability. This fear of negative evaluation can be particularly pronounced in fields like law, business, or academia, where effective communication in English is often viewed as a critical component of success.

Additionally, the cultural expectation for assimilation to native norms can lead to anxiety among learners who feel pressured to shed their linguistic and cultural identities to fit into the dominant language community. For example, immigrants or international students in Inner Circle countries may feel compelled to adopt the local accent, idioms, and expressions to be

accepted socially and professionally. This process of linguistic assimilation can cause significant stress, as learners struggle to balance their desire for social acceptance with their need to maintain their cultural identity.

Beyond the professional and academic spheres, anxiety can also manifest in everyday social interactions. Non-native speakers may feel self-conscious about their pronunciation or fear that they will not be understood, leading to reluctance to engage in conversation, ask questions, or participate in social activities. The emphasis on native-speaker norms can create a climate where learners feel constantly judged, leading to avoidance behaviors that hinder language acquisition and social integration.

4.1.2 Outer Circle Cultures: Balancing Multilingual Realities and Colonial Legacies

In Outer Circle countries, such as India, Nigeria, Singapore, Kenya, and Malaysia, where English functions as a second language and coexists with multiple local languages, learners face unique challenges that shape their language anxiety. These countries are characterized by complex multilingual environments where English is just one of many languages used in daily life. The need to navigate multiple linguistic systems can create anxiety, particularly when learners are required to switch between languages depending on the context.

The cultural landscape in these countries often involves a delicate balance between holding English for its perceived economic and social benefits and maintaining loyalty to indigenous languages and cultural identities. For example, in India, English is often seen as the language of upward mobility, providing access to better educational and job opportunities. However, it is also perceived by some as a vestige of colonial rule, which can evoke ambivalence or even resistance among learners. This dual perception can affect learners' motivation and confidence, as they may feel conflicted about their relationship with English.

Anxiety in Outer Circle contexts is also influenced by the need to conform to different linguistic norms depending on the situation. Learners might use English in formal settings, such as schools, workplaces, or government offices while switching to local languages in informal or family settings. This constant code-switching can create a cognitive burden, as learners must adjust their language use according to social expectations, audience, and context. The fear of making mistakes or being judged for not adhering to the appropriate linguistic norms can heighten anxiety, especially when learners feel less proficient in one language compared to another.

Furthermore, the colonial history associated with English in these countries adds another layer of complexity to language anxiety. For some learners, English represents a language of empowerment and global connectivity, but for others, it symbolizes cultural domination and historical oppression. This ambivalence can manifest in conflicting attitudes towards English, where learners are simultaneously drawn to the opportunities it offers and resistant to its perceived role as a cultural imposition. This tension can lead to anxiety, particularly when learners are uncertain about their place in the linguistic hierarchy or feel pressure to conform to standards that do not align with their cultural values.

4.1.3 Expanding Circle Cultures: Facing Limited Exposure and High Expectations

In Expanding Circle countries, such as China, Russia, Brazil, Japan, and Saudi Arabia, where English is primarily taught as a foreign language, learners often experience anxiety due to several interrelated cultural factors. One of the most significant sources of anxiety in these contexts is the limited exposure to authentic English environments. English is often encountered mainly in formal educational settings, such as classrooms, where instruction may be heavily focused on grammar, vocabulary, and reading comprehension rather than practical, communicative use. This lack of real-life exposure to English can make learners feel isolated from the language, leading to a lack of confidence in their ability to use English effectively outside of controlled settings.

The cultural expectations in Expanding Circle countries often place a high value on achieving native-like standards of English proficiency. In many cases, English is associated with global prestige, modernity, and economic advancement, creating immense pressure for learners to perform well in language exams and achieve high levels of proficiency. This pressure can be particularly intense for students seeking to study abroad, professionals aiming to advance in international careers, or individuals looking to engage in global trade and business. The high stakes attached to English proficiency can create performance anxiety, where learners fear making mistakes or being judged for not meeting perceived standards of "perfect" English.

The anxiety is further compounded by the cultural distance between English and the learners' native language. For instance, in countries like Japan or Russia, the structural, phonological, and grammatical differences between English and the local languages can make learning English seem particularly challenging. Learners may struggle with unfamiliar sounds, word order, idiomatic expressions, or cultural references that do not have direct equivalents in their

native language. This gap can create feelings of frustration, inadequacy, and intimidation, making the language learning process seem overwhelming.

Additionally, learners in Expanding Circle countries may face social and cultural barriers to practicing English outside the classroom. There may be limited opportunities for authentic interaction with native speakers or exposure to diverse varieties of English. Social norms and cultural attitudes may also discourage the use of English in certain settings, reinforcing the idea that English is a distant, foreign language rather than a practical tool for everyday communication. This lack of practical opportunities to use English can lead to a cycle of avoidance, where learners become more anxious and reluctant to engage with the language, further impeding their progress.

4.2 Addressing the Cultural Contexts of Language Anxiety

Understanding the cultural contexts shaping English varieties and the associated language anxiety is essential for developing inclusive and supportive language teaching practices. Teachers can play a crucial role in mitigating anxiety by:

4.2.1 Inner Circle Contexts: Encouraging intercultural understanding and empathy among native speakers, promoting positive attitudes towards diverse English varieties, and creating a safe space for non-native speakers to practice English without fear of judgment or discrimination.

4.2.2 Outer Circle Contexts: Incorporating local varieties of English into curricula, recognizing the legitimacy of multilingual practices, and cultivating an environment where learners can feel comfortable using English alongside other languages without feeling conflicted about their linguistic identities.

4.2.3 Expanding Circle Contexts: Providing opportunities for meaningful communication in English beyond the classroom, using technology and media to expose learners to diverse English varieties, and emphasizing practical language use over native-like perfection to build learners' confidence and reduce anxiety.

By addressing the specific cultural factors that shape language anxiety in different contexts, teachers can create more effective and empathetic language learning environments that promote positive attitudes towards English and enhance learners' linguistic competence.

4.3 Linguistic Factors Contributing to Language Anxiety

Language anxiety is not solely a product of cultural contexts; it is also significantly shaped by various linguistic factors that influence learners' comfort and confidence in using English. These factors often stem from the diverse phonological, grammatical, syntactic, and lexical characteristics that differentiate English varieties worldwide. Understanding these linguistic dimensions is crucial for identifying the specific challenges that learners face and developing strategies to mitigate anxiety effectively.

4.3.1 Phonological Challenges: Navigating Pronunciation and Intonation Variability

Phonological differences, including pronunciation, intonation, and stress patterns, are among the most significant contributors to language anxiety. English has multiple phonetic variations across its varieties, each with unique sounds, stress rules, and rhythms. For example, British English, American English, Australian English, and Indian English all exhibit distinct pronunciation features. Learners who are exposed to different varieties may struggle to adapt to these variations, especially when they are expected to conform to a specific native-speaker norm.

Pronunciation anxiety often arises when learners are unable to produce sounds that do not exist in their native language. For instance, the "th" sound (as in "think" or "this") is challenging for many non-native speakers because it is absent in many other languages. Similarly, vowel sounds in English, which vary considerably between dialects, can be difficult for learners to master. In British English, for example, the pronunciation of the vowel in "bath" differs from that in American English, adding another layer of complexity for learners who may be uncertain about which pronunciation to adopt.

Intonation and stress patterns also play a critical role in communication and meaning in English. In many languages, word stress and sentence intonation do not carry as much significance as they do in English. Misplacing stress on a syllable or using an incorrect intonation pattern can alter the meaning of a word or sentence, leading to misunderstandings. For instance, the word "record" can be pronounced with the stress on the first syllable as a noun (RE-cord) or on the second syllable as a verb (re-CORD). Such subtleties can cause anxiety for learners who worry about being misunderstood or judged for incorrect pronunciation, potentially leading to avoidance of speaking in public or participating in class discussions.

4.3.2 Grammatical and Syntactic Variations: Coping with Diverse Structures

Grammatical and syntactic differences among English varieties also contribute to language anxiety. While "standard" English grammar rules are often taught in classrooms, real-world usage varies significantly across different Englishes. For example, Indian English and Nigerian English feature unique syntactic constructions that reflect the influence of local languages. In Indian English, it is common to use the present continuous tense in situations where other English varieties might use the simple present (e.g., "I am knowing him" instead of "I know him"). In Nigerian English, expressions such as "How is your side?" (meaning "How are you?") or "I will be coming" (meaning "I will come") may sound unusual or incorrect to speakers of other varieties but are grammatically valid within their local context.

Learners accustomed to a specific grammatical framework may find these variations confusing or challenging to navigate, particularly if they are expected to adhere strictly to "standard" English rules. For instance, in South African English, the word "robot" is used to refer to a traffic light, a usage that may confuse learners familiar with its more common meaning in American or British English. Additionally, variations in sentence structure, such as the use of "isn't it?" as a tag question in Indian English for statements that do not involve a negative, can further add to the complexity for learners trying to master "correct" grammar.

The anxiety caused by these differences is often linked to a fear of being judged for making grammatical mistakes or using "incorrect" syntax. Learners may feel hesitant to express themselves freely, worrying that their speech may be perceived as non-standard or substandard. This anxiety is exacerbated in formal settings, such as academic writing or professional communication, where adherence to conventional grammar rules is often expected and rigorously enforced. In these contexts, learners may experience stress and self-doubt about their ability to use English accurately and appropriately, limiting their willingness to engage fully in language activities.

4.3.3 Lexical Diversity: Understanding Unique Vocabulary and Idiomatic Expressions

Lexical differences across English varieties present another significant challenge that contributes to language anxiety. English is a highly diverse language with a vast and varied vocabulary that differs markedly between regions, countries, and cultures. For example, Australian English includes idiomatic expressions like "chuck a sickie" (to take a day off work pretending to be ill) and "arvo" (afternoon), which may be unfamiliar to learners accustomed to American or British English. Similarly, South African English features unique terms like

"bakkie" (a small truck or pick-up vehicle) and "lekker" (an Afrikaans word meaning good or nice).

These lexical differences can create uncertainty and self-doubt among learners who are unfamiliar with specific idioms, slang, or regional expressions. When learners encounter unfamiliar words or phrases, they may feel confused about their meanings or how to use them correctly in context. This confusion can lead to anxiety, particularly in situations where learners are expected to demonstrate proficiency in understanding and using diverse vocabulary. For example, a learner might struggle to understand the meaning of "to table a discussion" in British English (which means to start a discussion) versus American English (where it means to postpone or set aside a discussion).

Additionally, many English varieties include words borrowed from other languages that may not have direct equivalents in "standard" English. In Jamaican English, for instance, expressions like "duppy" (ghost) or "irie" (feeling good or content) reflect cultural concepts and experiences that may not be immediately understood by speakers from other regions. The presence of such culturally specific terms can add to the complexity of learning English, especially when learners feel pressure to grasp all vocabulary nuances to be considered fluent.

The anxiety related to lexical diversity is often intensified by the fear of making mistakes or appearing unknowledgeable. Learners may worry about using a word or phrase incorrectly or failing to understand a particular idiom or slang, leading to misunderstandings or embarrassment. This fear can deter learners from experimenting with new vocabulary or attempting to engage in conversations with native speakers, thus limiting their opportunities to practice and improve their language skills.

4.4 Addressing Linguistic Factors to Reduce Language Anxiety

To effectively address the linguistic factors contributing to language anxiety, teachers and language programs should consider the following strategies:

4.4.1 Emphasize Phonological Flexibility: Encourage learners to understand and appreciate the range of phonological variations across English varieties, rather than striving for a single "correct" pronunciation. Integrating listening and speaking activities that expose learners to diverse accents and stress patterns can help build confidence and reduce anxiety about pronunciation.

4.4.2 Normalize Grammatical Diversity: Highlight the legitimacy of different grammatical structures in various Englishes, and teach grammar as a flexible, context-dependent system. Encourage learners to explore how grammatical forms vary across regions and cultures, helping them see these differences as enriching rather than confusing.

4.4.3 Expand Lexical Knowledge and Cultural Understanding: Provide opportunities for learners to engage with diverse vocabularies, idioms, and expressions from different English varieties. Use authentic materials such as films, music, news, and literature to expose learners to a wide range of vocabulary in context, and promote discussions about the cultural meanings behind specific terms.

By recognizing and addressing the phonological, grammatical, and lexical factors that contribute to language anxiety, teachers can create more supportive and inclusive language learning environments that empower learners to engage with English in all its rich diversity.

5. Addressing Language Anxiety through Kachru's Framework

Braj Kachru's framework on World Englishes provides valuable insights and strategies for mitigating language anxiety by acknowledging the legitimacy of diverse English varieties and promoting inclusive, culturally sensitive language teaching practices. By moving away from a singular focus on native-speaker norms and holding the rich diversity of English, teachers can create more supportive and effective learning environments that reduce anxiety and promote positive attitudes toward language learning.

5.1. Inclusive Curriculum Design

Developing an inclusive curriculum that incorporates diverse English varieties is a fundamental step in reducing language anxiety and reflecting the global nature of English. An inclusive curriculum recognizes that English is not a monolithic entity but a dynamic language with multiple legitimate forms, shaped by unique cultural, social, and historical contexts.

To implement this strategy, teachers should introduce materials that showcase different Englishes, such as texts, audio, and visual content from various regions around the world. For example, literature, news articles, films, and podcasts from India, Nigeria, Singapore, South Africa, and other English-speaking communities can be included in the curriculum to expose learners to different linguistic forms and cultural perspectives. By doing so, learners gain a broader understanding of English and see their own usage as part of a larger, diverse linguistic landscape.

Additionally, an inclusive curriculum should incorporate authentic examples of English used in diverse contexts, such as advertisements, social media posts, speeches, and interviews, to demonstrate how English is adapted and utilized by different communities. This exposure helps demystify the notion of a "standard" English and reinforces the idea that all varieties are valuable and meaningful. When learners encounter multiple models of English, they are less likely to feel that their own way of speaking is "wrong" or "inferior," thereby reducing anxiety and cultivating a sense of linguistic legitimacy and belonging.

Furthermore, an inclusive curriculum can promote cross-cultural competence by integrating activities that encourage learners to explore and reflect on the cultural contexts in which different Englishes are used. For instance, students could analyze the cultural significance of specific idioms, proverbs, or expressions from various English varieties, cultivating a deeper appreciation of linguistic diversity and reducing the fear of the unknown.

5.2. Revising Assessment Practices

Traditional language assessments often focus heavily on native-like accuracy, evaluating learners based on their ability to replicate the norms of a specific native variety of English, such as British or American English. This approach can create significant anxiety for learners from diverse linguistic backgrounds who may feel that they are being judged against an unrealistic or irrelevant standard. To mitigate this anxiety, Kachru's framework suggests revising assessment practices to prioritize communicative competence and adaptability over strict adherence to native-speaker norms.

Revised assessments should evaluate a learner's ability to use English effectively in real-world situations, emphasizing clarity, coherence, and appropriateness over grammatical perfection. For example, instead of penalizing learners for minor grammatical errors or non-standard pronunciation, assessments could focus on the learner's ability to convey meaning clearly, engage in meaningful interactions, and adapt their language use to different contexts and audiences. This shift in focus helps learners see their language skills as strengths rather than deficits, reducing the anxiety associated with striving for unattainable standards.

In addition to communicative competence, assessments should recognize the diverse linguistic backgrounds of learners and the varieties of English they bring to the classroom. This could involve incorporating tasks that allow learners to draw on their knowledge of different Englishes, such as comparing and contrasting expressions, explaining cultural references, or creating multilingual content. By valuing the linguistic resources that learners already possess,

teachers can create a more inclusive assessment environment that reduces anxiety and motivates learners to engage with the language.

To further support this approach, teachers could introduce alternative forms of assessment, such as portfolios, self-assessments, peer assessments, and project-based evaluations. These methods provide learners with opportunities to demonstrate their language skills in diverse ways, allowing for a more holistic evaluation of their abilities. For instance, a portfolio might include recordings of conversations, written reflections on language learning experiences, or creative projects that showcase a learner's understanding and use of English in different contexts.

5.3. Promoting Cultural Sensitivity

Promoting cultural sensitivity in the language classroom involves cultivating an understanding of the cultural and linguistic diversity of English and encouraging learners to appreciate the different ways in which the language is used around the world. This approach aligns with Kachru's framework, which emphasizes the legitimacy of multiple English varieties and challenges the notion of a single, "correct" form of the language.

To promote cultural sensitivity, teachers should incorporate culturally relevant texts, materials, and discussions that reflect the global use of English. This could include readings from diverse authors who use different English varieties, documentaries that explore the history and development of English in various regions, or discussions on how English is adapted to fit local cultural contexts. For example, learners could examine the use of Singlish in Singaporean cinema or analyze the linguistic features of Nigerian Pidgin in contemporary music.

Moreover, classroom activities should encourage learners to reflect on their own cultural experiences and how these shape their use of English. This reflection can be facilitated through activities such as storytelling, where learners share their personal narratives and explore how their cultural backgrounds influence their language use. By recognizing and valuing each learner's unique cultural perspective, teachers create an environment where diversity is celebrated, not stigmatized.

Teachers should also promote discussions about linguistic prejudice and bias, helping learners understand the social and political implications of language hierarchies and encouraging them to challenge stereotypes about different English varieties. This critical awareness can empower

learners to resist internalized anxieties about their language abilities and develop a more positive attitude toward their linguistic identity.

5.4. Creating Supportive Learning Environments

A supportive learning environment is one where learners feel safe, respected, and encouraged to take risks with their language use without fear of judgment or criticism. Creating such an environment is essential for reducing language anxiety and cultivating positive attitudes toward English learning. Kachru's framework suggests several strategies for achieving this goal.

First, teachers should prioritize positive reinforcement, highlighting learners' strengths and progress rather than focusing solely on their mistakes or shortcomings. This could involve providing constructive feedback that emphasizes what learners are doing well and offering specific suggestions for improvement in a supportive and encouraging manner. Celebrating small successes, such as a learner's use of a new vocabulary word or their ability to participate in a class discussion, can build confidence and reduce anxiety.

Peer collaboration is another effective strategy for creating a supportive learning environment. Group activities, such as role-playing, debates, and collaborative projects, provide opportunities for learners to practice their language skills in a low-pressure setting, learn from each other, and gain confidence through shared experiences. Encouraging learners to work together promotes a sense of community and mutual support, which can alleviate the isolation and self-doubt often associated with language anxiety.

Open discussions about linguistic diversity should also be encouraged, allowing learners to share their experiences, express their concerns, and reflect on their language learning journey. Creating a classroom culture where diversity is acknowledged and respected helps learners feel comfortable expressing themselves in their own variety of English. For example, a teacher might facilitate a discussion on the different ways English is spoken around the world, highlighting how each form reflects unique cultural and social contexts.

Lastly, teachers can create supportive environments by adopting a flexible approach to language teaching that accommodates different learning styles, preferences, and paces. This might involve offering a variety of learning activities, such as interactive games, multimedia resources, or creative writing exercises, to engage learners with different strengths and interests. Flexibility also means being responsive to learners' needs, providing extra support or

alternative approaches when necessary, and encouraging them to set their own language learning goals.

6. Implications for English Language Teaching (ELT)

Braj Kachru's work on World Englishes has brought to light significant implications for English Language Teaching (ELT), prompting a reevaluation of traditional pedagogical practices. By recognizing the plurality and diversity of English, Kachru's insights call for a transformative approach that moves beyond rigid native-speaker norms and holds a more inclusive, culturally sensitive, and context-aware model of language teaching. Implementing these insights can create more supportive, effective, and equitable learning environments for English learners worldwide.

6.1 Redefining Standards in ELT

One of the most profound implications of Kachru's work is the need to redefine what constitutes "standard" English in ELT. Traditional practices have often prioritized native-speaker norms, such as British or American English, as the benchmarks of linguistic correctness. However, this narrow focus can marginalize learners who speak different varieties of English and perpetuate the notion that their forms of English are somehow inferior or "wrong." Kachru's framework suggests a more inclusive view that recognizes all English varieties as valid and valuable forms of the language.

To put this into practice, ELT should shift from an overemphasis on native-like accuracy to a broader understanding of communicative competence, which includes the ability to use English effectively across different contexts and with speakers of various English varieties. This involves holding a descriptive rather than a prescriptive approach to language teaching acknowledging the reality of how English is used globally, rather than enforcing a single, idealized standard.

Curricula and materials should reflect this diversity by including texts, audio, and visual content that represent a range of English varieties. For example, textbooks could feature dialogues and readings that incorporate different accents, dialects, and idiomatic expressions from around the world. Teaching materials could also highlight the cultural contexts in which these varieties are used, helping learners understand why English may look or sound different in different places.

Assessment practices should also evolve to support this redefined standard. Rather than penalizing learners for deviations from native-speaker norms, assessments should focus on their ability to communicate effectively and adapt their language use to suit different contexts and interlocutors. This shift can help reduce anxiety by validating diverse forms of English and recognizing their legitimacy, cultivating a more inclusive and encouraging environment for all learners.

6.2 Cultivating Supportive Learning Environments

Creating a supportive learning environment is essential for reducing language anxiety and promoting effective learning. Kachru's insights suggest that language classrooms should prioritize communicative competence and cultural sensitivity, recognizing the importance of context in language use. To achieve this, ELT practices should incorporate practical applications that build learners' confidence and encourage active participation.

Role-plays, simulations, and real-life scenarios can be highly effective tools in this regard. By engaging in activities that mirror real-world situations, learners can practice using English in meaningful ways, build confidence in their abilities, and develop strategies for navigating different communicative contexts. For example, role-plays might involve scenarios such as job interviews, doctor-patient interactions, or customer service exchanges, where learners must use language creatively and adaptively to achieve specific communicative goals.

Additionally, incorporating culturally relevant content and discussions can help learners feel more connected to the material and reduce the anxiety that arises from unfamiliarity with the cultural norms of native English-speaking countries. This could involve exploring how English is used in various cultural contexts, discussing the historical and social factors that shape different varieties of English, or comparing and contrasting cultural practices related to communication. For instance, a lesson could explore how greetings differ across cultures or how politeness is expressed in different varieties of English.

To create a supportive environment, teachers should also focus on cultivating a positive classroom culture that encourages experimentation and risk-taking without fear of judgment. This can be achieved through collaborative learning activities, where learners work together in pairs or groups to solve problems, complete tasks, or discuss topics of interest. By providing opportunities for peer feedback and support, teachers can help learners build confidence and develop a sense of camaraderie and mutual respect, which can significantly reduce language anxiety.

6.3 Teacher Training and Development

Kachru's insights into World Englishes also highlight the critical need for comprehensive teacher training and development. Teachers play a crucial role in shaping the classroom environment, guiding learners through their language journey, and addressing language anxiety. However, many teachers may not be fully aware of the diverse varieties of English or the challenges learners face when navigating different linguistic norms. Equipping teachers with the knowledge and skills to recognize and address these challenges is vital for cultivating inclusive classrooms.

Teacher training programs should include a strong focus on World Englishes, helping teachers understand the linguistic, cultural, and historical dimensions of different English varieties. This could involve workshops or courses on the sociolinguistics of English, exploring how English has evolved in different contexts, and discussing the implications of this diversity for language teaching. Teachers should be encouraged to adopt a more flexible and adaptive approach to language instruction, recognizing that there is no single "correct" form of English.

Furthermore, training should equip teachers with strategies to create inclusive and supportive classroom environments that cater to diverse learner needs. This might include techniques for managing language anxiety, such as using positive reinforcement, providing constructive feedback, and developing activities that encourage collaboration and peer support. Teachers should also be trained to recognize signs of anxiety in their students and respond empathetically, offering additional support or alternative approaches when needed.

In addition to initial training, ongoing professional development is crucial for helping teachers stay informed about new research, trends, and best practices in ELT. Professional development opportunities could include attending conferences, participating in webinars, engaging in peer observation and feedback, or joining professional networks and communities of practice. By continuously developing their skills and knowledge, teachers can remain responsive to their learners' evolving needs and contribute to creating a more inclusive and effective language learning environment.

6.4 Integrating Technology and Digital Tools

Kachru's insights also suggest that integrating technology and digital tools into ELT can help create a more inclusive and anxiety-reducing environment. Digital tools offer innovative ways to expose learners to diverse English varieties, provide authentic contexts for language use, and

facilitate personalized learning experiences. For example, language learning apps, online platforms, and virtual exchange programs can connect learners with speakers of different English varieties, allowing them to practice their skills in a variety of contexts.

Teachers can use multimedia resources, such as videos, podcasts, and interactive exercises, to familiarize learners with different accents, dialects, and cultural practices. Virtual reality (VR) simulations, for instance, can create immersive language experiences that mirror real-life interactions, helping learners practice in a low-stress, controlled environment. Online communities and social media platforms can also provide opportunities for learners to engage in meaningful communication with peers worldwide, building confidence and reducing anxiety through authentic interaction.

By holding a flexible, technology-enhanced approach to language teaching, teachers can cater to different learning styles, provide more personalized support, and offer diverse opportunities for practice, ultimately helping learners overcome language anxiety and succeed in their language goals.

7. Case Studies and Examples: Applying Kachru's Framework

Kachru's framework of World Englishes offers a powerful tool for understanding how diverse sociolinguistic contexts influence English Language Teaching (ELT) practices and impact language anxiety. The following case studies illustrate how teachers in different regions have applied this framework to create more inclusive and supportive learning environments that acknowledge the legitimacy of local English varieties and address the unique challenges faced by learners.

7.1 Indian English: Integrating Local Varieties to Build Confidence

In India, English exists within a complex linguistic landscape where it functions as a second language for many, coexisting with a multitude of indigenous languages. English has a long colonial history in India but has since evolved into a localized variety known as Indian English, which incorporates vocabulary, idioms, and grammatical structures from various regional languages. To reduce language anxiety among learners, Indian teachers have begun integrating Indian English into the curriculum, alongside standard British or American English.

This approach includes incorporating Indian literature, media, and local examples into English language lessons. For instance, texts by Indian authors writing in English, such as R.K. Narayan, Arundhati Roy, or Salman Rushdie, are used in classrooms to expose students to

narratives and linguistic styles that reflect their cultural experiences. This practice helps validate the local variety and demonstrates that Indian English is a legitimate form of expression, not merely a deviation from the norm. Additionally, using local media, such as Indian newspapers, advertisements, and films, helps students recognize and appreciate the unique characteristics of Indian English.

By promoting a sense of ownership over their English use, this strategy helps Indian learners feel more confident in their language abilities, reducing anxiety about conforming to native-speaker norms. Moreover, it promotes pride in their linguistic identity and encourages them to see English not just as a foreign language but as a dynamic tool for expressing their cultural heritage and local realities.

7.2 Singlish in Singapore: Balancing Cultural Identity and Standardization

In Singapore, Singlish, a colloquial form of English that incorporates elements from Malay, Mandarin, Tamil, and various Chinese dialects serves as a unique cultural marker. However, Singlish is often viewed in opposition to "standard" English, which is promoted in formal educational settings and professional communication to maintain global competitiveness and uphold perceived linguistic standards.

To address language anxiety while respecting both local and international norms, Singaporean schools adopt a balanced approach. Teachers acknowledge the cultural significance and everyday use of Singlish while simultaneously teaching standard English for academic and formal contexts. This dual approach is evident in language policies that encourage the use of standard English in public communication but do not outrightly stigmatize the use of Singlish in informal settings. Schools often conduct awareness campaigns that emphasize the situational appropriateness of different language forms, teaching students when and how to switch between Singlish and standard English depending on the context.

For example, classroom activities may include discussions about code-switching, helping students navigate between Singlish and standard English in various scenarios, such as writing formal letters versus casual text messages. This recognition of both varieties helps students feel validated in their everyday language use while equipping them with the skills needed for formal and international communication. The anxiety reduction comes from understanding that their local way of speaking is valued, rather than seeing it as a linguistic deficit.

7.3 Chinglish in China: Holding Local Adaptations to Enhance Comfort and Ownership

In China, English is primarily taught as a foreign language, and the phenomenon of "Chinglish", a localized form of English that includes Chinese syntax, expressions, and cultural references has often been viewed with skepticism or derision. However, recent shifts in educational practices have begun to validate Chinglish as a legitimate form of English use that reflects the unique sociocultural context of Chinese learners.

Chinese teachers have started to hold Chinglish as part of the language learning process, encouraging students to view their use of English as a meaningful adaptation rather than a deviation from native norms. This approach includes using Chinglish examples to highlight common errors and explain why they occur due to Chinese linguistic structures, thus promoting a deeper understanding of both languages. For example, phrases like "long time no see" or "people mountain, people sea" are discussed to show how Chinese expressions are translated into English, helping learners understand the cross-cultural nuances of language use.

By validating Chinglish, teachers promote a sense of comfort and ownership over English learning, reducing the anxiety associated with the pressure to conform to unattainable native-speaker standards. Students are encouraged to communicate meaningfully in English, even if their expression is influenced by Chinese linguistic norms. This approach helps them see English as an accessible and adaptable tool for global communication, rather than an intimidating foreign language.

7.4 AAVE in the U.S.: Culturally Responsive Teaching to Affirm Linguistic Identities

African American Vernacular English (AAVE) is a distinct variety of English with its own grammatical, phonological, and lexical features, deeply rooted in the historical and cultural experiences of African American communities. In the United States, AAVE is often stigmatized in educational and professional settings, where "standard" American English is seen as the norm. This stigmatization can lead to significant language anxiety among African American students who speak AAVE, as they may feel that their linguistic identity is devalued or considered "incorrect."

Culturally responsive teaching practices that validate AAVE as a legitimate variety of English are crucial in addressing this issue. Teachers can incorporate AAVE into the curriculum by including literature, poetry, music, and oral histories that use or reference AAVE, such as works by Toni Morrison, Zora Neale Hurston, or contemporary hip-hop artists. This inclusion helps affirm the cultural and linguistic identities of students who speak AAVE, cultivating a sense of pride and confidence in their linguistic heritage.

Teachers can also encourage code-meshing blending elements of AAVE with standard English in written and spoken forms to help students develop versatility in their language use while affirming their linguistic identity. By acknowledging the value of AAVE and providing opportunities for students to explore how it can be effectively used alongside standard English, teachers help reduce language anxiety and promote a more inclusive classroom environment.

7.5 Multilingual Education in South Africa: Supporting Linguistic Diversity and Reducing Stigma

South Africa's complex linguistic landscape includes 11 official languages, with English serving as a lingua franca in education, government, and business. The country's multilingual education policy is designed to promote the inclusion of indigenous languages alongside English, reflecting a commitment to linguistic diversity and social equity.

To reduce language anxiety and promote linguistic pride, South African schools often adopt a bilingual or multilingual approach to education, where students are taught in their home language alongside English. This policy helps learners maintain and develop their indigenous languages while also acquiring English for broader communication. For example, schools might offer subjects such as mathematics or science in both isiZulu and English, allowing students to learn complex concepts in their first language before transferring that knowledge to English.

This inclusive approach helps to lower anxiety by reducing the pressure to achieve native-like proficiency in English while affirming the value of local languages and cultures. It supports learners' diverse linguistic backgrounds and promotes an environment where multiple languages are respected and seen as assets rather than barriers. This practice helps to reduce the stigma associated with non-native English varieties and promotes social cohesion in a multilingual society.

8. Holding Linguistic Diversity in ELT

Braj Kachru's advocacy for World Englishes represents a transformative shift in the way English language education is conceptualized and practiced. By moving beyond a narrow focus on native-speaker norms and instead recognizing the legitimacy and value of diverse English varieties, teachers can create more inclusive and effective learning environments that accommodate the linguistic realities of English speakers worldwide. This approach has

profound implications for reducing language anxiety, enhancing learner engagement, and promoting more equitable outcomes in English language teaching (ELT).

The traditional view of English as a uniform language with a single "standard" form has often marginalized learners who do not conform to native-speaker norms, creating significant barriers to language acquisition and cultivating feelings of inadequacy and anxiety. Kachru's framework challenges these notions by advocating for a pluricentric view of English, one that acknowledges and celebrates the multitude of English varieties that have evolved across different sociocultural and historical contexts. This paradigm shift encourages teachers to see English not as a static or monolithic entity, but as a dynamic and adaptable means of communication that belongs to all its users, regardless of their linguistic background.

8.1 Promoting Equity and Inclusion in ELT

By holding linguistic diversity, teachers can promote a more equitable and inclusive approach to language teaching. This means recognizing that all varieties of English, whether Indian English, Nigerian English, Singlish, or African American Vernacular English (AAVE), are valid forms of expression with their own grammatical rules, phonological patterns, and cultural meanings. Such recognition helps dismantle linguistic hierarchies that privilege native-speaker norms and instead affirms the linguistic identities of learners from diverse backgrounds. This affirmation is crucial for building learners' confidence and self-esteem, as it allows them to see their English usage not as a deviation from an ideal norm but as a legitimate and valuable form of communication.

An inclusive approach to ELT also involves integrating diverse varieties of English into the curriculum, assessment practices, and classroom interactions. Teachers are encouraged to use materials that reflect the global use of English, incorporating texts, media, and examples from a wide range of English-speaking contexts. By doing so, they help learners develop a broader understanding of the language and its cultural nuances, enhancing their ability to navigate different communicative situations with ease and confidence.

8.2 Encouraging Critical Awareness and Empathy

Holding linguistic diversity in ELT also means cultivating critical awareness among both teachers and learners about the social and political dimensions of language use. This involves questioning and challenging the power dynamics that have historically privileged certain varieties of English over others. Teachers can play a key role in cultivating empathy and

intercultural competence by encouraging learners to explore the histories, cultures, and experiences that shape different English varieties. This critical engagement not only broadens learners' perspectives but also promotes a deeper understanding of the diversity and richness of the English language.

By acknowledging the social justice aspects of language education, teachers can contribute to a more just and inclusive world where linguistic diversity is respected and valued. This perspective aligns with the goals of global citizenship education, which seeks to prepare learners to participate actively and responsibly in an interconnected world. In this context, English becomes not just a tool for communication but a means for cultivating mutual understanding, respect, and collaboration across cultural boundaries.

8.3 Redefining Success in Language Learning

Kachru's framework also invites a redefinition of what it means to be "successful" in language learning. Traditional measures of success, often based on native-like fluency and accuracy, can be exclusionary and unrealistic for many learners, particularly those who speak English as a second or additional language. Instead, a focus on communicative competence defined as the ability to use language effectively and appropriately in a variety of contexts offers a more inclusive and practical standard for assessing language proficiency.

This redefinition of success encourages learners to develop confidence in their unique linguistic abilities, whether they are speaking English with a local accent, using regionally specific vocabulary, or drawing on multiple languages in multilingual contexts. It also emphasizes the importance of adaptability, flexibility, and creativity in language use skills that are increasingly valued in today's globalized world. By redefining success in these terms, teachers can help reduce language anxiety and empower learners to view themselves as competent and capable English users.

8.4 Contributing to a Globally Relevant Understanding of English

Holding the diversity of English varieties contributes to a more globally relevant understanding of the language. It reflects the reality that English is not owned by any single group or nation but is a shared resource that has been shaped by diverse communities around the world. This understanding challenges the notion of "ownership" of English and instead promotes a view of the language as a flexible, inclusive, and evolving means of communication that can be adapted to suit local needs and purposes.

By promoting this view, ELT practices can help learners appreciate the role of English as a global lingua franca that serves as a bridge across cultural, linguistic, and geographical divides. This perspective aligns with the needs of the 21st century, where effective communication across diverse contexts is essential for personal, professional, and social success. It also prepares learners to engage confidently with English in a variety of settings, from academic and professional environments to informal and intercultural exchanges.

8.5 Towards a More Just and Inclusive World

Ultimately, Kachru's advocacy for World Englishes calls for a fundamental shift in how we think about language, identity, and education. It challenges teachers to move beyond narrow definitions of "correct" English and instead hold a broader, more inclusive understanding that values diversity and promotes empathy, equity, and mutual respect. By creating supportive learning environments that recognize and celebrate the multiplicity of English varieties, teachers can help learners develop the confidence, skills, and attitudes needed to navigate an increasingly interconnected world.

This approach not only benefits learners by reducing anxiety and promoting effective communication but also contributes to the broader goal of building a more just and inclusive world. By valuing linguistic diversity, we recognize the rights of all individuals to express themselves in their own voices, affirming their cultural identities and promoting a richer, more nuanced understanding of the global human experience. As English continues to evolve and expand, holding its diversity will be key to cultivating a more equitable and inclusive future for all.

Chapter 4

Comprehensive Analysis and Implications

1.1 Introduction

This chapter synthesises the findings from the quantitative and qualitative analyses conducted in this study on language learning anxiety. By integrating insights from factor analysis, thematic analysis, and open-ended questionnaire responses, this chapter provides a comprehensive discussion on the multifaceted nature of language learning anxiety and its impact on English language learners. The chapter is structured to first present a summary of key findings, followed by an in-depth analysis of the identified factors contributing to language anxiety. It then delves into the qualitative insights gathered from students, highlighting their personal experiences and coping mechanisms. Finally, the chapter offers practical implications for teaching and curriculum development, along with detailed recommendations for educators and policymakers to create more supportive and inclusive language learning environments.

1.2 Qualitative Insights from Open-Ended Questions

1.2.1 Analysis of Responses to Open-Ended Questions

The qualitative data obtained from the open-ended questions in the survey provided rich insights into the experiences of students regarding language anxiety in English language classes. Through thematic analysis of the responses, several common themes, specific situations or triggers of anxiety, and coping mechanisms were identified. This section presents a detailed analysis of these qualitative findings, offering a deeper understanding of the factors contributing to language anxiety and the strategies learners employ to manage it.

1.2.2 Common Themes and Experiences Related to Language Anxiety

Thematic analysis of the open-ended responses revealed several recurring themes that encapsulate the students' experiences and challenges with language anxiety:

1.2.2.1 Fear of Negative Evaluation

Many students expressed a profound fear of being judged negatively by their peers and instructors. This fear often leads to heightened anxiety, particularly during speaking activities and presentations.

Example: One student mentioned, "I always feel like my classmates are silently judging my pronunciation and grammar mistakes."

1.2.2.2 Self-Consciousness and Insecurity

Feelings of self-consciousness and insecurity were prevalent among the respondents. Students often doubted their language abilities and felt inadequate compared to their peers.

Example: A student noted, "I feel very self-conscious when I speak in English because I think my accent is not good enough."

1.2.2.3 Perfectionism and High Expectations

The drive for perfection and fear of making mistakes were significant sources of anxiety. Students set high expectations for themselves, which sometimes became overwhelming.

Example: "I feel very anxious when I cannot speak English perfectly. I always aim for flawless communication, and any mistake feels like a failure."

1.2.2.4 Social Comparison

Comparing oneself to peers emerged as a common theme. Students often gauged their language proficiency against that of their classmates, leading to feelings of inferiority and increased anxiety.

Example: "I always feel that other students are better than me in English, which makes me more nervous to participate in class."

1.2.2.5 Pressure from Academic Performance

The pressure to perform well in exams and assessments was another significant theme. Students were worried about their grades and the impact of their language skills on their overall academic success.

Example: "Exams make me very anxious because I am afraid my English skills are not good enough to get a high score."

1.2.3 Specific Situations or Triggers of Anxiety

The thematic analysis also identified specific situations and triggers that commonly led to heightened anxiety among students:

1.2.3.1 Speaking in Front of Others

Public speaking or participating in class discussions were frequently mentioned as anxiety-inducing situations. The fear of making mistakes in front of peers was a major trigger.

Example: "I feel extremely nervous when I have to speak in front of the class. I worry that I will make mistakes and everyone will laugh at me."

1.2.3.2 Complex Learning Materials

Encountering difficult grammar rules, unfamiliar vocabulary, and challenging listening exercises were cited as triggers of anxiety. Students felt overwhelmed by the complexity of the learning materials.

Example: "I get anxious when the teacher introduces new grammar rules. I feel like I cannot keep up with the pace of the class."

1.2.3.3 Tests and Assessments

Exams and other forms of assessments were significant sources of anxiety. The pressure to perform well and the fear of failure heightened students' stress levels.

Example: "Tests make me very anxious. I am always afraid that I will not do well and it will affect my overall grade."

1.2.3.4 Lack of Preparation

Being unprepared for class or spontaneous speaking activities triggered anxiety. Students felt more confident when they had adequate time to prepare for language tasks.

Example: "I feel very nervous when the teacher calls on me to speak without any preparation."

1.2.4 Coping Mechanisms and Learner Suggestions for Reducing Anxiety

Students employed various strategies to cope with their language anxiety, and they also provided valuable suggestions for creating a more supportive learning environment:

1.2.4.1 Deep Breathing and Relaxation Techniques

Many students mentioned using deep breathing exercises and other relaxation techniques to calm their nerves before speaking or participating in class.

Example: "I take deep breaths to calm myself before speaking in class. It helps me manage my anxiety."

1.2.4.2 Positive Self-Talk

Engaging in positive self-talk was a common coping strategy. Students used affirmations and self-encouragement to boost their confidence.

Example: "I remind myself that making mistakes is part of learning. Positive self-talk helps me stay calm."

1.2.4.3 Seeking Support from Peers and Teachers

Students often sought support from their peers and teachers. Having a supportive network helped them feel more confident and less anxious.

Example: "Talking to my friends and asking for their help makes me feel less anxious. They reassure me that I am doing well."

1.2.4.4 Practicing Mindfulness and Meditation

Mindfulness and meditation practices were also mentioned as effective ways to manage anxiety. These techniques helped students stay focused and present.

Example: "I practice mindfulness exercises to stay calm during class. It helps me focus on the present moment."

1.2.4.5 Incremental Exposure to Speaking Activities

Gradually increasing exposure to speaking activities helped students build confidence over time. Starting with low-stakes tasks and progressing to more challenging ones was effective.

Example: "Starting with small speaking activities and gradually taking on more challenging tasks has helped me become more confident."

1.2.4.6 Creating a Supportive Classroom Environment

Students suggested that teachers could help reduce anxiety by creating a more supportive and understanding classroom environment. This includes providing positive feedback, normalizing mistakes, and encouraging collaboration.

Example: "It would help if teachers encouraged a more supportive atmosphere where mistakes are seen as learning opportunities."

1.2.5 Incorporating Learner Suggestions

- **Encouraging a Growth Mindset:** Emphasize that language learning is a process and that mistakes are a natural part of that process.
- **Providing Constructive Feedback:** Focus feedback on growth and improvement, highlighting both strengths and areas for development.
- **Implementing Interactive Activities:** Use interactive and collaborative activities to make learning more engaging and less intimidating.
- **Offering Individualized Support:** Provide designed support to students based on their specific needs and challenges.
- **Introducing Relaxation Techniques:** Incorporate mindfulness, deep breathing, and relaxation techniques into the classroom routine.

By understanding the common themes and specific triggers of language anxiety, as well as the coping mechanisms employed by students, educators can better shape their teaching strategies to address these challenges. Creating a supportive and inclusive classroom environment is essential for reducing anxiety and nurturing a more positive and effective language learning experience.

1.3 Factor Analysis

The analysis of language learning data necessitates a thorough examination of the underlying factors that contribute to learners' experiences and outcomes. Factor analysis is a statistical method used to identify these latent variables. This section details the steps taken to ensure the suitability of the dataset for factor analysis, the methods used for factor extraction and rotation, the identification and interpretation of the resulting factors, and the implications of these findings for language education.

1.3.1 Suitability of the Dataset for Factor Analysis

1.3.1.1 Kaiser-Meyer-Olkin (KMO) Measure and Bartlett's Test of Sphericity

Two critical statistical tests were conducted to determine whether the dataset was appropriate for factor analysis: the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity.

1.3.1.2 Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy

The KMO measure evaluates the proportion of variance in the variables that might be common variance, indicating the adequacy of sample size relative to the number of variables. The KMO value for the dataset was .961, which is significantly above the threshold of .6, indicating a high level of common variance among the variables. This high value suggests that the dataset is well-suited for factor analysis, as the variables are sufficiently correlated.

1.3.1.3 Bartlett's Test of Sphericity

Bartlett's Test of Sphericity tests the hypothesis that the correlation matrix is an identity matrix, which would indicate no correlations among variables. The test produced a significant chi-square value of 23863 with 741 degrees of freedom ($p < .001$), rejecting the null hypothesis and confirming that there are significant correlations among the variables. This result supports the appropriateness of conducting factor analysis on the dataset.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.961
Bartlett's Test of Sphericity	Approx. Chi-Square	23863
	Degree of freedom	741
	Significant value	.000

1.3.2 Factor Extraction and Rotation Methods

1.3.2.1 Maximum Likelihood Estimation

The Maximum Likelihood (ML) estimation method was employed for the factor extraction process. ML aims to find the factor solution that maximizes the likelihood of the observed data under the assumed factor model. This method is favored for its robustness and efficiency in estimating parameters, particularly in complex datasets.

1.3.2.2 Varimax Rotation with Kaiser Normalization

Following the extraction, the Varimax rotation technique with Kaiser Normalization was applied to enhance the interpretability of the factors. Varimax rotation seeks to simplify the interpretation of factors by maximizing the variance of factor loadings within each factor,

leading to more distinct and interpretable factors. Kaiser Normalization adjusts the factor loadings to have unit variance, further aiding in the interpretation of the rotated factors.

1.3.3 Identification and Interpretation of Factors

The factor analysis revealed six distinct factors, each representing a unique aspect of the language learning process. These factors provide insights into the psychological constructs that influence language learning.

1.3.3.1 Language Learning Anxiety and Confidence

This factor encompasses the interplay between anxiety and resilience in language learning contexts. It highlights the importance of resilience as learners navigate challenges and setbacks in their language acquisition journey. Understanding this factor can help educators develop strategies to boost learners' confidence and reduce anxiety.

1.3.3.2 Perfectionism and Self-Criticism in Language Learning

This factor captures the tendency of learners to strive for perfection and engage in self-criticism as they aim to excel in language proficiency. It emphasizes the impact of high personal standards and critical self-evaluation on learners' attitudes and behaviors. Recognizing this can help educators address the pressures learners place on themselves and provide support to manage perfectionism.

1.3.3.3 Language Learning Confidence and Adaptability

This factor emphasizes the importance of flexibility in learners' confidence levels and their ability to adapt to diverse learning environments and situations. It suggests that adaptable learners are more likely to succeed in various linguistic contexts. Educators can nurture this adaptability by exposing learners to a variety of language use scenarios.

1.3.3.4 Language Learning Confidence and Social Comparison

This factor sheds light on the influence of social comparison on learners' confidence levels and self-perceptions in language learning contexts. It highlights the role of social dynamics in shaping learners' attitudes toward their language abilities. Educators can use this insight to create a supportive classroom environment that minimizes harmful social comparisons.

1.3.3.5 Motivation and Attendance in Language Learning

This factor highlights the pivotal role of learner engagement and attendance behavior in driving language learning outcomes. It emphasizes the importance of motivation and active participation in the language learning process. Strategies to increase motivation and regular attendance can significantly improve learning outcomes.

1.3.3.6 Social Evaluation and Fear of Error in Language Learning

This factor elucidates the impact of social evaluation and fear of making errors on learners' confidence and performance in language learning activities. It stresses the need for creating supportive and inclusive learning environments where learners feel assured and empowered to take risks and learn from their mistakes. Reducing the fear of error can enhance learners' willingness to participate and practice.

1.3.4 Implications

The factor analysis provides valuable insights into the multifaceted nature of psychological constructs in language learning, offering a comprehensive framework for understanding learners' experiences, attitudes, and behaviors in language acquisition settings. These findings have significant implications for educators, curriculum developers, and policymakers.

1.3.4.1 Educational Strategies

Educators can use the insights from this analysis to develop targeted strategies that address the various psychological factors identified. By promoting resilience, managing perfectionism, encouraging adaptability, minimizing harmful social comparisons, and promoting motivation and participation, educators can create more effective language learning environments.

1.3.4.2 Curriculum Development

Curriculum developers can incorporate elements that address these psychological constructs, ensuring that the curriculum supports learners' emotional and psychological needs. This can lead to more engaging and effective language learning programs.

1.3.4.3 Policy Implications

Policymakers can use these findings to inform policies that promote inclusive and supportive language education. By addressing the diverse needs of language learners, policies can help reduce language anxiety and improve language acquisition outcomes.

The factor analysis conducted on the language learning dataset yields meaningful results, shedding light on the complex interplay of psychological constructs involved in the language learning process. The insights gleaned from this analysis contribute to our understanding of learners' experiences and behaviors, paving the way for more targeted and effective interventions in language education. By addressing the various psychological factors identified in the analysis, educators can better support learners and enhance language acquisition outcomes, ultimately leading to a more inclusive and effective language learning environment.

1.4 Reliability Analysis

Reliability analysis is a critical component in ensuring that the instruments used in research consistently measure the constructs they are intended to assess. In the context of this study, the reliability of the questionnaire used to measure language learning anxiety was evaluated through a pilot survey and subsequent statistical analysis.

1.4.1 Pilot Survey

To assess the reliability of the questionnaire, a pilot survey was conducted involving 67 participants. These participants were selected to represent a diverse range of backgrounds and experiences with language learning, ensuring that the pilot data would provide a comprehensive overview of the questionnaire's performance.

1.4.2 Internal Consistency and Cronbach's Alpha

The primary statistical measure used to evaluate the internal consistency of the questionnaire was Cronbach's Alpha. Cronbach's Alpha is a widely used reliability coefficient that assesses how closely related a set of items are as a group. It is considered a measure of the internal consistency of a test or scale; a high value indicates that the items measure the same underlying construct.

1.4.3 Overall Cronbach's Alpha Coefficient

The overall Cronbach's Alpha coefficient for the questionnaire was calculated at .761. This value indicates a robust level of internal consistency among the items in the questionnaire.

According to widely accepted standards, a Cronbach's Alpha value above .70 is considered acceptable, and a value above .80 is considered good. Therefore, a value of .761 suggests that the questionnaire is reliably measuring the constructs related to language learning anxiety.

1.4.4 Cronbach's Alpha Based on Standardized Items

In addition to the overall Cronbach's Alpha, the Cronbach's Alpha based on standardized items was also calculated. This measure was found to be .747, which further corroborates the reliability of the questionnaire. The slight difference between the overall Cronbach's Alpha and the standardized items indicates that the items have similar variances, reinforcing the reliability of the scale.

1.4.5 Item-Total Statistics

To further ensure the reliability of the questionnaire, item-total statistics were analyzed. This involved examining the correlation of each item with the total score and the impact of removing each item on the overall Cronbach's Alpha value. Items that significantly decrease the Alpha value when removed are considered to contribute positively to the internal consistency of the scale.

1.4.6 Results of Item-Total Statistics

Most items showed strong positive correlations with the total score, indicating that they were measuring aspects of the same underlying construct.

None of the items significantly lowered the overall Cronbach's Alpha when removed, suggesting that each item contributes to the overall reliability of the questionnaire.

1.4.7 Implications for Reliability

The reliability statistics obtained from the pilot survey suggest that the questionnaire is a dependable tool for assessing language learning anxiety. The high Cronbach's Alpha values indicate that the items are consistently measuring the intended constructs, providing confidence in the stability and consistency of the questionnaire results.

The reliability analysis conducted through the pilot survey and subsequent Cronbach's Alpha calculations demonstrates that the questionnaire used in this study is a reliable instrument for measuring language learning anxiety.

1.5 In-Depth Analysis of Factors

1.5.1 Language Learning Anxiety and Confidence

Language learning anxiety is a multifaceted phenomenon that significantly impacts learners' confidence and their overall ability to acquire new language skills. Understanding the interplay between anxiety and resilience in language learning contexts is crucial for developing effective strategies to support learners.

1.5.1.1 Interplay Between Anxiety and Resilience

Language learning anxiety is often characterized by feelings of apprehension, tension, and worry specifically associated with the process of acquiring a new language. This anxiety can arise from several sources:

- **Fear of Making Mistakes:** Learners often fear making errors in pronunciation, grammar, or vocabulary, which can lead to a reluctance to participate in language activities. This fear is particularly prevalent in classroom settings where learners are conscious of being evaluated by their peers and instructors.
- **Negative Evaluation:** The prospect of being judged or criticized for language mistakes can heighten anxiety. Learners might feel that their language proficiency is being constantly scrutinized, which can inhibit their willingness to practice and take risks.
- **Inherent Challenges of Language Learning:** The complexity of learning a new language, which includes mastering new sounds, structures, and cultural nuances, can be inherently anxiety-inducing. The cognitive load required to process and produce a new language can overwhelm learners, leading to increased anxiety levels.

The impact of language learning anxiety on learners is profound. High levels of anxiety can disrupt cognitive processes, making it difficult for learners to absorb new information, retain vocabulary, and understand grammatical structures. As MacIntyre highlights, anxiety can interfere with the efficiency of working memory, reduce attention, and impair the ability to process language input.

1.5.1.2 Resilience in Language Learning

Resilience, defined as the ability to recover from setbacks and continue pursuing goals despite difficulties, plays a crucial role in mitigating the adverse effects of language learning anxiety. Resilient learners exhibit several key characteristics:

- **Motivation and Persistence:** Resilient learners maintain their motivation and continue to engage with the language despite experiencing anxiety and setbacks. They are driven by a strong intrinsic motivation to achieve language proficiency, which helps them persevere through challenging times.
- **Positive Coping Strategies:** These learners employ effective coping strategies to manage their anxiety. This might include seeking support from peers or instructors, using relaxation techniques, or engaging in positive self-talk to counteract negative thoughts.
- **Adaptability:** Resilient learners are adaptable and open to trying different approaches to language learning. They are willing to experiment with new methods, seek feedback, and make adjustments to their learning strategies as needed.

1.5.1.3 The Relationship Between Anxiety and Confidence

The relationship between language learning anxiety and confidence is complex and bidirectional. On one hand, high levels of anxiety can erode learners' confidence, making them doubt their abilities and feel less competent in using the language. On the other hand, a lack of confidence can exacerbate anxiety, creating a vicious cycle where learners become increasingly anxious and less willing to engage in language activities.

1.5.1.4 Strategies to Enhance Resilience and Confidence

To support learners in developing resilience and confidence, educators can implement several strategies:

- **Creating a Supportive Environment:** Establishing a classroom environment where mistakes are viewed as part of the learning process can help reduce the fear of negative evaluation. Encouraging a growth mindset, where learners understand that effort and practice lead to improvement, can nurture resilience.
- **Providing Positive Feedback:** Positive reinforcement and constructive feedback can boost learners' confidence. Highlighting learners' progress and celebrating their achievements, no matter how small, can motivate them to continue their efforts.
- **Teaching Coping Strategies:** Educators can teach learners specific strategies to manage anxiety, such as deep breathing exercises, visualization techniques, and cognitive restructuring to challenge negative thoughts. Providing resources on stress management can also be beneficial.

- **Encouraging Peer Support:** Facilitating opportunities for learners to collaborate and support each other can create a sense of community and shared experience. Peer feedback and group activities can help learners feel less isolated in their struggles.

1.5.1.5 Research Findings on Anxiety and Resilience

Research has shown that resilience can significantly buffer the negative effects of anxiety on language learning. For example, a study by Dewaele and MacIntyre found that learners with higher levels of resilience reported lower levels of language anxiety and higher levels of enjoyment in language learning activities (Dewaele and MacIntyre). This suggests that promoting resilience can enhance learners' overall language learning experience and outcomes.

By addressing the interplay between anxiety and resilience, educators can better support learners in overcoming the challenges of language learning. Developing a nuanced understanding of these factors is essential for creating effective interventions that promote confidence, reduce anxiety, and enhance language proficiency.

Understanding the intricate relationship between language learning anxiety and resilience is vital for improving language education practices. By promoting resilience and confidence, educators can help learners navigate the challenges of language acquisition, ultimately leading to more successful and fulfilling language learning experiences.

1.5.2 Impact on Learners' Overall Language Acquisition Journey

High levels of language learning anxiety create significant psychological barriers that impede the language acquisition journey. Anxious learners often exhibit behaviours that hinder their ability to fully engage in the language learning process. These behaviours include avoiding participation in class discussions, hesitating to speak in front of others, and refraining from asking questions.

1.5.2.1 Avoidance of Participation

Language learning anxiety frequently leads to avoidance behaviors, where learners deliberately withdraw from language learning activities requiring active participation. This avoidance is particularly evident in classroom settings, where the fear of making mistakes or being negatively evaluated by peers and instructors prevails. Anxious learners may sit quietly, refraining from volunteering answers or participating in group discussions. This behavior limits

their exposure to the target language and reduces opportunities for practice and feedback, both of which are critical for language development.

1.5.2.2 Hesitation to Speak

Even when they participate, anxious learners often hesitate to speak, fearing their language skills are inadequate. This hesitation can manifest as reduced frequency of speaking, overly cautious speech, and reliance on simpler vocabulary and grammatical structures. Anxious learners may avoid complex language use, opting for safe and familiar expressions to minimize the risk of errors. This reluctance to challenge themselves can stifle language development and prevent learners from reaching higher levels of proficiency.

1.5.2.3 Refraining from Asking Questions

Anxious learners may also refrain from asking questions, even when they do not fully understand the material. The fear of appearing ignorant or being judged by peers and teachers can inhibit their willingness to seek clarification. This avoidance of asking questions can lead to misunderstandings and gaps in knowledge, further exacerbating their anxiety and hindering their progress.

1.5.2.4 Resilient Learners' Approach

Learners who exhibit resilience are better equipped to cope with the challenges and setbacks inherent in language learning. Resilient learners are more likely to:

- **Engage Actively:** Resilient learners understand that making mistakes is a natural part of the learning process and use these opportunities to improve their skills. They are more willing to take risks and participate actively in class. This active engagement allows them to practice and refine their language abilities continuously, facilitating deeper language acquisition.
- **Accept Challenges:** Resilient learners view challenges as opportunities for growth rather than obstacles. They are more likely to tackle difficult tasks and persist in the face of setbacks. This positive outlook encourages them to push their boundaries and strive for higher levels of proficiency. Their willingness to engage with challenging material helps them develop a more comprehensive understanding of the language.
- **Maintain Consistent Practice:** Regular practice is essential for language acquisition. Resilient learners are more likely to maintain a consistent practice routine, even when they encounter difficulties. They are driven by their intrinsic motivation to succeed and

are less likely to give up when faced with challenges. This persistence is crucial for making steady progress in language learning.

1.5.3 Integrating Thematic Findings on Moments of Anxiety

1.5.3.1 Speaking in Front of Others

- **Fear of Judgment and Mistakes:** A recurring theme among students is the anxiety experienced when required to speak English in front of others. This anxiety is often deeply rooted in the fear of making mistakes and being judged by peers. The prospect of public speaking in a foreign language can be intimidating, particularly for learners who lack confidence in their language abilities. The fear of negative evaluation can lead to physical symptoms of anxiety, such as sweating, shaking, and a racing heartbeat, which further hinders performance.
- **Impact on Classroom Participation:** This fear of speaking in front of others significantly impacts classroom participation. Anxious students may avoid volunteering answers, participating in discussions, or engaging in group activities. This avoidance behaviour restricts their opportunities for practising spoken English, receiving constructive feedback, and improving their language skills. Over time, this can lead to a cycle of increased anxiety and decreased language proficiency.
- **Strategies for Educators:** To mitigate this anxiety, educators can create a supportive classroom environment that encourages risk-taking and reduces the fear of making mistakes. Techniques such as positive reinforcement, anonymous feedback, and peer support can help students feel more comfortable speaking in front of others. Additionally, incorporating low-stakes speaking activities, such as pair work or small group discussions, can gradually build students' confidence in speaking English.

1.5.3.2 Facing Challenging Materials or Activities

- **Complex Grammar and Vocabulary:** Another common source of anxiety is the encounter with challenging learning materials or activities. Students report feeling overwhelmed by complex grammar rules, unfamiliar vocabulary, and intricate sentence structures. These elements can be particularly daunting for learners who are still building their foundational language skills. The anxiety associated with difficult materials can lead to avoidance behaviours, where students may shy away from studying or practising these aspects of the language.

- **Listening Exercises and Comprehension Tasks:** Listening exercises and comprehension tasks also pose significant challenges for many students. The fast pace of native speakers, varied accents, and the need to understand spoken language in real-time can trigger anxiety. Students may fear that they will miss important information or fail to understand the content, leading to frustration and decreased motivation.

1.5.3.3 Strategies for Educators

Educators can help alleviate this anxiety by scaffolding challenging materials and activities. Breaking down complex tasks into manageable steps, providing clear explanations and examples, and offering additional practice opportunities can make difficult content more accessible. Using varied instructional methods, such as visual aids, interactive activities, and real-life context applications, can also enhance comprehension and reduce anxiety. Furthermore, regular formative assessments can help educators identify areas where students struggle and provide targeted support to address these challenges.

1.5.3.4 Creating a Supportive Learning Environment

- **Building a Positive Classroom Culture:** The integration of thematic findings on moments of anxiety emphasizes the importance of creating a supportive learning environment. A positive classroom culture where mistakes are viewed as learning opportunities rather than failures can significantly reduce anxiety. Encouraging a growth mindset, where students understand that effort and practice lead to improvement, can help them develop resilience in the face of challenges.
- **Collaborative Learning and Peer Support:** Promoting collaborative learning and peer support can also mitigate language anxiety. Group projects, peer teaching, and cooperative learning activities provide students with a sense of community and shared responsibility. These approaches can help students feel more comfortable taking risks and experimenting with the language, knowing that they have the support of their peers.

Understanding the specific moments that trigger language anxiety, such as speaking in front of others and facing challenging materials, allows educators to implement targeted strategies to support learners. By addressing these anxiety-inducing situations and promoting a supportive and inclusive classroom environment, educators can help students overcome their fears, build confidence, and achieve greater success in language learning.

1.5.4 Strategies to Enhance Resilience and Reduce Anxiety

1.5.4.1 Creating a Supportive Classroom Environment

A supportive classroom environment is pivotal in reducing language learning anxiety and promoting resilience among students. Research has shown that students are more likely to take risks and engage actively in a learning environment where they feel safe and supported.

1.5.4.2 Encouraging Risk-Taking and Viewing Mistakes as Learning Opportunities

By promoting a culture that views mistakes as part of the learning process, educators can significantly reduce students' fear of failure. This can be achieved through positive reinforcement and by modeling how to handle mistakes constructively. Teachers can share their own language learning experiences, highlighting how errors contributed to their progress. Regularly incorporating activities that encourage risk-taking, such as open-ended questions and creative language use, can help students feel more comfortable experimenting with the language.

1.5.4.3 Incorporating Mindfulness and Relaxation Techniques

Mindfulness and relaxation techniques can be highly effective in managing language anxiety. These practices help students develop greater self-awareness and control over their anxiety responses. Introducing students to deep breathing exercises can help them calm their nervous system and reduce physical symptoms of anxiety. Positive self-talk strategies can also be taught, encouraging students to replace negative thoughts with affirmations and constructive internal dialogue. Mindfulness exercises, such as guided imagery and meditation, can help students stay present and focused, reducing anxiety about past mistakes or future challenges.

1.5.4.4 Providing Clear Instructions and Expectations

Uncertainty can be a major source of anxiety in the language learning classroom. Providing clear instructions and setting realistic expectations can help alleviate this.

- **Clear Instructions and Realistic Expectations:** Teachers should ensure that instructions for tasks and activities are explicit and comprehensible. This can be supported with written instructions, visual aids, and step-by-step guides. Setting realistic expectations involves acknowledging the difficulties of language learning and celebrating small successes along the way. By breaking tasks into manageable parts and offering consistent feedback, educators can help students feel more confident in their abilities.

1.5.4.5 Encouraging Peer Support and Collaboration

Peer support and collaborative activities can create a sense of community in the classroom, reducing the fear of negative evaluation and promoting resilience.

- **Collaborative Activities and Peer Support:** Group work, pair activities, and peer feedback sessions can encourage students to support each other. These interactions can help students realize that their peers are also experiencing similar challenges, reducing feelings of isolation. Collaborative projects, where success depends on group effort, can also build a supportive learning environment. Teachers can facilitate this by assigning diverse groups and encouraging positive peer interactions.

1.5.4.6 Gradual Exposure to Speaking Opportunities

Gradual exposure to speaking opportunities helps build confidence and reduce anxiety over time.

- **Increasing the Difficulty and Frequency of Speaking Activities Gradually:** Starting with low-stakes speaking activities, such as talking in pairs or small groups, can help students build confidence. Gradually increasing the complexity and frequency of these activities allows students to develop their speaking skills in a controlled and supportive manner. Teachers can scaffold these experiences by providing prompts, structured activities, and opportunities for rehearsal before speaking in front of larger groups. Regular practice and positive feedback are crucial in helping students become more comfortable with speaking English.

1.5.4.7 Integrating Findings from SPSS Reliability Analysis

The strategies mentioned are supported by the reliability analysis conducted on the language learning questionnaire, which confirmed the robustness of the constructs measured. High internal consistency, as indicated by Cronbach's Alpha values, ensures that the questionnaire reliably measures factors related to language anxiety and resilience. These validated constructs provide a solid foundation for developing effective strategies to mitigate anxiety and enhance resilience among language learners. By implementing these evidence-based strategies, educators can create a more inclusive and supportive learning environment, ultimately improving language acquisition outcomes.

Incorporating strategies to enhance resilience and reduce anxiety is essential for creating a positive language learning experience. By promoting a supportive classroom environment, integrating mindfulness and relaxation techniques, providing clear instructions, encouraging peer support, and gradually increasing speaking opportunities, educators can help students manage their anxiety and build confidence in their language abilities. The validated findings from the SPSS reliability analysis reinforce the effectiveness of these approaches, highlighting the importance of addressing both the emotional and cognitive aspects of language learning.

1.5.4.8 Interconnected Nature of Language Anxiety Factors

The six psychological factors influencing second language anxiety- fear of negative evaluation, perfectionism, self-consciousness, academic pressure, social comparison, and communication apprehension emerged through exploratory factor analysis. While each of these was treated as distinct in earlier sections, it is important to acknowledge that learners do not experience these factors in isolation. Rather, they interact dynamically, creating compound psychological burdens that influence the learner's emotional and cognitive engagement in the classroom.

For instance, perfectionism often acts as a catalyst for other forms of anxiety. A learner who internalizes the need to speak flawlessly in English is more likely to fear negative evaluation, particularly in oral tasks. This perfectionism-fueled fear often leads to communication apprehension, wherein the learner avoids speaking altogether, resulting in limited practice and reinforcement. This cycle contributes to increased self-consciousness, as the learner becomes hyperaware of their shortcomings relative to peers.

A typical example from the open-ended responses illustrates this interplay:

"I rehearse every sentence in my head before speaking, but I still end up making mistakes and feeling stupid. Then I stop trying altogether."

This single response reflects multiple anxiety dimensions, perfectionism, fear of evaluation, and self-consciousness, all manifesting simultaneously. From a theoretical perspective, this aligns with Krashen's Affective Filter Hypothesis, which posits that high anxiety lowers language input processing. Additionally, Attribution Theory helps explain how repeated failure, attributed to stable internal factors (e.g., "I'm not good at languages"), results in reinforced fear and avoidance.

Similarly, social comparison strongly correlates with self-consciousness and academic pressure. In competitive environments, especially in urban and high-achievement academic

settings, students constantly evaluate their progress against peers. This pressure not only fuels perfectionism but also raises the learner's affective filter, contributing to reduced classroom participation.

A pattern observed in the thematic data shows that students who scored high on academic pressure also used phrases such as *"I'm afraid others will think I'm stupid"*, indicating overlapping fear of judgment and social anxiety. These overlapping factors suggest a cluster effect, where primary stressors trigger secondary anxieties. Therefore, any intervention aimed at language anxiety reduction should consider clustered coping strategies, for example, combining peer debriefing with cognitive reframing exercises.

The interaction among these anxiety factors produces a reinforcing loop that intensifies learner vulnerability. This insight is critical for educators, as it moves the solution space from addressing single symptoms (e.g., fear of speaking) to systemic interventions that address the anxiety network as a whole.

1.6 Perfectionism and Self-Criticism in Language Learning

1.6.1 The Role of Striving for Excellence

1.6.1.1 Understanding Perfectionism in Language Learning

Perfectionism in language learning is characterized by learners setting exceedingly high standards for their performance. This tendency stems from a desire to achieve flawless execution in all language-related tasks, whether it is speaking, writing, or comprehension. The pursuit of excellence can indeed serve as a powerful motivator, driving learners to invest significant effort and dedication into mastering a new language. However, the quest for perfection often comes at a cost. When learners feel that they must avoid any errors to meet their own high standards, this mindset can lead to excessive stress and anxiety.

1.6.1.2 Positive Aspects of Striving for Excellence

On the positive side, striving for excellence encourages thorough preparation, attention to detail, and a commitment to continuous improvement. Learners who aim high are likely to engage deeply with language learning materials, seek out additional resources, and practice extensively, which can lead to substantial language gains.

1.6.1.3 Negative Consequences of Perfectionism

However, the flip side of this perfectionistic drive is the overwhelming pressure it places on learners. When the fear of making mistakes becomes paralyzing, learners may experience heightened anxiety, which can hinder their ability to perform effectively. The stress associated with trying to avoid errors can lead to mental fatigue, reduced cognitive functioning, and ultimately, a decline in language acquisition efficiency.

1.6.2 Effects of Self-Criticism on Learner Attitudes and Behaviors

1.6.2.1 Decreased Self-Confidence

Persistent self-criticism significantly erodes learners' confidence in their language abilities. When students constantly judge themselves harshly for perceived shortcomings, they begin to doubt their capacity to succeed. This lack of self-confidence can become a self-fulfilling prophecy, where the fear of failure leads to actual poor performance.

1.6.2.2 Increased Anxiety and Stress

The relentless pursuit of perfection can lead to heightened levels of anxiety and stress. Learners may become preoccupied with the possibility of making mistakes, which can trigger a stress response that interferes with their ability to think clearly and recall information. This state of constant anxiety is detrimental to the language learning process, as it impedes the brain's ability to process and retain new information.

1.6.2.3 Avoidance Behaviors

To protect themselves from the negative emotions associated with failure, perfectionist learners may develop avoidance behaviours. This can include avoiding speaking in class, not participating in discussions, or shying away from activities that involve risk-taking. Such behaviours limit the opportunities for practice and feedback, which are essential for language development.

1.6.2.4 Impaired Performance

The pressure to perform perfectly can impair learners' performance. Worrying about mistakes consumes mental resources that could otherwise be used for effective language use. This results in a cycle where the fear of making errors increases the likelihood of errors, reinforcing the negative self-assessment and anxiety.

1.6.2.5 Negative Attitudes Towards Language Learning

Persistent self-criticism nurtures negative attitudes towards language learning. When learners associate the process of learning a language with stress, failure, and inadequacy, they are less likely to engage with the material enthusiastically. This negative outlook can diminish their overall motivation and interest in language study, further impeding their progress.

1.6.3 Addressing Perfectionism and Self-Criticism in Language Learning

1.6.3.1 Creating a Supportive Learning Environment

Educators must nurture a supportive learning environment to mitigate the negative impacts of perfectionism and self-criticism. Encouraging a growth mindset, where mistakes are viewed as opportunities for learning rather than failures, can help reduce the pressure learners place on themselves.

1.6.3.2 Implementing Relaxation Techniques

Incorporating relaxation techniques such as mindfulness, deep breathing exercises, and positive self-talk can help students manage their anxiety and stress levels. These practices can be integrated into the classroom routine to provide students with tools to cope with their perfectionistic tendencies.

1.6.3.3 Providing Constructive Feedback

Feedback should be constructive and focus on both strengths and areas for improvement. Highlighting progress and celebrating small victories can boost learners' confidence and reduce their reliance on self-criticism as a measure of their abilities.

1.6.3.4 Encouraging Peer Support

Peer support systems can also play a crucial role. Collaborative activities and peer feedback sessions can create a sense of community and shared learning experience, helping students realize that they are not alone in their struggles and that perfection is not the goal.

1.6.3.5 Gradual Exposure and Practice

Gradually increasing the complexity of language tasks and providing ample practice opportunities in a low-stakes environment can help learners build confidence. As they experience success in less stressful situations, their ability to handle more challenging tasks without succumbing to perfectionism will improve.

By addressing the issues of perfectionism and self-criticism, educators can help learners develop a healthier, more balanced approach to language learning, ultimately leading to better outcomes and a more positive learning experience.

1.6.4 Integrating Thematic Findings on Perfectionism and Self-Criticism

1.6.4.1 Fear of Making Mistakes

One of the most prominent themes identified is the pervasive fear of making mistakes. Students frequently expressed anxiety about the prospect of errors, particularly in the presence of their peers and instructors. This fear often stems from a concern about negative judgment and the perceived social and academic repercussions of their mistakes. In an environment where perfection is highly valued, even minor errors can seem catastrophic to learners. The anxiety associated with this fear can lead to significant stress and avoidance behaviors, such as reluctance to participate in class discussions or hesitation to attempt speaking in the target language.

1.6.4.2 Impact on Classroom Dynamics

This fear of making mistakes can negatively impact classroom dynamics by stifling open communication and reducing the willingness of students to take risks. When students are afraid to speak up, opportunities for real-time feedback and collaborative learning are diminished. Instructors need to create a classroom environment that normalizes errors as part of the learning process, thus reducing the stigma associated with making mistakes.

1.6.4.3 Excessive Preparation

Another common theme is the tendency towards excessive preparation. Many students reported spending an excessive amount of time preparing for class presentations, exams, and other language-related tasks. This behaviour is often driven by a desire to achieve perfection and avoid the embarrassment of making mistakes. While thorough preparation can be beneficial, it becomes counterproductive when it leads to burnout and increased anxiety.

1.6.4.4 Balancing Preparation and Performance

Educators should guide students in developing effective study habits that balance preparation with relaxation. Encouraging students to engage in consistent, moderate preparation rather than last-minute cramming can help reduce anxiety levels. Additionally, teaching students time

management skills and setting realistic goals can help them allocate their study time more efficiently.

1.6.4.5 Negative Self-Perception

A significant consequence of perfectionism and self-criticism is the development of negative self-perception. Students who consistently fail to meet their own high standards often internalize these perceived failures, leading to diminished self-esteem and self-worth. This negative self-perception can create a vicious cycle where anxiety and self-doubt further impair performance, leading to more negative self-assessment.

1.6.4.6 Building Positive Self-Perception

To counteract negative self-perceptions, educators can implement strategies that focus on building students' self-confidence and self-efficacy. This can include positive reinforcement, highlighting individual progress, and encouraging self-reflection on strengths as well as areas for improvement. Peer feedback can also play a role in providing constructive support that helps students view their abilities more positively.

Integrating these thematic findings highlights the multifaceted nature of perfectionism and self-criticism in language learning. Addressing these issues requires a comprehensive approach that includes creating a supportive learning environment, balancing preparation with practical application, and promoting positive self-perception among students. By implementing these strategies, educators can help mitigate the negative effects of perfectionism and self-criticism, thereby enhancing students' language learning experiences and outcomes.

1.6.5 Strategies to Mitigate the Effects of Perfectionism and Self-Criticism

1.6.5.1 Encouraging a Growth Mindset

A growth mindset is essential for mitigating the effects of perfectionism and self-criticism in language learning. By promoting the idea that language acquisition is a continuous process of growth and improvement, educators can help students view their efforts and mistakes as part of the learning journey rather than as failures. According to Dweck, a growth mindset encourages learners to accept challenges, persist in the face of setbacks, and see effort as a path to mastery (Dweck). Educators can nurture this mindset by praising effort, resilience, and progress rather than focusing solely on outcomes.

Practical Application:

- **Language Learning Journals:** Encourage students to keep journals where they reflect on their progress, challenges, and achievements.
- **Celebrate Milestones:** Regularly acknowledge and celebrate both small and large milestones in the language learning journey.

1.6.5.2 Providing Constructive Feedback

Constructive feedback is crucial in helping students overcome perfectionism and self-criticism. Feedback should be balanced, highlighting both strengths and areas for improvement. According to Hattie and Timperley, effective feedback is specific, timely, and actionable (Hattie and Timperley). It helps students understand what they did well and what they can work on, promoting a more balanced and realistic self-assessment.

Practical Application:

- **Feedback Sandwich:** Use the "feedback sandwich" technique, where positive feedback is provided before and after constructive criticism.
- **Actionable Advice:** Offer specific suggestions for improvement rather than general comments.

1.6.5.3 Setting Realistic Goals

Setting realistic and achievable goals helps students manage their expectations and reduces the pressure to be perfect. Unrealistic goals can lead to frustration and increased self-criticism when they are not met. Educators should guide students in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that are designed to their individual needs and abilities.

Practical Application:

- **Goal-Setting Workshops:** Conduct workshops where students learn to set and evaluate their language learning goals.
- **Regular Check-Ins:** Schedule regular check-ins to review and adjust goals as needed.

1.6.5.4 Creating a Supportive Environment

A supportive classroom environment is vital for reducing the anxiety associated with perfectionism and self-criticism. Such an environment encourages risk-taking and views mistakes as opportunities for learning. Vygotsky's social constructivist theory emphasizes the

importance of social interactions in the learning process, suggesting that a supportive environment can enhance learning outcomes (Vygotsky).

Practical Application:

- **Peer Support:** Nurture a culture of peer support through collaborative learning activities and group projects.
- **Safe Space for Errors:** Create a classroom atmosphere where mistakes are normalized and discussed openly as part of the learning process.

1.6.5.5 Incorporating Relaxation Techniques

Incorporating relaxation and mindfulness techniques can help students manage anxiety and stress, which are often exacerbated by perfectionism and self-criticism. Techniques such as deep breathing, meditation, and mindfulness exercises can help students stay calm and focused, improving their overall learning experience. Kabat-Zinn highlights the benefits of mindfulness in reducing stress and enhancing well-being (Kabat-Zinn).

Practical Application:

- **Mindfulness Sessions:** Integrate short mindfulness sessions into the classroom routine.
- **Stress Management Workshops:** Offer workshops on stress management techniques, including deep breathing exercises and progressive muscle relaxation.

By implementing these strategies, educators can help mitigate the negative effects of perfectionism and self-criticism, promoting a more positive and productive language learning environment. These approaches enhance students' language proficiency and contribute to their overall well-being and confidence.

1.6.6 Integrating Thematic Insights on Performance Pressure

1.6.6.1 Fear of Making Mistakes

Fear of making mistakes is a common theme among language learners and a significant source of performance pressure. This anxiety is often rooted in the anticipation of negative evaluation by peers and instructors. According to Horwitz et al., learners who fear making mistakes tend to avoid speaking opportunities and participation in classroom activities, which can hinder their language development. This fear is compounded by the cultural and social expectations within the learning environment that prioritize accuracy over communicative competence.

Practical Application:

- **Normalize Mistakes:** Create a classroom culture where mistakes are seen as a natural part of the learning process. Encourage the sharing of errors and discuss what can be learned from them.
- **Positive Reinforcement:** Use positive reinforcement to acknowledge efforts and progress, rather than just correctness.

1.6.6.2 Excessive Preparation

The pressure to achieve perfect performance often leads to excessive preparation. While preparation is essential for learning, an obsessive focus on perfection can result in burnout and heightened anxiety. Students may spend disproportionate amounts of time preparing for presentations, exams, and classroom activities, leaving little room for other aspects of learning and personal life. This phenomenon is supported by Flett and Hewitt's research on perfectionism, which highlights the detrimental effects of setting unattainable standards (Flett and Hewitt).

Practical Application:

- **Balanced Approach:** Teach students to balance preparation with practical application. Encourage them to prepare adequately but also to engage in spontaneous language use.
- **Time Management:** Provide time management strategies to help students plan their study schedules effectively and avoid over-preparation.

1.6.6.3 Negative Self-Perception

The inability to meet their own high standards often results in negative self-perception among students. This negative self-view can erode self-confidence and motivation, leading to a vicious cycle of anxiety and poor performance. According to Bandura's theory of self-efficacy, individuals with low self-efficacy are more likely to view challenging tasks as threats and give up easily. In the context of language learning, this can manifest as reluctance to participate in speaking activities or a general withdrawal from engaging with the language (Bandura).

Practical Application:

- **Self-Reflection Exercises:** Incorporate self-reflection exercises where students can assess their progress and recognize their achievements. This can help improve their self-perception and build self-efficacy.

- **Mentorship Programs:** Establish mentorship programs where more experienced learners support and encourage less confident students. This peer support can help students develop a more positive self-view.

1.6.7 Addressing Performance Pressure in Language Learning

Understanding the thematic insights on performance pressure is crucial for developing strategies to support language learners. By addressing the fear of making mistakes, excessive preparation, and negative self-perception, educators can create a more supportive and effective learning environment.

1.6.7.1 Fear of Making Mistakes:

- **Role-Playing Activities:** Use role-playing activities to simulate real-life scenarios where mistakes are expected and accepted as part of the learning process.
- **Feedback Sessions:** Regular feedback sessions that focus on progress and constructive criticism can help reduce the fear of negative evaluation.

1.6.7.2 Excessive Preparation:

- **Set Realistic Expectations:** Help students set realistic expectations for their performance, emphasizing progress over perfection.
- **Encourage Breaks:** Promote the importance of taking breaks and engaging in other activities to prevent burnout and maintain overall well-being.

1.6.7.3 Negative Self-Perception

- **Positive Affirmations:** Encourage the use of positive affirmations to build self-confidence and a positive self-view.
- **Counselling Services:** Provide access to counselling services for students who struggle with severe self-criticism and anxiety.

By integrating these thematic insights into their teaching practices, educators can help mitigate performance pressure and nurture a more positive and resilient approach to language learning. This holistic strategy enhances language proficiency and also promotes the overall mental and emotional well-being of learners.

1.7 Language Learning Confidence and Adaptability

1.7.1 Importance of Flexibility in Learning Environments

1.7.1.1 Promoting Language Learning Confidence through Flexibility

Flexibility in learning environments is essential for promoting language learning confidence. This adaptability allows educators to meet the diverse needs of students, recognizing that each learner has a unique set of preferences, learning styles, and paces. By creating a flexible learning environment, educators can ensure that all students feel supported and valued, thereby enhancing their confidence in their language learning journey.

Accommodating Diverse Learning Styles:

- **Visual, Auditory, and Kinesthetic Learners:** Designing teaching methods to include visual aids, auditory materials, and hands-on activities can engage all types of learners. This inclusive approach helps students feel more comfortable and confident in their ability to grasp and use the language.
- **Individualized Learning Plans:** Developing personalized learning plans that address the specific needs and strengths of each student can boost their confidence. When students see that their unique learning styles are being acknowledged, they are more likely to stay motivated and engaged.

Adjusting to Varied Learning Paces:

- **Self-Paced Learning Modules:** Implementing self-paced learning modules allows students to progress at their own speed, reducing the pressure to keep up with peers. This approach can alleviate anxiety and build confidence as students achieve milestones at their own pace.
- **Flexible Deadlines and Milestones:** Offering flexible deadlines for assignments and assessments can accommodate students who may need extra time to understand complex concepts. This flexibility ensures that all students have the opportunity to succeed without the added stress of rigid timelines.

1.7.1.2 Adapting to Evolving Student Needs

A flexible learning environment is not static; it evolves in response to the changing needs and interests of students. By regularly assessing and adapting the curriculum, educators can maintain a dynamic and engaging learning experience that nurtures confidence and adaptability among learners.

Incorporating Varied and Engaging Activities:

- **Interactive and Collaborative Tasks:** Activities such as group projects, peer reviews, and interactive language games can make learning more engaging. These activities encourage students to use the language in real-life contexts, building their confidence and practical skills.
- **Diverse Instructional Materials:** Utilizing a wide range of instructional materials, including multimedia resources, literature, and real-world documents, can keep students interested and motivated. Exposure to different types of content helps students develop a more well-rounded understanding of the language.

Continuous Feedback and Adaptation:

- **Regular Assessments and Feedback:** Conducting regular assessments and providing constructive feedback allows educators to identify areas where students may be struggling and adjust their teaching methods accordingly. This ongoing feedback loop ensures that the learning environment remains responsive to student needs.
- **Student Input and Participation:** Encouraging students to provide feedback on the curriculum and teaching methods can lead to a more inclusive and effective learning environment. When students feel that their opinions are valued, they are more likely to take ownership of their learning and approach challenges with confidence.

1.7.2 Enhancing Adaptability in Language Learning

Adaptability is a key component of successful language learning. Students who can adapt to new learning situations, different teaching styles, and varied linguistic contexts are better equipped to overcome challenges and achieve proficiency.

1.7.2.1 Developing Adaptability Skill

- **Exposure to Diverse Linguistic Contexts:** Providing students with opportunities to interact with different dialects, accents, and cultural contexts can enhance their adaptability. This exposure helps students become more flexible in their language use and increases their confidence in unfamiliar situations.
- **Encouraging Problem-Solving and Critical Thinking:** Incorporating activities that require problem-solving and critical thinking can help students develop the skills needed to adapt to new challenges. These activities encourage learners to think creatively and independently, promoting a sense of confidence in their abilities.

1.7.2.2 Supportive Learning Communities

- **Peer Support Networks:** Creating a supportive community where students can share experiences, challenges, and successes can build a sense of camaraderie and mutual encouragement. Peer support networks provide a platform for students to learn from each other and build confidence through collective learning.
- **Mentorship Programs:** Implementing mentorship programs where more experienced learners guide and support newer students can enhance adaptability. Mentors can provide valuable insights and strategies for overcoming language learning obstacles, helping mentees develop resilience and confidence.

By prioritizing flexibility and adaptability in learning environments, educators can significantly enhance language learning confidence among students. A flexible approach that accommodates diverse learning styles, paces, and evolving needs creates a supportive and engaging atmosphere. This, in turn, nurtures resilience, reduces anxiety, and encourages a positive and proactive attitude towards language learning. Through continuous assessment, feedback, and adaptation, educators can ensure that their teaching methods remain responsive to the needs of their students, ultimately leading to more effective and confident language learners.

1.7.3 How Adaptability Influences Learner Confidence

1.7.3.1 Building Resilience through Adaptability

Adaptability is a cornerstone of resilience in language learning. When learners develop the ability to adapt to different teaching styles, learning environments, and linguistic challenges, they build resilience. This resilience is crucial for maintaining a positive attitude and high levels of motivation throughout the language-learning process.

Maintaining Motivation:

- **Overcoming Setbacks:** Adaptable learners are better equipped to handle setbacks and challenges. They view difficulties as opportunities for growth rather than insurmountable obstacles. This perspective helps them stay motivated and persist in their language studies, even when faced with adversity.
- **Embracing Change:** Being adaptable means being open to change and new experiences. This openness nurtures a growth mindset, where learners see their abilities as improvable through effort and practice. As a result, they remain motivated to continuously improve their language skills.

1.7.3.2 Enhancing Problem-Solving Skills

Adaptability also nurtures critical problem-solving skills, which are essential for overcoming language learning challenges. Learners who can adapt their approaches and strategies to suit different contexts are more likely to find creative solutions to the problems they encounter.

Creative Thinking:

- **Flexible Strategies:** Adaptable learners experiment with different learning strategies to find what works best for them. This flexibility allows them to approach problems from various angles, enhancing their ability to find effective solutions.
- **Resourcefulness:** By adapting to different learning resources and methods, learners become more resourceful. They learn to leverage a wide range of tools and techniques, which boosts their confidence in handling complex language tasks.

Independent Learning:

- **Self-Reliance:** Adaptable learners develop a sense of self-reliance, as they are capable of adjusting their learning processes independently. This autonomy empowers them to take control of their learning journey, further increasing their confidence.
- **Critical Evaluation:** Through adaptability, learners become adept at critically evaluating their progress and making necessary adjustments. This ability to self-assess and refine their learning strategies leads to continuous improvement and a greater sense of achievement.

1.7.3.3 Increasing Engagement and Participation

When learners feel confident in their ability to adapt to various situations, they are more likely to engage and participate actively in class. This active participation is crucial for effective language learning, as it provides opportunities for practice and feedback.

Active Involvement:

- **Classroom Dynamics:** Adaptable learners are more comfortable participating in class discussions, group activities, and interactive exercises. Their willingness to engage actively enhances their learning experience and reinforces their language skills.
- **Collaborative Learning:** Adaptability nurtures a collaborative learning environment, where students feel confident working with peers from diverse backgrounds. This

collaboration promotes the exchange of ideas and perspectives, enriching the learning process.

Confidence in Practice:

- **Real-Life Application:** Adaptable learners are more likely to practice their language skills in real-life situations. Their confidence in handling various contexts translates into more frequent and effective use of the language outside the classroom.
- **Feedback Integration:** By actively engaging and seeking feedback, adaptable learners can quickly identify areas for improvement. This continuous feedback loop helps them refine their skills and gain confidence in their language abilities.

Adaptability plays a pivotal role in enhancing learner confidence in language learning. By building resilience, nurturing problem-solving skills, and increasing engagement, adaptability empowers learners to overcome challenges and achieve their language learning goals. Educators can support this development by creating flexible and responsive learning environments that cater to diverse student needs. Through promoting adaptability, educators improve learners' language proficiency and also equip them with the skills necessary for lifelong learning and success in an increasingly globalized world.

1.7.4 Relating to Coping Strategies from the Thematic Analysis

1.7.4.1 Deep Breathing: Calming the Nerves

Deep breathing exercises are an effective coping strategy for managing language learning anxiety. This technique involves taking slow, deep breaths to reduce physiological symptoms of anxiety, such as increased heart rate and shallow breathing. Deep breathing helps activate the body's relaxation response, promoting a sense of calm and well-being.

Physiological Benefits:

- **Reduced Stress Response:** By practising deep breathing, learners can lower their cortisol levels, reducing the body's stress response. This physiological change helps mitigate the physical symptoms of anxiety, such as tension and restlessness.
- **Enhanced Focus:** Deep breathing improves oxygen flow to the brain, enhancing cognitive function and focus. Learners who practice deep breathing can better concentrate on language tasks, improving their overall performance.

Practical Implementation:

Breathing Exercises: Instructors can integrate breathing exercises into the classroom routine. Simple techniques, such as inhaling deeply through the nose, holding the breath for a few seconds, and exhaling slowly through the mouth, can be practiced at the beginning of a class or before challenging activities.

Stress Management Workshops: Schools and language programs can offer workshops on stress management that include breathing techniques. These workshops equip learners with practical tools to manage anxiety both inside and outside the classroom.

1.7.4.2 Positive Self-Talk: Encouraging Self-Belief

Positive self-talk involves encouraging oneself with affirming and supportive statements. This technique helps learners shift their mindset from self-doubt and negativity to confidence and self-assurance. Positive self-talk can significantly impact learners' attitudes and behaviors, promoting a healthier and more resilient approach to language learning.

Psychological Benefits:

- **Increased Confidence:** Positive self-talk boosts learners' confidence by reinforcing their abilities and potential. Statements like "I can do this" or "I am improving every day" help build a positive self-image.
- **Reduced Anxiety:** By focusing on positive affirmations, learners can counteract negative thoughts that contribute to anxiety. This mental shift reduces overall stress levels and promotes a more optimistic outlook.

Practical Implementation:

Affirmation Exercises: Teachers can encourage learners to write down positive affirmations and repeat them regularly. These exercises can be incorporated into daily routines, helping students internalize supportive messages.

Role-Playing Scenarios: Instructors can use role-playing scenarios to practice positive self-talk in real-life situations. This practice helps learners develop the habit of encouraging themselves during challenging moments, such as giving presentations or participating in discussions.

1.7.4.3 Mindfulness Techniques: Staying Present

Mindfulness involves staying present and fully engaged in the current moment without judgment. This technique helps learners manage anxiety by focusing their attention on the

present rather than worrying about past mistakes or future challenges. Mindfulness practices can create a sense of calm and clarity, enhancing learners' overall language learning experience.

Psychological Benefits:

- **Improved Emotional Regulation:** Mindfulness helps learners become more aware of their emotions and thoughts. This awareness allows them to regulate their reactions and responses, reducing the impact of anxiety on their performance.
- **Enhanced Concentration:** By focusing on the present moment, mindfulness improves learners' concentration and attention. This heightened focus is particularly beneficial during complex language tasks that require sustained attention.

Practical Implementation:

- **Mindfulness Exercises:** Teachers can incorporate mindfulness exercises, such as guided meditations or mindful breathing, into the classroom routine. These exercises help learners develop the skills to stay present and manage anxiety.
- **Mindful Language Learning:** Instructors can encourage learners to practice mindfulness while engaging in language activities. For example, during reading or listening exercises, learners can focus fully on the task at hand, paying attention to details without judgment.

Integrating coping strategies such as deep breathing, positive self-talk, and mindfulness techniques into language learning can significantly reduce anxiety and enhance learners' confidence and adaptability. These strategies provide practical tools for managing stress and promoting a positive learning environment. Educators can support learners by incorporating these techniques into their teaching practices, promoting a holistic approach to language learning that addresses both cognitive and emotional needs. By doing so, they help learners build resilience, improve performance, and achieve their language learning goals in a supportive and empowering environment.

1.7.5 Language Learning Confidence and Social Comparison

1.7.5.1 Influence of Social Dynamics

Social dynamics significantly shape language learning confidence. Positive social interactions in the classroom can lead to increased motivation, encouragement, and support. When learners experience a supportive and collaborative environment, they are more likely to take risks,

participate actively, and feel confident in their language abilities. Conversely, negative social dynamics can diminish confidence and increase anxiety, making learners feel isolated and less willing to engage.

Positive Social Dynamics:

- **Increased Motivation:** Supportive interactions with peers and teachers boost learners' motivation to improve their language skills.
- **Encouragement and Support:** Positive feedback and encouragement from peers promote a sense of belonging and confidence.

Negative Social Dynamics:

Isolation: Negative social interactions can lead to feelings of isolation, reducing learners' willingness to participate.

Increased Anxiety: Negative comparisons and criticism can heighten anxiety, making learners hesitant to engage.

1.7.5.2 Effects of Comparing Oneself to Peers on Confidence and Performance

Social comparison can have profound effects on learners' confidence and performance. Constantly comparing oneself to more proficient peers can lead to decreased self-esteem, increased anxiety, avoidance behaviors, and impaired performance.

Decreased Self-Esteem:

- **Feelings of Inferiority:** Learners who perceive their peers as more proficient often feel inferior and doubt their own abilities.

Increased Anxiety:

- **Heightened Anxiety Levels:** Regularly comparing oneself to others can exacerbate anxiety, making learners feel more pressured and stressed.

Avoidance Behaviors:

- **Avoiding Participation:** Learners who view themselves as less capable may avoid participating in class activities to prevent embarrassment.

Impaired Performance:

- **Performance Pressure:** The constant pressure to match peers' performance can negatively impact learners' ability to perform well.

1.7.5.3 Thematic Findings on Feelings of Insecurity and Self-Consciousness

Thematic analysis reveals that feelings of insecurity and self-consciousness are common among learners who compare themselves to their peers. These feelings often stem from perceptions of peers being more fluent or confident, leading to heightened self-consciousness and performance anxiety.

Feelings of Insecurity:

- **Perceived Peer Superiority:** Learners frequently feel insecure about their language abilities when they see their peers as more fluent.

Self-Consciousness:

- **Performance Pressure:** The need to perform well in front of peers increases self-consciousness and stress.

1.7.5.4 Strategies to Mitigate the Negative Effects of Social Comparison

To counteract the negative effects of social comparison, educators can implement several strategies that promote a supportive and inclusive learning environment.

Nurturing a Supportive Classroom Environment:

- **Collaboration over Competition:** Emphasizing collaborative activities over competitive ones helps reduce the pressure of social comparison.
- **Inclusive Practices:** Creating an inclusive classroom where every learner feels valued and supported promotes a positive learning atmosphere.

Promoting Individual Progress:

- **Focus on Personal Growth:** Highlighting individual progress and achievements rather than comparing students to their peers encourages learners to appreciate their learning journey.
- **Celebrating Small Wins:** Recognizing and celebrating small milestones helps learners stay motivated and confident.

Encouraging Self-Reflection:

- **Self-Assessment Activities:** Encouraging learners to engage in self-reflection and self-assessment helps them identify their strengths and areas for improvement without comparing themselves to others.
- **Personal Goal Setting:** Assisting learners in setting personal language learning goals promotes a sense of ownership and accomplishment.

Providing Constructive Feedback:

- **Balanced Feedback:** Offering balanced feedback that highlights both strengths and areas for improvement builds learners' confidence and guides their learning.
- **Positive Reinforcement:** Using positive reinforcement techniques to acknowledge effort and progress encourages continued engagement and resilience.

By understanding the influence of social dynamics and the impact of social comparison, educators can create more supportive and effective language learning environments. Implementing strategies that focus on individual progress, self-reflection, and constructive feedback can help mitigate the negative effects of social comparison, promoting a classroom culture that values collaboration, personal growth, and resilience.

1.7.5.5 Moderating Role of Demographic Variables in Language Anxiety

While psychological factors are central to understanding second language anxiety, they are not uniformly experienced. This study's large and diverse sample of over 1,200 learners revealed that demographic variables such as gender, age, regional background, and academic level serve as significant moderators, influencing the type, intensity, and source of anxiety experienced by learners.

1.7.5.5.1 Gender-Based Differences

The data revealed that female learners reported higher levels of fear of negative evaluation and self-consciousness, especially in speaking activities. This aligns with previous studies by Oxford (1995) and Ehrman & Oxford (1990), which suggest that female learners often face greater socio-cultural pressure to “perform well” in academic settings, leading to heightened anxiety. Several female respondents in this study mentioned the fear of “being judged” or “sounding silly,” especially when speaking in mixed-gender classrooms.

By contrast, male students showed slightly higher scores in communication apprehension, particularly during structured academic activities like presentations. This could be attributed to

different self-perception models, where speaking in public settings is seen as performance-heavy and thus more anxiety-inducing for learners with less verbal confidence.

1.7.5.5.2 Rural vs. Urban Learners

Rural-background students frequently mentioned inferiority complexes linked to pronunciation, fluency, and lack of exposure to English-speaking environments. These students were more likely to experience communication apprehension and social comparison anxiety, particularly in university settings where urban peers dominated classroom discussions.

A typical response included:

"I studied in a Tamil medium school. In college, when others speak fast English, I feel left behind."

In contrast, urban learners, while more linguistically exposed, were significantly more affected by perfectionism and academic pressure. The competitive academic climate in urban institutions appeared to reinforce a performative standard of English use, which contributes to anxiety when these expectations are not met.

1.7.5.5.3 Age and Academic Level

A noteworthy trend emerged between undergraduate and postgraduate learners. Younger students (17–20 years) primarily reported performance anxiety tied to classroom interactions, whereas older learners (23–26 years) were more anxious about the long-term consequences of language deficiency, particularly regarding job interviews, competitive exams, and professional communication.

These demographic insights reinforce the view that language anxiety is not a uniform construct but one that is shaped by socio-cultural positioning and life stage-specific goals. As such, pedagogical strategies must be customized based on learner profiles. For instance, younger learners may benefit from low-stakes group speaking tasks, while older learners may need targeted practice for professional English.

1.7.6 Motivation and Attendance in Language Learning

1.7.6.1 Role of Engagement and Attendance

- Engagement and attendance are critical components of successful language learning. High levels of engagement in the classroom are characterized by active participation, enthusiasm for learning, and a willingness to take on challenging tasks.
- Regular attendance is equally important in language learning. Consistent exposure to the language through regular class attendance ensures that students do not miss out on essential lessons, activities, and opportunities for practice.

1.7.6.2 How Motivation Drives Learning Outcomes

- **Intrinsic Motivation:** Intrinsically motivated students learn the language because they find it enjoyable, interesting, or personally rewarding.
- **Extrinsic Motivation:** Extrinsically motivated students learn a language to achieve external goals, such as passing exams, gaining qualifications, or fulfilling career requirements.

1.7.6.3 Impact of Motivation on Learning Outcomes

Motivation plays a crucial role in determining the success of students in language learning. It influences not only their engagement and participation in classroom activities but also their overall commitment to mastering the language. Understanding how motivation impacts learning outcomes can help educators design more effective teaching strategies and create a more conducive learning environment.

- **Active Engagement in Classroom Activities:** Motivated students are more likely to participate actively in classroom activities. This includes taking part in discussions, asking questions, and engaging in collaborative exercises. Active participation is essential for language learning as it provides students with opportunities to practice their speaking, listening, reading, and writing skills in a supportive environment. When students are motivated, they are more willing to take risks and make mistakes, which are vital parts of the learning process.
- **Regular Attendance:** Consistent attendance is another indicator of motivation. Motivated students recognize the importance of regular exposure to the language and are more likely to attend classes consistently. Regular attendance ensures that students do not miss out on critical lessons, instructions, and opportunities to interact with their peers and instructors. This continuity is vital for building and reinforcing language skills over time.

- **Effort and Perseverance:** Motivated students are more likely to put in the necessary effort to master the language. They are willing to invest time and energy into studying, completing assignments, and practicing outside of class. This perseverance is particularly important when students encounter challenging aspects of the language, such as complex grammar rules or extensive vocabulary. Motivated students are less likely to give up when faced with difficulties and more likely to seek out additional resources and support.
- **Positive Attitude and Resilience:** Motivation promotes a positive attitude towards language learning. Students who are motivated tend to approach learning with enthusiasm and curiosity. This positive outlook can significantly enhance their ability to overcome obstacles and setbacks. Resilient students are better equipped to handle the frustrations that can arise during the learning process, maintaining their motivation and continuing to progress.
- **Self-Directed Learning:** Highly motivated students often take charge of their learning process. They are proactive in seeking out additional learning materials, practicing independently, and setting personal language learning goals. This self-directed approach allows students to design their learning experiences to their specific needs and preferences, thereby enhancing the overall effectiveness of their learning.
- **Better Performance and Achievement:** Ultimately, motivation leads to better performance and higher achievement in language learning. Motivated students are more likely to achieve their language learning goals, whether it's passing exams, achieving fluency, or being able to use the language effectively in real-world situations. Their dedication and effort translate into tangible improvements in their language skills.

1.7.6.4 Integrating Motivational Strategies to Reduce Anxiety

Given the significant impact of motivation on learning outcomes, it is essential to incorporate strategies that promote motivation while simultaneously reducing anxiety. Here are some practical suggestions for creating a supportive and interactive classroom environment that enhances motivation:

Creating a Supportive Classroom Environment

- **Encouragement and Positive Reinforcement:** Regularly praise students for their efforts and achievements. Positive reinforcement can boost their confidence and motivate them to continue working hard.

- **Non-Judgmental Atmosphere:** Promote a classroom culture where mistakes are viewed as learning opportunities rather than failures. This approach can reduce the fear of making errors and encourage students to participate more freely.

Interactive Classroom Activities

- **Collaborative Learning:** Group activities and peer interactions can be implemented that promote cooperation and mutual support. Collaborative learning can make language practice more engaging and less intimidating.
- **Role-Plays and Simulations:** Role-plays and simulations can be used to provide realistic and practical language practice. These activities can make learning more enjoyable and relevant to real-life situations.

Clear Instructions and Expectations

- **Structured Lessons:** Ensure that lessons are well-structured and organized. Clear instructions and expectations help students understand what is required of them, reducing uncertainty and anxiety.
- **Regular Feedback:** Provide constructive feedback on students' performance. Feedback should be specific, highlighting both strengths and areas for improvement, and should be delivered in a supportive manner.

Encouraging Self-Reflection and Self-Care

- **Reflective Journals:** Encourage students to keep reflective journals where they can document their learning experiences, challenges, and progress. Reflective practice helps students become more aware of their learning processes and boosts motivation.
- **Promoting Self-Care:** Educate students about the importance of self-care and stress management. Encouraging healthy habits, such as regular exercise, adequate sleep, and balanced nutrition, can improve their overall well-being and readiness to learn.

By integrating these strategies into the classroom, educators can create an environment that motivates students and reduces anxiety, thereby enhancing overall language learning outcomes.

1.7.7 Social Evaluation and Fear of Error in Language Learning

1.7.7.1 Impact of Social Evaluation on Confidence

Social evaluation plays a critical role in shaping learners' confidence in language learning. The constant perception of being judged by peers and instructors can create a heightened sense of anxiety, significantly impacting learners' willingness to participate in language activities. This anxiety often stems from the fear of making mistakes and the potential negative evaluations that follow. When learners feel they are under constant scrutiny, they may become overly self-conscious, focusing more on avoiding errors than on engaging with the language learning process. This can inhibit their willingness to speak, ask questions, or participate in discussions, ultimately hampering their language acquisition progress.

1.7.7.2 The Impact of Social Evaluation on Learners:

Reduced Participation:

- **Avoidance of Speaking:** To escape potential embarrassment or criticism, learners may avoid speaking or participating in class. This avoidance behaviour is a protective mechanism to shield themselves from perceived judgment and ridicule.
- **Limited Interaction:** Reduced participation limits opportunities for practice, interaction, and feedback, which are essential for language development.

Decreased Confidence:

- **Erosion of Self-Belief:** The constant fear of judgment can erode learners' confidence in their language abilities, making them doubt their potential and competence.
- **Increased Self-Doubt:** Persistent negative evaluations can lead to increased self-doubt, further diminishing learners' motivation and self-esteem.

Impaired Learning:

- **Cognitive Interference:** Anxiety associated with social evaluation can interfere with cognitive processes essential for language learning, such as memory, attention, and comprehension. High anxiety levels can disrupt the ability to focus and retain new information.
- **Stress-Induced Learning Blocks:** Stress and anxiety can create mental blocks that hinder the acquisition and retrieval of language knowledge, making it difficult for learners to perform well.

Fear of Making Mistakes:

- **Focus on Perfection:** The fear of making mistakes can lead learners to prioritize perfection over practice, resulting in missed opportunities for learning and improvement.
- **Negative Learning Experience:** A learning environment that penalizes mistakes rather than viewing them as part of the learning process can contribute to a negative overall learning experience.

1.7.7.3 Addressing the Impact of Social Evaluation

To mitigate the negative impact of social evaluation on language learning, educators can implement several strategies:

Creating a Safe and Supportive Environment:

- **Encouraging Risk-Taking:** Nurture a classroom atmosphere that encourages risk-taking and views mistakes as valuable learning opportunities.
- **Positive Reinforcement:** Use positive reinforcement to acknowledge learners' efforts and progress, helping to build their confidence and resilience.

Promoting Peer Support:

- **Collaborative Learning:** Implement collaborative learning activities that emphasize teamwork and mutual support rather than competition.
- **Peer Feedback:** Encourage constructive peer feedback, which can provide valuable insights and help reduce the pressure of being solely evaluated by instructors.

Developing Self-Confidence:

- **Personal Goal Setting:** Assist learners in setting personal language learning goals, focusing on individual progress and achievements.
- **Self-Reflection:** Encourage self-reflection and self-assessment to help learners recognize their strengths and areas for improvement without relying solely on external evaluations.

Reducing Performance Pressure:

- **Formative Assessments:** Use formative assessments to monitor progress and provide feedback without the high stakes associated with summative assessments.

- **Gradual Exposure:** Gradually increase the difficulty of tasks and speaking opportunities to help learners build confidence over time.

By understanding the impact of social evaluation on learners' confidence and implementing supportive strategies, educators can create a more positive and effective language learning environment. This approach helps learners feel more comfortable and confident in their language abilities, ultimately leading to better language acquisition outcomes.

1.7.7.4 Creating Supportive Environments to Reduce Fear of Making Errors

To mitigate the impact of social evaluation and nurture a more conducive learning environment, educators can implement several strategies aimed at reducing the fear of making errors.

Establishing a Positive Classroom Culture

- **Normalize Mistakes:** Cultivate an atmosphere where mistakes are seen as a natural part of the learning process. Emphasize that errors are opportunities for growth and learning rather than failures.
- **Encourage Peer Support:** Promote a collaborative learning environment where students support each other. Encourage peer feedback and group activities that allow learners to learn from one another in a non-judgmental setting.

Providing Constructive Feedback

- **Focus on Growth:** When giving feedback, concentrate on the learner's progress and areas for improvement rather than solely on their mistakes. Highlight their strengths and offer specific suggestions for development.
- **Use Positive Reinforcement:** Reinforce positive behaviours and successes. Acknowledge efforts and improvements, which can boost learners' confidence and motivation.

Creating Low-Stakes Practice Opportunities

- **Informal Activities:** Incorporate informal language activities that reduce pressure. These can include games, role-plays, and casual conversations that allow students to practice without the fear of formal evaluation.

- **Gradual Exposure:** Introduce speaking and other language activities gradually, starting with low-stakes situations and slowly increasing the level of challenge as students become more comfortable and confident.

1.7.7.5 Thematic Findings on Fear of Judgment and Supportive Atmosphere

The thematic analysis of open-ended questions and interviews with students highlighted two major themes: fear of judgment and the importance of a supportive atmosphere.

Fear of Judgment

Many students expressed a profound fear of being judged by their peers and teachers when speaking or participating in language activities. This fear often stems from past negative experiences or perceived inadequacies in their language abilities.

Instances, where students felt anxious about their pronunciation, grammar, or vocabulary choices, were commonly cited. This fear led to hesitation and avoidance behaviours, significantly impacting their learning experience.

Supportive Atmosphere

Students repeatedly emphasized the positive impact of a supportive classroom environment on their confidence and willingness to engage. A classroom where students feel safe and supported encourages more active participation and reduces anxiety.

Situations, where teachers provided positive reinforcement and peers offered constructive feedback without judgment, were highlighted as beneficial. Such environments promoted a sense of belonging and encouragement, which helped students overcome their fear of judgment and engage more fully in language learning activities.

1.7.7.6 Strategies to Nurture a Supportive Classroom Environment

Creating a supportive classroom environment requires deliberate efforts from educators to build trust, encourage collaboration, and promote reflective practices. Here are some detailed strategies:

Building Trust and Rapport

- **Personal Connections:** Take time to get to know your students personally. Show genuine interest in their backgrounds, interests, and challenges. Building personal connections helps students feel valued and understood.

- **Open Communication:** Promote an environment where open communication is encouraged. Ensure that students feel comfortable sharing their thoughts, concerns, and feedback without fear of negative repercussions.

Implementing Collaborative Learning

- **Group Work:** Design activities that require students to work together in groups. Collaborative projects and discussions can help students learn from one another and reduce the pressure of individual performance.
- **Peer Feedback:** Encourage students to provide feedback to each other in a constructive and supportive manner. Peer feedback can be less intimidating than feedback from an instructor and can promote a sense of community and mutual respect.

Encouraging Reflective Practices

- **Reflective Journals:** Ask students to keep reflective journals where they can write about their language learning experiences, challenges, and progress. Reflective writing helps students process their learning and recognize their growth over time.
- **Self-Assessment:** Incorporate self-assessment activities where students evaluate their performance and set personal goals. This practice encourages students to take ownership of their learning and identify areas for improvement.

Creating Low-Stakes Practice Opportunities

- **Informal Activities:** Design low-stakes activities that allow students to practice language skills in a relaxed setting. Examples include language games, casual conversation practice, and interactive storytelling.
- **Gradual Exposure:** Start with simple, low-pressure tasks and gradually increase the complexity and stakes of language activities. This approach helps build students' confidence incrementally.

By implementing these strategies, educators can create a classroom environment that reduces the fear of social evaluation and errors. This supportive atmosphere will enable students to take risks, participate actively, and ultimately achieve greater success in their language learning journey. A nurturing and inclusive classroom environment enhances language acquisition and also promotes overall student well-being and academic achievement.

1.8 Implications for Teaching and Curriculum Development

The insights derived from both the quantitative and qualitative analyses in this study offer valuable guidance for enhancing teaching methods to better address language learning anxiety. Understanding the specific factors that contribute to anxiety allows educators to shape their approaches to mitigate these challenges effectively.

1.8.1 Integrating Findings into Teaching Methods

1.8.1.1 Recognizing Individual Differences

Teachers should acknowledge that language anxiety manifests differently in each student. By understanding these individual differences, educators can provide personalized support that addresses specific needs.

Example: Students with high levels of perfectionism might benefit from feedback that emphasizes growth and progress rather than just correctness.

1.8.1.2 Creating a Safe and Supportive Environment

A supportive classroom environment where mistakes are normalized as part of the learning process can significantly reduce anxiety. Teachers should actively promote a culture that encourages risk-taking and learning from errors.

Example: Incorporating activities that allow students to practice language skills in low-pressure settings before gradually moving to more challenging tasks.

1.8.1.3 Active Engagement and Interactive Learning

Interactive learning activities that involve peer collaboration can help reduce anxiety by creating a sense of community and support among students. Group work, peer feedback, and interactive games can make language learning more engaging and less intimidating.

Example: Implementing role-plays and simulations that mimic real-life scenarios can provide practical language practice in a supportive setting.

1.8.1.4. Incorporating Mindfulness and Relaxation Techniques

Mindfulness exercises and relaxation techniques can help students manage anxiety. Incorporating short mindfulness sessions or deep breathing exercises at the beginning or end of classes can create a more relaxed learning environment.

Example: Starting each class with a brief mindfulness exercise to help students focus and reduce stress.

1.8.1.5 Providing Constructive and Balanced Feedback

Feedback should be constructive and balanced, focusing on both strengths and areas for improvement. Positive reinforcement can boost confidence and motivation, while constructive criticism should be delivered in a way that encourages growth.

Example: Using the "sandwich" approach to feedback beginning with positive comments, followed by constructive suggestions, and ending with encouragement.

1.9 Designing Classroom Environments to Alleviate Anxiety

The design of the classroom environment plays a critical role in either exacerbating or alleviating language learning anxiety. Based on the findings, several strategies can be implemented to create a more conducive learning atmosphere that supports student well-being and enhances language acquisition.

1.9.1 Physical Layout and Atmosphere

The physical arrangement of the classroom can significantly influence students' comfort levels and their ability to engage in learning activities. A thoughtfully designed classroom can promote inclusivity, reduce anxiety, and facilitate better interactions among students and between students and the teacher.

1.9.1.1 Strategies for Physical Layout and Atmosphere:

Circular or U-shaped desk Arrangements:

Arranging desks in a circular or U-shaped pattern allows all students to see each other and the teacher, promoting a sense of community and inclusivity. This setup encourages interaction and makes students feel more connected.

A U-shaped desk arrangement where the teacher can easily move around and engage with each student, facilitating more personalized interaction.

Creating Safe Spaces:

Designating a corner or area of the classroom as a "safe space" where students can go if they feel overwhelmed can provide a retreat for those experiencing high levels of anxiety. This space can be equipped with calming tools such as stress balls, calming visuals, or comfortable seating.

A cozy corner with bean bags, soft lighting, and mindfulness colouring books where students can take a break when they feel anxious.

Comfortable and Flexible Seating:

Providing flexible seating options, such as standing desks, soft chairs, or floor seating, allows students to choose a setup that makes them feel most comfortable and reduces physical discomfort that could contribute to anxiety.

Offering a variety of seating choices, including traditional desks, standing desks, and floor cushions, to cater to different student preferences.

1.9.2 Clear Instructions and Expectations

Providing clear, concise instructions and setting realistic expectations are crucial for reducing anxiety related to uncertainty. Students should understand what is expected of them and how they can achieve success.

1.9.2.1 Strategies for Clear Instructions and Expectations

Using Visual Aids:

- Incorporating visual aids such as charts, diagrams, and infographics can help clarify instructions and make complex information more accessible. Visual aids can reinforce verbal instructions and ensure that all students understand the tasks at hand.
- Displaying a step-by-step flowchart on the board outlining the process for completing a writing assignment.

Step-by-Step Instructions:

- Breaking down tasks into smaller, manageable steps can help students feel less overwhelmed and more confident in their ability to complete assignments. Clear, sequential instructions can guide students through the learning process.
- Providing a handout with detailed steps for conducting a research project, including selecting a topic, gathering resources, and organizing information.

Checklists and Timelines:

- Offering checklists and timelines can help students keep track of their progress and stay organized. These tools provide a clear roadmap for completing tasks and help students manage their time effectively.
- Distributing a checklist for a group project with deadlines for each phase of the project, such as research, drafting, and final presentation.

1.9.3 Encouraging Peer Support and Collaboration

Promoting peer support and collaboration can help students feel more comfortable and less isolated. Group activities, peer tutoring, and collaborative projects promote a sense of community and shared learning.

1.9.3.1 Strategies for Encouraging Peer Support and Collaboration

Group Activities:

- Designing activities that require students to work together in groups can promote collaboration and mutual support. Group activities encourage students to share ideas and learn from one another.
- Assigning group projects where students must collaborate to create a presentation on a given topic, promoting teamwork and peer learning.

Peer Tutoring:

- Implementing peer tutoring programs allows students to help each other with challenging material. This approach can boost the confidence of both the tutor and the learner, creating a supportive learning environment.
- Pairing a more proficient student with a peer who needs additional help with grammar exercises, nurtures peer-to-peer teaching and learning.

Collaborative Projects:

- Designing projects that require collaboration can enhance engagement and reduce the pressure on individual students. Collaborative projects emphasize collective effort and shared success.
- Organizing a class debate where students must work in teams to research and present arguments on a controversial topic, encouraging cooperation and discussion.

1.9.4 Gradual Exposure to Speaking Opportunities

Gradually increasing the complexity and stakes of speaking activities can help students build confidence over time. Starting with low-stakes activities can ease students into more challenging tasks, reducing anxiety.

1.9.4.1 Strategies for Gradual Exposure to Speaking Opportunities

Informal Group Discussions:

Starting with informal group discussions allows students to practice speaking in a low-pressure environment. These discussions can focus on familiar topics to build initial confidence.

Example: Organizing small group discussions on students' favourite books or movies, providing a comfortable setting for them to express their opinions.

Progression to Formal Presentations:

Gradually moving from informal discussions to more formal presentations can help students build their speaking skills incrementally. Each step should be accompanied by positive reinforcement and constructive feedback.

Example: Beginning with short, informal presentations in front of a small group and gradually increasing the audience size and formality of the presentations.

Peer Feedback Sessions:

Incorporating peer feedback sessions can provide students with constructive criticism in a supportive environment. This practice helps students become more comfortable with public speaking and receiving feedback.

Example: Having students present a short speech to a small group and then receive feedback from their peers on strengths and areas for improvement.

1.9.5 Implementing Low-Stakes Practice Opportunities

Providing opportunities for low-stakes practice allows students to experiment with language without the pressure of grades or formal evaluation. This approach encourages risk-taking and promotes a growth mindset.

1.9.5.1 Strategies for Implementing Low-Stakes Practice Opportunities

Language Clubs and Conversation Circles:

Encouraging participation in language clubs or conversation circles provides students with regular, informal practice opportunities. These settings are typically more relaxed and social, reducing performance pressure.

Example: Organizing a weekly conversation circle where students can practice speaking on various topics in an informal, supportive environment.

Informal Study Groups:

Forming informal study groups allows students to collaborate and practice language skills together. These groups can offer mutual support and a sense of camaraderie.

Example: Facilitating the creation of study groups that meet outside of class to review material and practice speaking, listening, and writing skills.

Interactive Language Games:

Incorporating language games into the curriculum can make practice fun and engaging. Games reduce the formal pressure associated with language learning and encourage active participation.

Example: Using word games, role-playing scenarios, or interactive quizzes during class to provide a fun and relaxed way to practice language skills.

By implementing these strategies, educators can design classroom environments that alleviate language learning anxiety. These approaches help create a supportive, inclusive, and engaging learning atmosphere where students feel safe to take risks, make mistakes, and ultimately improve their language proficiency.

1.10 Practical Interventions and Strategies

Incorporating practical interventions and strategies is essential for addressing the multifaceted nature of language learning anxiety. By designing these interventions to the specific factors identified in the research, educators can create a more supportive and effective learning environment. This section provides detailed recommendations for educators, focusing on resilience-building activities, encouraging a growth mindset, and using positive reinforcement, all based on thematic analysis and research findings.

1.10.1 Designed Interventions Based on Identified Factors

The findings from the factor analysis and thematic analysis highlight several key areas where designed interventions can significantly reduce language learning anxiety. These areas include addressing perfectionism, social comparison, fear of errors, and motivation. Designed interventions should be specific, targeted, and adaptable to individual student needs.

1.10.1.1 Perfectionism and Self-Criticism

Intervention: Develop activities that focus on progress rather than perfection. Encourage students to set realistic goals and celebrate incremental improvements.

Example: Implement a "progress portfolio" where students track their growth over time, including drafts, revisions, and reflections on their learning journey.

1.10.1.2 Social Comparison

Intervention: Promote a classroom culture that values individual progress and personal bests over competition. Use group activities to build a sense of community and mutual support.

Example: Organize regular "sharing sessions" where students discuss their personal achievements and challenges in a supportive group setting.

1.10.1.3 Fear of Errors

Intervention: Normalize mistakes as a natural part of the learning process. Create low-stakes opportunities for practice and ensure feedback is constructive and focused on improvement.

Example: Introduce "mistake of the week" discussions where students can share errors they made and what they learned from them, turning mistakes into positive learning experiences.

1.10.1.4 Motivation and Engagement

Intervention: Connect language learning to students' interests and real-life applications. Use varied and engaging teaching methods to maintain interest and motivation.

Example: Design project-based learning activities that allow students to explore topics they are passionate about while using the target language.

1.11 Strategies for Educators

Educators play a pivotal role in implementing these interventions and creating a supportive learning environment. The following strategies are designed to help educators incorporate resilience-building activities, encourage a growth mindset, and use positive reinforcement effectively.

1.11.1 Resilience-Building Activities

Activities that nurture Resilience:

- **Role-Playing and Simulations:** Use role-playing scenarios to help students practice language in real-life contexts, building their confidence and resilience.

- **Challenge-Based Learning:** Present students with challenging but achievable tasks that require problem-solving and critical thinking, promoting resilience through accomplishment.
- **Reflective Journals:** Encourage students to keep journals where they reflect on their learning experiences, setbacks, and successes, promoting self-awareness and resilience. Example: Implement a "resilience workshop" where students participate in activities designed to build their coping skills, such as role-playing difficult conversations or tackling complex language tasks in a supportive setting.

1.11.2 Encouraging a Growth Mindset

1.11.2.1 Strategies to Promote a Growth Mindset:

- **Emphasize Effort and Progress:** Highlight the importance of effort and the process of learning rather than just the result. Celebrate incremental progress and improvements.
- **Use of Language:** Use language that reinforces a growth mindset, such as praising effort ("You worked hard on this!") and persistence ("You didn't give up, and look how much you've improved!").
- **Modeling:** Model a growth mindset by sharing your own learning experiences and how you overcame challenges.

Example: Create a classroom culture that celebrates "yet" by encouraging students to add the word to their statements (e.g., "I can't do this yet" instead of "I can't do this"), reinforcing the idea that ability develops over time with practice and effort.

1.11.3 Using Positive Reinforcement

1.11.3.1 Effective Use of Positive Reinforcement:

- **Immediate and Specific Praise:** Provide immediate and specific feedback that highlights what the student did well. This helps reinforce positive behaviours and efforts.
- **Positive Reinforcement Systems:** Implement systems such as token economies or reward charts where students earn recognition for their efforts and achievements.
- **Public Acknowledgment:** Publicly acknowledge student successes and efforts in a way that makes them feel valued and appreciated.

Example: Develop a "star student" program where students are recognized weekly for their hard work, improvement, and positive contributions to the class, providing a motivational boost and reinforcing positive behaviours.

Chapter 5

Data Analysis and Interpretation of English Language Learning Perceptions

Introduction

The purpose of this chapter is to provide a comprehensive analysis of the responses gathered from students concerning their experiences, perceptions, and attitudes towards learning the English language. This analysis is a critical component of the research, as it seeks to understand the multifaceted dimensions of English language learning from the learners' perspectives. The data collected through a structured questionnaire aims to capture the students' emotional, cognitive, and behavioural responses to various aspects of English language acquisition, which are pivotal in shaping their language learning experience.

English language proficiency is often considered fundamental for academic success and global communication. However, the process of learning a new language, especially in a formal classroom setting, can evoke a range of emotions and attitudes among learners. Some students may feel confident and motivated, while others may experience anxiety, fear, or a lack of self-efficacy. Understanding these attitudes is crucial for teachers and curriculum designers to create more effective and supportive learning environments.

This chapter specifically aims to:

- 1. Analyze Students' Confidence Levels:** Evaluate how confident students feel while speaking English in class, particularly in situations requiring spontaneous language use. Confidence in language use is essential for effective communication, and understanding the factors that influence students' confidence levels can help in designing instructional approaches.
- 2. Examine Anxiety and Nervousness:** Assess the prevalence and intensity of anxiety-related responses when students are asked to participate or are about to be called upon in language class. Language learning anxiety is a common barrier that can impede students' progress, and identifying its sources can provide insights into mitigating such negative experiences.
- 3. Evaluate Perceptions of Comfort in Language Learning Contexts:** Explore how comfortable students feel during different language learning activities, such as tests, discussions, and speaking exercises. Comfort levels can significantly affect participation, engagement, and overall success in language learning.

4. Understand Students' Self-Efficacy and Beliefs about Language Learning: Investigate students' beliefs about their ability to master English, including their perceived ability to remember vocabulary, understand grammar, and improve pronunciation. Self-efficacy beliefs play a critical role in language acquisition, influencing motivation, persistence, and ultimately, achievement.

By examining these areas, the chapter aims to provide a holistic view of the learners' experiences in English language classes. The insights gained from this analysis will contribute to a better understanding of the emotional, psychological, and cognitive factors that influence language learning. Additionally, the findings will offer valuable implications for pedagogical practices, curriculum design, and future research in the field of language education.

Method of Data Collection

1. Survey Design and Structure

The data was collected using a structured questionnaire administered to students to understand their experiences, attitudes, and perceptions towards learning the English language. The survey was designed to capture both quantitative and qualitative responses, providing a comprehensive view of the students' perspectives.

The questionnaire comprises a series of statements related to various aspects of English language learning, primarily focusing on the emotional and cognitive responses of the students. Each statement is designed to measure specific constructs such as confidence, anxiety, comfort, self-efficacy, and motivation. The responses are collected on a Likert scale format, which is a widely used method in educational research to quantify subjective data.

2. Types of Questions Used

2.1 Likert Scale Questions:

The majority of the questions in the survey are based on a Likert scale, where students are asked to indicate their level of agreement or disagreement with a series of statements. The scale options typically range from:

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree

- Strongly Disagree

These Likert scale questions are designed to measure the intensity of students' feelings or attitudes towards specific aspects of learning English, such as:

- Confidence in speaking English in class.
- Anxiety levels when called upon to speak or participate in language activities.
- Comfort levels during tests or spontaneous speaking activities.
- Beliefs about their ability to learn English and remember new vocabulary.
- Self-efficacy in mastering pronunciation and grammar.

The use of Likert scale questions allows for quantitative analysis of the data, enabling the identification of trends, patterns, and differences in responses among various groups of students.

3. Survey Administration

Mode of Distribution:

The survey was conducted online, allowing 1269 students to complete it at their convenience. The responses were collected anonymously to encourage honest and uninhibited feedback from the students.

The following were the questions to the students:

Q1. I lack confidence while speaking in English language in class.

Q2. I get nervous when I am about to be called on in language class.

Q3. I feel scared when I don't understand my teacher in language class.

Q4. I feel comfortable during tests in language class.

Q5. Speaking without preparation makes me nervous in language class.

Q6. Nervousness in class makes me forget what I know.

Q7. Answering questions in class makes me uncomfortable.

Q8. I feel nervous in language class even when well-prepared.

Q9. I feel more anxious in language class than in other classes.

Q10. The number of rules to learn overwhelms me in language class.

- Q11. Other students are better at the English language than me.
- Q12. Preparing more for a language exam increases my confusion.
- Q13. Speaking in an English language in front of other students makes me self-conscious.
- Q14. The speed of the language class is too fast for me.
- Q15. Other students will laugh at me if I speak in an English language.
- Q16. The amount of new vocabulary I need to learn in English class overwhelms me.
- Q17. English grammar rules' complexity causes me anxiety in class.
- Q18. I worry about my ability to comprehend English during listening exercises in class.
- Q19. It frustrates me when I cannot quickly understand written English texts in class.
- Q20. I am anxious about making errors when speaking English in class because I fear not being understood.
- Q21. Making mistakes in language class does not concern me.
- Q22. Taking more English language lessons does not worry me.
- Q23. The possibility of failing my English language course concerns me.
- Q24. I frequently consider skipping my language class.
- Q25. Doing my best in language class is not something I feel obligated to do.
- Q26. I feel my work in the English language class must be flawless.
- Q27. I am never satisfied with my performance in the English language class.
- Q28. I feel making mistakes during English language activities upsets me greatly.
- Q29. I feel anxious when I cannot speak the English language perfectly.
- Q30. I spend a lot of time perfecting my homework for the English language class.
- Q31. I worry that my learning in the English language class does not meet my high standards.
- Q32. I feel making any mistakes in the English language class feels unacceptable to me.
- Q33. I feel confident understanding the content in English language classes.
- Q34. I am capable of using the English language to solve problems.

Q35. I can effectively communicate in the English language with classmates.

Q36. I can learn the English language well, even when the material is challenging.

Q37. I am confident in mastering the pronunciation and grammar of the English language.

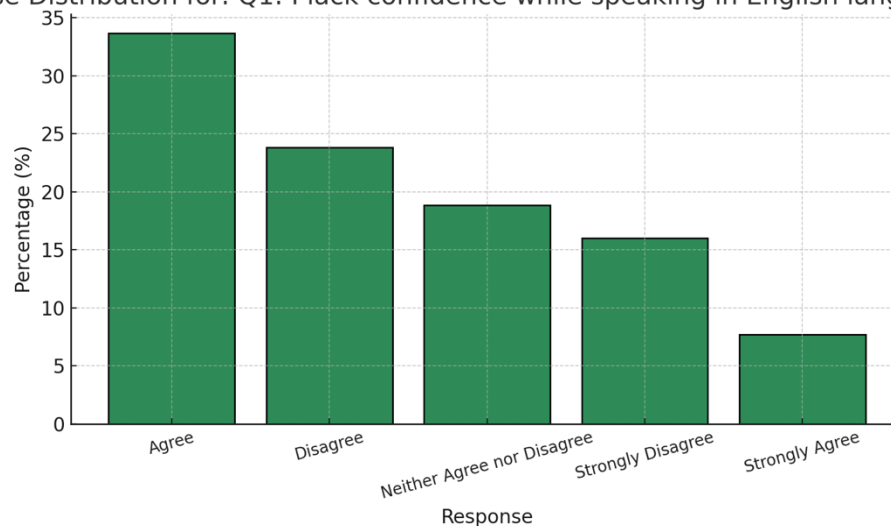
Q38. I can remember new vocabulary in English language easily.

Q39. I feel confident participating in discussions in English language.

4. Detailed Analysis of Questionnaire

Q1: I lack confidence while speaking in English language in class

Response Distribution for: Q1: I lack confidence while speaking in English language in class.



The bar chart above shows the response distribution for the statement: "I lack confidence while speaking in English language in class." This question assesses whether students feel a lack of confidence when speaking English in the classroom.

Agree (33.65%): The largest group of students (33.65%) agreed, indicating that a significant number of students feel they lack confidence while speaking English in class. This could be due to various factors such as fear of making mistakes, lack of fluency, or anxiety about public speaking.

Disagree (23.80%): A considerable portion (23.80%) of students disagreed with the statement, suggesting that these students do not feel a lack of confidence when speaking English. These students may have stronger language skills or feel more comfortable in the classroom environment.

Neither Agree nor Disagree (18.83%): About 18.83% of students were neutral, reflecting mixed or uncertain feelings regarding their confidence while speaking English. This group might experience fluctuating levels of confidence depending on specific situations, such as the topic or audience.

Strongly Disagree (15.99%): A smaller group (15.99%) strongly disagreed, showing a high level of confidence in their English-speaking abilities in class. These students likely feel comfortable expressing themselves and may have had positive experiences that reinforce their confidence.

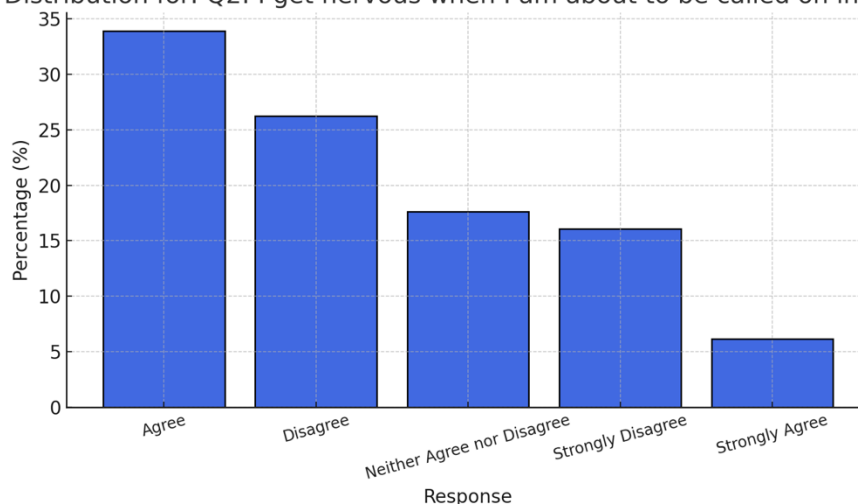
Strongly Agree (7.72%): The smallest group (7.72%) strongly agreed, indicating a higher level of concern or anxiety about their confidence in speaking English. These students might benefit from additional support, such as targeted speaking practice or a more supportive environment.

The distribution indicates that while a significant portion of students (41.37%, combining "Agree" and "Strongly Agree") feel a lack of confidence when speaking English in class, a slightly smaller proportion (39.78%, combining "Disagree" and "Strongly Disagree") do not share this concern. This balance suggests that while many students may struggle with confidence, a notable number also feel comfortable and confident in their speaking abilities.

To enhance confidence for those who feel insecure, teachers could focus on creating a supportive and encouraging classroom environment, incorporating low-stakes speaking activities, and offering constructive feedback to build students' self-esteem and comfort with English speaking.

Q2: I get nervous when I am about to be called on in language class

Response Distribution for: Q2: I get nervous when I am about to be called on in language class.



The bar chart above shows the response distribution for the statement: "I get nervous when I am about to be called on in language class." This question assesses whether students feel nervous when they anticipate being called upon in their language class.

Agree (33.88%): The largest group of students (33.88%) agreed with the statement, indicating that a significant number of students experience nervousness when they are about to be called on in class. This suggests that many students may feel anxiety about being singled out to speak or perform in front of others.

Disagree (26.24%): A notable portion (26.24%) of students disagreed, suggesting that these students do not feel nervous in such situations and may be more comfortable with spontaneous speaking tasks.

Neither Agree nor Disagree (17.65%): About 17.65% of students were neutral, reflecting mixed or uncertain feelings about their nervousness when called upon, possibly depending on the context or their familiarity with the material.

Strongly Disagree (16.08%): A smaller group (16.08%) strongly disagreed, showing a strong sense of calmness or confidence when being called on in class.

Strongly Agree (6.15%): The smallest group (6.15%) strongly agreed, indicating a higher level of anxiety when anticipating being called upon.

The distribution suggests that a considerable number of students (40.03%, combining "Agree" and "Strongly Agree") feel nervous when they are about to be called on in language class. This indicates that anxiety around speaking or performing in front of peers is a common concern for many students.

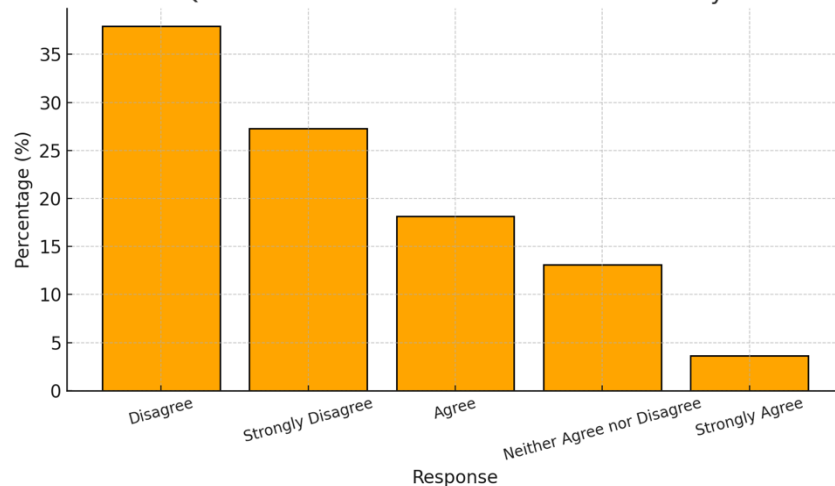
Meanwhile, a combined 42.32% of students ("Disagree" and "Strongly Disagree") do not share this nervousness, suggesting they are more comfortable or confident in such situations. The neutral responses (17.65%) indicate that some students may feel unsure, potentially depending on specific circumstances or content.

To help reduce anxiety, teachers could create a supportive classroom environment, encourage voluntary participation, and use positive reinforcement to build students' confidence in speaking up.

It appears that the column name for the next question does not match exactly. I will check the column names again to find the correct text for the next question and proceed with the analysis.

Q3: I feel scared when I don't understand my teacher in language class.

Response Distribution for: Q3: I feel scared when I don't understand my teacher in language class.



The bar chart above shows the response distribution for the statement: "I feel scared when I don't understand my teacher in language class." This question assesses whether students feel fear or anxiety when they do not understand their teacher during language class.

Disagree (37.90%): The largest group of students (37.90%) disagreed with the statement, indicating that many students do not feel scared when they don't understand their teacher in class. This suggests that a significant portion of students may feel comfortable asking for clarification or may not perceive a lack of understanding as a cause for fear.

Strongly Disagree (27.27%): A notable portion (27.27%) strongly disagreed, reflecting a high level of comfort and confidence even when they don't immediately understand the teacher.

Agree (18.12%): About 18.12% of students agreed with the statement, suggesting that some students do feel scared or anxious in these situations.

Neither Agree nor Disagree (13.08%): Around 13.08% of students were neutral, indicating mixed or uncertain feelings about their fear when they don't understand the teacher.

Strongly Agree (3.62%): The smallest group (3.62%) strongly agreed, showing a high level of fear or anxiety in such situations.

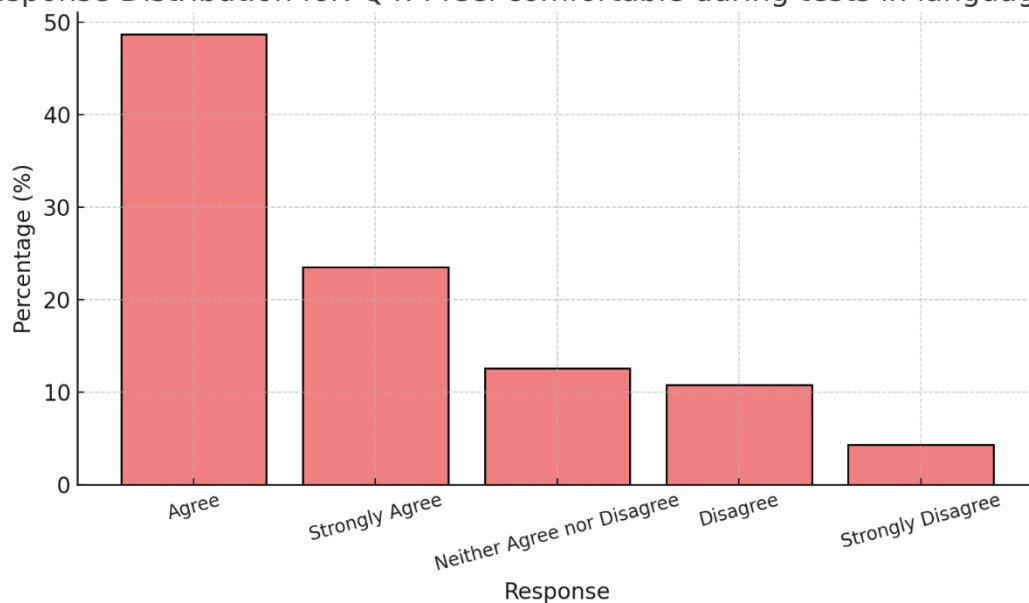
The distribution suggests that a majority of students (65.17%, combining "Disagree" and "Strongly Disagree") do not feel scared when they do not understand their teacher in class, which indicates a generally supportive environment where misunderstandings are not seen as intimidating or threatening.

However, a combined 21.74% of students ("Agree" and "Strongly Agree") do experience fear in these situations. This could be due to anxiety about appearing inadequate, fear of embarrassment, or a lack of confidence in asking for clarification. The neutral responses (13.08%) indicate that some students may be unsure, or their feelings may depend on specific circumstances.

To help reduce fear for those who feel anxious, teachers could encourage an open and supportive atmosphere where questions are welcomed, provide opportunities for private clarification, and reinforce the idea that misunderstandings are a normal part of learning.

Q4: I feel comfortable during tests in language class

Response Distribution for: Q4: I feel comfortable during tests in language class.



The bar chart above shows the response distribution for the statement: "I feel comfortable during tests in language class." This question evaluates students' comfort levels when taking tests in their language class.

Agree (48.70%): The largest group of students (48.70%) agreed with the statement, indicating that nearly half of the students feel comfortable during language tests. This suggests that the testing environment, preparation methods, or the perceived fairness of the tests might help many students feel at ease.

Strongly Agree (23.56%): A significant portion (23.56%) strongly agreed, showing a high level of confidence and comfort during tests. These students likely find the test conditions favorable and may not experience test anxiety.

Neither Agree nor Disagree (12.61%): About 12.61% of students were neutral, reflecting mixed or uncertain feelings about their comfort levels during tests. This group may not have a consistent reaction to tests, potentially depending on the difficulty or type of test.

Disagree (10.80%): A smaller group (10.80%) disagreed with the statement, indicating that these students do not feel comfortable during tests. Factors such as anxiety, lack of preparation, or fear of failure could contribute to their discomfort.

Strongly Disagree (4.33%): The smallest group (4.33%) strongly disagreed, showing a high level of discomfort or anxiety during tests. This group may face significant challenges, such as severe test anxiety or confidence issues.

The distribution shows that the majority of students (72.26%, combining "Agree" and "Strongly Agree") feel comfortable during tests in their language class. This is a positive indication that many students find the testing process manageable, possibly due to effective teaching, adequate preparation, or a supportive environment.

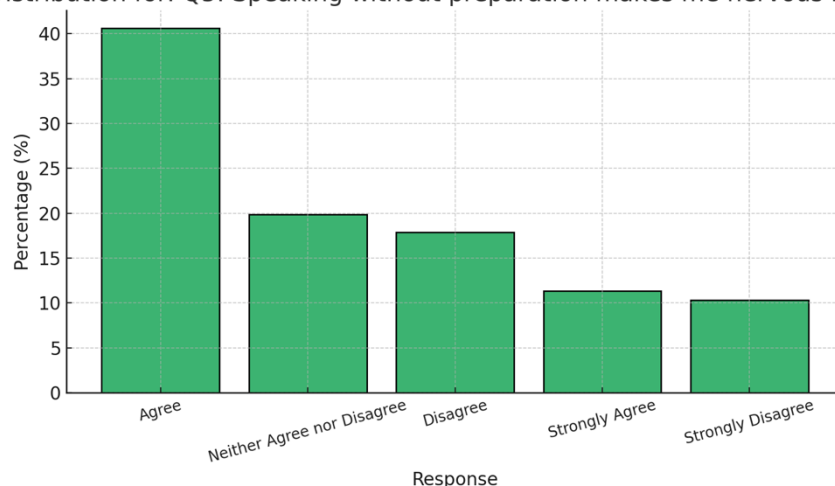
However, there is still a notable portion of students (15.13%, combining "Disagree" and "Strongly Disagree") who feel uncomfortable or anxious during tests. These students may benefit from targeted strategies to help them cope with test anxiety, such as relaxation techniques, time management skills, or practice tests to build familiarity and confidence.

The neutral responses (12.61%) suggest that some students may feel ambivalent or that their comfort levels vary depending on the specific circumstances, such as the content of the test, the perceived difficulty, or their preparedness.

While most students feel comfortable, there is room for improvement to ensure that all students feel confident and at ease during assessments. Teachers could provide more frequent formative assessments, incorporate different test formats, and create a more supportive testing environment to help reduce anxiety and increase comfort levels.

Q5: Speaking without preparation makes me nervous in language class.

Response Distribution for: Q5: Speaking without preparation makes me nervous in language class.



The bar chart above shows the response distribution for the statement: "Speaking without preparation makes me nervous in language class." This question assesses whether students feel nervous about speaking in class without prior preparation.

Agree (40.58%): The largest group of students (40.58%) agreed with the statement, indicating that a significant number of students feel nervous when they have to speak in class without preparation. This suggests that many students may rely on preparation to feel comfortable and confident when speaking English.

Neither Agree nor Disagree (19.86%): A notable portion (19.86%) of students were neutral, suggesting mixed or uncertain feelings about their nervousness when speaking without preparation. This group may feel that their reaction depends on the context or familiarity with the topic.

Disagree (17.89%): About 17.89% of students disagreed with the statement, indicating that these students do not feel nervous when speaking without preparation and may feel confident in their spontaneous speaking abilities.

Strongly Agree (11.35%): A smaller group (11.35%) strongly agreed, reflecting a higher level of anxiety about speaking without preparation.

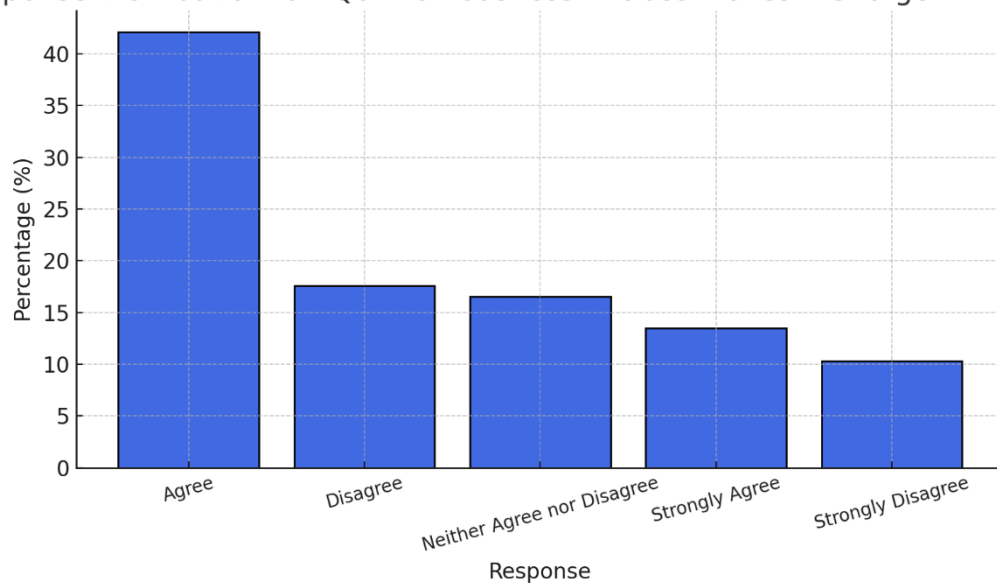
Strongly Disagree (10.32%): The smallest group (10.32%) strongly disagreed, showing a strong sense of confidence and comfort when speaking without prior preparation.

The distribution suggests that a majority of students (51.93%, combining "Agree" and "Strongly Agree") feel nervous when speaking without preparation in language class. This indicates that preparation plays a crucial role in helping students feel comfortable and confident while speaking English. It may also highlight a need for additional support or practice in spontaneous speaking activities. However, a combined 28.21% of students ("Disagree" and "Strongly Disagree") do not share this nervousness, suggesting they are more comfortable with impromptu speaking tasks. The neutral responses (19.86%) indicate that some students may have mixed feelings, possibly depending on the situation, topic, or their level of familiarity.

To help reduce nervousness and build confidence in spontaneous speaking, teachers could incorporate more low-pressure, unplanned speaking activities, provide strategies for thinking on the spot, and create a supportive environment where mistakes are seen as learning opportunities.

Q6: Nervousness in class makes me forget what I know

Response Distribution for: Q6: Nervousness in class makes me forget what I know.



The bar chart above shows the response distribution for the statement: "Nervousness in class makes me forget what I know." This question assesses whether students feel that nervousness affects their ability to recall what they have learned during class.

Agree (42.08%): The largest group of students (42.08%) agreed with the statement, indicating that a significant number of students feel that nervousness in class causes them to forget what they know. This suggests that anxiety may have a substantial impact on students' recall abilities.

Disagree (17.57%): A notable portion (17.57%) of students disagreed, suggesting that these students do not feel that nervousness affects their recall, and they can remember what they know even when feeling nervous.

Neither Agree nor Disagree (16.55%): About 16.55% of students were neutral, indicating mixed or uncertain feelings about whether nervousness affects their memory or recall ability.

Strongly Agree (13.48%): A smaller group (13.48%) strongly agreed, reflecting a more intense feeling that nervousness leads to forgetfulness.

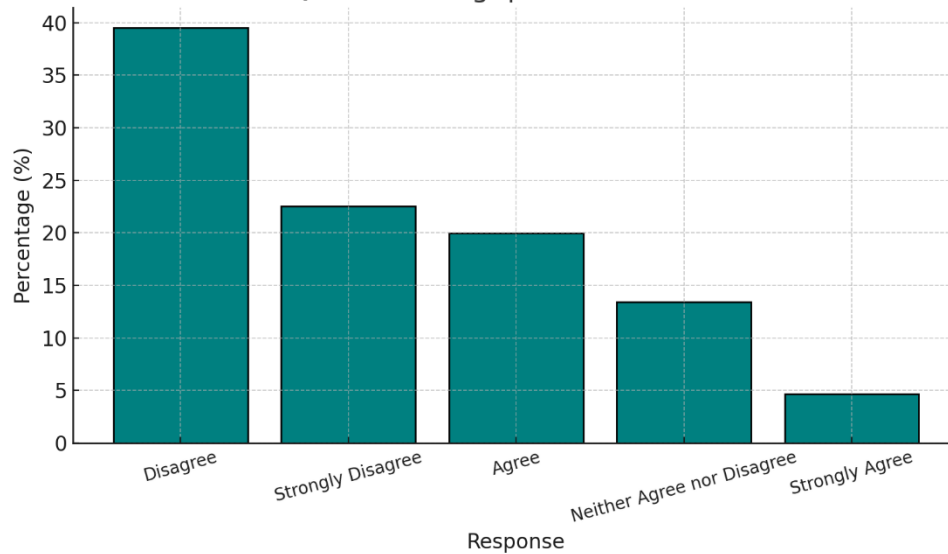
Strongly Disagree (10.32%): The smallest group (10.32%) strongly disagreed, showing confidence in their ability to remember what they know, regardless of nervousness.

The distribution suggests that a majority of students (55.56%, combining "Agree" and "Strongly Agree") feel that nervousness in class causes them to forget what they know. This highlights that anxiety or nervousness can negatively impact recall and performance, particularly in language learning contexts where students may feel pressure to perform well. On the other hand, a combined 27.89% of students ("Disagree" and "Strongly Disagree") do not believe nervousness affects their memory, indicating that these students might have better coping mechanisms for handling anxiety or are less affected by nervousness in class. The neutral responses (16.55%) suggest that some students may feel that the effect of nervousness on recall varies depending on the situation.

To help students who feel that nervousness affects their recall, teachers could implement strategies such as relaxation techniques, mindfulness exercises, and gradual exposure to speaking or performance tasks to build confidence and reduce anxiety.

Q7: Answering questions in class makes me uncomfortable.

Response Distribution for: Q7: Answering questions in class makes me uncomfortable.



The bar chart above shows the response distribution for the statement: "Answering questions in class makes me uncomfortable." This question assesses whether students feel uncomfortable when asked to answer questions in their language class.

Disagree (39.48%): The largest group of students (39.48%) disagreed with the statement, indicating that many students do not feel uncomfortable when answering questions in class. This suggests that a significant number of students feel confident or at ease when participating verbally in class.

Strongly Disagree (22.54%): A notable portion (22.54%) strongly disagreed, showing a high level of comfort when answering questions, further highlighting that these students feel secure in their language abilities.

Agree (19.94%): About 19.94% of students agreed, suggesting that some students do feel uncomfortable when asked to answer questions in class. This could reflect anxiety, a fear of making mistakes, or lack of confidence.

Neither Agree nor Disagree (13.40%): Around 13.40% of students were neutral, indicating mixed or uncertain feelings about their comfort levels when answering questions. This group may feel that their comfort depends on specific situations, such as the question's difficulty or the class environment.

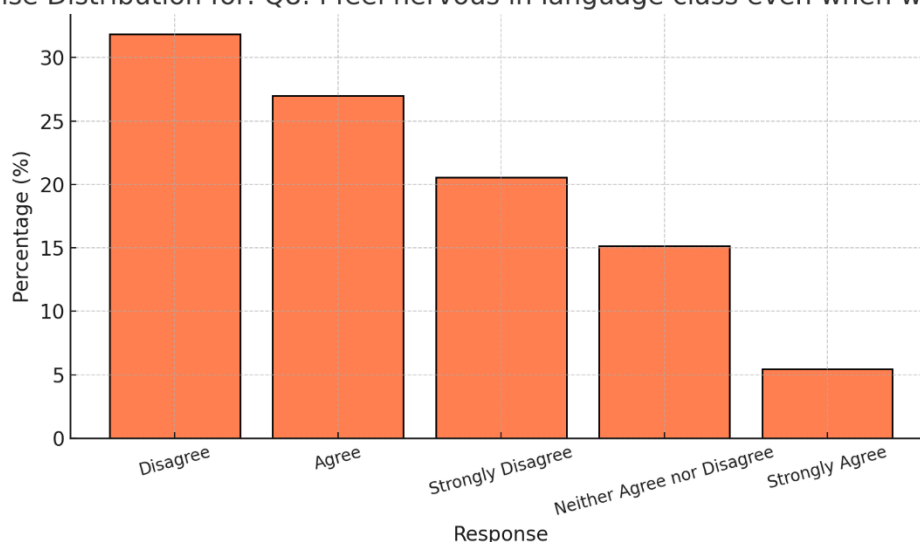
Strongly Agree (4.65%): The smallest group (4.65%) strongly agreed, showing a significant level of discomfort or anxiety when answering questions in class.

The distribution suggests that a majority of students (62.02%, combining "Disagree" and "Strongly Disagree") feel comfortable answering questions in their language class, which is a positive indicator of their confidence and willingness to participate in class activities. However, a combined 24.59% of students ("Agree" and "Strongly Agree") do feel uncomfortable, indicating that a substantial minority of students experience anxiety or fear when asked to answer questions. The neutral responses (13.40%) suggest that some students have mixed feelings, which depends on various factors such as their familiarity with the content or their level of preparation.

To support students who feel uncomfortable, teachers could nurture a supportive and encouraging classroom environment, offer positive reinforcement for participation, and provide opportunities for all students to build confidence through low-stakes speaking activities.

Q8: I feel nervous in language class even when well-prepared

Response Distribution for: Q8: I feel nervous in language class even when well-prepared.



The bar chart above shows the response distribution for the statement: "I feel nervous in language class even when well-prepared." This question evaluates whether students experience nervousness in their language class despite feeling adequately prepared.

Disagree (31.84%): The largest group of students (31.84%) disagreed with the statement, indicating that many students do not feel nervous in language class if they are well-prepared. This suggests that preparation can significantly reduce anxiety for these students.

Agree (27.03%): A considerable portion (27.03%) agreed, suggesting that despite being prepared, these students still experience nervousness in class, possibly due to performance anxiety or other factors unrelated to their preparedness.

Strongly Disagree (20.57%): A significant group (20.57%) strongly disagreed, showing a strong sense of confidence and calmness in class when they are well-prepared.

Neither Agree nor Disagree (15.13%): About 15.13% of students were neutral, indicating mixed or uncertain feelings about whether preparation affects their nervousness in class.

Strongly Agree (5.44%): The smallest group (5.44%) strongly agreed, reflecting a higher level of anxiety regardless of their level of preparation.

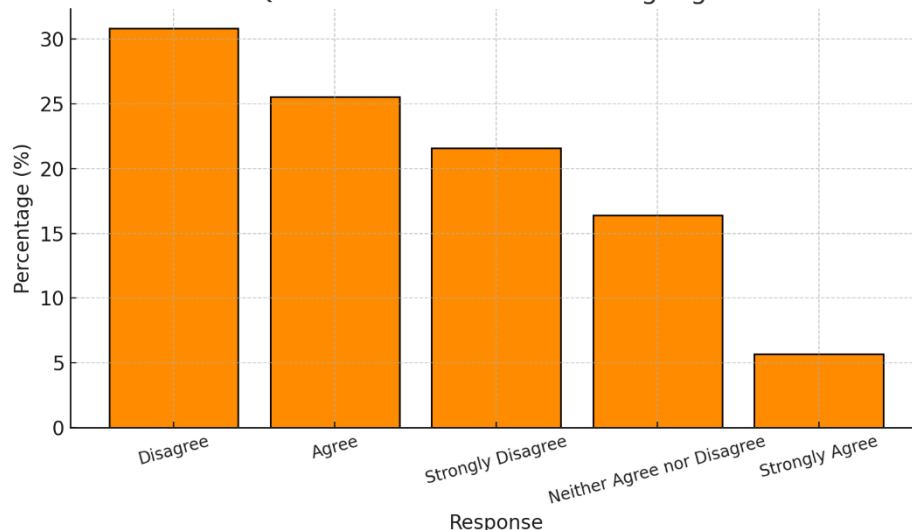
The distribution suggests that while a significant portion of students (47.97%, combining "Disagree" and "Strongly Disagree") feel that being well-prepared helps them avoid nervousness in class, a considerable number (32.47%, combining "Agree" and "Strongly Agree") still experience nervousness even when they are prepared. This indicates that factors such as self-confidence, fear of speaking, or classroom dynamics contribute to their anxiety.

The neutral responses (15.13%) suggest that some students' experiences vary, depending on the situation, the specific activities in class, or their comfort levels with the subject matter.

To help reduce anxiety for students who still feel nervous despite preparation, teachers could focus on creating a supportive classroom environment, offer strategies to manage anxiety, and encourage self-confidence through positive reinforcement and practice opportunities.

Q9: I feel more anxious in language class than in other classes

Response Distribution for: Q9: I feel more anxious in language class than in other classes.



The bar chart above shows the response distribution for the statement: "I feel more anxious in language class than in other classes." This question assesses whether students feel more anxious in their language class compared to other subjects.

Disagree (30.81%): The largest group of students (30.81%) disagreed with the statement, indicating that many students do not feel more anxious in their language class than in other classes. This suggests that, for these students, language class does not evoke more anxiety than other subjects.

Agree (25.53%): A considerable portion (25.53%) agreed, suggesting that a significant number of students do feel more anxious in language class compared to other classes. This may be due to specific challenges associated with language learning, such as speaking in front of peers or mastering complex grammar rules.

Strongly Disagree (21.59%): A notable portion (21.59%) strongly disagreed, showing a high level of comfort in language class compared to other classes.

Neither Agree nor Disagree (16.39%): About 16.39% of students were neutral, reflecting mixed or uncertain feelings about their anxiety levels in different classes.

Strongly Agree (5.67%): The smallest group (5.67%) strongly agreed, indicating a higher level of anxiety in language class compared to other subjects.

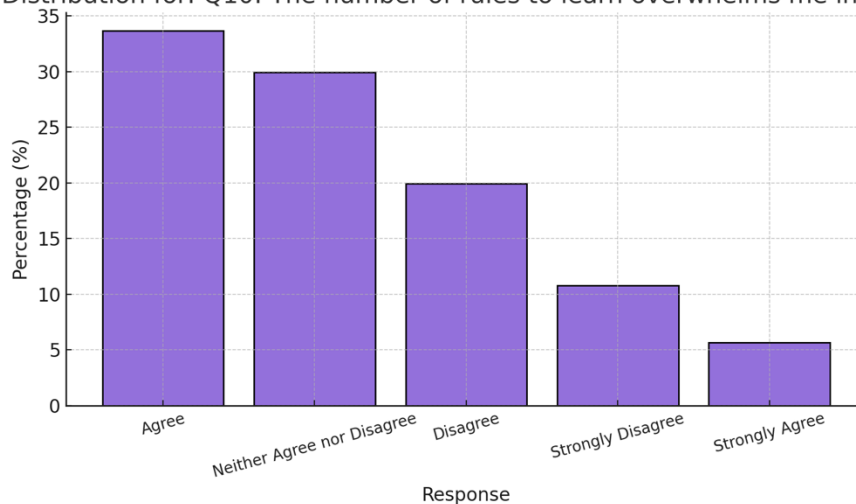
The distribution shows that while a significant portion of students (52.40%, combining "Disagree" and "Strongly Disagree") do not feel more anxious in their language class compared to other subjects, a notable number (31.20%, combining "Agree" and "Strongly Agree") do experience more anxiety in language class. This could be due to factors like fear of speaking, pressure to perform, or difficulty with language-related tasks.

The neutral responses (16.39%) suggest that some students' anxiety levels may vary depending on the class context, the type of activity, or their confidence in the subject matter.

To address the anxiety experienced by some students, teachers could employ techniques to reduce stress, such as creating a supportive classroom environment, using varied and engaging activities, and encouraging a growth mindset that normalizes mistakes as part of the learning process.

Q10: The number of rules to learn overwhelms me in language class

Response Distribution for: Q10: The number of rules to learn overwhelms me in language class.



The bar chart above shows the response distribution for the statement: "The number of rules to learn overwhelms me in language class." This question assesses whether students feel overwhelmed by the number of rules they need to learn in their language class.

Agree (33.65%): The largest group of students (33.65%) agreed with the statement, indicating that many students feel overwhelmed by the number of rules they need to learn in their language class. This suggests that the complexity or volume of rules may cause stress or anxiety for these students.

Neither Agree nor Disagree (29.94%): A considerable portion (29.94%) of students were neutral, suggesting mixed or uncertain feelings about whether the number of rules is overwhelming. This group might feel that their reaction depends on the specific context or their familiarity with the rules.

Disagree (19.94%): About 19.94% of students disagreed, indicating that these students do not feel overwhelmed by the number of rules and may feel comfortable managing the content.

Strongly Disagree (10.80%): A smaller group (10.80%) strongly disagreed, showing a high level of confidence in handling the rules without feeling overwhelmed.

Strongly Agree (5.67%): The smallest group (5.67%) strongly agreed, reflecting a higher level of anxiety or stress about the number of rules to learn.

The distribution suggests that while a notable portion of students (39.32%, combining "Disagree" and "Strongly Disagree") do not feel overwhelmed by the number of rules to learn, a larger group (39.32%, combining "Agree" and "Strongly Agree") do feel overwhelmed. This

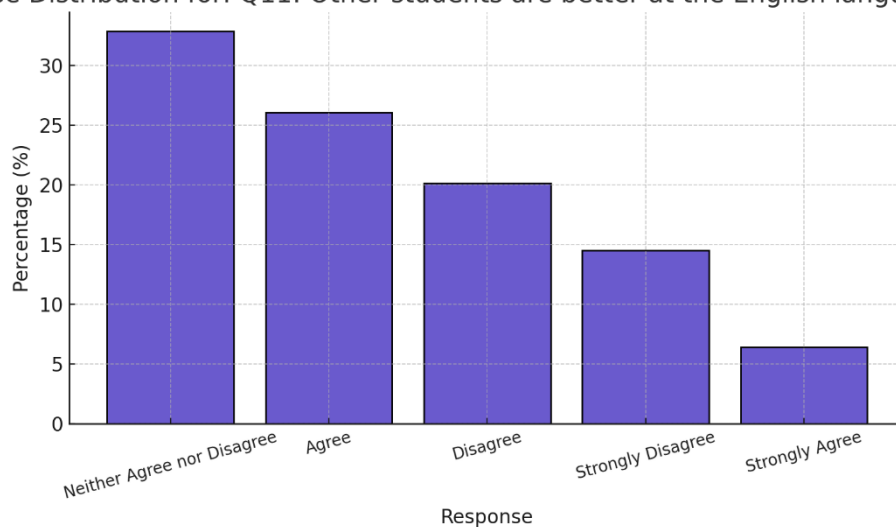
indicates that the quantity or complexity of rules in the language class can be a source of anxiety or stress for many students.

The neutral responses (29.94%) suggest that some students have mixed feelings about the number of rules, potentially depending on their comfort level with the material, their learning pace, or their background in the language.

To help reduce the feeling of being overwhelmed, teachers could simplify rule explanations, focus on practical application over rote memorization, and provide additional resources or support to help students understand and internalize the rules gradually.

Q11: Other students are better at the English language than me

Response Distribution for: Q11: Other students are better at the English language than me.



The bar chart above shows the response distribution for the statement: "Other students are better at the English language than me". This question assesses whether students feel that their peers have better English language skills than they do.

Neither Agree nor Disagree (32.86%): The largest group of students (32.86%) were neutral, indicating mixed or uncertain feelings about whether their classmates are better at English. This suggests that many students might not have a clear perception of their own proficiency relative to others, or they believe that the comparison is not straightforward.

Agree (26.08%): A significant portion (26.08%) agreed, suggesting that a notable number of students feel their classmates are better at English. This could reflect a lack of confidence in their own skills or a perception that others are more proficient.

Disagree (20.17%): About 20.17% of students disagreed, indicating that these students do not feel that others are better at English than they are, suggesting a positive self-assessment of their own abilities.

Strongly Disagree (14.50%): A smaller group (14.50%) strongly disagreed, showing a strong level of confidence in their English skills compared to their peers.

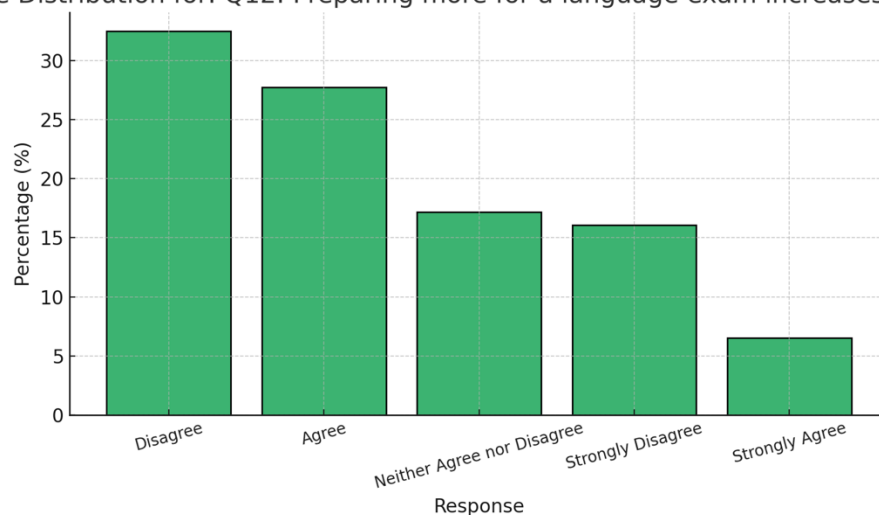
Strongly Agree (6.38%): The smallest group (6.38%) strongly agreed, indicating a higher level of belief that their classmates are better at English.

The distribution suggests that while a significant portion of students (32.86%) remain neutral about their English proficiency compared to their peers, a notable number (32.46%, combining "Agree" and "Strongly Agree") feel that their classmates are better. This may indicate feelings of insecurity, lack of confidence, or a perception that others perform better in language-related tasks. On the other hand, 34.67% of students ("Disagree" and "Strongly Disagree") do not share this perception, suggesting they feel confident in their abilities or do not perceive a significant difference between themselves and their peers.

To support students who feel less confident, teachers could provide constructive feedback, highlight individual progress, and develop a collaborative environment that emphasizes personal growth over competition.

Q12: Preparing more for a language exam increases my confusion

Response Distribution for: Q12: Preparing more for a language exam increases my confusion.



The bar chart above shows the response distribution for the statement: "Preparing more for a language exam increases my confusion". This question assesses whether students feel that additional preparation for a language exam causes more confusion.

Disagree (32.47%): The largest group of students (32.47%) disagreed with the statement, indicating that many students do not find that extra preparation increases their confusion. This suggests that, for these students, more preparation helps clarify their understanding and reduce anxiety.

Agree (27.74%): A considerable portion (27.74%) agreed, suggesting that a significant number of students feel that additional preparation leads to increased confusion, possibly due to overloading or overthinking the material.

Neither Agree nor Disagree (17.18%): About 17.18% of students were neutral, reflecting mixed or uncertain feelings about whether more preparation increases their confusion. This group may find that their reaction varies depending on the content or the context.

Strongly Disagree (16.08%): A notable portion (16.08%) strongly disagreed, showing a strong belief that more preparation does not cause confusion and may actually help them feel more secure.

Strongly Agree (6.54%): The smallest group (6.54%) strongly agreed, reflecting a high level of concern that more preparation might lead to confusion.

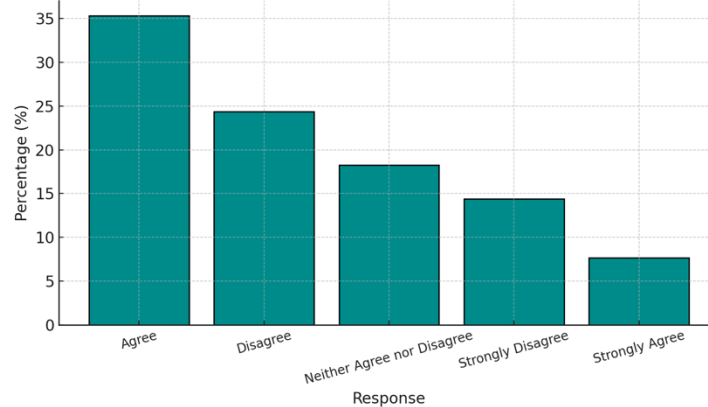
The distribution suggests that while a significant portion of students (48.55%, combining "Disagree" and "Strongly Disagree") do not find that preparing more for a language exam increases confusion, a notable number (34.28%, combining "Agree" and "Strongly Agree") do feel that it leads to more confusion. This could indicate that some students feel overwhelmed by too much information or lack effective study strategies.

The neutral responses (17.18%) suggest that some students have mixed feelings, possibly depending on their study habits, familiarity with the material, or how they approach exam preparation.

To support students who feel confused with more preparation, teachers could provide clear study guidelines, emphasize understanding over rote memorization, and offer structured revision sessions to help organize their learning more effectively.

Q13: Speaking in the English language in front of other students makes me self-conscious

Response Distribution for: Q13: Speaking in an English language in front of other students makes me self-conscious.



The bar chart above shows the response distribution for the statement: "Speaking in an English language in front of other students makes me self-conscious". This question assesses whether students feel self-conscious when speaking English in front of their peers.

Agree (35.30%): The largest group of students (35.30%) agreed with the statement, indicating that a significant number of students feel self-conscious when speaking English in front of other students. This suggests that many students may experience anxiety or fear of judgment from their peers.

Disagree (24.35%): A notable portion (24.35%) of students disagreed, suggesting that these students do not feel self-conscious when speaking English in front of others and may feel confident or comfortable in such situations.

Neither Agree nor Disagree (18.28%): About 18.28% of students were neutral, reflecting mixed or uncertain feelings about their level of self-consciousness when speaking English in front of peers.

Strongly Disagree (14.42%): A smaller group (14.42%) strongly disagreed, showing a high level of comfort and confidence when speaking English in front of other students.

Strongly Agree (7.64%): The smallest group (7.64%) strongly agreed, indicating a high level of self-consciousness or discomfort when speaking English in front of peers.

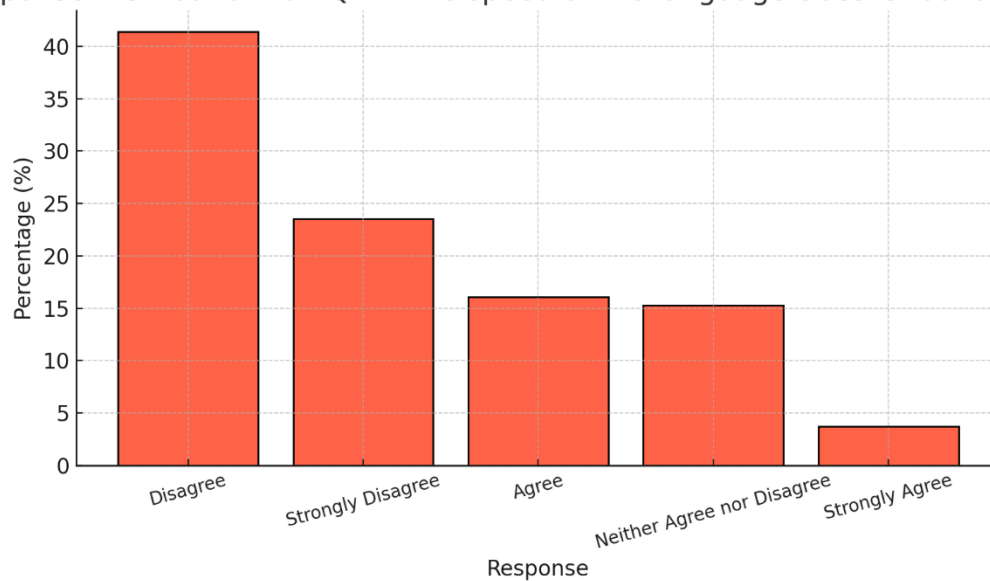
The distribution suggests that a substantial portion of students (42.94%, combining "Agree" and "Strongly Agree") feel self-conscious when speaking English in front of other students. This could be due to fear of making mistakes, lack of confidence, or concern about peer judgment. Meanwhile, 38.77% of students ("Disagree" and "Strongly Disagree") do not feel self-conscious, suggesting they are comfortable speaking English in front of their peers and

may not be affected by anxiety in such situations. The neutral responses (18.28%) indicate that some students may have mixed feelings, possibly depending on specific contexts or their familiarity with the audience.

To help students who feel self-conscious, teachers could create a supportive environment that encourages risk-taking, normalize mistakes as part of the learning process, and provide positive reinforcement to build confidence in speaking English.

Q14: The speed of the language class is too fast for me

Response Distribution for: Q14: The speed of the language class is too fast for me.



The bar chart above shows the response distribution for the statement: "The speed of the language class is too fast for me." This question assesses whether students feel that the pace of their language class is too fast.

Disagree (41.37%): The largest group of students (41.37%) disagreed with the statement, indicating that many students do not feel the speed of the language class is too fast. This suggests that these students are comfortable with the pace at which the material is presented.

Strongly Disagree (23.56%): A notable portion (23.56%) strongly disagreed, reflecting a high level of comfort with the class speed, further reinforcing that the pace is suitable for many students.

Agree (16.08%): About 16.08% of students agreed, suggesting that a significant number feel the class speed is too fast for them, which may indicate that they are struggling to keep up with the content.

Neither Agree nor Disagree (15.29%): Around 15.29% of students were neutral, indicating mixed or uncertain feelings about the class speed. This group might feel that their comfort level depends on the specific topic or the day's lesson.

Strongly Agree (3.70%): The smallest group (3.70%) strongly agreed, showing that a few students feel that the speed of the class is significantly too fast for their comfort.

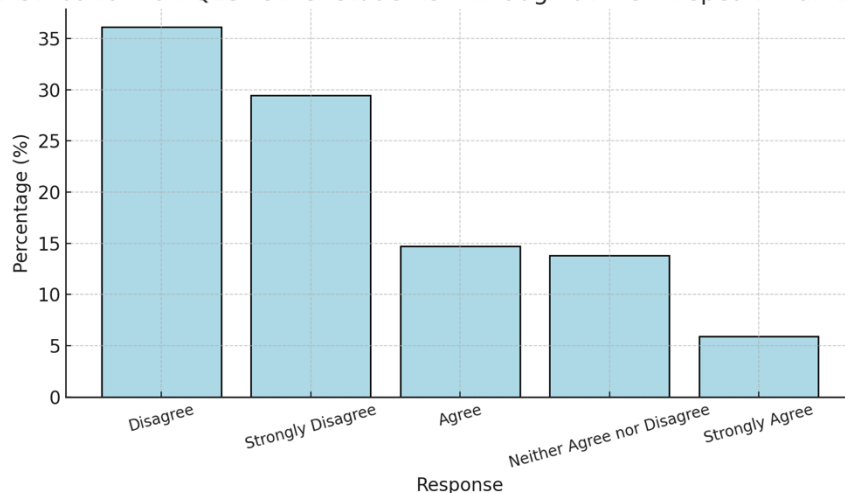
The distribution suggests that a majority of students (64.93%, combining "Disagree" and "Strongly Disagree") are comfortable with the current speed of the language class, which is a positive indication that the pace is manageable for most. However, a notable minority (19.78%, combining "Agree" and "Strongly Agree") find the class too fast, which could impact their ability to fully comprehend and retain the material.

The neutral responses (15.29%) suggest that some students have mixed feelings about the class speed, possibly varying depending on the complexity of the topics covered or their personal learning pace.

To support students who feel the class moves too quickly, teachers could provide additional resources, offer more opportunities for questions and clarifications, and adjust the pace as needed to ensure all students can follow along comfortably.

Q15: Other students will laugh at me if I speak in an English language

Response Distribution for: Q15: Other students will laugh at me if I speak in an English language.



The bar chart above shows the response distribution for the statement: "Other students will laugh at me if I speak in an English language." This question assesses whether students fear ridicule from their peers when speaking English.

Disagree (36.09%): The largest group of students (36.09%) disagreed with the statement, indicating that many students do not fear being laughed at by their peers when speaking English. This suggests a sense of confidence or comfort in their classroom environment.

Strongly Disagree (29.47%): A significant portion (29.47%) strongly disagreed, showing a high level of confidence and security, further indicating that most students do not perceive a risk of ridicule from their peers.

Agree (14.74%): About 14.74% of students agreed, suggesting that some students do worry about being laughed at when speaking English. This could reflect anxiety or a lack of confidence in their language skills.

Neither Agree nor Disagree (13.79%): Around 13.79% of students were neutral, indicating mixed or uncertain feelings about this fear, possibly depending on specific situations or contexts.

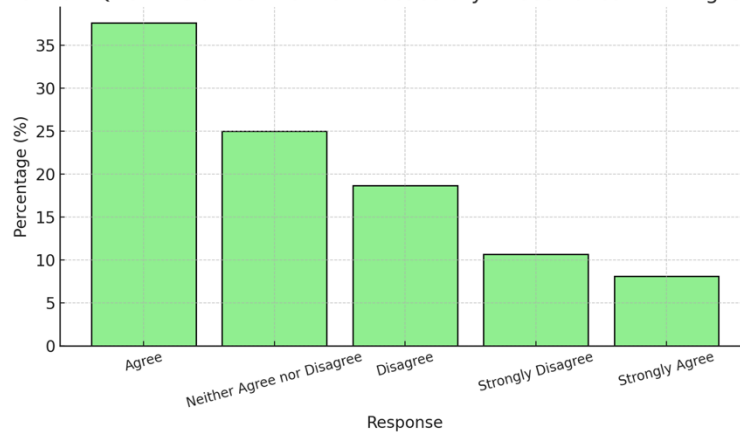
Strongly Agree (5.91%): The smallest group (5.91%) strongly agreed, reflecting a significant concern that peers may laugh at them when they speak English.

The distribution suggests that a majority of students (65.56%, combining "Disagree" and "Strongly Disagree") do not fear being laughed at by their peers when speaking English. This indicates a generally supportive classroom environment where students feel safe to express themselves without fear of ridicule. However, a combined 20.65% of students ("Agree" and "Strongly Agree") do fear being laughed at, suggesting that a minority still experience anxiety or a lack of confidence in speaking English in front of their peers. The neutral responses (13.79%) suggest that some students' feelings may vary depending on the specific context or audience.

To support students who fear ridicule, teachers could cultivate an inclusive and supportive classroom culture, encourage positive peer feedback, and emphasize respect and empathy during speaking activities.

Q16: The amount of new vocabulary I need to learn in English class overwhelms me

Response Distribution for: Q16: The amount of new vocabulary I need to learn in English class overwhelms me.



The bar chart above shows the response distribution for the statement: "The amount of new vocabulary I need to learn in English class overwhelms me." This question assesses whether students feel overwhelmed by the volume of new vocabulary they need to learn.

Agree (37.59%): The largest group of students (37.59%) agreed with the statement, indicating that a significant number of students feel overwhelmed by the amount of vocabulary they need to learn. This suggests that the quantity or difficulty of new words could be causing stress or anxiety for many students.

Neither Agree nor Disagree (24.98%): A substantial portion (24.98%) of students were neutral, suggesting mixed or uncertain feelings about whether the amount of vocabulary is overwhelming. This group might find that their experience varies depending on the topic or how the vocabulary is taught.

Disagree (18.68%): About 18.68% of students disagreed, indicating that these students do not feel overwhelmed by the vocabulary load and may feel comfortable managing the new words.

Strongly Disagree (10.64%): A smaller group (10.64%) strongly disagreed, reflecting confidence in handling the vocabulary without feeling overwhelmed.

Strongly Agree (8.12%): The smallest group (8.12%) strongly agreed, showing a high level of anxiety or stress about the amount of vocabulary to learn.

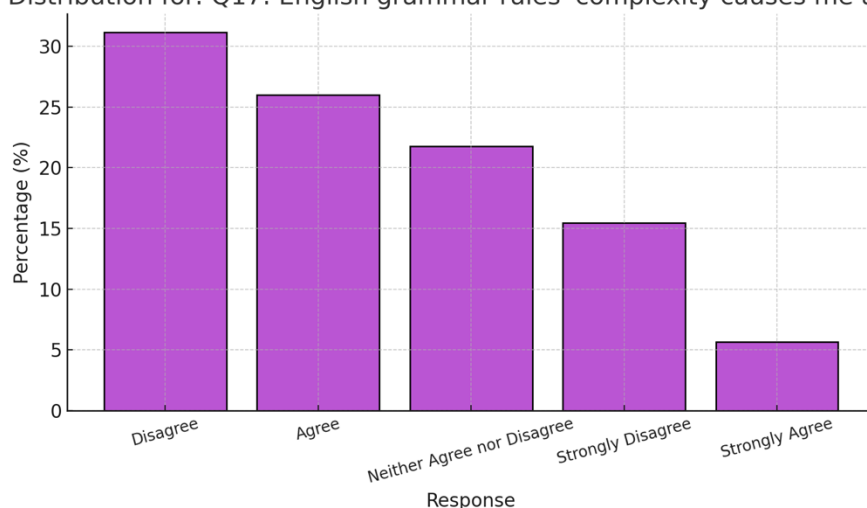
The distribution suggests that a significant portion of students (45.70%, combining "Agree" and "Strongly Agree") feel overwhelmed by the amount of new vocabulary they need to learn in their English class. This indicates that vocabulary acquisition may be a challenge for many students, potentially due to the volume of new words or the perceived difficulty of the content.

On the other hand, 29.32% of students ("Disagree" and "Strongly Disagree") do not feel overwhelmed, suggesting that they are more comfortable with the vocabulary load or have effective strategies for learning new words. The neutral responses (24.98%) indicate that some students have mixed feelings, which might depend on their individual learning styles or familiarity with the vocabulary.

To help reduce the sense of being overwhelmed, teachers could use varied and engaging methods for teaching vocabulary, break down learning into manageable chunks, and provide multiple exposures to new words in different contexts to reinforce retention.

Q17: English grammar rules' complexity causes me anxiety in class

Response Distribution for: Q17: English grammar rules' complexity causes me anxiety in class.



The bar chart above shows the response distribution for the statement: "English grammar rules' complexity causes me anxiety in class." This question assesses whether students feel anxious due to the complexity of English grammar rules.

Disagree (31.13%): The largest group of students (31.13%) disagreed with the statement, indicating that many students do not find the complexity of grammar rules to be a significant source of anxiety. This suggests that these students are relatively comfortable with grammar.

Agree (26.00%): A considerable portion (26.00%) agreed, suggesting that a significant number of students feel anxious about the complexity of English grammar rules. This reflects the challenges that some students face when dealing with complex grammar.

Neither Agree nor Disagree (21.75%): About 21.75% of students were neutral, indicating mixed or uncertain feelings about whether grammar complexity causes anxiety. This group

may feel that their reaction depends on the specific rules being studied or their familiarity with the material.

Strongly Disagree (15.45%): A smaller group (15.45%) strongly disagreed, reflecting confidence in handling grammar without anxiety.

Strongly Agree (5.67%): The smallest group (5.67%) strongly agreed, showing a high level of anxiety due to the complexity of grammar rules.

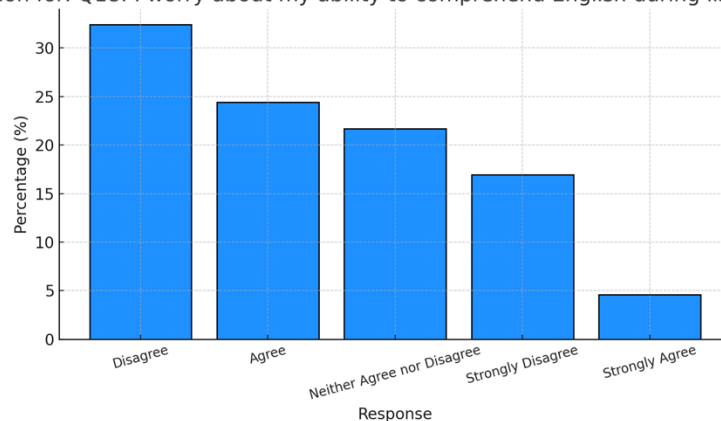
The distribution suggests that while a significant portion of students (46.58%, combining "Disagree" and "Strongly Disagree") do not find grammar complexity to be a major source of anxiety, a notable number (31.67%, combining "Agree" and "Strongly Agree") do feel anxious about it. This indicates that English grammar rules can be challenging for many students, potentially due to their perceived difficulty or the amount of detail involved.

The neutral responses (21.75%) suggest that some students have mixed feelings, possibly depending on their individual learning styles or the specific grammar topics covered.

To support students who feel anxious about grammar, teachers could use clear explanations, provide practical examples, and offer targeted practice activities to help demystify complex rules and build confidence.

Q18: I worry about my ability to comprehend English during listening exercises in class

Response Distribution for: Q18: I worry about my ability to comprehend English during listening exercises in class.



The bar chart above shows the response distribution for the statement: "I worry about my ability to comprehend English during listening exercises in class." This question assesses whether students feel concerned about their listening comprehension skills in English.

Disagree (32.39%): The largest group of students (32.39%) disagreed with the statement, indicating that many students do not worry about their ability to comprehend English during listening exercises. This suggests that these students feel confident in their listening skills.

Agree (24.43%): A considerable portion (24.43%) agreed, suggesting that a significant number of students do worry about their listening comprehension. This could reflect concerns about their ability to understand spoken English, especially in challenging or fast-paced listening tasks.

Neither Agree nor Disagree (21.67%): About 21.67% of students were neutral, indicating mixed or uncertain feelings about their listening comprehension ability. This group may feel that their comprehension depends on the specific content or context of the listening exercise.

Strongly Disagree (16.94%): A notable portion (16.94%) strongly disagreed, showing strong confidence in their listening abilities.

Strongly Agree (4.57%): The smallest group (4.57%) strongly agreed, indicating a high level of concern about their ability to comprehend English during listening exercises.

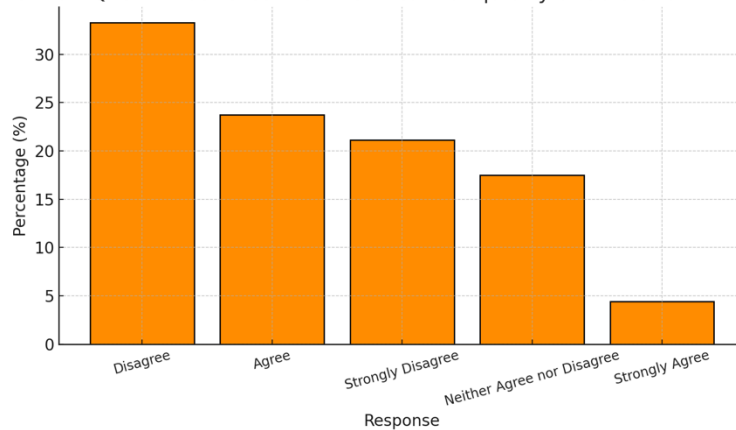
The distribution suggests that while a significant portion of students (49.33%, combining "Disagree" and "Strongly Disagree") do not feel worried about their ability to understand English during listening exercises, a notable number (28.99%, combining "Agree" and "Strongly Agree") do feel concerned. This could indicate that listening comprehension is a challenging area for some students, potentially due to unfamiliar accents, vocabulary, or speed of speech.

The neutral responses (21.67%) suggest that some students have mixed feelings, possibly depending on the difficulty of the listening material or their familiarity with the topic.

To support students who worry about their listening skills, teachers could provide varied listening exercises, practice sessions with different accents and speeds, and strategies for improving comprehension, such as note-taking or predicting content.

Q19: It frustrates me when I cannot quickly understand written English texts in class

Response Distribution for: Q19: It frustrates me when I cannot quickly understand written English texts in class.



The bar chart above shows the response distribution for the statement: "It frustrates me when I cannot quickly understand written English texts in class". This question assesses whether students feel frustrated when they struggle to quickly comprehend written English texts.

Disagree (33.25%): The largest group of students (33.25%) disagreed with the statement, indicating that many students do not feel frustrated when they cannot quickly understand written English texts. This suggests that these students may have patience and resilience when dealing with challenging texts.

Agree (23.72%): A significant portion (23.72%) agreed, suggesting that a notable number of students do feel frustrated when they struggle with understanding written texts quickly. This could reflect a desire for more fluency or frustration with their current reading speed.

Strongly Disagree (21.12%): A considerable group (21.12%) strongly disagreed, showing a high level of comfort and lack of frustration even when comprehension is not immediate.

Neither Agree nor Disagree (17.49%): About 17.49% of students were neutral, indicating mixed or uncertain feelings about their frustration with reading comprehension speed.

Strongly Agree (4.41%): The smallest group (4.41%) strongly agreed, indicating a high level of frustration when they cannot quickly understand written English texts.

The distribution suggests that a majority of students (54.37%, combining "Disagree" and "Strongly Disagree") do not feel frustrated when they cannot quickly understand written English texts. This indicates that these students are likely more patient or have strategies to cope with reading challenges.

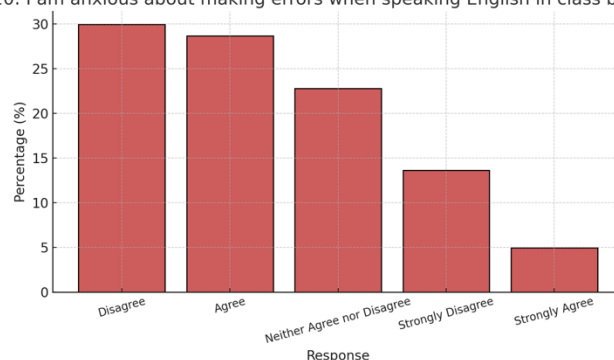
However, a notable portion (28.13%, combining "Agree" and "Strongly Agree") do feel frustrated when they struggle to comprehend texts quickly. This could indicate that some students may benefit from strategies to improve reading fluency or comprehension skills.

The neutral responses (17.49%) suggest that some students have mixed feelings, which might depend on the difficulty of the text, their familiarity with the content, or their confidence levels.

To support students who feel frustrated, teachers could provide reading strategies, such as skimming, scanning, or using context clues, and offer practice with varied text types to build confidence and speed in comprehension.

Q20: I am anxious about making errors when speaking English in class because I fear not being understood

Response Distribution for: Q20: I am anxious about making errors when speaking English in class because I fear not being understood.



The bar chart above shows the response distribution for the statement: "I am anxious about making errors when speaking English in class because I fear not being understood." This question assesses whether students feel anxious about making mistakes while speaking English due to concerns that others might not understand them.

Disagree (29.94%): The largest group of students (29.94%) disagreed with the statement, indicating that many students do not feel anxious about making errors due to fear of not being understood. This suggests a level of comfort with speaking, even if mistakes are made.

Agree (28.68%): A significant portion (28.68%) agreed, suggesting that a considerable number of students do feel anxious about making errors for fear of misunderstanding, reflecting concern over clarity and effective communication.

Neither Agree nor Disagree (22.77%): About 22.77% of students were neutral, indicating mixed or uncertain feelings about their anxiety related to making mistakes and being understood.

Strongly Disagree (13.63%): A smaller group (13.63%) strongly disagreed, showing a high level of confidence in speaking without fear of being misunderstood.

Strongly Agree (4.96%): The smallest group (4.96%) strongly agreed, indicating a high level of anxiety about making errors and the potential for misunderstanding.

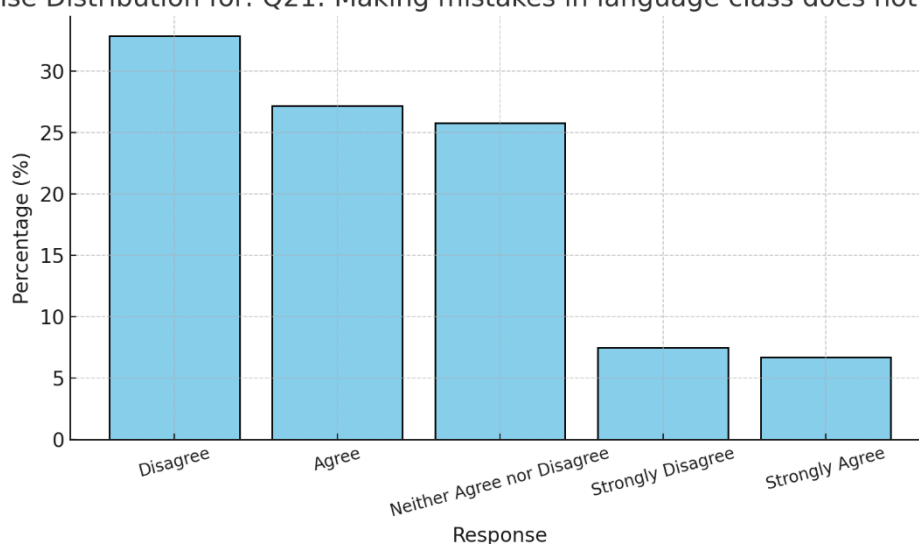
The distribution suggests that while a significant portion of students (43.57%, combining "Disagree" and "Strongly Disagree") do not feel anxious about making errors due to fear of not being understood, a comparable number (33.64%, combining "Agree" and "Strongly Agree") do feel anxious about this. This indicates that concerns over communication clarity and being understood can cause anxiety for many students.

The neutral responses (22.77%) suggest that some students have mixed feelings, which may depend on the context, their audience, or their confidence levels.

To help reduce this anxiety, teachers could encourage a supportive environment where making mistakes is seen as a natural part of the learning process and provide opportunities for students to practice speaking in low-stakes settings.

Q21: Making mistakes in language class does not concern me

Response Distribution for: Q21: Making mistakes in language class does not concern me.



The bar chart above shows the response distribution for the statement: "Making mistakes in language class does not concern me." This question assesses whether students are unconcerned about making mistakes during language learning activities.

Disagree (32.86%): The largest group of students (32.86%) disagreed with the statement, indicating that many students do have concerns about making mistakes in language class. This

suggests that mistakes are viewed negatively by these students, possibly due to fear of judgment or a desire for perfection.

Agree (27.19%): A considerable portion (27.19%) agreed, suggesting that a significant number of students are not concerned about making mistakes in class, indicating a level of comfort with the learning process and a willingness to take risks.

Neither Agree nor Disagree (25.77%): About 25.77% of students were neutral, indicating mixed or uncertain feelings about whether mistakes concern them. This group might feel differently depending on the context or type of mistake.

Strongly Disagree (7.49%): A smaller group (7.49%) strongly disagreed, reflecting a higher level of concern about making mistakes.

Strongly Agree (6.70%): The smallest group (6.70%) strongly agreed, indicating a strong level of comfort with making mistakes in class.

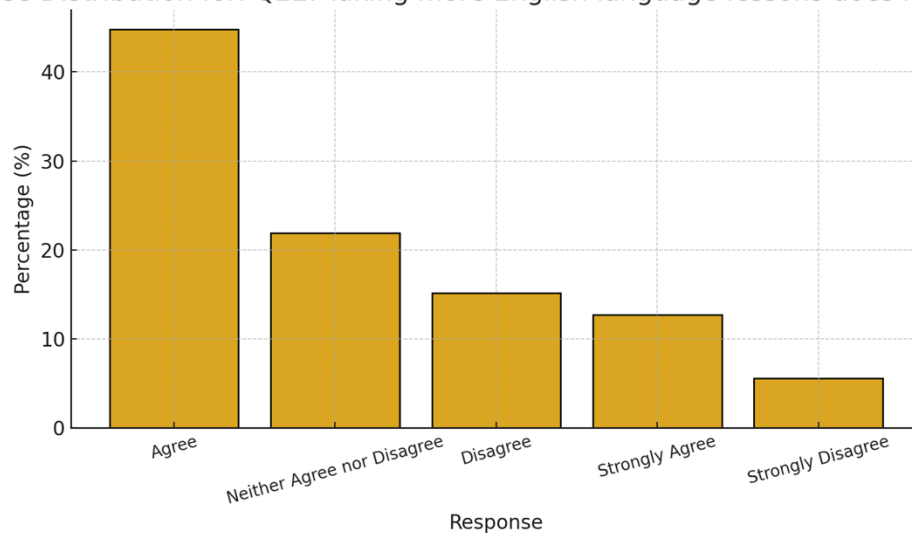
The distribution suggests that while a notable portion of students (33.89%, combining "Agree" and "Strongly Agree") are not concerned about making mistakes, a slightly larger group (40.35%, combining "Disagree" and "Strongly Disagree") does feel concerned about errors. This could indicate that for many students, making mistakes is a source of anxiety or embarrassment, potentially impacting their willingness to participate.

The neutral responses (25.77%) suggest that some students have mixed feelings, which might depend on the specific context, the perceived stakes of the activity, or their level of confidence.

To cultivate a more positive attitude toward mistakes, teachers could emphasize that mistakes are a natural part of the learning process, provide constructive feedback, and create a classroom culture that encourages experimentation and learning from errors.

Q22: Taking more English language lessons does not worry me

Response Distribution for: Q22: Taking more English language lessons does not worry me.



The bar chart above shows the response distribution for the statement: "Taking more English language lessons does not worry me." This question assesses whether students feel unconcerned about the prospect of taking additional English language lessons.

Agree (44.76%): The largest group of students (44.76%) agreed with the statement, indicating that a significant number of students do not worry about taking more English lessons. This suggests that they feel comfortable with the idea of additional learning and may be motivated to improve their skills.

Neither Agree nor Disagree (21.91%): A substantial portion (21.91%) of students were neutral, suggesting mixed or uncertain feelings about whether more lessons cause concern. This group might feel that their reaction depends on their current workload, learning preferences, or the perceived difficulty of the lessons.

Disagree (15.13%): About 15.13% of students disagreed, indicating that these students do worry about taking more lessons, possibly due to time constraints, lack of interest, or anxiety about their ability to handle additional coursework.

Strongly Agree (12.69%): A notable group (12.69%) strongly agreed, reflecting strong confidence and comfort in taking more lessons without worry.

Strongly Disagree (5.52%): The smallest group (5.52%) strongly disagreed, showing a high level of concern or reluctance about taking more lessons.

The distribution suggests that a majority of students (57.45%, combining "Agree" and "Strongly Agree") do not feel worried about taking more English language lessons. This

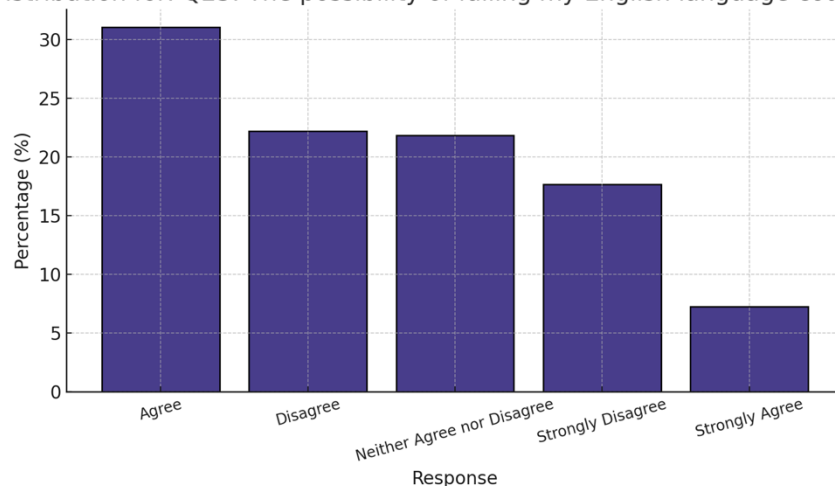
indicates a generally positive attitude toward further learning and a willingness to engage in more opportunities to improve their language skills. However, a combined 20.65% of students ("Disagree" and "Strongly Disagree") do have concerns about taking more lessons, which could reflect anxiety about their current workload, perceived difficulty, or lack of confidence in their abilities.

The neutral responses (21.91%) suggest that some students are undecided or their feelings may vary depending on specific circumstances, such as the nature of the lessons or their personal goals.

To support students who feel worried, teachers could provide reassurance, clarify the objectives and benefits of additional lessons, and offer flexible or personalized learning options to accommodate different needs and preferences.

Q23: The possibility of failing my English language course concerns me

Response Distribution for: Q23: The possibility of failing my English language course concerns me.



The bar chart above shows the response distribution for the statement: "The possibility of failing my English language course concerns me." This question assesses whether students are worried about potentially failing their English language course.

Agree (31.05%): The largest group of students (31.05%) agreed with the statement, indicating that a significant portion of students are concerned about the possibility of failing their English language course. This suggests that these students may feel insecure about their performance or fear the consequences of failure.

Disagree (22.22%): A notable portion (22.22%) of students disagreed, suggesting that these students are not worried about failing and may feel confident in their abilities to succeed in the course.

Neither Agree nor Disagree (21.83%): About 21.83% of students were neutral, reflecting mixed or uncertain feelings about their concern over failing. This group might have varying confidence levels depending on their recent performance or other factors.

Strongly Disagree (17.65%): A smaller group (17.65%) strongly disagreed, showing a high level of confidence in their ability to pass the course without concern for failure.

Strongly Agree (7.25%): The smallest group (7.25%) strongly agreed, reflecting a high level of concern about potentially failing the course.

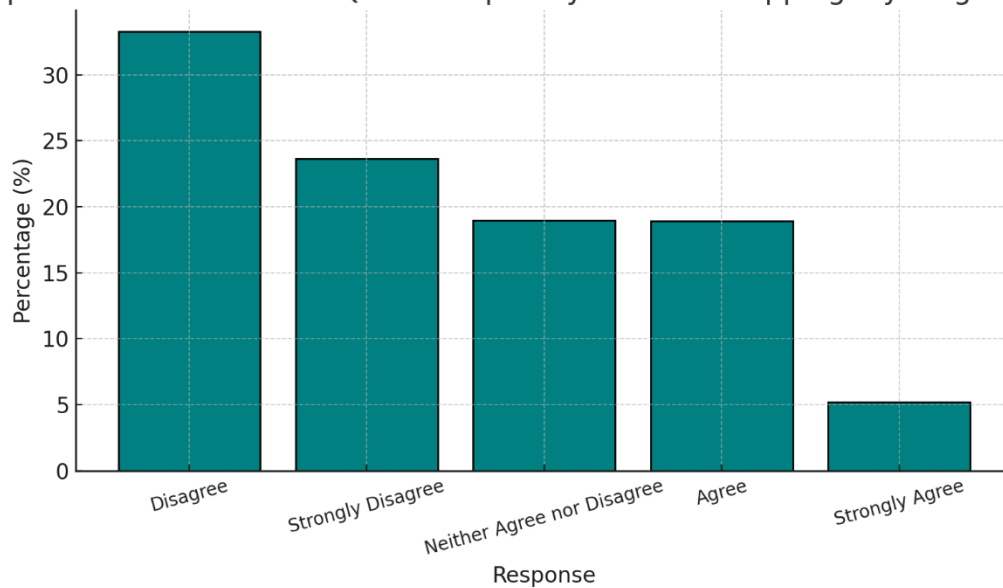
The distribution suggests that while a significant portion of students (39.87%, combining "Disagree" and "Strongly Disagree") do not feel concerned about failing, a slightly larger group (38.30%, combining "Agree" and "Strongly Agree") is worried about this possibility. This indicates that concerns about failing the course are prevalent among many students, possibly due to a lack of confidence in their abilities, fear of negative consequences, or uncertainty about their performance.

The neutral responses (21.83%) suggest that some students' feelings may vary depending on their progress, preparation, or external circumstances.

To help reduce concerns about failing, teachers could provide clear expectations, offer additional support or resources, and create a positive learning environment that focuses on growth and improvement rather than fear of failure.

Q24: I frequently consider skipping my language class

Response Distribution for: Q24: I frequently consider skipping my language class.



The bar chart above shows the response distribution for the statement: "I frequently consider skipping my language class." This question assesses whether students often think about skipping their language class.

Disagree (33.25%): The largest group of students (33.25%) disagreed with the statement, indicating that many students do not frequently consider skipping their language class. This suggests that they are generally committed to attending.

Strongly Disagree (23.64%): A significant portion (23.64%) strongly disagreed, reflecting a strong commitment to attending language classes regularly.

Neither Agree nor Disagree (18.99%): About 18.99% of students were neutral, indicating mixed or uncertain feelings about whether they considered skipping class. This group might feel that their decision varies depending on circumstances or the day's content.

Agree (18.91%): A notable portion (18.91%) agreed, suggesting that some students do think about skipping their language class, possibly due to lack of interest, confidence, or other commitments.

Strongly Agree (5.20%): The smallest group (5.20%) strongly agreed, indicating a frequent consideration of skipping language class, potentially due to dissatisfaction or anxiety.

The distribution suggests that a majority of students (56.89%, combining "Disagree" and "Strongly Disagree") do not often consider skipping their language class, which indicates a general commitment to participation and learning. However, a notable 24.11% of students

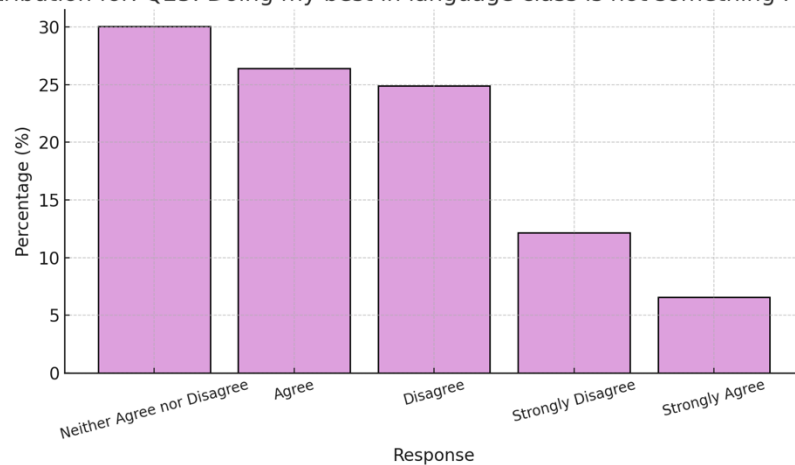
("Agree" and "Strongly Agree") do think about skipping, which could point to issues such as lack of motivation, interest, or confidence.

The neutral responses (18.99%) suggest that some students have mixed feelings, possibly depending on their mood, workload, or particular challenges with the course content.

To address the concerns of students who think about skipping class, teachers could work on increasing engagement through interactive activities, ensuring a positive and supportive learning environment, and addressing any underlying issues such as anxiety or lack of interest.

Q25: Doing my best in language class is not something I feel obligated to do

Response Distribution for: Q25: Doing my best in language class is not something I feel obligated to do.



The bar chart above shows the response distribution for the statement: "Doing my best in language class is not something I feel obligated to do." This question assesses whether students feel a sense of obligation to put in their best effort in language class.

Neither Agree nor Disagree (30.02%): The largest group of students (30.02%) were neutral, indicating mixed or uncertain feelings about whether they feel obligated to do their best in language class. This suggests that many students may not have a strong opinion or may be influenced by other factors, such as motivation or interest in the subject.

Agree (26.40%): A notable portion (26.40%) agreed with the statement, suggesting that these students do not feel a strong sense of obligation to perform their best in language class. This could reflect a lack of motivation, interest, or perceived importance of the subject.

Disagree (24.90%): About 24.90% of students disagreed, indicating that they do feel a sense of obligation to put in their best effort in language class.

Strongly Disagree (12.14%): A smaller group (12.14%) strongly disagreed, reflecting a high level of commitment and a sense of duty to do their best in class.

Strongly Agree (6.54%): The smallest group (6.54%) strongly agreed, indicating a strong feeling that they do not feel obligated to give their best effort.

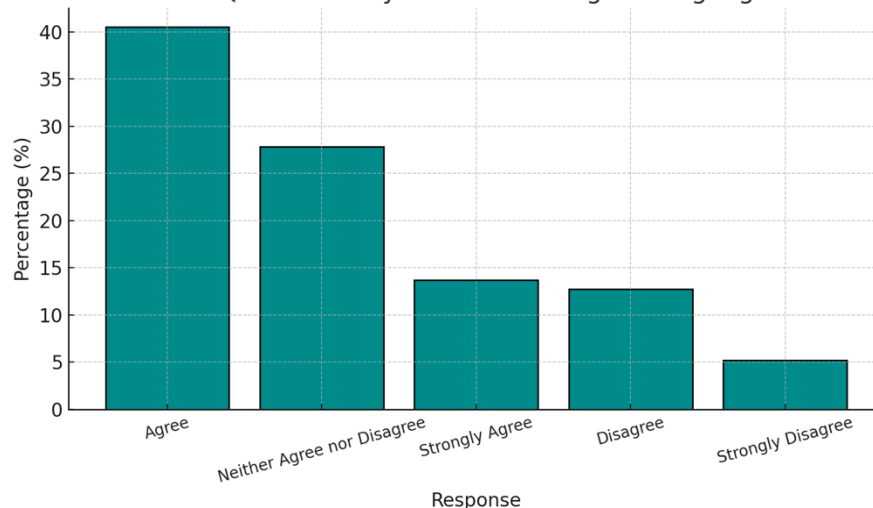
The distribution shows that while a significant number of students (37.04%, combining "Disagree" and "Strongly Disagree") feel a sense of obligation to do their best in language class, a comparable number (32.94%, combining "Agree" and "Strongly Agree") do not feel this obligation. This could indicate that motivation levels vary among students, potentially influenced by factors such as personal interest, perceived relevance, or external pressures.

The neutral responses (30.02%) suggest that many students may not have a definitive stance on their commitment level or may feel that it depends on the specific circumstances of the class.

To encourage more students to feel motivated and committed, teachers could use engaging teaching methods, provide clear goals and feedback, and develop a classroom environment that values effort and improvement.

Q26: I feel my work in the English language class must be flawless

Response Distribution for: Q26: I feel my work in the English language class must be flawless.



The bar chart above shows the response distribution for the statement: "I feel my work in the English language class must be flawless." This question assesses whether students feel that their work in English class needs to be perfect.

Agree (40.50%): The largest group of students (40.50%) agreed with the statement, indicating that many students feel a strong need for their work in English class to be flawless. This suggests a high standard of self-expectation and may reflect concerns about making mistakes or the desire for perfection.

Neither Agree nor Disagree (27.82%): A significant portion (27.82%) of students were neutral, suggesting mixed or uncertain feelings about whether their work must be flawless. These students might feel differently depending on the specific task or context.

Strongly Agree (13.71%): A smaller group (13.71%) strongly agreed, reflecting an even stronger belief that their work must be perfect, which could indicate high levels of self-imposed pressure.

Disagree (12.77%): About 12.77% of students disagreed, indicating that these students do not feel a need for their work to be flawless, possibly suggesting a more relaxed attitude towards learning.

Strongly Disagree (5.20%): The smallest group (5.20%) strongly disagreed, showing a strong sense of comfort and acceptance that their work does not need to be perfect.

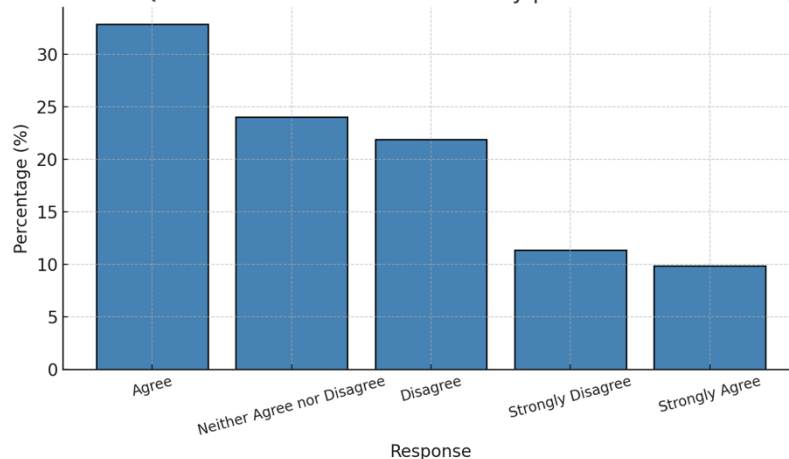
The distribution suggests that a significant number of students (54.21%, combining "Agree" and "Strongly Agree") feel that their work in the English language class must be flawless. This indicates a high level of self-imposed pressure or anxiety about making mistakes, which could impact their willingness to take risks or try new things.

However, 17.97% of students ("Disagree" and "Strongly Disagree") do not feel this pressure, suggesting they have a more relaxed approach to their work and may be more open to learning from mistakes. The neutral responses (27.82%) suggest that many students have mixed feelings, possibly depending on the type of task or their current confidence levels.

To help students who feel pressured to be flawless, teachers could emphasize the value of mistakes as learning opportunities, provide constructive feedback, and encourage a growth mindset that focuses on progress rather than perfection.

Q27: I am never satisfied with my performance in the English language class

Response Distribution for: Q27: I am never satisfied with my performance in the English language class.



The bar chart above shows the response distribution for the statement: "I am never satisfied with my performance in the English language class". This question assesses whether students feel consistently dissatisfied with their performance in the English language class.

Agree (32.86%): The largest group of students (32.86%) agreed with the statement, indicating that many students are often dissatisfied with their performance. This suggests a tendency towards self-criticism or high self-expectations.

Neither Agree nor Disagree (24.03%): A significant portion (24.03%) of students were neutral, reflecting mixed or uncertain feelings about their satisfaction with their performance. These students might not have strong opinions or may feel that their satisfaction varies based on different circumstances.

Disagree (21.91%): About 21.91% of students disagreed, suggesting that these students are generally satisfied with their performance and do not feel a need for constant improvement.

Strongly Disagree (11.35%): A smaller group (11.35%) strongly disagreed, indicating a high level of satisfaction with their performance in the English language class.

Strongly Agree (9.85%): The smallest group (9.85%) strongly agreed, reflecting a consistent feeling of dissatisfaction with their performance.

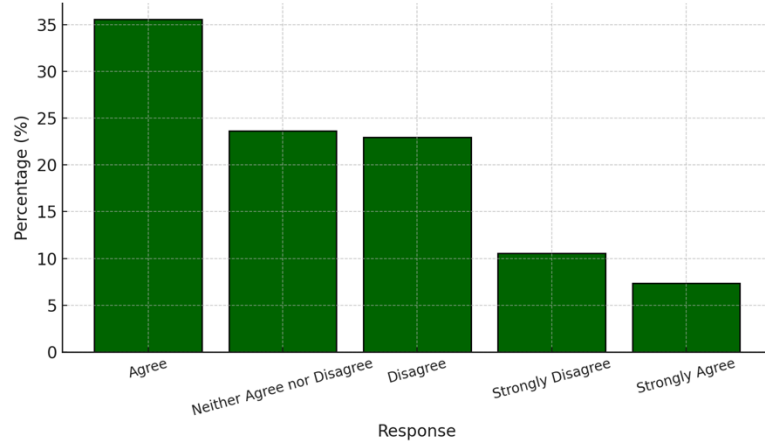
The distribution suggests that while a notable portion of students (42.71%, combining "Agree" and "Strongly Agree") are often dissatisfied with their performance, a significant number (33.26%, combining "Disagree" and "Strongly Disagree") do not share this dissatisfaction. This could indicate that many students hold themselves to high standards and may struggle with feelings of inadequacy or a desire for continuous improvement.

The neutral responses (24.03%) suggest that many students have mixed feelings, possibly depending on their most recent experiences, specific tasks, or their overall self-assessment.

To help students who feel dissatisfied, teachers could provide regular positive feedback, celebrate small achievements, and create a learning environment that emphasizes growth and progress rather than perfection.

Q28: I feel making mistakes during English language activities upsets me greatly

Response Distribution for: Q28: I feel making mistakes during English language activities upsets me greatly.



The bar chart above shows the response distribution for the statement: “*I feel making mistakes during English language activities upsets me greatly*”. This question assesses whether students feel emotionally affected when they make mistakes during English language activities.

Agree (35.54%): A significant portion of students feels upset when they make mistakes during English language activities, suggesting that many may have anxiety or fear around making errors.

Neither Agree nor Disagree (23.64%): Some students are neutral, indicating mixed or uncertain feelings about how mistakes affect them emotionally.

Disagree (22.93%): A notable number of students do not get upset by making mistakes, which may reflect a more relaxed attitude toward learning and a growth mindset.

Strongly Disagree (10.56%): A smaller group feels very comfortable with making mistakes, viewing them as a natural part of the learning process.

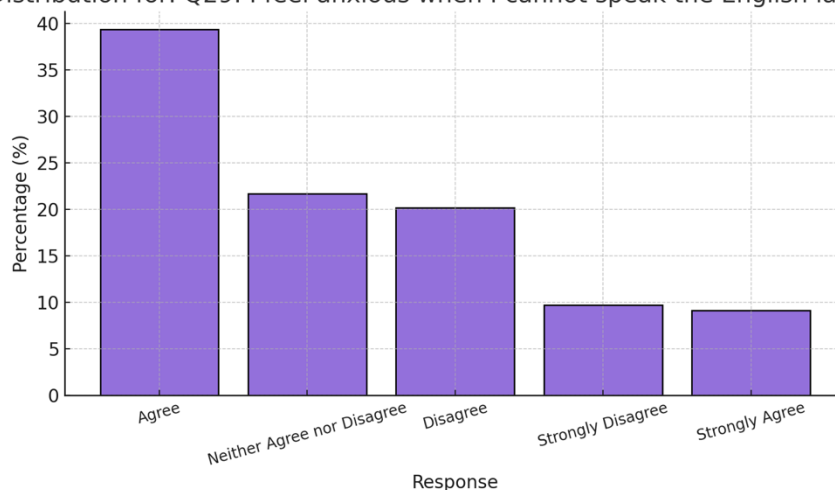
Strongly Agree (7.33%): A smaller yet significant group feels very upset by their mistakes, indicating a high level of concern or perfectionism.

The data suggests that a substantial number of students (42.87%, combining "Agree" and "Strongly Agree") are emotionally affected by making mistakes in English language activities. This might reflect a need for a more supportive classroom environment where mistakes are normalized and viewed as learning opportunities. Meanwhile, 33.49% of students ("Disagree" and "Strongly Disagree") do not feel upset by mistakes, which indicates resilience and comfort with the learning process.

To help students who feel upset by mistakes, teachers could emphasize the value of learning from errors, provide constructive feedback, and create a positive atmosphere that reduces the stigma associated with making mistakes.

Q29: I feel anxious when I cannot speak the English language perfectly

Response Distribution for: Q29: I feel anxious when I cannot speak the English language perfectly.



The bar chart above shows the response distribution for the statement: "I feel anxious when I cannot speak the English language perfectly". This question assesses whether students feel anxiety when they are unable to speak English perfectly.

Agree (39.32%): A large portion of students feel anxious when they cannot speak English perfectly, indicating a high level of concern about making errors or not meeting perceived standards of fluency.

Neither Agree nor Disagree (21.67%): Some students are neutral, suggesting mixed or uncertain feelings about their anxiety related to speaking English.

Disagree (20.17%): A notable number of students do not feel anxious when they are imperfect in speaking English, indicating a more relaxed attitude towards language use.

Strongly Disagree (9.69%): A smaller group feels very comfortable and does not experience anxiety about imperfect language use.

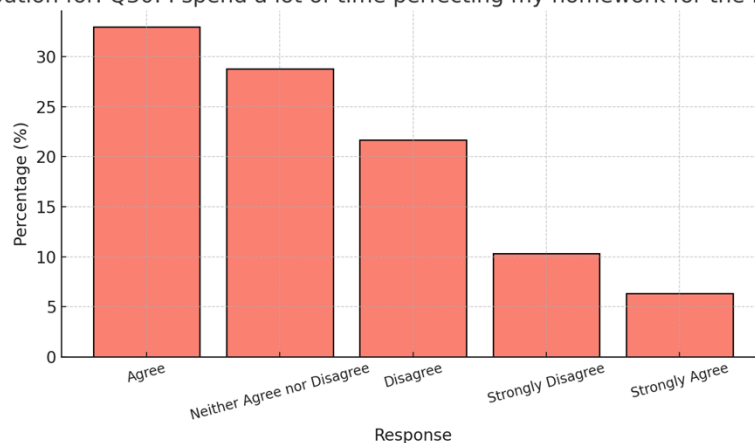
Strongly Agree (9.14%): A smaller yet significant group experiences intense anxiety about not speaking perfectly, reflecting a fear of making mistakes or not being understood.

The data shows that a majority of students (48.46%, combining "Agree" and "Strongly Agree") feel anxious when they cannot speak English perfectly, which suggests a perfectionist tendency or fear of judgment. This could impact their willingness to participate or take risks in language learning.

To help these students, teachers could emphasize the importance of communication over perfection, create a supportive environment where mistakes are seen as learning opportunities, and encourage students to focus on progress rather than perfection.

Q30: I spend a lot of time perfecting my homework for the English language class

Response Distribution for: Q30: I spend a lot of time perfecting my homework for the English language class.



The bar chart above shows the response distribution for the statement: "I spend a lot of time perfecting my homework for the English language class." This question assesses whether students dedicate a significant amount of time to perfecting their homework assignments in their English language class.

Agree (32.94%): A significant portion of students agrees that they spend a lot of time perfecting their homework, suggesting a strong commitment to achieving high standards in their assignments and a focus on thoroughness.

Neither Agree nor Disagree (28.76%): Some students are neutral, indicating mixed or uncertain feelings about the time they spend on perfecting homework. This group might vary their effort depending on the assignment's perceived importance or their workload.

Disagree (21.67%): A notable number of students disagree, implying that they do not spend excessive time on homework perfection, perhaps due to confidence in their abilities or efficient work habits.

Strongly Disagree (10.32%): A smaller group strongly disagrees, reflecting a relaxed approach toward homework, potentially balancing their time across different activities or subjects.

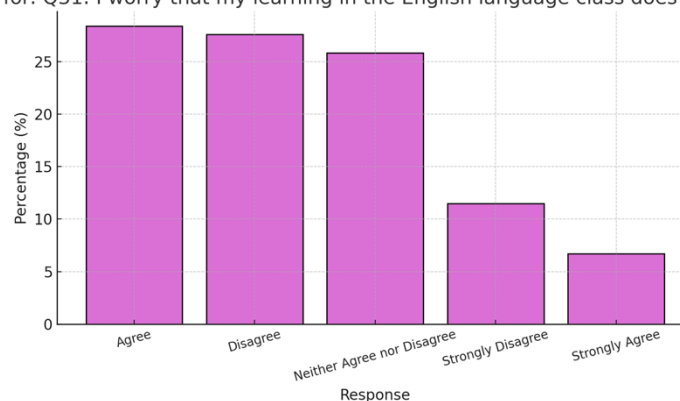
Strongly Agree (6.30%): A smaller yet significant group feels very strongly about dedicating considerable time to homework, indicating a high level of diligence or a perfectionist attitude.

The data suggests that a considerable portion of students (39.24%, combining "Agree" and "Strongly Agree") is highly committed to perfecting their homework, which may reflect dedication but could also signal anxiety or pressure to perform perfectly. Meanwhile, 31.99% of students ("Disagree" and "Strongly Disagree") do not share this tendency, suggesting a more balanced or efficient approach.

To support all students, teachers could provide guidance on time management and emphasize that consistent effort is more important than perfection. Creating a classroom culture that values learning and growth over flawless performance could help reduce stress while maintaining high standards.

Q31: I worry that my learning in the English language class does not meet my high standards

Response Distribution for: Q31: I worry that my learning in the English language class does not meet my high standards.



This question assesses whether students feel concerned that their learning outcomes in English do not align with their personal expectations or standards.

Agree (28.37%): A significant portion of students feels worried that their learning does not meet their high standards, indicating a concern about their progress or performance.

Disagree (27.58%): A comparable number of students do not share this worry, suggesting they are confident that their learning meets their expectations.

Neither Agree nor Disagree (25.85%): Some students are neutral, indicating mixed or uncertain feelings about their learning relative to their standards.

Strongly Disagree (11.51%): A smaller group feels very confident that their learning aligns with their standards and does not share this concern.

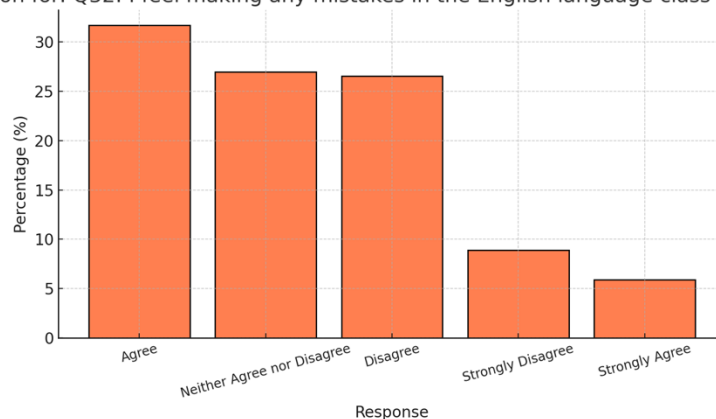
Strongly Agree (6.70%): A smaller yet notable group strongly feels that their learning is not meeting their high standards, reflecting significant concern or dissatisfaction.

The distribution shows that 35.07% of students ("Agree" and "Strongly Agree") are worried about not meeting their high standards, suggesting that many students may set challenging goals for themselves or have concerns about their progress. In contrast, 39.09% ("Disagree" and "Strongly Disagree") feel confident that they are meeting their standards, indicating satisfaction with their learning outcomes.

To support students who feel concerned, teachers could provide constructive feedback, set realistic goals, and encourage students to focus on gradual improvement rather than perfection.

Q32: I feel making any mistakes in the English language class feels unacceptable to me

Response Distribution for: Q32: I feel making any mistakes in the English language class feels unacceptable to me.



This question assesses whether students feel that making mistakes in their English language class is unacceptable.

Agree (31.68%): A significant portion of students agree that making mistakes is unacceptable, indicating a high level of concern about errors and a perfectionist mindset.

Neither Agree nor Disagree (26.95%): Some students are neutral, suggesting mixed or uncertain feelings about the acceptability of making mistakes.

Disagree (26.56%): A comparable number of students disagree, implying that they do not see mistakes as unacceptable and may view them as a natural part of the learning process.

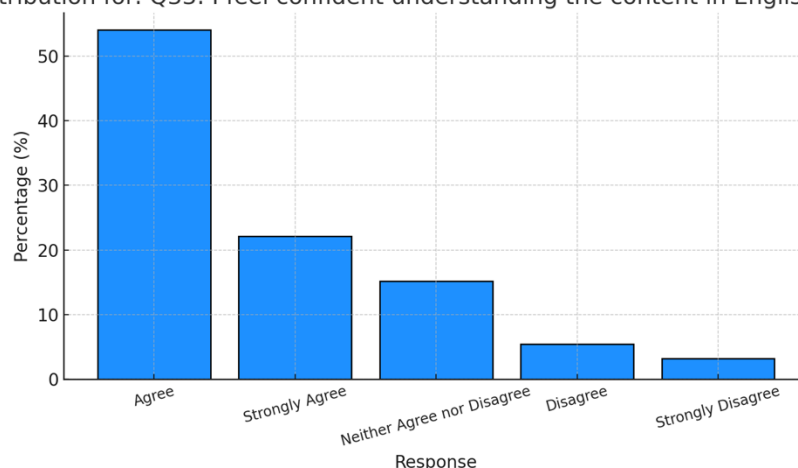
Strongly Disagree (8.90%): A smaller group feels strongly that making mistakes is acceptable, indicating confidence and comfort with errors in learning.

Strongly Agree (5.91%): A smaller yet significant group feels very strongly that mistakes are unacceptable, reflecting high anxiety or pressure to perform perfectly.

The data shows that while 37.59% of students ("Agree" and "Strongly Agree") view mistakes as unacceptable, a slightly larger group (35.46%, combining "Disagree" and "Strongly Disagree") does not feel this way, suggesting a balanced perspective among the class. For those who are concerned about making mistakes, promoting a classroom environment that encourages learning from errors and reduces the fear of judgment could be beneficial.

Q33: I feel confident understanding the content in English language classes

Response Distribution for: Q33: I feel confident understanding the content in English language classes.



This question assesses whether students feel confident in their ability to understand the content taught in their English language classes.

Agree (54.06%): A majority of students feel confident in their understanding of the content, indicating a strong grasp of the material being taught.

Strongly Agree (22.14%): A significant number of students strongly agree, reflecting a very high level of confidence in their comprehension skills.

Neither Agree nor Disagree (15.21%): Some students are neutral, suggesting mixed or uncertain feelings about their understanding of the content.

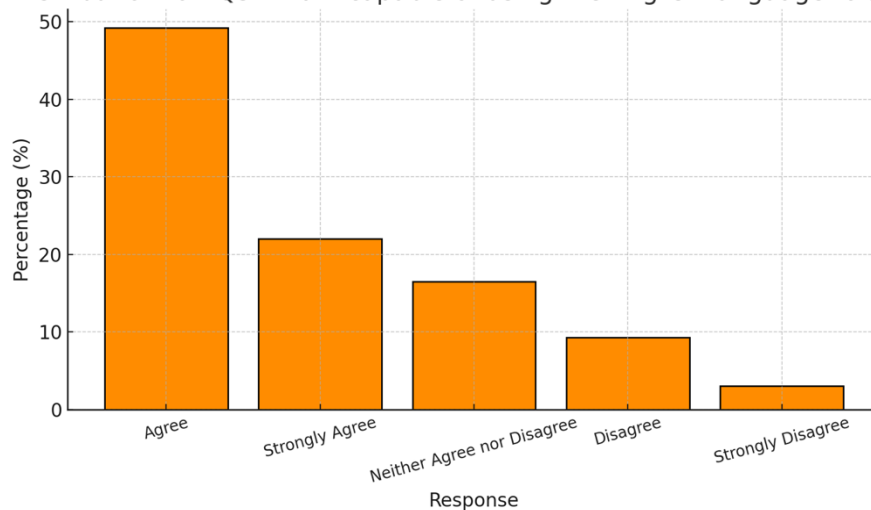
Disagree (5.44%): A smaller group does not feel confident in their understanding, which may indicate gaps in comprehension or difficulty with certain topics.

Strongly Disagree (3.15%): The smallest group feels very unconfident about their understanding, reflecting significant challenges with the material.

The data suggests that a substantial majority of students (76.2%, combining "Agree" and "Strongly Agree") feel confident in understanding the content, which is a positive indication of effective teaching and learning. However, a small percentage (8.59%, combining "Disagree" and "Strongly Disagree") lacks confidence, suggesting that additional support or differentiated instruction could help those students.

Q34: I am capable of using the English language to solve problems

Response Distribution for: Q34: I am capable of using the English language to solve problems.



This question assesses whether students feel confident in their ability to use English effectively to solve problems.

Agree (49.17%): A large portion of students feel confident in their ability to use English to solve problems, reflecting strong practical language skills.

Strongly Agree (21.99%): A significant number of students strongly agree, indicating a very high level of confidence in their problem-solving abilities using English.

Neither Agree nor Disagree (16.47%): Some students are neutral, suggesting mixed or uncertain feelings about their capabilities.

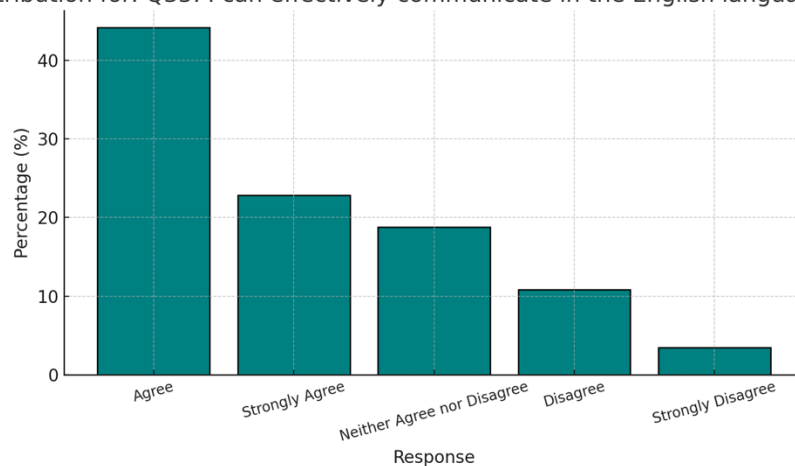
Disagree (9.30%): A smaller group does not feel confident using English for problem-solving, which may indicate areas for improvement or lack of experience.

Strongly Disagree (3.07%): The smallest group feels very unconfident in their abilities, reflecting significant challenges or anxiety when using English in problem-solving contexts.

The data suggests that a majority of students (71.16%, combining "Agree" and "Strongly Agree") feel capable of using English to solve problems, indicating a strong foundation in practical language application. However, a smaller portion (12.37%, combining "Disagree" and "Strongly Disagree") lacks confidence, suggesting that targeted support and practice in problem-solving using English could be beneficial for these students.

Q35: I can effectively communicate in the English language with classmates

Response Distribution for: Q35: I can effectively communicate in the English language with classmates.



This question assesses whether students feel confident in their ability to communicate effectively in English with their classmates.

Agree (44.13%): A large portion of students feels confident in their ability to communicate effectively with classmates in English, indicating strong interpersonal language skills.

Strongly Agree (22.85%): A significant number of students strongly agree, reflecting a very high level of confidence in their communication abilities.

Neither Agree nor Disagree (18.75%): Some students are neutral, suggesting mixed or uncertain feelings about their communication effectiveness.

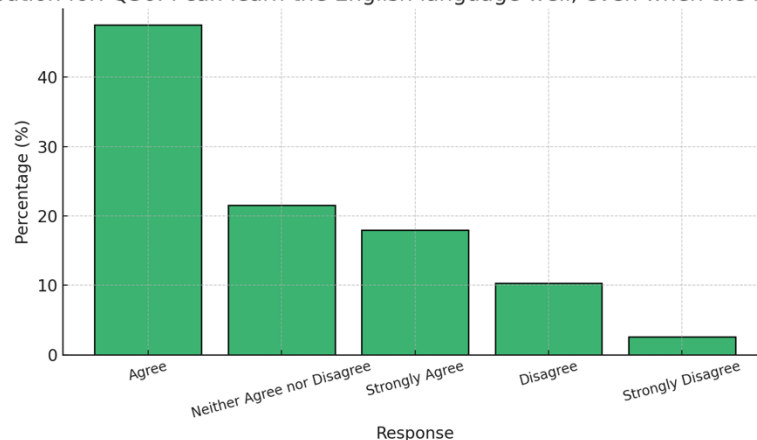
Disagree (10.80%): A smaller group does not feel confident in their communication abilities, which may indicate areas for improvement or lack of experience.

Strongly Disagree (3.47%): The smallest group feels very unconfident in their abilities, reflecting significant challenges or anxiety when communicating in English.

The data suggests that a majority of students (66.98%, combining "Agree" and "Strongly Agree") feel capable of effectively communicating in English with their classmates, indicating a strong foundation in practical language use. However, a smaller portion (14.27%, combining "Disagree" and "Strongly Disagree") lacks confidence, suggesting that targeted support in speaking activities and building conversational skills could be beneficial for these students.

Q36: I can learn the English language well, even when the material is challenging

Response Distribution for: Q36: I can learn the English language well, even when the material is challenging.



This question assesses whether students feel confident in their ability to learn English effectively, even when the material is difficult.

Agree (47.52%): Nearly half of the students feel confident that they can learn English well, even when faced with challenging material, indicating resilience and a positive attitude toward learning.

Neither Agree nor Disagree (21.59%): Some students are neutral, suggesting mixed or uncertain feelings about their ability to handle difficult material.

Strongly Agree (17.97%): A significant number of students strongly believe they can learn English effectively even when it is challenging, reflecting a high level of self-efficacy.

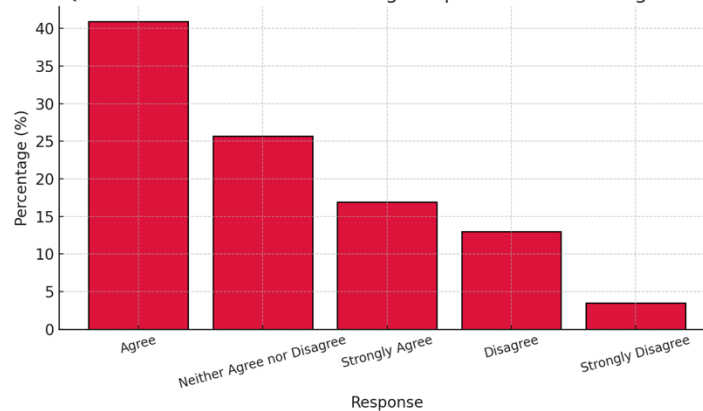
Disagree (10.32%): A smaller group does not feel confident in their ability to learn English well with challenging material, indicating potential areas for support.

Strongly Disagree (2.60%): The smallest group feels very unconfident about their ability to learn effectively in challenging situations, highlighting significant struggles or a lack of self-belief.

The data shows that a majority of students (65.49%, combining "Agree" and "Strongly Agree") believe they can learn English effectively even when the material is challenging, suggesting strong self-efficacy and a positive learning mindset. However, 12.92% of students ("Disagree" and "Strongly Disagree") lack this confidence, indicating a need for targeted support to build their skills and confidence in handling challenging material.

Q37: I am confident in mastering the pronunciation and grammar of the English language

Response Distribution for: Q37: I am confident in mastering the pronunciation and grammar of the English language.



This question assesses whether students feel confident in their ability to master the pronunciation and grammar of the English language.

Agree (40.90%): A large portion of students feel confident in mastering English pronunciation and grammar, reflecting a solid foundation in language learning.

Neither Agree nor Disagree (25.69%): Some students are neutral, indicating mixed or uncertain feelings about their ability to master these aspects of English.

Strongly Agree (16.94%): A notable number of students strongly believe in their ability to master pronunciation and grammar, showing a high level of self-confidence.

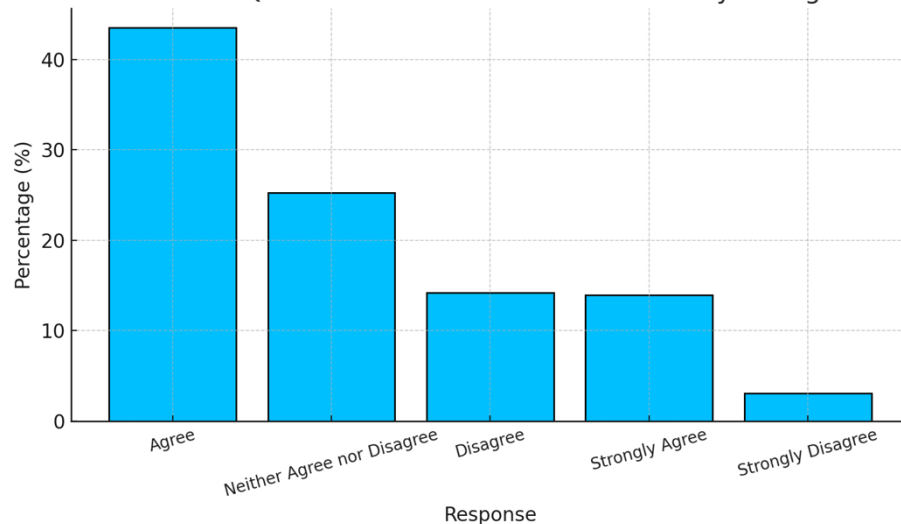
Disagree (13.00%): A smaller group does not feel confident, which may indicate areas for additional support or practice.

Strongly Disagree (3.47%): The smallest group feels very unconfident about their ability to master pronunciation and grammar, suggesting significant challenges or anxiety.

The data shows that a majority of students (57.84%, combining "Agree" and "Strongly Agree") feel confident in mastering English pronunciation and grammar, indicating a strong sense of self-efficacy. However, 16.47% of students ("Disagree" and "Strongly Disagree") lack this confidence, suggesting a need for targeted support in these areas, such as additional practice, feedback, or pronunciation exercises.

Q38: I can remember new vocabulary in English language easily

Response Distribution for: Q38: I can remember new vocabulary in English language easily.



This question assesses whether students feel confident in their ability to remember new vocabulary in English.

Agree (43.50%): Many students feel confident in their ability to remember new vocabulary easily, indicating a strong retention capacity and effective learning strategies.

Neither Agree nor Disagree (25.30%): Some students are neutral, suggesting mixed or uncertain feelings about their vocabulary retention abilities.

Disagree (14.18%): A smaller group does not feel confident about remembering new vocabulary, which may indicate difficulties with memory or learning techniques.

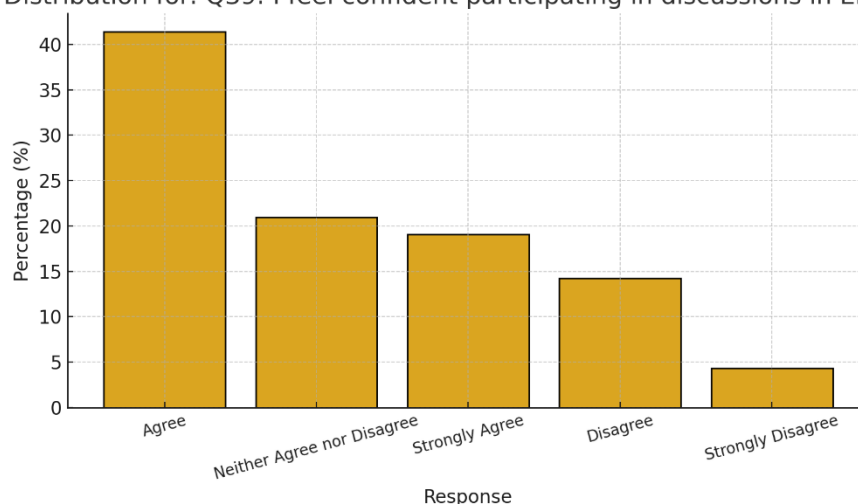
Strongly Agree (13.95%): A notable number of students strongly believe they can easily remember new vocabulary, showing high self-confidence.

Strongly Disagree (3.07%): The smallest group feels very unconfident about their ability to remember new vocabulary, suggesting significant challenges or a lack of confidence.

The data suggests that a majority of students (57.45%, combining "Agree" and "Strongly Agree") feel capable of remembering new vocabulary in English, indicating a positive outlook on language acquisition. However, 17.26% of students ("Disagree" and "Strongly Disagree") lack this confidence, suggesting that targeted strategies, such as mnemonic devices, repetition, or contextual learning, could be beneficial for these students.

Q 39: I feel confident participating in discussions in English language

Response Distribution for: Q39: I feel confident participating in discussions in English language.



This question assesses whether students feel confident in their ability to participate in discussions conducted in English.

Agree (41.37%): Many students feel confident participating in discussions, indicating a solid level of comfort with spoken English in group settings.

Neither Agree nor Disagree (20.96%): Some students are neutral, suggesting mixed or uncertain feelings about their confidence in discussion settings.

Strongly Agree (19.07%): A significant number of students strongly feel confident in their discussion participation skills, reflecting high self-assurance.

Disagree (14.26%): A smaller group does not feel confident, which may suggest difficulties with speaking in group contexts or anxiety.

Strongly Disagree (4.33%): The smallest group feels very unconfident about participating in discussions, highlighting potential challenges or apprehension.

The data shows that a majority of students (60.44%, combining "Agree" and "Strongly Agree") feel confident in participating in English discussions, suggesting a good level of spoken proficiency and comfort. However, 18.59% of students ("Disagree" and "Strongly Disagree") lack this confidence, indicating that providing more speaking practice, supportive environments, and encouraging participation could help build their confidence.

5. Discussion of Findings

This section interprets the results of the analysis of 39 questions, providing insights into students' experiences, attitudes, and perceptions toward learning the English language. The discussion focuses on how these findings align with the research questions, their relation to existing literature, and explanations for any unexpected outcomes.

5.1 Synthesis of Results from Quantitative Analyses

The analysis of student responses reveals several key themes, which help in understanding the complexities of language learning experiences among students:

5.1.1 Anxiety in Language Learning

The findings indicate that anxiety is a significant factor affecting many students when speaking English in class. High levels of anxiety were reported across various contexts, such as speaking without preparation (Question 5), fear of negative evaluation (Question 15), and concern about not meeting expectations (Question 29). For instance, 48.46% of students expressed anxiety when they could not speak English perfectly. These findings support the framework proposed by Horwitz and Cope (1986), which identifies anxiety as a core challenge in foreign language learning.

The results align with previous studies showing that anxiety is often linked to performance in front of peers, fear of negative evaluation, and self-consciousness in language learning (Young, 1991; Horwitz, 2001). However, the data also suggest that some students (about 18.59%) do not experience anxiety to the same extent, indicating variability in anxiety levels that may depend on personality, prior experiences, and coping strategies.

5.1.2 Self-Efficacy and Confidence

A substantial portion of students demonstrated positive self-efficacy beliefs regarding their ability to understand English content and use it effectively (Questions 33, 34, 35). For example, 76.2% of students expressed confidence in understanding English content, and 71.16% believed they could use English to solve problems. However, there were areas where confidence was lower, particularly in mastering pronunciation and grammar (Question 37), where only 57.84% felt confident.

These findings support the research question that self-efficacy influences students' engagement and performance in language learning activities. Students with higher self-efficacy are more likely to participate actively and persist despite challenges (Bandura, 1997). The findings align with Bandura's theory of self-efficacy, which posits that confidence in one's abilities plays a critical role in motivation and achievement (Bandura, 1986). The study also supports research by Mills, Pajares, and Herron (2006), who found that self-efficacy significantly predicts language learning outcomes.

5.1.3 Perfectionism and Fear of Mistakes

The study reveals a strong tendency toward perfectionism among many students, with 37.59% agreeing that making mistakes is unacceptable (Question 32), and 42.87% feeling upset by mistakes (Question 28). This suggests that a fear of mistakes may act as a barrier to active participation and risk-taking in language learning.

Unexpected Findings: Despite this perfectionist tendency, some students (33.49%) felt comfortable making mistakes, highlighting that perfectionism does not affect all learners equally. This may suggest that interventions targeting perfectionism need to be individualized.

The findings align with Gregersen and Horwitz's (2002) work, which found that language learners with high levels of perfectionism tend to experience more anxiety. The current study further suggests that reducing perfectionist tendencies could help lower anxiety and improve participation.

5.1.4 Comfort with Language Learning Challenges

The data show that many students feel comfortable tackling language learning challenges. For example, 65.49% of students felt they could learn English well even when the material is challenging (Question 36), and 57.45% believed they could easily remember new vocabulary (Question 38). However, there was also evidence of feeling overwhelmed (Question 39), particularly concerning the volume of vocabulary and grammar to learn.

These findings suggest that while many students are resilient and open to challenges, others need more structured support to build confidence. The variability in responses indicates that different strategies might be needed to cater to diverse learner needs.

This is consistent with Dornyei's (2005) work on motivation, which highlights that learners' attitudes toward challenges significantly impact their language learning success. The current study expands on this by showing that comfort with challenges varies widely, suggesting a need for differentiated instructional strategies.

5.1.5 Fear of Judgment and Mistakes

The fear of judgment from peers and concern about making mistakes were prominent in the responses. Many students (42.87%) expressed fear of making mistakes in front of others (Question 28), and 37.59% believed that making any mistakes was unacceptable (Question 32). These concerns suggest that a significant number of students feel judged or evaluated by their peers, which can inhibit their willingness to speak or participate in class activities.

This supports the research question that fear of judgment and mistakes is a significant factor contributing to students' reluctance to participate in English language activities. These findings highlight the importance of creating a classroom environment that encourages experimentation and views mistakes as a natural part of the learning process.

5.2 Relation to Research Questions

Research Question 1: What are the primary sources of anxiety for students in English language learning?

The findings indicate that speaking activities, fear of judgment, and perfectionism are primary sources of anxiety for students. This supports the research question that these factors are significant contributors to language learning anxiety.

Research Question 2: How do students perceive their ability to learn and use English effectively?

The findings reveal that students have a positive perception of their learning abilities, especially regarding understanding content and using English to solve problems. However, there is variability in confidence across different language skills, suggesting a more nuanced understanding of self-efficacy among learners.

Research Question 3: What factors contribute to students' reluctance to participate in English language activities?

The findings show that fear of mistakes, anxiety, and perfectionism are key factors that hinder participation. This confirms the research question that these elements play a critical role in shaping students' willingness to engage in language activities.

5.3 Unexpected Results

5.3.1. High Confidence in Problem-Solving Abilities Despite Speaking Anxiety

While a significant number of students reported anxiety about speaking English (Questions 1, 5, 20), a majority also expressed confidence in using English for problem-solving (Question 34). This unexpected finding suggests that anxiety may be more context-dependent than previously thought. It appears that while students may fear judgment in oral communication, they feel more capable when using English for tasks that are structured or written, where there is less immediate social pressure.

5.3.2. Mixed Feelings About Mistakes

Although many students feared making mistakes, a notable number felt comfortable with errors (Question 32). This could be due to different classroom experiences, individual learner differences, or varying levels of exposure to supportive learning environments. It indicates that students' attitudes toward mistakes may be shaped by both personal and contextual factors, such as teaching style, feedback mechanisms, and classroom culture.

5.3.3. Varying Comfort Levels with Learning Challenges

While a majority of students felt comfortable with learning challenges, others felt overwhelmed (Questions 10, 16, 38). This variability might reflect diverse backgrounds, prior exposure to language learning, and individual learning preferences. It suggests that differentiated instruction and adaptive learning strategies may be needed to cater to the range of comfort levels within the classroom.

The findings from this study offer valuable insights into the complexities of language learning among students. Anxiety, self-efficacy, and perfectionism are significant factors influencing engagement and performance in language learning. The study confirms existing theories while also revealing unexpected nuances, such as the context-dependent nature of anxiety and mixed

attitudes toward mistakes. These insights provide a foundation for developing targeted interventions that can create more supportive and effective language learning environments.

5.4 Student Reflections: Qualitative Insight into Anxiety

While the Likert-scale data presented in earlier sections offers a quantitative overview of learners' anxiety experiences, this section integrates open-ended student reflections gathered from the same survey. These responses enrich the interpretation of statistical findings by illuminating the lived experiences behind the numbers.

A recurring theme among respondents is the fear of negative evaluation. Many learners expressed apprehension about speaking in front of others due to the possibility of being judged or ridiculed. One student noted:

“Even if I know the answer, I don’t speak because I’m scared others will laugh at my English.”

This quote reflects how cognitive readiness can be blocked by emotional barriers. Similarly, another student stated:

“I think my English is wrong because I don’t speak like people from cities.”

Here, linguistic insecurity is exacerbated by social comparison and regional linguistic stigma, consistent with the anxiety factors identified in Chapter 4. Such internalized judgments often result in self-censorship, as observed in the following reflection:

“When teachers correct me harshly, I stop trying.”

This aligns with earlier statistical findings where a significant percentage of students reported anxiety when receiving corrective feedback.

Some students described physical manifestations of anxiety:

“I want to speak better, but I get stuck when too many people listen.”

This kind of freeze response echoes the psychological construct of communication apprehension, especially in performance-oriented contexts. Lastly, a student admitted:

“Speaking English feels like exposing myself – I feel ashamed if I mess up.”

This indicates a deep link between language use and personal identity, where mistakes in English feel like personal failures rather than learning opportunities.

Together, these reflections support and extend the quantitative results, providing a richer, more empathetic understanding of second language anxiety in Indian educational contexts. These narratives should guide future interventions by reminding educators that behind every test score or classroom silence is a learner negotiating emotional, social, and psychological tensions.

5.4.1: Linking Quantitative and Qualitative Student Perceptions

To facilitate triangulation, the following table aligns key quantitative findings from the Likert-scale data with representative student comments. This pairing strengthens the interpretive validity of the data and illustrates how patterns in numbers are echoed in students lived experiences.

Survey Item	% Agree	Representative Student Quote
I feel nervous speaking English in class	78%	“I freeze when I’m asked to speak – even if I know the answer.”
I avoid speaking to avoid making mistakes	69%	“One mistake, and I feel like everyone is laughing.”
I compare myself to classmates while speaking	61%	“They sound better, so I just keep quiet.”
I worry about how others perceive my pronunciation	65%	“My accent makes people judge me; I know I sound different.”
I get anxious when teachers correct my mistakes publicly	67%	“It’s embarrassing when my errors are pointed out in front of others.”

These entries illustrate the interplay of social pressure, identity, and evaluation fears that influence learner behavior and classroom engagement.

6. Implications of the Findings

This section explores the broader impact of the findings from the analysis of 39 questions on students' experiences, attitudes, and perceptions toward learning the English language. It emphasizes the theoretical and practical implications for language learning research, teaching practices, and educational policy. The section also proposes potential applications and interventions that can help address the issues identified in the study.

6.1 Theoretical Implications

The findings of this study contribute to the theoretical understanding of language learning in several ways:

6.1.1 Extension of Anxiety Theories

The study confirms the significance of anxiety as a key factor affecting language learning. The consistent evidence of anxiety experienced by students in speaking contexts, such as fear of negative evaluation and communication apprehension (Questions 1, 5, 15, 28), reinforces the need to extend existing theories of language learning anxiety. Future research should explore effective strategies for reducing anxiety in specific contexts, such as public speaking, classroom participation, or oral examinations. Moreover, the differentiation between situational anxiety (e.g., speaking in front of peers) and overall confidence in other language tasks (e.g., problem-solving, written tasks) suggests new avenues for theoretical exploration. Research could investigate the triggers, coping mechanisms, and underlying psychological processes associated with situational anxiety to develop more comprehensive models.

6.1.2 Support for Self-Efficacy Frameworks

The findings provide strong empirical support for self-efficacy theories in language learning, particularly the role of self-belief in influencing motivation, engagement, and performance. The results align with Bandura's (1997) theory of self-efficacy, highlighting that students with higher confidence in their language abilities (Questions 33, 34, 35) are more likely to engage actively in learning activities and persist despite challenges. These findings suggest that enhancing self-efficacy should be a central focus in teaching methodologies and curricula to improve learning outcomes. Future theoretical models should consider how various teaching practices, such as formative feedback, goal-setting, and peer support, can build self-efficacy in diverse learning environments.

6.1.3 Perfectionism as a Barrier

The study's findings on perfectionism provide new insights into how this trait can act as a significant barrier to language learning. The evidence that a large proportion of students fear making mistakes (Questions 28, 32) suggests that perfectionism contributes to increased anxiety and reduced participation in language activities. This aligns with Gregersen and Horwitz's (2002) research on the relationship between perfectionism and language learning anxiety. The findings highlight the need for theoretical models that consider the impact of perfectionism on different learner populations, particularly how cultural, social, and educational factors may shape learners' attitudes toward mistakes and performance. Future research could investigate interventions that reduce the negative effects of perfectionism, such as promoting a growth mindset and creating a more supportive classroom environment.

6.2 Practical Implications

The study also has several practical implications for teachers, curriculum designers, and policymakers aiming to improve language learning outcomes.

6.2.1 Classroom Strategies to Reduce Anxiety

Given the high levels of anxiety reported by students, especially in speaking activities (Questions 1, 5, 15, 20, 29), teachers should implement strategies to create a more supportive and less threatening classroom environment. Techniques such as low-stakes speaking activities, where students practice speaking in small groups or pairs, can help reduce anxiety and build confidence gradually. Peer collaboration, where students work together to solve problems or complete tasks, can also reduce anxiety by shifting the focus from individual performance to group success. Additionally, positive reinforcement, acknowledging effort rather than perfection can help reduce fear of failure and encourage more active participation.

6.2.2 Promoting Self-Efficacy

The positive relationship between self-efficacy and language learning outcomes suggests that teachers should prioritize promoting self-efficacy among learners. Practical measures might include setting achievable goals for students, providing constructive and specific feedback that focuses on improvement, and encouraging a growth mindset that views challenges as opportunities for growth. Teachers could implement peer mentoring programs, where more confident students support less confident peers, providing a model of success and building a sense of community. Regular self-reflection activities, where students assess their own progress and set personal goals, could also help strengthen self-efficacy beliefs.

6.2.3 Normalizing Mistakes and Reducing Perfectionism

Since perfectionism and fear of mistakes were found to be significant barriers to participation (Questions 28, 32), teachers should cultivate a classroom culture where mistakes are viewed as essential for learning. Strategies might include formative assessments that emphasize learning progress rather than grades, error analysis exercises where students analyze mistakes to understand their learning process better, and class discussions that celebrate mistakes as opportunities for growth. Encouraging students to take risks in their learning without fear of judgment can help reduce perfectionism and promote a more positive learning environment.

6.3 Contribution to Broader Field of Study

The findings of this study make several contributions to the broader field of language learning research and practice:

6.3.1 Empirical Evidence for Anxiety and Self-Efficacy

The study provides strong empirical evidence supporting the significance of anxiety and self-efficacy in language learning. By confirming that anxiety is a major factor influencing students' engagement and performance, and that self-efficacy plays a crucial role in motivation and persistence, this study contributes to ongoing debates about the psychological dimensions of language learning. The findings suggest that future research should continue to explore ways to mitigate anxiety and enhance self-efficacy among language learners.

6.3.2 Understanding Perfectionism in Language Learning

The study offers new insights into the role of perfectionism in language learning, particularly how it contributes to anxiety and reduced participation. By highlighting that perfectionism does not affect all learners equally, the findings suggest that designed interventions may be needed to address perfectionist tendencies. This contributes to a growing body of literature that calls for a more nuanced understanding of learner differences in language education.

6.4 Potential Applications and Interventions

Based on the findings, several potential applications and interventions are proposed to improve language learning outcomes:

6.4.1 Professional Development for Teachers

Training programs for teachers should include modules on recognizing and addressing anxiety, perfectionism, and low self-efficacy among students. Teachers should be equipped with strategies to create a supportive classroom environment that reduces anxiety and develops self-efficacy. This could include techniques for providing constructive feedback, designing inclusive activities that accommodate diverse learners, and promoting a growth mindset.

6.4.2 Curriculum Design

Curricula should be designed to be inclusive and flexible, offering varied assessment methods and opportunities for students to engage with content in multiple ways. For example, integrating formative assessments that emphasize progress and understanding, rather than summative evaluations focused solely on correctness, can help reduce anxiety and perfectionism. Curriculum designers should also incorporate activities that build self-efficacy, such as collaborative tasks, peer feedback sessions, and self-reflection exercises.

6.4.3 Supportive Learning Environment

Colleges and educational institutions should implement support systems that help students cope with anxiety, build self-efficacy, and manage perfectionist tendencies. Possible interventions include anxiety-reduction workshops, where students learn coping strategies such as relaxation techniques and cognitive restructuring, and self-efficacy building activities that focus on setting realistic goals, tracking progress, and celebrating achievements. Peer mentoring programs can also be effective in providing social support and modeling positive learning behaviors.

6.4.4 Technology-Enhanced Language Learning

Advancements in digital technology have revolutionized language learning by providing innovative tools and platforms that can significantly reduce language anxiety. These technologies create engaging, flexible, and supportive learning environments where learners can practice English at their own pace and comfort level. By utilizing the interactive and adaptive capabilities of digital tools, teachers can help learners overcome their fears, build confidence, and develop their language skills more effectively. The following examples illustrate how different technological approaches can alleviate language anxiety:

6.4.4.1 Language Learning Apps: Personalizing and Gamifying the Learning Experience

Language learning applications have become increasingly popular for their ability to personalize the learning experience and make practice more enjoyable through gamification.

These apps, such as Duolingo, Babbel, and Memrise, use adaptive learning algorithms to tailor content to individual learners' needs, adjusting the difficulty level based on their progress and areas for improvement. This personalization helps reduce anxiety by allowing learners to learn at their own pace, focusing on the specific skills they need to develop without the pressure of keeping up with a classroom.

Gamification integrating game-like elements such as rewards, points, and levels turns language learning into a fun, engaging activity rather than a daunting task. For example, learners might earn badges or points for completing lessons or mastering new vocabulary, which can motivate them to continue practicing without the fear of making mistakes. The low-stakes, supportive environment of these apps encourages learners to take risks, experiment with language, and learn from their errors without fear of judgment or criticism. This method of learning promotes a growth mindset, where mistakes are seen as opportunities for growth rather than failures.

Moreover, many language learning apps provide interactive features such as voice recognition, quizzes, and flashcards that help learners practice pronunciation, vocabulary, and grammar in diverse and dynamic ways. The immediate feedback provided by these tools can help learners identify areas where they need improvement, allowing for targeted practice and gradual confidence-building. Additionally, apps often include social features, such as leaderboards or community challenges, that enable learners to connect with peers, share their progress, and gain motivation from others.

6.4.4.2 Virtual Reality (VR): Creating Immersive and Realistic Learning Environments

Virtual Reality (VR) technologies offer a cutting-edge approach to language learning by creating immersive, realistic scenarios where learners can practice English in a safe, controlled environment. Unlike traditional classroom settings, VR allows learners to engage in lifelike simulations of everyday situations, such as ordering food at a restaurant, asking for directions, or attending a job interview, without the pressure of real-world consequences.

VR environments provide a unique opportunity for learners to practice their language skills in contextually rich settings, complete with visual, auditory, and even social cues. For instance, a VR simulation might involve interacting with virtual characters who respond to the learner's speech in real-time, providing an authentic conversational experience. This immersive practice can help reduce anxiety by allowing learners to familiarize themselves with real-life scenarios and build confidence in their ability to communicate effectively.

Moreover, VR can be particularly effective for practicing speaking and listening skills, which are often the most anxiety-inducing aspects of language learning. By repeatedly engaging in simulated conversations, learners can improve their fluency and comprehension while becoming more comfortable with different accents, dialects, and speech patterns. For example, a VR program might feature a range of characters from different English-speaking countries, allowing learners to experience various English varieties and develop a more global understanding of the language.

Additionally, VR environments can be customized to address specific learner needs or preferences. Teachers can create designed simulations that target particular linguistic challenges, such as pronunciation, intonation, or pragmatic skills, providing focused practice that directly addresses areas of difficulty. The ability to control the learning environment such as adjusting the speed of speech or the level of background noise also enables learners to build their skills gradually, increasing the complexity of the tasks as their confidence grows.

6.4.4.3 Online Communities: Facilitating Authentic Communication and Global Exposure

Online communities, including forums, chat groups, social media platforms, and language exchange websites, offer powerful avenues for authentic communication and exposure to diverse English varieties. These platforms connect learners with peers, language partners, and native speakers worldwide, providing ample opportunities for meaningful interaction and practice.

Participating in online communities can help reduce language anxiety by creating a supportive, non-judgmental space where learners can practice their language skills at their own pace. Unlike traditional classroom settings, which may feel competitive or intimidating, online platforms often cultivate a sense of camaraderie and mutual support among participants. For example, platforms like Tandem or HelloTalk pair learners with native speakers for language exchange, allowing them to practice English in a relaxed, informal context while simultaneously helping their partners learn their native language.

These interactions provide authentic opportunities to use English in real-world contexts, helping learners build confidence and develop their communicative competence. Through chat groups, video calls, and voice messages, learners can practice listening, speaking, reading, and writing skills with a wide range of interlocutors, gaining exposure to different accents, dialects, and cultural perspectives. For example, a learner from Brazil might connect with a peer from

South Africa, gaining insights into South African English while sharing their experiences with Brazilian Portuguese.

Social media platforms such as Facebook, Instagram, or Twitter also offer opportunities for learners to engage with English content in diverse forms, from reading news articles and watching videos to participating in discussions and sharing opinions. By interacting with English speakers from different regions and cultural backgrounds, learners can enhance their understanding of the language's global diversity and develop greater cultural sensitivity.

Online communities often provide access to resources and support networks that can help learners overcome language anxiety. For example, learners can join groups or forums dedicated to specific aspects of English learning, such as grammar, pronunciation, or academic writing, where they can ask questions, share challenges, and receive feedback from more experienced speakers. These platforms also allow learners to observe how English is used in different contexts, helping them gain confidence in their ability to navigate various communicative situations.

6.4.4.4 Adaptive Learning Platforms: Designing Language Learning to Individual Needs

Adaptive learning platforms, such as Lingvist, Rosetta Stone, or Voxy, utilize artificial intelligence (AI) to customize language learning experiences based on individual learners' strengths, weaknesses, and learning styles. These platforms continuously analyze learners' performance data to provide personalized feedback and recommendations, allowing learners to focus on the areas where they need the most improvement.

By designing content to individual needs, adaptive learning platforms help reduce language anxiety by preventing learners from feeling overwhelmed by content that is too difficult or irrelevant. For example, if a learner struggles with listening comprehension, the platform might provide additional exercises focused on listening skills, gradually increasing the complexity as the learner's confidence grows. Conversely, if a learner excels in a particular area, the platform can offer more challenging tasks to keep them engaged and motivated.

Adaptive platforms also often incorporate multimedia content, such as videos, audio recordings, and interactive exercises, that expose learners to diverse English varieties and authentic usage. This exposure helps learners become more familiar with different accents, dialects, and cultural contexts, reducing anxiety about encountering unfamiliar forms of English in real-world situations. By providing a customized, flexible, and engaging learning

experience, adaptive platforms support learners in building their language skills at a comfortable pace, helping to alleviate the stress and anxiety that often accompany traditional learning methods.

6.4.4.5 Digital Storytelling and Content Creation Tools: Encouraging Creative Expression

Digital storytelling and content creation tools, such as blogs, podcasts, video-making apps, and collaborative writing platforms, provide learners with opportunities to express themselves creatively in English. These tools enable learners to produce and share their own content, such as stories, essays, videos, or podcasts, in a way that feels meaningful and engaging.

Engaging in digital storytelling allows learners to use English in a context that is personally relevant and enjoyable, reducing anxiety by shifting the focus away from rigid language rules to meaningful communication. For example, learners might create a podcast discussing their favorite books, a video documenting their daily life, or a blog about their experiences learning English. These creative projects enable learners to explore different registers, vocabulary, and styles, promoting greater linguistic flexibility and confidence.

Content creation tools also provide a platform for peer feedback and interaction, where learners can share their work with others, receive constructive feedback, and learn from their peers' content. This collaborative approach helps learners develop a sense of community and support, reducing the isolation that can contribute to language anxiety. Additionally, the process of creating and sharing digital content helps learners take ownership of their language learning, empowering them to see themselves as competent and creative English users.

By integrating technology into language learning, teachers can create dynamic, interactive, and supportive environments that help learners build confidence, reduce anxiety, and develop their language skills in a variety of contexts. The use of digital tools not only enhances the learning experience but also prepares learners to navigate the global landscape of English with greater ease and comfort.

6.4.5 Parental and Community Engagement

Engaging parents and the broader community in the language learning process can help create a more supportive environment outside the classroom. Schools could organize workshops or informational sessions to help parents understand the challenges of language learning and the importance of reducing anxiety and supporting self-efficacy. Encouraging community

participation in language events, such as language fairs or cultural exchange programs, can provide students with real-life contexts to use their language skills, reducing anxiety and building confidence.

The findings of this study offer valuable insights into the psychological and contextual factors influencing language learning among students. By emphasizing the importance of reducing anxiety, promoting self-efficacy, and addressing perfectionism, the study provides a foundation for developing practical interventions that can enhance language learning experiences and outcomes. The proposed applications and interventions suggest concrete steps that teachers, curriculum designers, and policymakers can take to create more supportive and effective language learning environments.

7. Limitations of the Study

This section acknowledges the limitations of the study to provide a clear understanding of the constraints that may affect the interpretation of the results. Recognizing these limitations is crucial for situating the findings within the appropriate context and guiding future research efforts.

7.1 Limitations in Data Collection and Sample Size

7.1.1. Sample Size and Representativeness

The study is based on responses from a specific sample of students, which may limit the generalizability of the findings. Although the sample provides valuable insights into students' experiences and attitudes toward learning English, it may not fully represent the broader population of English language learners. The sample size may also limit the statistical power of the analysis, making it more challenging to detect small or nuanced effects. A larger and more diverse sample would allow for more strong conclusions and greater confidence in generalizing the findings to other contexts.

7.1.2. Response Bias

Response bias is a potential limitation in this study. Since the data were collected through a self-reported questionnaire, there is a possibility that respondents may have provided socially desirable answers or responded in a way they believed was expected. For instance, students might underreport anxiety levels due to fear of being judged or overestimate their confidence

to appear more capable. This bias could skew the results, particularly concerning sensitive topics such as anxiety, self-efficacy, and perfectionism.

7.1.2.1 Self-Reported Data Bias

The primary data collection method is a structured questionnaire, which relies on self-reporting, which may have been influenced by social desirability bias. Participants might have underreported or overreported certain feelings or behaviors to align with what they believed was expected or acceptable.

7.1.3. Data Collection Method

The use of an online questionnaire for data collection poses certain limitations. Although it offers convenience and broad reach, it may exclude students who have limited access to digital devices or internet connectivity, leading to a potential bias in the sample. The lack of direct interaction with respondents also prevents the opportunity to clarify questions or probe deeper into ambiguous responses, which could affect the accuracy and completeness of the data collected.

7.1.4 Context-Specific Sample

The study's sample comprises predominantly the university students, which limits the generalizability of findings to other cultural or linguistic contexts. While the study draws from a large and diverse student body across regions and institutions, the specific socio-educational structures of Indian higher education may not reflect experiences in other countries.

7.2 Limitations in Analysis

7.2.1. Quantitative Focus

The study primarily relies on quantitative data analysis, which, while useful for identifying general patterns and trends, may not capture the full complexity of students' experiences and attitudes. Quantitative methods often reduce nuanced experiences into numerical values, which might overlook the depth and context of individual responses.

7.2.1.1 Uneven Depth in Qualitative Responses

Although open-ended responses were collected from over 1200 participants, not all learners provided elaborative or reflective answers. This led to varying depth in qualitative data, which may have constrained the richness of thematic interpretation in some categories.

A mixed-methods approach, incorporating qualitative data from interviews or focus groups, could provide a more comprehensive understanding of the factors influencing language learning.

7.2.2 Cross-Sectional Design

The cross-sectional nature of the study presents another limitation. As data were collected at a single point in time, the study cannot establish causality or changes over time. For instance, it is challenging to determine whether high anxiety levels are a result of specific teaching practices or pre-existing student characteristics. A longitudinal design, where data are collected over multiple time points, would allow for a better understanding of how anxiety, self-efficacy, and perfectionism develop and change in response to educational interventions.

7.3 Impact of Limitations on Interpretation of Results

7.3.1 Generalizability of Findings

Due to the limitations in sample size and representativeness, the findings may not be fully generalizable to all English language learners. The sample may not reflect diverse cultural, socio-economic, and educational contexts that can significantly influence students' experiences and attitudes. Therefore, caution should be exercised when applying these findings to broader populations or different settings. Future research should aim to include a larger and more diverse sample to enhance generalizability.

7.3.2 Potential for Over- or Underestimation of Key Constructs

Response bias and the limitations of self-reported data collection methods might lead to an overestimation or underestimation of anxiety, self-efficacy, and perfectionism among students. For example, students may downplay their anxiety or exaggerate their confidence, affecting the accuracy of the findings. This could lead to misinterpretations regarding the prevalence and severity of these constructs. Future studies should consider employing multiple data collection methods, such as combining self-reports with observational data or teacher assessments, to obtain a more accurate measure of these psychological constructs.

7.3.3. Limited Insight into Causal Relationships

The cross-sectional design limits the ability to draw conclusions about causality. The study identifies correlations between anxiety, self-efficacy, and perfectionism, but it cannot definitively determine whether one factor causes changes in another. For example, while the

study suggests that high levels of anxiety may lead to reduced participation, it cannot ascertain whether anxiety directly causes this outcome or if other underlying factors are at play. Longitudinal research could provide more insights into the directional relationships between these variables over time.

While the study provides valuable insights into students' experiences, attitudes, and perceptions of learning English, several limitations need to be acknowledged. These limitations, including sample size, response bias, data collection methods, and the study's cross-sectional nature, may impact the interpretation of the results. Recognizing these constraints is essential for understanding the scope of the findings and identifying areas for future research. Addressing these limitations in future studies will contribute to a more nuanced and comprehensive understanding of the factors influencing language learning.

8. Conclusion

This section summarizes the key findings from the analysis of 39 questions regarding students' experiences, attitudes, and perceptions toward learning the English language. It highlights how these findings address the research questions and contribute to the broader understanding of language learning dynamics, offering a foundation for future research and practical interventions.

The integration of student reflections into this chapter has deepened its analytical texture, allowing for a more holistic interpretation of the quantitative data. These narratives revealed how learners experience second language anxiety not just cognitively, but emotionally and socially, impacted by judgment, comparison, cultural identity, and internalized performance pressure.

By triangulating survey statistics with qualitative comments, this chapter underscores the need for more empathetic, learner-centered pedagogical approaches. In addition, by transparently acknowledging the study's limitations, it provides a solid foundation for future research and classroom practice.

This expanded interpretation not only answers the study's research questions but also contributes to the larger discourse on emotional resilience, inclusive assessment, and culturally responsive teaching in English Language Learning.

8.1 Summary of Key Findings

The analysis reveals several critical insights:

8.1.1. Anxiety as a Significant Barrier:

Anxiety emerged as a substantial barrier to language learning, particularly in speaking contexts, with many students reporting fear of mistakes, negative evaluation, and communication apprehension. This anxiety significantly impacted students' engagement and willingness to participate in class activities.

8.1.2. Role of Self-Efficacy:

The study found that higher levels of self-efficacy were associated with more active engagement, persistence in challenges, and better learning outcomes. Students confident in their language abilities were more likely to participate in learning activities.

8.1.3. Perfectionism and Reluctance to Participate:

Perfectionism was identified as a key factor deterring participation, with many students expressing fear of making mistakes. This contributes to increased anxiety and reduced classroom engagement, underscoring the need to normalize mistakes and encourage risk-taking.

8.1.4. Variability in Comfort with Challenges:

The study highlighted variability in students' comfort with language learning challenges, suggesting the need for differentiated strategies to cater to diverse learner needs.

8.1.5. Fear of Judgment:

A prevalent fear of judgment from peers further inhibited students' willingness to engage in language activities, emphasizing the importance of creating a supportive learning environment.

8.2. Relevance to Research Questions

8.2.1. Primary Sources of Anxiety:

The study identifies fear of speaking, making mistakes, and negative evaluation as primary sources of anxiety, confirming their central role in shaping students' language learning experiences.

8.2.2. Perceptions of Learning Ability:

Findings reveal that while many students have a positive perception of their ability to learn and use English, confidence varies across different skills, highlighting self-efficacy as a critical factor in successful language acquisition.

8.2.3. Factors Influencing Participation:

The analysis indicates that perfectionism, fear of judgment, and anxiety are significant factors contributing to students' reluctance to participate, pointing to the need for supportive and inclusive classroom practices.

8.3 Contributions to the Field

The study contributes to the broader field of language learning by reinforcing the importance of psychological factors such as anxiety, self-efficacy, and perfectionism in shaping students' language learning experiences. It offers empirical evidence that supports the development of more comprehensive theoretical models and practical interventions that address these factors. The findings suggest that effective language learning is not solely dependent on cognitive skills but also heavily influenced by emotional and psychological dimensions, which should be considered in teaching methodologies and curriculum development.

8.4 Future Directions

Based on the findings, future research should explore:

- Longitudinal studies that examine the development and change of anxiety, self-efficacy, and perfectionism over time to establish causality and understand the long-term effects of various interventions.
- Mixed-method approaches that combine quantitative surveys with qualitative interviews or focus groups to provide deeper insights into students' experiences and perceptions.
- Research on specific interventions and teaching strategies that effectively reduce anxiety, enhance self-efficacy, and minimize the negative impacts of perfectionism in diverse educational contexts.

This study illuminates the complex interplay of emotional and psychological factors in language learning, advocating for a holistic approach that supports students both cognitively and emotionally. The findings provide a basis for developing more effective, inclusive language learning environments.

8.5 Instruments

8.5. 1 The Language Anxiety Questionnaire

For each of the following 39 statements, please use the rating scale below to select the appropriate choice. Read each statement carefully and choose the option that best reflects your feelings about language anxiety in English learning.

No:	Statements	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	I lack confidence while speaking in English language in class.					
2.	I get nervous when I am about to be called on in language class.					
3.	I feel scared when I don't understand my teacher in language class.					
4.	I feel comfortable during tests in language class.					

5.	Speaking without preparation makes me nervous in language class.					
6.	Nervousness in class makes me forget what I know.					
7.	Answering questions in class makes me uncomfortable.					
8.	I feel nervous in language class even when well-prepared.					
9.	I feel more anxious in language class than in other classes.					
10.	The number of rules to learn overwhelms me in language class.					

11.	Other students are better at the English language than me.					
12.	Preparing more for a language exam increases my confusion.					
13.	Speaking in an English language in front of other students makes me self-conscious.					
14.	The speed of the language class is too fast for me.					
15.	Other students will laugh at me if I speak in the English language.					
16.	The amount of new vocabulary I need to learn in English					

	class overwhelms me.					
17.	English grammar rules' complexity causes me anxiety in class.					
18.	I worry about my ability to comprehend English during listening exercises in class.					
19.	It frustrates me when I cannot quickly understand written English texts in class.					
20.	I am anxious about making errors when speaking English in class because I fear not being understood.					

21.	Making mistakes in language class does not concern me.					
22.	Taking more English language lessons does not worry me.					
23.	The possibility of failing my English language course concerns me.					
24.	I frequently consider skipping my language class.					
25.	Doing my best in language class is not something I feel obligated to do.					
26.	I feel my work in the English language class must be flawless.					

27.	I am never satisfied with my performance in the English language class.					
28.	I feel making mistakes during English language activities upsets me greatly.					
29.	I feel anxious when I cannot speak the English language perfectly					
30.	I spend a lot of time perfecting my homework for the English language class.					
31.	I worry that my learning in the English language class does not meet my high standards.					

32.	I feel making any mistakes in the English language class feels unacceptable to me.					
33.	I feel confident understanding the content in English language classes.					
34.	I am capable of using the English language to solve problems.					
35.	I can effectively communicate in the English language with classmates.					
36.	I can learn the English language well, even when the					

	material is challenging.					
37.	I am confident in mastering the pronunciation and grammar of the English language.					
38.	I can remember new vocabulary in English language easily.					
39.	I feel confident participating in discussions in English language.					

8.5.2 Open-Ended Questions for the Students

1. Describe a moment in your English language class where you felt particularly anxious or nervous. What was happening, and how did you feel at that time?
2. Can you tell me about a time when you felt overwhelmed by the learning materials or activities in your English class? How did you handle that situation?
3. How do you feel speaking English in front of others differs from speaking your native language? Please elaborate on your feelings and thoughts during such times.
4. In what ways do you think your anxiety affects your performance and participation in English language classes?

5. What changes in the teaching methods or classroom environment do you think could help reduce your anxiety while learning English?

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