



RESEARCH PAPER

The Effects of Situational and Contextual Variables on Foreign Language Classroom Anxiety: An Investigation of Pakistani Tertiary EFL Students' Perceptions

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ABSTRACT

Foreign language anxiety is a type of anxiety that is specific to language learning process. Anxiety can not only impact the language students' negatively but it can also enforce them to give up their studied (Horwitz, 2017; Malik et al., 2020; Milan, 2019). In Pakistan, there is a lack of research in the field of language anxiety and the majority of language teachers and students are not fully cognizant of its existence and effects on language learning (Samad, 2014). Most of the previous studies have investigated anxiety from classroom perspective and there is a lack of studies exploring anxiety from outside of the classroom perspective (Marwan, 2017). Therefore, this study is an attempt to understand language learning anxiety by investigating it in relation to various contextual variables to contribute to the existing body of knowledge. This study explored 100 BS English students' language anxiety at University of Baluchistan. It aimed to investigate Pakistani tertiary EFL students' perceptions when speaking English in class and outside of class. The study employed both quantitative (questionnaire) and qualitative (semi-structured interview) tools to collect data. The findings clearly suggested that students experience more anxiety when speaking English in class than speaking English outside of class. The study suggests that a friendly and supportive teacher, gentle error correction, relaxed and social classroom environment and incorporation of activities that don't require students to be singled out may alleviate students' anxiety.

KEYWORDS Anxiety, Fear of Negative Evaluation, Pakistan, Situation-Specific Anxiety, Speaking-Anxiety

Introduction

English is the most commonly used language across the globe. Therefore, the knowledge of English is considered necessary for attaining good economic opportunities and successful career at national as well as international level. Hence, English is given a special attention in almost every country's academic institutions (Crystal, 2003). Influenced by this trend, English is taught as a compulsory subject at every level of educational journey i.e. from primary to university level in Pakistan. It is highly used in all the branches of social life as well as institutional sectors such as military, judiciary, media, bureaucracy and in parliament (Hafeez, 2004). Moreover, its knowledge helps in getting admission in prominent institutions and jobs in acclaimed departments such as army and bureaucracy. People understand the need of English language for success and social standing in modern society and invest majorly in the English education of their children.

Nonetheless, despite many years of English education and consistent desire and efforts, students' overall achievement in the subject of English is poor (Shahbaz, 2012). Behlol (2017) states that many Pakistani English graduates are hardly able to use English for various communicative purposes. Many factors could be considered responsible for poor

English communicative skills of Pakistani students. I believe that anxiety could be one of the major factors that interferes with students' English learning. In the words of Arnold and Brown (1999:8) anxiety is "quite possibly the affective factor that most pervasively obstructs the language learning process". According to MacIntyre & Gardner (1991:86), Anxiety can interfere "with the acquisition, retention, and production of the new language". Similarly, Yan and Horwitz (2008) state that language learning arouses anxiety and the majority of students experience weakening anxiety during the process. These results are consistent with various other studies (e.g. (Naudhani et al., 2018; Oteir & Al-Otaibi, 2019; Sadighi & Dastpak, 2017; Toubot & Seng, 2018). Anxiety is considered as one of the biggest predictors of students' language performance (Gregersen, 2007). It involves "negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension" (Arnold & Brown 1999:8). Pakistani students can experience these feelings due to multiple factors such as teacher-centered classrooms, test-oriented learning and lack of speaking opportunities. These factors have been reported as causes of anxiety (e.g. Horwitz, 2017; Malik et al., 2020; Milan, 2019; Ewald, 2007). Thus, the present study attempts to explore the perspectives of Pakistani students on language anxiety.

Literature Review

Anxiety

Anxiety is an important affective factor that has been explored in relation to language learning. A number of studies have concluded that anxiety has detrimental effects on language learning and almost more than half of the class experiences anxiety in the classroom (Horwitz, Horwitz, & Cope, 1986, Yan & Horwitz, 2008; Horwitz, 2013; Price, 1991). There are various definitions of anxiety. For example, it is believed that anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983). Likewise, anxiety has been linked with the feelings of frustration, worry, apprehension and self-doubt (Scovel, 1978).

Other Types of Anxiety

There are three major types of anxiety namely, trait anxiety, state anxiety and situation-specific anxiety (Oxford, 1999).

Trait Anxiety

Trait anxiety is regarded as a permanent feature of an individual's personality (Spielberger, 1983). In other words, trait anxiety is stable and people with this anxiety experience anxiety in every situation. It means people with this anxiety have predisposition to be anxious. Studies show that students who have trait anxiety could be more vulnerable to language anxiety in a classroom (MacIntyre & Gardner, 1991)

State Anxiety

State anxiety is dependent on a specific situation and state (Spielberger, 1983). Brown (1994) highlights that this anxiety is felt in response to a particular situation such as in exams. It appears that state anxiety is temporary and may disappear once the situation is over. MacIntyre (1999:28) stated that state anxiety is "the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity" (p. 28).

Situation-Specific Anxiety

Horwitz et al. (1986) examined the psychological and physiological symptoms of anxiety in their research participants and found them "freezing in class, going blank before exams, and feeling reticence about entering the class" (p.128). Likewise, their participants felt worry, lack of concentration, and dread and they also missed classes. In turn, Horwitz et al. (1986) reported that foreign language learning produces a specific type of anxiety that is

different from its other perspectives. They highlighted that language anxiety is a distinct variable that is characterized by the specificity of language classroom. Language anxiety is called situation specific anxiety and it is defined "as the feeling of tension and apprehension associated with second language contexts, including speaking, listening and learning" (MacIntyre & Gardner, 1994:284). It is also defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to the classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, and Cope (1986:128). Many research studies report that this approach gives a clearer and thorough understanding of language anxiety (Toth, 2010). Therefore, the current study follows this approach.

Components of Foreign Language Anxiety

Horwitz et al., (1986) introduced three building blocks of FLA that are discussed below:

Communication Apprehension

Communication apprehension is an important component of FLA. It is defined as one's apprehension in relation to real or anticipated communication with other people (Horwitz et al., (1986). Communication apprehension refers to one's difficulty and anxiety when speaking or giving a speech. Horwitz et al., (1986) pointed out that people who have this apprehension may feel more anxiety in a language class where oral activities are common.

Test Anxiety

Test anxiety refers to the "the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation" (Oxford, 1999: 64). Horwitz et al., (1986) highlighted that students with test anxiety may be afraid of tests, quizzes, oral presentations and other tasks due to the fear of failure. Test anxiety is another performance anxiety and students have a fear that they may not be able to perform well in a language test. In some studies, participants stated that they forget answers during a test due to anxiety.

Fear of Negative Evaluation

Fear of negative evaluation is defined as "an apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Horwitz et al., 1986:128). Students may experience anxiety due to the fear of being negatively evaluated by the teacher or by their peers due to their poor performance. Many studies have found that students are afraid of making mistakes or respond incorrectly due to the fear that their teacher or classmates would consider them less competent. Moreover, they believed that they will be evaluated negative and made fun of. Students who have their fear may minimize their participation in a language classroom.

Foreign Language Anxiety Research

Historically, psychologists took into account cognitive and affective aspects of anxiety and the findings of the studies were recorded properly. However, Horwitz et al., (1986) highlighted that language anxiety is different from its other types. Earlier studies of anxiety provided confusing and inconclusive results. Some studies found a positive while others reported a negative relation between anxiety and language learning. Even there were some studies that did not find any relationship (Yan and Horwitz, 2008). These inconsistent findings may have been due to the complex nature of anxiety or the absence of any specific definition and measure of anxiety.

Ely (1986) developed various scales namely Language Class Discomfort, 'Language Class Risk Taking, and 'Language Class Sociability' to measure anxiety. The author found that

anxiety discourages classroom participation which in turn, affects their overall achievement. This study found a negative relationship between risk-taking and class discomfort. Ely suggested that risk-taking is an important practice in the classroom. Therefore, students should try to take risks to improve their learning.

Trylong (1987) noted that anxiety affects language learning achievement independent of other affective factors. He highlighted that how students' anxiety, attitude and aptitude influence language achievement. Trylong found that although students' attitude and aptitude affect language learning process; anxiety has a significant role in this process. Students' irrational beliefs and unreal expectations about language learning may also cause anxiety and frustration for some students. Horwitz's (1988) research explored such beliefs of students. The author found that students' beliefs strongly affect their achievement. Students had various beliefs such as some students are less capable than others, they are not capable of learning a target language, exact pronunciation and accent is essential in learning English, and two years are adequate to gain proficiency. Such beliefs have been found as impediments in the process of learning English (Ewald, 2007) because they may discourage active participation in the class and create frustration for students.

Aida (1994) explored anxiety among Japanese students and found a significant negative relation between achievement and FLCAS scores. Saito & Samimy (1996) found the same results as they replicated this study. Young (1990) administered a questionnaire to Spanish language students to explore sources of anxiety. She found that students experienced anxiety when they were asked to speak in class. She further noticed that anxiety increased when students were required to speak in front of the whole class. This could be due to the fear of making mistakes, of being laughed at and of negative evaluation. These findings are consistent with Price (1991). Many other studies have highlighted speaking as a major source of students' anxiety (e.g. Yan and Horwitz, 2008; Horwitz, 2013; Aydin, 2016).

Kim (1998) investigated anxiety in an Asian EFL context and found a negative correlation between FLCAS scores and grades. The study found that students were more anxious in speaking classes rather than reading classes. Kim (2009) reported the similar findings. It appears that students feel more anxiety in classroom activities that expose them to the whole class.

Abu-Rabia (2004) explored the perceptions of young students on language anxiety and language learning. The study found a significant negative correlation between language learning anxiety. This study highlighted gender as a major source of anxiety. It is interesting as this factor has hardly been noticed as a source of anxiety.

Elkhafaifi (2005) aimed to investigate the role of anxiety in students' language achievement on an Arabic module. Moreover, the study aimed to explore the effects of anxiety on students' listening comprehension. The findings suggested a negative correlation between listening anxiety and students' language achievement. The writer reported that anxiety is a major obstacle in the way of successful language acquisition and moreover, students can abandon their studies due to anxiety. These findings are in line with Dewaele & Thirtle (2009), Marwan (2007) and Yan & Horwitz (2008).

Zhang (2010) investigated anxiety among high school learners in China. The author administered various questionnaires including FLCAS. The study found oral tests, personality, lack of confidence and speaking oriented activities as sources of anxiety. While group-work and social classroom environment were found as helpful in reducing anxiety. Moreover, the study reported that patient, jolly and friendly teachers were liked by the participants.

Trang et al. (2013) investigated the perceptions and attitudes of students and teachers towards anxiety in Vietnam. The study utilized mixed-methods to collect the data.

The study found that most of the teachers believed that students don't feel anxiety and they even did not accept the presence of anxiety. On the other hand, students reported that anxiety seriously affects their language learning. Ohata (2005) found the similar results.

Tsiplakides and Keramida (2009) conducted a case study in Greece to explore the speaking anxiety of secondary school students. A questionnaire was administered, interviews and classroom observations were conducted. The study found that fear of making mistakes, of negative evaluation, speaking activities and poor perceptions about ability as sources of anxiety. The study suggested that teachers may give students more and more speaking opportunities, and teachers may incorporate pair and group work.

It appears that there have been a number of studies across various settings and the result agree that anxiety affects language learning process negatively.

Material and Methods

Creswell (2003) states that the selection of research methods should be informed by the research aims of the study. Therefore, it could be suggested that the research methodology should be according to the context and objectives of research. The current study also selected methodology keeping in view the aims of this research. This study used mixed, combining both quantitative and qualitative approaches, methods. It could be difficult to find valid data and get thorough understating of the topic by just using one method. This type of research is called creative and not limiting (Johnson & Onwuegbuzie, 2004). Moreover, it helps get data from another perspective to answer to the questions.

Research Participants and Research Site

In order to seek the objectives of this study, 100 BS English students from a Pakistani University (name of the university is not mentioned to maintain confidentiality) were randomly selected. The participants included both male and female students and their ages ranged from 18 to 24 years. The participants had studied English for around 8 years. Moreover, in order to understand students' anxiety more, ten students were interviewed. Interviewees included students who were willing and found more anxious. University of Baluchistan was selected keeping in view the convenience and ease as the researcher is settled in Quetta.

Research Instruments

The study utilized the following instruments:

Questionnaire

The study used a questionnaire called language anxiety questionnaire that was adapted from FLCAS (Horwitz et al., 1986) and Chang (2011). FLCAS has been used widely and been found as a valid measure (Horwitz, 2010). The questionnaire was modified keeping in view the needs of the context. The modification and development of the questionnaire was influenced by previous literature and instruments. The questionnaire aimed to ask students about their self-perceived anxiety about speaking English in class and outside of class.

Interviews

Interview guide was developed to collect more data about the participants' language anxiety. The aim was to get understanding about participants' views and perceptions about the topic under investigation as well as to address the study research questions. There are three major types of interviews namely, structured, semi-structured and unstructured (Cha, 2006). However, the study's aims may determine the selection of interview type. The current study employed the semi-structured type that seems to suit this study. This type of interview

helped me collect data about participants' beliefs and feelings in a natural way. Moreover, probes helped collect additional data. It is to note that other forms of interviews may not have given me freedom of asking alternate questions. Creswell (2005) believes that semi-structured type of interview help the research collect rich and extensive data about the topic. In the field of anxiety, Yan and Horwitz (2008) suggested that one of the promising means to collect data about anxiety could be interviews.

Data Collection Procedures

The study started with the administration of the questionnaire that was followed by interviews. Before administering the questionnaire, permission was sought from the concerned head and the teacher of the class. They were informed of the importance and aims of the study. They were very cooperative and welcoming. Subsequently, I informed the students about the questionnaire and an appointment was made with them. I visited the participants as per the appointment. The participants were informed verbally and through consent form that their participation was totally voluntary and they can refuse at any stage of the study. Moreover, they were informed about the confidentiality of their responses. Then, the questionnaire was administered. I asked students to ask me in case of any confusion. The subjects completed the questionnaires fully and then I collected.

So far interviews, the participants were clearly informed that their participation in interviews is voluntary. Moreover, they were assured that interviews don't aim to assess their speaking proficiency or to assess their teacher. Also, they are assured of the confidentiality and anonymity of their responses. The interviews started after gaining participants' permission. Interviews were recorded in a tape recorder for future use. Probes and alternate questions were also used to get more data. Each interview lasted for around 15-20 minutes. I also paid attention to verbal and non-verbal cues during interviews to understand participants' world (Radnor, 2002).

Data Analysis

The research followed the data analysis procedures explained by Miles and Huberman (1994): data reduction, data display and data conclusion. Data reduction refers to reducing the huge data into manageable size. Data display means displaying data in forms of charts...etc and data conclusion means drawing conclusions. Interviewers were transcribed very carefully. Then, each interview was dissected keeping in view the research questions. The interviews were analysed for common threads (Miles and Huberman, 1994). Themes emerged from interviews. Responses from students' interviews were given through quotations in the analysis chapter. In other words, the interviews were analyzed qualitatively. So far quantitative data, the questionnaire were analysed statistically through SPSS. Major aim was to get frequencies and percentages of students' responses. Data were rounded to the nearest figure.

Results and Discussion

Table 1
Students' views about their anxiety when speaking English in-class and outside of class

Sr. No	Statements	SA	A	N	D	SD
1	I tremble when I know that I'm going to be called on in English class.	20%	50%	6%	15%	9%
2	I can feel my heart pounding when I have to speak in English class.	25%	55%	2%	8%	10%
3	It embarrasses me to volunteer answers in my English class.	13%	50%	17%	14%	6%
4	I get nervous and confused when I speak in my English class.	20%	60%	0%	11%	9%

5	I become more anxious when I speak English outside class than in class.	13%	12%	8%	50%	17%
6	I get nervous and less confident when I speak English outside class.	10%	13%	9%	60%	8%
7	I would feel nervous speaking English after class.	5%	20%	12%	55%	8%
8	I usually get nervous when I speak English outside class or after class.	6%	14%	10%	53%	17%

SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree

The data revealed that anxiety strongly interferes with students' English language learning. Moreover, the findings clearly suggested that there are differences between anxiety levels of students when speaking English in class and when speaking English outside of class. It is obvious that students experience more anxiety when speaking English in English class than speaking outside of English class. In other words, students experience higher levels of anxiety when asked to speak in English class than outside of English class. The questionnaire data strongly suggest these findings. For example, students' responses to item 1 in Table 1: "I tremble when I know that I'm going to be called on in English class", 70% of students either strongly agreed or agreed with this statement. In addition, the majority of students (80%) either strongly agreed or agreed with item 2 in Table 1 that they may feel their heart pounding when they have to speak in English class. It corresponds to item 3 in Table 1, "It embarrasses me to volunteer answers in my English class.", as 63% of students either strongly agreed or agreed with this statement. Further support is gained from item 4 in Table 1, "I get nervous and confused when I speak in my English class.", 80% of students either strongly agreed or agreed with this statement. In contrast, 67% of students either strongly disagreed or disagreed with items 5 in Table 1, "I become more anxious when I speak English outside class than in class." while 68% of students either strongly disagreed or disagreed with item 6 in Table 1, "I get nervous and less confident when I speak English outside class." Likewise, in questions 7 and 8 in Table 1, 63 % of students and 70% of students respectively reported that they will feel little better if they speak English outside class or after class.

Student interviews clearly suggested that students experience more anxiety when speaking English in class than outside class. This difference is understandable keeping in view the nature of language anxiety. Horwitz et al., (1986) stated that no other subject threatens the self-concept of students than language learning does. Moreover, language classroom exposes the personality and shortcomings of students. Therefore, they may experience more anxiety in English classroom. During the interviews, the students stated strongly that they feel better when speaking English outside the class and they offered various reasons for the difference.

For example, student 'B' stated "obviously, I feel more anxiety when speaking English in English class". when asked the reason he stated, "speaking English in class is more disturbing than speaking outside of class because many students look at me when I speak. Sometimes, I know that I can speak but I can't speak because of the fear of being wrong and of making mistakes." It appears that students may not like speaking in class because of the fear that they may make mistakes and other students may make fun of them. Likewise, the following comment by student 'C' indicates that speaking in class can be more anxiety provoking due to fear of negative evaluation, "speaking in class is a major problem for me. I try to avoid speaking in class. I know I can speak but I don't speak because I know all are looking at me and they will consider me a dull student if I cannot perform well in any task".

Moreover, interviewee 'G' referred to sense of self consciousness and lack of confidence. He stated, "feeling more anxiety in class is natural because I am all alone and all eyes look at me. I am not intelligent and I make mistakes. I am not prepared most of the time. I

lose confidence and I try to be right but I make more mistakes. Sometimes, I know the right answer but I don't speak because I know they will laugh at me if I make a minor mistake". Student 'H' gave the following reasons for less anxiety outside of class, "I feel less anxiety outside of class because all are my friends who listen to me. Environment is very relaxed. I don't have fear of negative evaluation and of making mistakes."

Discussion

It is understandable that students may experience more anxiety when speaking English in English class than outside the class. Classroom is the place that gives birth to all anxiety-provoking sources. For example, oral tests, lack of preparation, communication apprehension, test anxiety, lack of confidence, fear of being exposed, fear of making mistakes and of being laughed at, and fear of negative evaluation are all of the factors that are related to classroom. All of these factors have been cited as sources of anxiety (Liu & Jackson, 2008; Kim, 2009; Aydin, 2016; Malik et al., 2020).

Many students may feel anxiety in class due to the fear that if they make mistakes in class, their shortcomings will be displayed and they may be evaluated as inefficient students. Thus, their images may be threatened. Likewise, students may not like to participate in the classroom and may feel anxiety due to the fear that their classmates will laugh at them in case they make mistakes and they will make fun of them. Similarly, oral tests create anxiety for students (Kitani, 2001). Oral tests are common in a language class and students are frequently assessed. Moreover, it has been found that language teacher can be a major source of students' anxiety. Students have to face the teacher when speaking English in class who is looking at them and evaluating their performance. In fact, classroom is a place when students are put at display. Many students look at them when they answer to the teacher's question or make an oral presentation. No one wants that his/her self-image may be threatened. Therefore, speaking in class could be more anxiety provoking for students.

On the other hand, speaking outside of class can be less anxiety provoking because this situation does not seem to involve anxiety contributors such as fear of negative evaluation, of making mistakes and of being laughed at. Moreover, teacher is not present who may correct their errors harshly. Likewise, students do not have a fear of being exposed. It is evident that students feel less anxiety when speaking English outside of the class because of the absence of sources of anxiety. Therefore, it could be suggested that students may feel better in a language class if these factors that create anxiety are discouraged. For example, students have a chance to practice so that they may not be afraid of oral tests or giving an oral presentation. Similarly, the behaviour of the teacher could be friendly and supportive. Likewise, the environment of the class could be friendly and social so that other anxiety provoking factors such as fear of negative evaluation and of being laughed at may be discouraged. The teacher may not make a big deal out of students' mistakes and their mistakes should be treated gently. Finally, students should be ensured that mistakes are normal and a way to improve.

Conclusion

Research (e.g. Young, 1991, Ewald, 2007, Horwitz, 2013) has established that teachers' methodological practices invoke the most anxiety in a language classroom. Moreover, the results of this study also highlight that the teacher plays a major role in increasing or reducing students' anxiety. Therefore, perhaps the most important implication could be that teachers should be aware of the presence and existence of anxiety. Moreover, they should believe that anxiety exists because Ewald (2007) found that some of the teachers believe that there is no such thing as anxiety. Language anxiety is a legitimate phenomenon and according to Von Worde (2003), more than half of the students experience anxiety. Therefore, it is suggested that teachers should fully know the influences of anxiety on the language learning process.

Speaking is a major language skill and it is mostly one of the major reasons of learning English. On the other hand, speaking is reported (Horwitz, 2013) as the main contributor to anxiety. It could be anxiety provoking for students to speak when singled out. Thus, it is suggested that they should be allowed to speak in a group. Also, it could be helpful when they are allowed to speak in front of a small group instead of the whole class. Likewise, practice and rehearsing before presentation could also increase students' willingness and confidence. This technique may prepare them for actual presentation and they may present confidently. Similarly, teachers' positive and encouraging words may help a lot. The findings of this study suggested that students prefer to speak outside of class, learn English informally and present in a group due to the fear of making mistakes and then being corrected harshly. Thus, it is suggested that teachers should ensure students that mistakes are normal and everyone makes mistakes. Moreover, they should be informed that mistakes bring improvement. Likewise, teachers are suggested to correct students' mistakes gently and may not make a big deal out of their mistakes. One method for correcting students' mistakes is called modelling (Young, 1990). This method asks teacher to repeat the correct version of mistake and student's mistake is not highlighted.

The findings of this study highlighted that students don't want to be evaluated negatively. Moreover, they are afraid of losing face. In fact, oral tests are common in a language class. Thus, teachers are suggested to pay due attention to their students' test anxiety. It is suggested that tests should be conducted in a non-threatening and relaxed environment. Moreover, students should be given pre-test opportunities and a model paper. Likewise, tests should include what is taught in the class. All such steps could ensure students that they are ready for tests. Likewise, they may have less fear of negative evaluation as they may be confident that they may perform well. It is suggested that the classroom environment should be friendly, open, secure and social. Instructors may provide students with a relaxed and non-threatening classroom atmosphere through group-work activities, games, picnics, skits, and role plays. Such steps may bring students together and encourage a communal and open classroom environment. Such an environment may discourage fears such as fear of negative evaluation and of making mistakes.

Most of the students experience anxiety due to the unfriendly and unpleasant attitude of the teacher. Therefore, it is suggested that teachers should have a friendly and positive relation with their students. This may encourage students to discuss their problems with their teacher. Moreover, they may not be afraid of making mistakes and of negative evaluation.

Conclusion

The findings clearly suggested that students experience more anxiety when speaking English in class than speaking English outside of class. Moreover, the study found that students experience more anxiety when making a presentation in English class individually versus in groups. Based on the above results, the study offered certain pedagogical implications. For instance, it was suggested that language teachers should be fully aware of the existence and effects of anxiety. Moreover, it was suggested that students should be provided with a relaxed and comfortable classroom environment. Furthermore, it was recommended that the teacher may have a friendly and supportive attitude towards their students. Also, the teacher may correct students' mistakes gently so that the fears such as fear of negative evaluation and of making mistakes may be eliminated. The findings of this study support many previous studies that anxiety may have deleterious and detrimental effects on language learning. Therefore, serious steps should be taken to address anxiety in language classrooms so that students may have a comfortable language learning environment and in turn, more effective results could be achieved.

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