



RESEARCH PAPER

Factors Affecting English Language Anxiety among Learners: A Case Study of a Public Sector University

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The objective of the study is to investigate the factors affecting English Language Anxiety among Learners at Higher Education Level. Qualitative research approach was used and case study design was employed. The population of this study was students and teachers of public sector university of Karachi. To collect the data purposive and convenience sampling technique was used. The participants were fifteen students from undergraduate and graduate programs and five teachers from department of English. Data was analyzed by thematic analysis technique. The study revealed the several factors effect on English language anxiety on communication skills among students English language speaking skills. These factors are included; lack of confidence, fear of failure, social cultural differences, gender, and peer pressure among the students. Effective teaching strategies of teaching language can play important role to reduce anxiety among students. In this regard, professional well trained teachers can play an important role. The study recommended that English Language teaching should be based on interactive approach and students should get more opportunities to use English language in class room and outside of the classroom.

Introduction

English is considered to be one of the world's most powerful language since it is a means of communication between the nations of the world that bridges the differences in terms of commerce, industry, cultural history and politics. The

worldwide globalization of the English Language has amplified the demand for strong communication skills in English.

Anxiety of language is not a modern phenomenon. Language anxiety has dominated a wide body of research for the past few decades as a particular feature of language acquisition. Language anxiety in second or foreign language teaching has long been known as an obstacle. Language anxiety, in other words, is a negative emotional state; it may also have a negative effect on how the target language can be understood or acquired. Language anxiety is known in foreign language learning as an affective factor (Baş & Özcan, 2018; Dörnyei, 2014; Eddie & Aziz, 2020; Goh & Aziz, 2020; Gardner & MacIntyre, 1992). Over the past few decades, language anxiety has occupied a wide body of study. Previous researches results on language anxiety have revealed that anxiety can hinder the output and development of foreign languages. Language learners face some kinds of difficulties with learning a foreign language much of the time.

Capan and Simsek (2012) argued that, at the school level, learning a foreign language is in itself one of the sources of stress and anxiety for students. Alrabai (2014) noted that language anxiety is a multi-dimensional strategy that covers students' conduct, behavioral, intellectual, social and sentimental. He further illustrated that "The feeling of tension and nervousness specifically related with second language perspectives, including speaking, listening, reading, writing and learning" - is different from a general feeling of anxiety, and hence, keeps students away from attaining their targets and goals. It suggested in the studies of (Basith et al., 2019; Miskam & Saidalvi, 2019) that the undergraduate suffer speaking anxiety in a majority. This obstacles their learning causing them not to be able to speak fluent in English

The two main advanced countries of the world America and Great Britain have been using English as mother tongue. It is being spoken by half of the population of the world now a day. The main factor that influences one's level of achievement in foreign language learning is language anxiety. Nevertheless, this moderate level of anxiety in English even worry raised the level of tension impending the students learning. It affects badly the learners' expression to describe their view points in English and also their aptitude to speak up (Cagatay, 2015; Wu & Lin, 2014).

Anxiety for English as a Second Language (ESL) classes and English as a Foreign Language (EFL) classes, as matter of fact anxiety plays a vital role in all level of classes and foreign language classes. In Pakistani context, the feelings of negativity, feeling of blueness, and feeling of fear are commonly noticed in English as a Second Language (ESL) classes and English as a Foreign Language (EFL) classes (Khattak et al., 2011). English as a Second Language/ English as a Foreign Language classes and due to this student are not able to comprehend, do not participate in (ESL) or (EFL) classrooms (Eddraoui & Wirza, 2020; Rachmawati & Jurianto, 2020). This condition, have been also referred to and managed since 1960s to Scovel's time

to Chastain and Kleinmann's period to Horwitz, Horwitz, and Cope's time (Cagatay, 2015; Dordinejad & Ahmadabad, 2014; Horwitz, 2001).

Literature Review

Theoretical Background

Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety

According to Horwitz et al. (1986), anxiety as "an idiosyncratic sentiment of stress, anxiety, apprehension, and dread related with a stimulation of the automated nervous or sensory system". He further stressed that it was observed instinctively by many a second language students to have opposite impact on (L2) Second language learning, and it was conspicuous amongst the most immensely analyzed factors in the student's psyche during learning process. In the studies (Horwitz, Horwitz and Cope, 1986) defined FLA as their understanding, feelings, emotions and manners connected with learning of language do arise from the process of language pedagogy. The anxiety of speaking corresponds to the particular anxiety feelings and stress are correlated with the autonomic nervous system (Horwitz et.al 1986) When they make mistakes, students who are excessively worried with their speaking may become so nervous. As studies Horwitz et.al (1986, p.127) have shown that the sense of anxiety both has positive and negative points. Those who are more likely to experience the usual level of anxiety research because they do not want to damage their confidence and want to acquire high scores. On the contrary, most learners show that the feeling of anxiety has a negative impact on both the learning process and their performance.

Furthermore Horwitz et.al (1986, p.125) describes there are three categories which have been given by psychologists: trait anxiety, state anxiety and situation-specific anxiety. State anxiety is viewed as a reaction to a specific nervousness inciting upgrade, for example, classroom and important tests and Trait anxiety is considered as a fixed character symbol, (Spielberger, 1984:1; MacIntyre and Gardner, 1991: 90; Horwitz, 2001: 113). Research Study of (Horwitz et al., 1986) suggested that anxiety in the use of language is reactivated by specific environment, and it will be stimulated by a specific situation, for instance, public speeches mean in front of people. Anxiety itself is culminated in complex and sided conditions.

Language anxiety is sense of fear and scare is sprung in the context of second language, including all four skills of learning language. These variables, however, hinder effectively performing of learners. (Horwitz & Young, 1991; Hashemi & Abbasi, 2013; MacIntyre & Gardner, 1994). In recent research, linguists have agreed that it is a unique kind of anxiety in process of language learning that is indifferent to varied forms of anxiety. While language learning in itself is anxiety often calculated workable, the general impact of negativity in acquisition of second language anxiety is usually worth noting. While the theory of Horwitz et al. originated largely from clinical data and anecdotal evidence, a significant number of

subsequent studies followed their theoretical model, presenting evidence to support their theory of anxiety specific to language learning (Horwitz et al., 1986).

Yamat & Bidabadi(2012) discussed that the new students faced more anxiety, negatively evaluated and found no significant difference in gender anxiety in the English language learning anxiety among Iranian EFL freshmen university students; however the participants were anxious and nervous when speaking English. In addition, they found that in speaking and testing English and female contact, males were more insecure and negatively experienced during teaching class.

Anxiety for (ESL) English as a Second Language classes and (EFL) English as a Foreign Language classes play a vital role in all higher classes. In context of Foreign Language Anxiety means feelings of negativity, feeling of blueness, and feeling of fear are commonly noticed in ESL/EFL classes. Furthermore, Horwitz et al. (1986) specified that students always in doubt that may be failed and take less marks in examination. Anxiety is also characterized for students' consideration the first is since their accent is not good, as their voice is not good during speaking with other individuals. Second the people may laugh when they will speak wrong sentences. It means fear of speaking in front of people. Third is fear of negative assessment is related to students those who have fear of failure and strict checking by the teacher. These three segments were utilized to quantify the outside language anxiety happened in remote or native language classroom, utilizing Foreign Language Classroom Anxiety Scale (FLCAS) created by (Horwitz et al., 1986).

Yoshida (2010) expressed that when the students enter in the Second Language learning classroom they come with anxiety. The English/Second vernacular student regularly feel pushed, apprehensive or on edge while taking in the dialect and some even face a 'mind hindrance' amid dialect learning. Concerning the productive skills, most of the studies revealed moderate to high level of speaking anxiety (Alsowat, 2016; Budin, 2014; Suleimenova, 2012; Yahya, 2013). It was clear from the previous research that there was a significant negative relationship between language anxiety and speaking skills (Akkakoson, 2016; Gkonou, 2011; Liu, 2012).

According to Hashemi (2011), Language anxiety can depend upon the student self- confidence their cognition discernments, language learning challenges, individual differences of learners and native languages, social status and background of the students and from the dread of losing self-personality. Speaking hesitation is one of the normal problem faced by any Foreign Language learner (Hamzah & Asokan, 2016). The teacher has crucial role in (SLA) Second Language Anxiety and Interactive teaching strategies for teaching English as Second Language or Foreign Language. Dialect educators require some explicit in administration instructional classes on general brain science incorporating dialect uneasiness so as to manage the pressure and nervousness in their classes (Asif, 2017; Elaldi, 2016; Khattak et al., 2011).

Latif & Binti (2015) and Kondo (2010) argued that there is a noteworthy connection between language anxiety and period of time to learn English and there is no significant difference regarding age and gender. It depends upon his teacher’s effective methodology and strategies to enhance the knowledge and increase the self-confidence of the students for teaching and learning English language. This research uncovers that the years the students spend on learning English have impact on their language anxiety. The poor indicator of English capability, however high correlation found in language anxiety in Foreign Language proficiency. As in the context of Japan, they are poor in English language and researches found the aspects that reduce language anxiety among the students of universities (Gosiewska, 2018; Masriani et al., 2018; Miskam & Saidalvi, 2019).

Material and Methods

Qualitative research approach was used to gain the in-depth understanding of the phenomenon. The population of study was students and teachers of public sector university of Karachi. To collect the data purposive and convenience sampling technique was used. The participants were fifteen students from undergraduate and graduate programs and five teachers from department of English. Students’ writing samples were also reviewed. Data was analyzed by thematic analysis technique. Data was collected with the help of semi-structured interviews schedule. Researchers developed separate tools for teachers and students. Classroom observations were conducted with the help of checklist to find out the issues. In this study, rigor (triangulation) was ensured with the help of interviews, observations and documents analysis. Thematic analysis was used to analyze the data and themes were identified.

Data Analysis

Data was analyzed by qualitative thematic analysis technique. The codes, categories and themes were emerged from data analysis. Narratives (e.g. A= Student 1, B= Teacher 2, etc.) were coded according to the numbers and pseudo names were given to the teachers and students to ensure confidentiality for participants.

Table 1
To investigate the factors associated with English Language Anxiety (ELA) among the learners at higher education level

Objectives	Codes	Categories	Theme
To investigate the factors associated with English Language Anxiety (ELA) among the learners at higher education level.	<ul style="list-style-type: none"> • <i>Grammar</i> • <i>Vocabulary</i> • <i>Pronunciation</i> 	<i>Lake of Exposure</i>	Factors Associated with Poor Language Skills
	<ul style="list-style-type: none"> • <i>Teachers’ Role</i> • <i>Physical environment of school</i> 	<i>Ineffective Teaching Strategies</i>	
	<ul style="list-style-type: none"> • <i>Rural Background</i> 	<i>Scio- cultural status</i>	
	<ul style="list-style-type: none"> • <i>2nd Language Anxiety</i> 	<i>Academic background</i>	

Factors associated with Poor Language Skills

Lack of Exposure

The findings of this research study indicated that mostly students have language anxiety of English language. Al Zoubi, (2018) noted that Language exposure can be defined as the interaction that students have with the target language, they are learning to learn. Within the classroom, one of the teacher's most important functions is to provide students with ample exposure in a variety of contexts and from different speakers to practice the target language. Further (Akdamar, 2020) stated that it is assumed that English language learning needs to be facilitated and improved by effective strategies in the classroom and out of the classroom. These approaches allow students to develop their English language and express themselves in the target language better. Negative responses were found from different students. There are many different cultural reasons found as said by (Tanveer, 2007).

The respondents have same opinion about English Language according to respondent A: *"I am Pakistani, English being my second language was a bit difficult and tricky for me, but in the beginning I was bit shaky and used to lose my confidence, my pronunciation was not good and struck with pronunciation of complex words"* He further said that *"I could not translate the sentences, prompt speeches and essays etc."*. Second respondent said that *"Firstly, homonyms disturb me in learning English and secondly, as I had difficulties in lacking of vocabulary. We don't have environment to use English language teachers don't use any new method of teaching English."* It demonstrated that there might be some social explanations for the anxiety responses of a few students. It is also a challenge for students to remembering and recall vocabulary. It was also supported by MacIntyre and Gardner's (1991, referred to in MacIntyre, 1995) that language anxiety is also found and enhanced due to lack of vocabulary and its profuse usage.

Ineffective Teaching Learning Strategies

In this study it was found that the students feel anxiety during their presentations and classroom tests which is called test anxiety, however when you talk about (ESL/EFL) English as a Second Language/English as a Foreign Language classes students feel fear of speaking English, students have anxiety of strict checking as well.

Respondent B noticed the following activities of anxiety in ESL/EFL classes. One respondent said that, *"I often feel anxiety when the teacher starts to ask me question and forces me to speak proper in English"*. According to the other participant, *"I feel anxiety and stress while communicating in class during my presentations."* According to Hashemi (2011), teacher has crucial role in (SLA) Second Language Anxiety. He must focused on methodologies for teaching English as Second Language or Foreign Language or English Language Teachers require some explicit knowhow in

administering instructional classes on students' psychology incorporating language nervousness so as to manage the pressure and anxiety in their classes.

The respondents gave off an impression of accusing a stern and ceremonial classroom condition being the main reason for their nervousness and anxiety. In this way, these observations, can be viewed as a reasonable factors that the instructors ought to perceive that the medium of instruction and language of classroom could turn into a very high provoking anxiety atmosphere of classroom for the students (Ohata, 2005).The respondents seemed to blame language anxiety is caused by a stern and ceremonial classroom environment. Therefore, teacher should identify that the English learning classroom can be highly anxiety-inciting atmosphere for pupils. English learning students formal classroom arrangements is the foremost source of anxiety and stress because in that type of class all activities and learning process should be correct and in disciplined way during learning and teaching process. According to the respondents of this study they want more informal class and friendly environment to be less anxiety inciting (Tsui, 1996: referred to in Ohata, 2005).

Socio -Cultural Differences

It was found according to other respondent C, *"In beginning days of learning English, I felt a bit difficulty, I am from rural area, and so my background in English language is poor, because my schooling was in mother tongue that handicaps in my learning. We were not used to English as it is second language."* Respondent D also said that *"My background education was from rural area. As throughout the day we speak native language, so we don't feel difficulty but we feel difficulty in speaking English language"*. Asif, (2017), also supported to answer the questions like what are the psycholinguistic as well as socio-cultural factors that cause foreign language anxiety. Tanveer (2007) studied the cultural differences are the most pivotal to produce anxiety among the students. The more vulnerability or newness to the object of language values, their poor background is probably the anxiety producing factor.

Academic Background

Participants supported language anxiety showed concern with different culture of the students that is called "losing face". In the context of Asian, a senior female teacher said "anxiety is not created from language learning but also in the difference in cultural practices. Learning background has major influence on students' proficiency of learning Second language or English language (Gunderson et al., 2018; Gunderson, 2017; Liu, 2006).

Table 2
To explore the experiences of students who suffer from English Language Anxiety (ELA) during interaction.

Objectives	Codes	Categories	Theme
To explore the experiences of students who suffer from English Language Anxiety (ELA) during interaction.	• <i>Hesitation</i>	<i>Body Symptoms</i>	The experiences of students who suffer from English Language Anxiety (ELA) during interaction.
	• <i>Faster Heart Rate</i>		
	• <i>Blushing</i>		
	• <i>Trembling</i>	<i>Fear of Failure</i>	
	• <i>Asking Question</i>		
	• <i>Quizzes & Presentations</i>	<i>Peer Pressure and Social segmentation</i>	
	• <i>Class Fellows</i>		
• <i>Co -Education</i>			

Body Symptoms

According to the participant E, *“It is very difficult situation, I became red, became shaky, the hesitation starts to engulf me, my heartbeat becomes faster and faster and I start trembling, my words do not come up with my tongue properly, my ideas starts to float here and there”*. According to other participant she said that, *“while speaking in English I get nervous, lose my confidence, my body trembles, and start blushing, my heartbeat becomes fast, and use short broken sentences, and quickly finish the conversation”*. In this regard, Students’ academic achievements are affected by foreign language anxiety in the process of language learning.

Dordinejad and Ahmadabad (2014) as indicated by MacIntyre and Gardner (1994), the fear of foreign language, the strain, depression and nervousness explicitly connected with second language process of listening, talking and learning is conspicuous. It is unique in relation to a general feeling of nervousness, keep away the students from achieving their aims and objectives for successful performance by the students due to language anxiety or the dread of foreign language (Hashemi and Abbasi, 2013).

Fear of Failure

According to Zhanibek (2001) and Leong & Ahmadi (2017) the main cause of stress and anxiety is strict teaching technique, fear of failure in the language class, since strict checking and process of objective language is hindered by the communication of instruction in class.

Participants of this study said that they feel stress and anxiety while speaking before their classmates and teachers during presentations, class tests and quizzes when the teacher starts to ask questions and stresses to speak properly in English. The students also feel anxiety when any class fellow speaks in English language with fluency. Both respondents noticed the following activities of anxiety in (ESL//EFL) English as Secondary Language/English as Foreign Language classes students they feel anxiety during classroom tests. When you talk about ESL/EFL classes students feel fear of speaking English, students have strain of strict checking as well.

Elaldi (2016) declared that “the fear of test is the extra cause of anxiety in the classroom environment, where pupils are continuously assessed “Fear of negative assessment is firmly identified with anxiety. Kitano (2001) particularly found that "students who are in the continuous fear and dread of negative assessment appear to be solid possibility for encountering anxiety in second language classrooms environment".

Huang (2005) stated that the reasons for inciting test stress may possibly be from the instructive framework. He highlighted that the communiqué strain and dread of social assessment were the basic factors in English language anxiety, although test anxiety was only a common issue, and it was free from the English as second language anxiety. Another source of anxiety is fear of test in the classroom environment where students are often assessed. That is why students are going to be confused to give right answers because of their fear and anxiety during the test or examination.

Peer Pressure and Social Segmentation

Many studies (Ay, 2010; Horwitz et al., 1986; Noormohamadi, 2009; Tsiplakides & Keramida, 2009) revealed that one of the main sources of speech anxiety is fear of negative evaluation by others. With those studies, qualitative data showed parallelism. Student responses showed that other students' reactions to a student's speaking performance play a remarkable role in the EFL speaking anxiety he/she experiences. At this stage, some students' statements provide a clear illustration: *“I could not find myself nearer to other students (especially female students) who could speak and write English fluently, so I faced these kind of difficulties in the beginning”*. *“Further I feel anxiety when any of my class fellows speak frequently that brings me a stress and frustration”*. According to another participant G, *“I feel stress while speaking in front of class and teachers and another aspect is that, when I encounter with more fluent in English, I feel stressful and lose my confidence. And it was also noticed being on masculine and feminine based anxiety.”*

Jones (2004) contended that language students feel nervousness in view of "a fear of seeming ridiculous and clumsy when someone is before more competent class fellow or peer in the classroom or out of the classroom environment". Students have fear of making mistakes in front of class fellows in foreign language classroom environment, is also another cause of provoking-language anxiety. Horwitz (2002) on “fastidiousness”, in committing errors is seen firmly connected to the pupils’ apprehension to spare their constructive picture in front of their instructor and friends. The different level of anxiety found in girls and boys students in different researches. Hussain et al., (2011) uncovered that female students showed less language anxiety in the class because they have more interest in English language. It was also found that those students who came from rural areas possess great level of stress, anxiety and strain in use of English language or foreign language in classroom environment. The more investigations uncovered that female students were better in managing language experiences.

Nonetheless, Koul, Roy, Kaewkuekool and Ploisawaschai (2009) showed that woman professional learners displayed altogether larger amounts of English language dread than the guys. Strangely, in contrast to other people; Matsuda and Gobel (2004) explicitly declined of any such impact of discrimination on students' language.

Table 3
To find out the practices of English language teachers to reduce the level of English Language Anxiety (ELA)

Objectives	Codes	Categories	Theme
To find out the practices of English language teachers to reduce the level of English language anxiety (ELA).	• <i>Rewards (Verbal and in writing Appreciation in Class)</i>	<i>Positive Reinforcement</i>	The practices of English language teachers to reduce the level of English language anxiety (ELA).
	• <i>Encourage the students</i>	<i>Informal Classroom</i>	
	• <i>Self-Confidence</i>	<i>Interactive Teaching Strategies</i>	
	• <i>SQRRR (SQ3R) and SQR</i>		

Sadighi and Dastpak (2017) argued that Students can be encouraged with nonverbal praise, positive gestures, and different type of immediacies to overcome the anxiety among students. Provide indirect correction rather than direct correction. According to respondent H, *"when they feel depressed, they start to alter it and start to convince themselves that not to be more assertive. Don't take back seat in your own life, and to look at the big picture by asking themselves how important it will be in the long run."* Another participant I enjoined and said *"when stress is getting me down then I recall all those glories I have achieved in past and try to remain positive and relaxed by this, often regained my confidence and that usually helped me, to get out from stressful situation"*. The findings of this research supported the motivation and inspiration in language learning during the English class room environment (Clement, Dornyei and Noel, 1994).

According to another respondent J, *"I quickly overcome my anxiety and try to boost myself up. Restore my confidence. If teacher is teaching with polite manners and know about the students who are backbencher and they keep talking too much, they have the problem of anxiety. Teacher should give extra time to them and use new teaching methodologies in their English teaching."* The findings are reinforced with this study that impacts of self-confidence and self-belief to learn English language and the impacts of language anxiety on learning efforts support the skill of usage of language for students (Horwitz et al., 1986; Kitno, 2001; MacIntyre, 1995).

Zhang and Zhong (2012) also listed main factors of FLA are classroom-related issues, specific skills, and learner prompt, some imposed societal norms depending upon different contexts of societies. Previous studies also focused on English Language Anxiety including some students are very effective from language anxiety particularly when they get chance to speak in English in front of other people or class fellows. Teacher-generated anxiety also major cause to enhance

language anxiety among students as mentioned in different studies (Dordinejad & Ahmadabad, 2014; Kitno, 2001; Liu, 2006; Rafada & Madini, 2017).

Nonetheless, more than half number of students in groups discovered the presence of anxiety foreign language speaking, and because of lack of trust, learners felt insecure while speaking of subjective language. The manifest aspects that hinders skills of learner in that impacts the skill of foreign language anxiety itself. Like various results regarding fundamental factors found in this research, so it is summarized that language anxiety will most likely arise from within and without the atmosphere of the language classroom.

The respondents said that anxiety has been created by lack of confidence, vocabulary, grammar, strict checking, fear of making mistakes, social cultural differences, gender and peer pressure, speaking in front of teachers and test anxiety are the main factors to increase language dread among the students. Mehwish & Naudhani (2018) and Rahmat, (2020) accepted this when speaking to both the teacher and their classmates in front of them. They are related to the psycholinguistic factors that deal with the confusions of learners' cognition and language learning, and have been addressed in various headings such as classroom setting, linguistic problems, etc. Factors such as cultural differences, social status and self-identity have been debated, including gender discrimination.

Sakti, (2018) and Leong and Ahmadi, (2017) acknowledged some anxiety factors pertaining to students' self-confidence; instructors' role in the classroom; pupils' beliefs about resources, and instructors' superiority in the teaching-learning process wherein the teacher presents the material rapidly without considering students' slow learning. Hashemi and Abbasi (2013) argue that friendly and accommodating classroom environments will alleviate language anxiety.

Some behavioral symptoms of anxious students, informal classroom environment, trained teachers and new variety of teaching strategies have been offered to successfully cope with the language anxiety. *"Technical term xenoglossophobia, this may be used which is scientific term means you have fear of a new language, when you learn any language you feel anxiety"*. Asif, (2017) discussed about this terminology and supported this scientific term Xenoglossophobia, means fear or anxiety of foreign languages. *"Teacher should use new methods to teach English language instead of grammar or translation method this is era of (CLT) Communicative Language Teaching with passage of time, the new advancements are there. For reading learning use (SQR) three method, and (SQRRR, SQ3R) survey, question, read, retrieve, and review. The teachers should change their approach"* (Oteir & Al-Otaibi, 2019). Teacher should avoid surprises tests, competitions with class fellows without prior information. Practical Model of English as foregone language can reduce the undesirable effects of anxiety (Alsowar, 2016).

Conclusion

Language teachers should sometimes address feelings of anxiety in the classroom and take steps to minimize the sense of rivalry between them (Tanveer, 2007). In English language classroom, the teacher should use different activities and teach with informal chats, gossips, routine talks, jokes, everything should be in natural style in English Classroom. This removes the fear, anxiety from the minds of learners. In essence, the findings and implications can be generalized to other similar EFL contexts in the region, in Asia or even in other parts of the world, since the current study was placed in a typical EFL context. This outcome is in line with most of the previous Sadiq, (2017) and Çatatay (2015) studies. In addition, the results also show no substantial modification and degree of anxiety specified to the particular program. This result contrasts with the findings of (Elkhafaifi, 2005), found that students had substantially lower levels of foreign language anxiety in the third year of their study than those in the first and second years of their study. In the English classrooms like reading books, role play, stories, novels, talks, debates, declamations enhance the usage of English language environment and students get more chance to involve in different activities that reduce language anxiety among them.

Furthermore, (Al Hakim & Syam, 2019; Rachmawati, 2020; Rafada, & Madini, 2017) suggested that indirect way of learning without asking them to learn English. For example, however, it may also be possible that students may be less nervous when speaking English in institutions where students usually possess lower level to exposure of the used language so are neither motivated for learning as are not supposed to get high skills to learn it, since they are not required to be highly skilled in teaching so conducive and natural environment in use of English in the classroom. For EFL teachers and curriculum designers, the results of this research may be beneficial.

Recommendations

The result of this study revealed as Heng, Abdullah& Yosaf (2012) research that raise awareness of speaking anxiety among foreign language teachers and enable them to overcome speaking anxiety. Recognize nervous language learners and assist them in English classes to reduce their speaking anxiety. The research also offered evidence for the notion of anxiety phases. Effort less learning environment and informal atmosphere should be there. English language teachers require some trainings, regarding child psychology so that language anxiety and stress can be managed among the students. Instead of grammar or translation method (CLT) Communicative Language Teaching method should be applied for teaching English. In term of reading, the teachers should change their approach of teaching the students through (SQ3R) Survey, Question, Read, Recite, and Review, (SQRRR) survey, question, read, retrieve, and review.

Future Implications

Significant factors such as different interactive strategies of teachers in teaching English, practices within the classroom, the skills of teachers and the surrounding environment can lead to differences in Foreign Language Speaking Anxiety (FLSA). In addition, technology based learning particularly "Computer Assisted Language Learning" (CALL) and cooperative learning are two techniques used to focus the learning process of students. The use of these methods in the learning process can help to reduce the level of anxiety among EFL students. However, these problems are not directly discussed in this study; more analysis is therefore proposed to provide a clearer understanding of these effective variables.

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