Understanding the Impact of Anxiety on Students' Language Proficiency

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Abstract:
This article examines foreign language anxiety, its causes, and effects on students’ language performance. It defines anxiety as a feeling of tension related to language learning. The sources of foreign language anxiety include communication apprehension, fear of negative evaluation, and test anxiety. Personal factors, instructor beliefs, classroom activities, and testing pressures also contribute to anxiety. Research shows anxiety negatively impacts academic achievement, social interaction, cognitive processing, self-confidence, and communication skills. Students may avoid language practice due to embarrassment or discomfort. Language barriers like grammar, vocabulary, and pronunciation problems are key factors causing speaking anxiety. Teachers play a crucial role in creating a supportive environment to address anxiety through teaching methods, training, and implementing accommodations. Students can also use strategies like goal-setting, self-care, and seeking support. Understanding the causes and effects of foreign language anxiety allows educators to implement strategies to create an encouraging learning environment where students can thrive. This paper offers messages and implications that can be useful for various educational stakeholders around the world, including educational policy makers, curriculum reform processes, and teacher education programs.

Keywords: Foreign Language Anxiety, Language Learning, Communication Apprehension, Fear of Negative Evaluation, Academic Performance.
الأبحاث أن القلق يؤثر سلباً على التحصيل الدراسي والتفاعل الاجتماعي والمعالجة المعرفية والثقة بالنفس ومهارات الاتصال و قد يتجنب الطلاب ممارسة اللغة بسبب الإحراج أو عدم الراحة وتعتبر الحواجز اللغوية مثل مشاكل القواعد ولغات الفرد وكلمات السؤال من العوامل الرئيسية التي تسبب القلق عند التحدث بلغة ثانية. من جهة أخرى يلعب المعلمون دورا هاماً في خلق بيئة داعمة لمعالجة هذا القلق من خلال طرق التدريس والتدريب واستخدام التسهيلات الممكنة حيث يمكن للطلاب أيضاً استخدام استراتيجيات معينة مثل تحديد الأهداف والرعاية الذاتية وطلب الدعم و آخراً يتيح فهم أسباب وأثار القلق عند تعلم اللغة الأجنبية للمعلمين تنفيذ استراتيجيات معينة مثل خلق بيئة تعليمية مشجعة حيث يمكن للطلاب أن يدرجو و يتطوروا. ترسل هذه الورقة رسائل تنفيذ استراتيجيات معينة مثل خلق بيئة تعليمية مشجعة، ومناهج وبرامج تعليمية وعملية إصلاح عوامل القلق عند تعلم اللغة الأجنبية للمعلمين.

الكلمات المفتاحية: القلق عند تعلم لغة أجنبية، تعلم اللغة، الخوف من التواصل، الآداء الأكاديمي، الخوف من التقييم الملموس.
1-Introduction

Anxiety is a psychological state that has been extensively studied and defined by numerous researchers [1]. They described it as "a feeling of tension or apprehension in the classroom situation or in anticipation of the classroom situation" [1]. Within the realm of language learning, anxiety takes on a specific form that can impede the language learning process. Studies have established a positive correlation between foreign language anxiety and lower language achievement, with some students exhibiting higher levels of anxiety in foreign language classrooms [1].

Foreign language anxiety can significantly hinder a learner's ability to speak confidently and fluently in a second language. The fear of making mistakes or being judged by others can lead to self-consciousness, resulting in difficulties initiating or maintaining conversations [2]. Consequently, students may struggle to express themselves effectively which leads to inhibiting their language development and communication skills.

Anxiety can have a negative impact on vocabulary acquisition. When learners experience anxiety, they may find it challenging to concentrate and retain new words, which hinder their ability to expand their vocabulary and communicate effectively [3]. The heightened stress and worry associated with anxiety can impede the process of vocabulary learning and limit learners' ability to comprehend and employ a diverse range of words. Students with high levels of foreign language anxiety are more likely to exhibit reduced participation in classroom activities, such as group discussions or presentations. Fear of embarrassment or negative evaluation can cause these students to withdraw and avoid situations that require active engagement [4]. Consequently, their opportunities for practicing and refining language skills within a supportive classroom environment are diminished, which can impede their overall language development.

In addition to that, anxiety can interfere with learners' listening comprehension skills. Heightened anxiety levels may make it challenging for learners to understand spoken language, leading to difficulties in following lectures, engaging in conversations, or comprehending audio materials [5]. Hence, learners may struggle to grasp essential information and engage in effective communication, hindering their overall language proficiency.
Furthermore, foreign language anxiety has the potential to diminish learners' motivation and enthusiasm for language learning. The fear of failure or negative experiences within the language classroom can demotivate students and make them less willing to engage in language-related tasks and activities [6]. Moreover, anxiety can erode learners' confidence in their language abilities, constantly worrying about making mistakes or being judged by others, leading to a decrease in self-esteem and self-confidence, which in turn affects their overall language performance [7].

Considering the above discussion, this paper aims to explain the causes and effects of anxiety and how anxiety affects students learning, and proposing strategies to alleviate it. The objectives include defining anxiety, identifying its sources, understanding its effects on language acquisition and academic achievement, and providing insights for educators, policymakers and teachers. By addressing these objectives, we aim to improve English language teaching and support English language students in achieving their full potential.

2-What is Language Anxiety?

Language anxiety refers to the feeling of stress, nervousness, and fear that individuals experience when communicating in a foreign language. It can be caused by various factors, including fear of making mistakes, fear of being judged by others, and fear of not being able to express oneself effectively. Some other sources of foreign language anxiety may include lack of confidence in one's language ability, cultural differences, and unfamiliarity with the language environment [8].

The definition of anxiety is difficult as it can range from a mixture of overt behavioral characteristics that can be studied scientifically to introspecting feelings that are epistemologically inaccessible [9]. Horwitz and Cope suggest that language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the language learning process [10]. Consequently, language anxiety falls under the category of situation-specific anxiety, and it can be divided into three types: communication apprehension which is a fear or anxiety associated with either real or anticipated communication with another person or persons. It is a complex emotional state that can be characterized by feelings of fear, worry, nervousness, and apprehension [11].
The second is the fear of negative evaluation (FNE) which is a construct that refers to the tendency to be concerned about being negatively evaluated by others. It is a broad construct that can encompass a variety of specific fears, such as the fear of public speaking, the fear of being rejected, and the fear of being criticized [12]. The third is test anxiety which is a type of performance anxiety that occurs when an individual is about to take an exam or test. It is characterized by feelings of nervousness, tension, and apprehension that can interfere with a person’s ability to perform well on the test [13].

Anxiety has been a focus of research in foreign language education since the early 1970s [14]. Where conceptualized foreign language anxiety (FLA) as a complicated psychological phenomenon specific to language learning [15]. Also defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction when learning or using a second or foreign language. Many researchers [16] argued in different articles [17], that anxiety in the context of foreign or second language learning is different from and independent of personality trait anxiety and state anxiety [18].

3-The Sources of Foreign Language Anxiety

In the language classroom, a variety of situations can provoke anxiety. According to Horwitz foreign language classroom anxiety consists of three components. Communication apprehension is the first component, which is characterized by fear or anxiety related to communicating with others. The second component is fear of negative evaluation, which includes apprehension about being evaluated by others, avoiding evaluative situations, and expecting negative evaluations from others. Test anxiety is the third component, referring to apprehension related to academic evaluation[1].

Young conducted a significant study on foreign language classroom anxiety, identifying six sources that contribute to this phenomenon [14]. These sources shed light on various aspects of language learning and teaching that may lead to anxiety among learners. One source of anxiety is personal and interpersonal anxieties. Learners may experience anxiety related to self-perception, fear of negative evaluation, and social interactions within the
language learning context. These factors can create a sense of unease and discomfort during the learning process.

Another influential source is the learner's beliefs about language learning. Negative beliefs or unrealistic expectations about language acquisition can contribute to heightened anxiety levels. How learners perceive their ability to learn a new language plays a crucial role in shaping their emotional responses to the learning environment.

Instructor beliefs and teaching approaches also impact learners' anxiety. Instructors adopting a supportive and encouraging approach can help alleviate anxiety among learners. On the other hand, a more rigid or critical teaching style might increase learners' apprehension and stress. Furthermore, the quality of instructor-learner interactions influences anxiety levels. Positive and supportive interactions can create a more comfortable learning environment, whereas negative interactions can heighten learners' anxiety.

Certain classroom procedures, such as group activities, oral presentations, or language drills, can induce anxiety in learners. The structure and organization of the classroom can significantly impact anxiety levels, as learners may feel pressure or discomfort during these activities.

Lastly, language testing, including assessments and examinations, can be a significant source of anxiety for language learners. The fear of performance evaluation and the pressure to perform well can contribute to heightened anxiety levels, affecting learners' overall language learning experience. Understanding these various sources of anxiety can help educators create a more supportive and nurturing language learning environment, fostering learners' confidence and motivation to overcome potential anxieties.

Drawing back on the above six factors, scholars have extensively investigated language anxiety from a psychological standpoint, drawing connections between this phenomenon and individuals' self-perceptions regarding language learning and performance Scovel was one of those scholars who studies this phenomenon [19]. Also Zheng mention that recognizing anxiety as a deeply ingrained psychological emotion is crucial for providing the necessary support and assistance to students grappling with anxiety in their second or foreign language learning journey[20].
Foreign Language Anxiety (FLA) constitutes a multifaceted phenomenon influenced by a myriad of factors, including personality traits, learning styles, cultural background, and the learning environment. Its repercussions can be profound, leading to diminished motivation, performance anxiety, and avoidance of language learning activities [21]. For language learners, the presence of competitiveness and issues related to self-esteem can also be potential sources of anxiety. When students compare themselves to others or idealize unrealistic self-images, anxiety may arise [22]. Moreover, low self-esteem can trigger apprehension and a fear of negative evaluation from peers [23].

Apart from individual factors, the cultural and social environment, particularly the learning context, plays a pivotal role in shaping students’ anxiety levels. Concerns surrounding ethnicity, foreignness, social status, classroom dynamics, and gender may contribute to feelings of anxiety [24]. Traditional classrooms adhering to rigid and formal learning approaches can exacerbate learners’ anxiety and stress. Additionally, language anxiety can stem from intrinsic motivators, which originate from within an individual, and extrinsic motivators, which arise from the external environment [20]. Likewise, Young posits that test anxiety experienced by students may be influenced by perceptions of test validity, time constraints, testing techniques, format, length, the testing environment, and the clarity of test instructions [14].

Understanding the complexities of language anxiety requires exploring its psychological underpinnings, acknowledging its impact on language learners, and recognizing the diverse array of factors that contribute to its emergence. By adopting a holistic approach that addresses both individual and contextual aspects, educators and institutions can better support anxious language learners and create a more conducive environment for successful language acquisition.

4-The Effects of Foreign Language Anxiety

Research has shown that foreign language anxiety (FLA) has a negative impact on students’ language performance, for example Aldarasi conducted a study in a Libyan School of Education which shed light on the experiences of students learning English. The methodology used in this study was semi-structured interviews with 22 students (11 males and 11 females) and 8 teachers from the English language department of a School of
Education in Libya. The interviews were conducted to explore the causes and effects of FLA from the perspectives of both students and teachers. [25]. Through interviews, the researcher discovered that a considerable number of students encounter anxiety in their language learning journey, a sentiment commonly observed among individuals learning a foreign language. These findings highlight the significance of psychological factors like self-concept, confidence, and identity, which exert a substantial influence on the process of acquiring a foreign language, often surpassing their impact on other subjects. It is particularly noteworthy that linguistic errors made in front of teachers and classmates tend to trigger anxiety among students, leading to feelings of embarrassment and discomfort, particularly during speaking activities.

Another study of relevance here was conducted in the Saudi context and it tackled the levels and manifestations of anxiety among language learners. The methodology used was to administer the FLCAS which stands for Foreign Language Classroom Anxiety Scale. It is a tool used to measure anxiety levels in the context of learning a foreign language. The scale was developed by Horwitz, Horwitz, and Cope in 1986. Exactly 216 randomly selected freshmen students enrolled in the preparatory year at Taif University. [26]. The findings revealed a moderate level of anxiety, with communication apprehension anxiety being the most prominent, followed by English classroom anxiety, fear of negative evaluation anxiety, and test anxiety. Interestingly, students generally felt comfortable and confident when speaking in foreign language classrooms, except when they were required to communicate without prior preparation. Moreover, there was no significant difference in anxiety levels between language learning classes and other subjects.

The study also identified specific factors that contributed to higher anxiety levels, such as unprepared questions and difficulties in understanding teacher corrections. Moderate anxiety was also observed when students anticipated being laughed at by proficient English speakers and during test situations, including the fear of making mistakes or failing exams. These findings underscore the pedagogical implications for English as a Foreign Language teachers (EFL), emphasizing the need to address and reduce language learning anxiety. This can be achieved through the creation of an anxiety-free learning environment, open discussions about anxiety with students, the utilization of appropriate teaching
methodologies, encouragement of active participation, consideration of students’ proficiency levels, and the provision of sufficient time and support.

Building upon the previous studies Wan conducted another research in China which yielded similar findings [27]. The study surveyed 177 Chinese students in the UK using a detailed questionnaire to unpack their English anxiety and Analyzing the 120 Likert-scale responses which is a commonly used method in survey research to measure people's attitudes, opinions, or perceptions through statistical methods like correlation and factor analysis. The study involved participants who reported experiencing moderate levels of anxiety specifically in classroom-based English learning. Interestingly, these learners expressed higher levels of anxiety during actual class time compared to simply thinking about English classes in general. Among the various classroom activities, giving presentations and encountering difficulties in understanding the teacher's instructions or explanations elicited heightened anxiety. Conversely, the participants displayed relatively lower levels of anxiety during group discussions and when speaking in front of their peers, suggesting a reduced concern for negative evaluation from fellow students. However, their sentiments regarding evaluation by the teacher were mixed, as they experienced anxiety during assessments such as presentations but also desired correction for their mistakes. These findings shed light on the nuanced dynamics of language learning anxiety and emphasize the importance of understanding the specific triggers and contexts that contribute to students' anxiety levels.

Expanding our exploration of foreign language anxiety, (Abrar et al carried out a study at a public university in Jambi, Indonesia. This qualitative study used semi-structured interviews to explore speaking anxiety in 12 student teachers (9 male, 3 female) enrolled in an English teacher education program in Jambi, Indonesia [28]. It uncovers various factors that contribute to speaking anxiety among language learners. Among these factors are language barriers, encompassing challenges in grammar, vocabulary, pronunciation, and fluency. Grammar, in particular, emerged as the most prevalent factor impeding students' ability to construct sentences accurately, while a lack of vocabulary hindered effective communication, triggering anxiety. Furthermore, the study revealed that psychological issues, such as low motivation and personality traits like over thinking, had a notable influence on speaking anxiety. Participants expressed anxiety related to their lecturers and classmates,
primarily driven by the fear of negative evaluation. Moreover, unfamiliarity with the topic being discussed also contributed to anxiety in relation to unfamiliar subjects.

To cope with their anxiety, participants employed self-management strategies, with self-practice being the most commonly mentioned coping mechanism. While some participants found assistance from peers beneficial, the role of lecturers in addressing anxiety was not significantly mentioned.

In line with the previous studies, an additional study conducted in the Turkish context which provides further insights into the persistence of foreign language anxiety. This study surveyed 98 English Language and Literature students at Cumhuriyet University, Turkey, using the Foreign Language Classroom Anxiety Scale (FLCAS) twice: during their preparatory year and again in their fourth year [29]. It spanned over a four and a half year period, examined students enrolled in English Language and Literature programs. The findings revealed that these students consistently experienced a moderate level of anxiety that did not diminish over time. Surprisingly, there was even a slight increase in overall language anxiety, particularly in relation to communication apprehension and fear of negative evaluation. However, it is worth noting that test anxiety exhibited a slight decrease in the fourth grade.

These findings suggest that foreign language learning and anxiety may not undergo significant changes in the long term and can be attributed to factors such as high expectations, lack of motivation, self-confidence, and practice. Given these insights, teachers play a critical role in addressing foreign language anxiety and cultivating a supportive classroom environment. Nevertheless, it is recommended that further qualitative and quantitative studies be conducted, encompassing larger sample sizes, to gain deeper insights into students' anxiety levels.

According to MacIntyre and Gardner's research, anxiety about foreign language learning and performance affects at least five areas: academic achievement (high FLA levels correlate with low levels of academic achievement), social interaction (anxious learners tend to avoid interpersonal communication), cognitive processing (anxiety hinders information processing, leading to slower and less accurate learning), personal experience (language learning can be painful, lowering self-esteem or self-confidence), and communication output (anxiety can
cause "freezing-up" moments, interrupting communication) [30]. More recently, Batumlu and Erden studied the relationship between language achievement and anxiety, discovering a negative correlation between learners’ achievement and their anxiety levels [31].

The effects of language anxiety are often explained with reference to the cognitive consequences of anxiety arousal, which can have a significant impact on an individual's ability to process information and perform tasks. When an individual experiences language anxiety, negative self-related cognition begins to consume him or her which can lead to negative thoughts and emotions. Those thoughts might impede cognitive resources and affect the task at hand. This can create additional difficulties in cognitive processing because there are fewer resources available, possibly leading to failure, more negative cognitions that consume more resources and so on.

As a result, individuals who experience language anxiety may have difficulty concentrating, recalling vocabulary, and producing grammatically correct sentences, which can negatively impact their language learning and communication skills. Furthermore, the cognitive consequences of anxiety arousal can also affect an individual's affective and social responses, for example, language anxiety can lead to feelings of embarrassment, shame, and social isolation, which can further exacerbate the negative impact on cognitive processing.

In addition, language anxiety can also lead to avoidance behaviors, where individuals avoid using their non-native language in situations where it is required, thereby limiting their opportunities for language practice and improvement. Therefore, it is essential to address language anxiety in language learning and teaching contexts to help learners develop effective coping strategies and reduce the negative impact on their cognitive, affective, and social responses. Strategies such as relaxation techniques, goal setting, positive self-talk, and exposure therapy can be effective in reducing language anxiety and improving language learning outcomes.

The cultural and social environment can also influence students' anxiety levels. Furthermore, the article shows that foreign language anxiety can have detrimental effects, leading to reduced motivation, avoidance of learning opportunities, negative attitudes towards the language and its speakers, and poor academic performance. The study is particularly
useful for Libyan educators and policymakers, as it provides insights into the problem of foreign language anxiety and its sources, which can help them to find effective solutions to alleviate this problem and improve students' learning outcomes.

The above studies have clearly highlighted common features regarding the effects of foreign language anxiety. It is evident that foreign language anxiety negatively impacts language performance and learning experiences. Learners who experience anxiety often struggle with language tasks, which can ultimately affect their overall academic achievement. The influence of psychological factors on language anxiety is significant, with issues related to self-concept, confidence, and identity emerging as critical contributors to learners' anxiety levels. These internal factors can hinder the language learning process and create negative attitudes towards language learning. Notably, linguistic errors made in front of teachers and peers tend to trigger anxiety, particularly during speaking activities. Learners may fear negative evaluation, leading to feelings of embarrassment and discomfort during language practice.

Additionally, the studies emphasize the importance of providing a supportive learning environment to address language anxiety effectively. Creating a classroom atmosphere that promotes a sense of safety and acceptance can help alleviate anxiety levels among language learners. Particular attention should be given to addressing specific classroom activities that elicit anxiety, such as giving presentations and assessments. By approaching these activities with sensitivity, educators can minimize anxiety and foster a positive learning experience.

Long-term pedagogical efforts are crucial in addressing language anxiety since learners may consistently experience anxiety over time, making continuous support and interventions necessary to help them cope with and reduce anxiety levels.

Language barriers and concerns about negative evaluation have been identified as key contributors to anxiety in language learning. Difficulties in understanding teacher instructions and apprehensions about being evaluated by proficient speakers significantly impact learners' anxiety levels. Additionally, language anxiety may lead to avoidance behaviors, where learners shy away from using the non-native language in situations that require its application. This avoidance can hinder language practice and restrict opportunities for
improvement. To counter these negative effects, strategies that foster self-confidence, manage anxiety, and create a supportive language learning environment are essential. By implementing such strategies, educators can help mitigate the impact of foreign language anxiety and support learners in their language acquisition journey.

5- Conclusions and Implications

The primary goal of this paper is to shed light on the origins and consequences of anxiety, particularly in relation to its impact on students' learning experiences. Additionally, it aims to present effective strategies for mitigating anxiety among students. The specific objectives encompass elucidating the concept of anxiety, pinpointing its underlying causes, comprehending its influence on language learning and academic performance, and then offering valuable insights for educators, policymakers, and students as well as teachers. By addressing these objectives, our intention is to enhance the quality of English language instruction and provide optimal support for English language learners, thus enabling them to realize their utmost capabilities.

This paper highlights significant implications for the process of language learning and teaching; first of all to educators and educational policy makers, foreign language anxiety is a significant barrier to effective language learning. Educators and educational policy makers should recognize the detrimental effects of anxiety on language performance and academic achievement [32].

Educators and educational policy makers can make use of the following tips to enhance their students’ ability to cope with foreign language anxiety;

1. Provide examples of specific classroom activities or teaching methods that can help reduce anxiety, such as incorporating more group work, role-playing, or using technology to create a more relaxed and interactive learning environment.

2. Recommend strategies for creating a supportive and non-threatening classroom atmosphere, such as using positive reinforcement, avoiding overcorrection, and encouraging students to take risks without fear of negative evaluation.
3. Suggest professional development opportunities or training programs that can equip language teachers with skills to identify and address language anxiety in their students, such as workshops on anxiety management techniques or counseling strategies.

4. Emphasize the need for policies or guidelines that prioritize student well-being and mental health in language learning programs, such as implementing anxiety screening measures or providing access to counseling services.

5. Suggest using resources to make educational material that helps reduce anxiety, like videos, self-learning lessons, or websites, especially for students who feel very anxious about language.

6. Encourage the implementation of alternative assessment methods that minimize test anxiety, such as portfolio-based assessments, project-based evaluations, or formative assessments with opportunities for feedback and improvement.

They must also prioritize creating a supportive and inclusive learning environment that fosters a sense of safety for language learners. This includes implementing teaching methods that encourage active participation, minimize evaluation pressure, and emphasize students' strengths. Training for language teachers should include strategies to identify and address language anxiety in students, such as relaxation techniques, positive reinforcement, and setting achievable goals. Additionally, policies should be developed to support students with language anxiety, providing them with appropriate resources and accommodations to aid their language learning journey [33].

On the part of the language learners they should acknowledge that language anxiety is a common experience and it can be managed effectively. Dealing with anxiety in language learning can be challenging, but students can employ effective strategies to manage and overcome it [34]. Some of those strategies are recognizing and acknowledging the normalcy of language learning anxiety, identifying specific triggers, and creating a supportive learning environment.

Students can greatly benefit from employing the following strategies to reduce the impact of foreign language anxiety:
1. Provide specific examples of self-care strategies and stress management techniques that students can employ to reduce their anxiety levels, such as mindfulness practices, relaxation exercises, or cognitive-behavioral techniques.

2. Recommend seeking support from peers, mentors, or language learning communities, as peer support can be beneficial in coping with anxiety.

3. Encourage learners to set realistic and achievable goals, celebrate small victories, and focus on their strengths rather than constantly comparing themselves to others, which can intensify anxiety.

4. Suggest the use of language learning resources or tools specifically designed to address anxiety, such as anxiety-reducing mobile applications, online forums, or self-help guides.

Also students can use other ways to minimize the effect of anxiety while learning a language some of them are setting realistic goals, practicing self-care and stress management techniques, using positive self-talk, seeking support and guidance, and taking gradual steps outside the comfort zone all contribute to reducing anxiety and fostering confidence in language skills [35]. With persistence and the application of these strategies, students can effectively manage language learning anxiety and thrive in their language learning journey.

ESL/EFL anxiety is a complex psychological phenomenon influenced by various factors. Language learners experience anxiety due to fear of negative evaluation, communication apprehension, and test anxiety. Personal beliefs about language learning, Han et al [36], classroom procedures, and cultural and social contexts also contribute to anxiety levels. The effects of anxiety on language performance are widespread, affecting academic achievement, social interactions, cognitive processing, personal experiences, and communication output [37].

Learners may experience difficulties in concentration, vocabulary retention, and speaking confidently. Anxiety can lead to avoidance behaviors, hindering language practice and growth. Understanding these causes and effects can guide educators in creating a supportive and anxiety-free language learning environment.

Teachers play a crucial role in supporting students dealing with language learning anxiety. Strategies include fostering an inclusive classroom, building trust, normalizing
anxiety, teaching stress management, offering differentiated instruction, setting realistic goals [38]. Also teachers should provide constructive feedback, offer additional support, and collaborating with professionals. By implementing these strategies, teachers create a supportive learning environment that empowers students to manage anxiety and succeed in language learning confidently [39].

There are no guarantees in complex systems like education. Even with the best intentions and ideas because implementing changes involves many unpredictable factors. Progress might occur gradually and require ongoing adjustments, but these recommendations could significantly improve or have the potential to create a more positive environment which we are seeking in the first place.
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