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ABSTRACT

There are times in which we can all experience feelings of anxiety when we are verbally communicating with others. However, anxiousness when speaking aloud is commonly found within the EFL speaking classroom. This study aims to determine in what forms this anxiety has been observed by teachers of EFL and experienced by students of EFL, how it appears to influence and impede the successful production of language, how the students' participation is affected and how the classroom and lesson at large appear to be affected, in English speaking classes in Turkey. In order to determine this, qualitative semi-structured interviews were used. Five teachers of EFL, who either focused purely on speaking or who regularly incorporated speaking into their lessons, were interviewed to learn in what ways they had observed anxiety in students when speaking English and any further impact this had upon other students and the lesson itself. Furthermore, five students of EFL with high levels of anxiety when speaking English were interviewed to learn the effects of anxiety upon them when speaking and how they felt it affected their ability to communicate. The results of the study showed that teachers observed such symptoms as visible discomfort and difficulty speaking in students. Students reported feelings of unease, feelings affecting their self-esteem and bodily sensations associated with anxiety. Communication was shown to be severely stunted by these feelings and their effects by reports from both groups. Participation in lessons was found to be strongly affected by speaking anxiety by both groups, and the speaking anxiety of anxious students was found to strongly affect other students and the atmosphere of the classroom.

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There are many instances in which people may experience unsettling feelings when they have to verbally communicate with others and these can arise in various forms and for various reasons. For example, some may fear public speaking, others may shy away from speaking to new people, and for some, interacting with anybody at all can prove incredibly difficult. Speaking, for a number of reasons, can be a point of great difficulty for many human beings. Another common example that we may think of when searching for examples of these nervous verbal exchanges is speaking in a foreign language. Many of us have memories of ridicule and failure in language classes at school, or of failing to communicate effectively while travelling in a foreign country, and this may or may not fill us with some level of shame. For those of us who experience embarrassment when attempting to speak a foreign language, the foreign language classroom can be a place of great fear. All foreign language lessons may involve some element of speaking, however, in the speaking class, one's primary objective is to communicate within that language and there may be little to no use of the L1 (the speaker's first language). This presents a very daunting situation for those for whom speaking and speaking in a foreign language is troublesome in any way. Not only must they use that language, but they must use it in front of a varying number of observers in the form of other students or teachers, and, even if accuracy is not the main goal, the possibility that they may say something incorrectly, in front of others, is ever present. This setting is a source of or an enhancer of anxiety for many. The particular setting this study examines are speaking classes in the East of Turkey in the city of Van. Turkey overall is listed by the EF EPI, an assessment of English levels of the varying countries of the world, as of having "very low" levels of English, ranking at number 73 of the 88 countries surveyed (EF English Proficiency Index, 2019). Moreover, studies by the British Council into the state of English education in the country and the users of the language it produces across all levels of education found there to be both many problems with the system across many areas, and a lack of competent users thereafter (British Council Project Team, 2014). Attention was also drawn to the deficit in English speaking skills. This is a very strong indication that the country overall suffers from an inability to use English proficiently, and in particular, to communicate verbally in it. Beyond this, education in the Eastern region of the country presents a number of other multifarious problems, including resource issues and high levels of initial illiteracy (Sahin & Gulmez, 2000). Additionally, in the East of the country, far away from the tourist havens of Istanbul and the beach resorts of the West, few tourists are encountered. There is thus, less of an apparent need to learn English and subsequently, likely that there is less motivation to do so. Despite this apparent low level of capability in the use of English in the country, it remains a very necessary element for professional success in Turkey. Higher level careers require citizens to prove their knowledge of English through national exams in the subject in order to progress. This means that while most people speak English very poorly, important elements of their life rely on their success in the subject; a setting that may greatly enhance any anxiety students may already have around the subject. Thus, when students enter the classroom in Turkey, and particularly in the East of Turkey, there are already a number of disadvantages present impeding their development in the English language and the possibilities for anxiety around the prospect of speaking it. This study aims to begin to determine the way in which anxiety as a result of speaking in one's foreign language of English occurs, appears, affects the production of language and affects other students and the lesson at large. It will do this by interviewing teachers and students of English who frequently give or attend classes either entirely based around speaking or where speaking is heavily incorporated into the lesson. The students interviewed were adult learners of various levels, and the teachers were teachers of those groups accordingly. Five students of varying genders, ages and levels were selected for their high levels of anxiety when speaking English. This study aims to be an initial assessment of the manifestation of anxiety in the classroom, and it is recognised that further studies could include focuses on country, region of Turkey, causes of anxiety when speaking English, social causes of anxiety when speaking English (as mentioned briefly above), other foreign languages, gender,

age, level of English and potential remedies for this issue. When we think of the term 'anxiety' we may think of the sensation surmised by its synonyms, 'nervousness', 'worry', 'unease', and so on. The British Psychological Society (2019, p. 45) defines the sensation of anxiety as a sensation that "...usually manifests itself as a feeling of profound agitation and unease about an imminent unpleasant experience..." that can occur with such physical symptoms as an increased heart rate, hyperventilation, dizziness, nausea, hot flushes, increased perspiration, shaking and palpitations (Anxiety UK, 2018). It is this feeling and these physical sensations that some feel in varying instances of verbal communication with others, and that others feel when communicating in a foreign language in particular. This latter form has been termed Foreign Language Anxiety (FLA), and has been studied fairly regularly since it was more comprehensively surmised in 1986 by Horwitz and Cope. In this study, they identified FLA as: "...essentially the same as...any specific anxiety. They (students) experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behaviour such as missing class and postponing homework. They furthered the analysis of the condition, however, by asserting that where the phenomenon had once been thought of as some combination of communication apprehension, test anxiety, and fear of negative evaluation, it is actually "...a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process." (Horwitz & Cope, 1986, p.127-128) That is, it is a complex phenomenon of its own. In the study, they brought together elements from previous studies concerning the topic, such as the various habits of more anxious language-learners, and noted some common traits of the phenomenon, such as making errors that are normally within a student's capability, which in turn, they noted, increased nervousness; and an unwillingness to speak until students were certain the language produced would be perfect. Moreover, the studies by Savignon (1983, p. 464–465) and Krashen (1982) shows the importance of "spontaneous conversational interactions" to the development of the foreign language; something done with great difficulty by the anxious foreign language learner and meaning, of course, that the development of language is severely impeded. Over time, further studies contributed interesting developments to this founding idea, such as the differing factors of FLA (Aida, 1994; Young, 1990), the influence of learner beliefs (Peacock, 2001; Altan, 2006), teacher identification of and management of FLA and classroom atmosphere (Ohata, 2005; Morton, Vesco, Williams, & Awender, 1997), exposure to the L2 (the second language of the learner) in its original country (Saito, & Samimy, 1996; Onwu-egbuzie, Bailey, & Daley, 1999; Kitano, 2001; Gregersen, & Horwitz, 2002; Matsuda, & Gobel, 2004; Hashemi, & Abbasi, 2013; Woodrow, 2006; Dewaele, Petrides, & Furnham, 2008; Krashen, 1985).

This study will not look at factors of or solutions for FLA, but how it is seen and experienced by teachers and students in the classroom, and the more immediate consequences of it. Some of these manifestations and consequences as observed or presented by others have also been detailed by Kráľová (2016, p.12-18) . The manifestations noted across studies have ranged from the general symptoms of anxiety as given earlier, such as "...palpitations, trembling...(and) going blank",¹⁶ to others, such as a "...staggered voice, either too fast or too slow speed of speech,...fidgeting, playing with hair or clothes, (and) touching objects..." .More affective consequences include persistent errors in morphology, syntax or spelling (Horwitz, Horwitz, & Cope, 1986) or a 'divided attention' situation (MacIntyre, 1995; Eysenck, 1979; Gardner, 1991). Other relevant studies done on the topic include research into student perspectives on speaking anxiety and classroom dynamics, studies on the decision to participate in class and speaking anxiety, and student perceptions of speaking anxiety in speaking classes also in Turkey. The first study reported that speaking in front of others was a strong source of anxiety, and that the classroom environment was of great importance in the lessening of anxiety (Hadziosmanovic, 2012). The second study noted that: "Fears of pronunciation, speaking 'on the spot', peer/teacher laughter, and location of learning..." were effective at influencing the decision of students to speak in class. Finally, in the third

study the reasons for, effects, manifestations of and coping methods for anxiety were examined from the perspective of students (Zgutowicz,2009). It was found that "...linguistic difficulties...,cognitive challenges (fear of failure in front of others, fear of exams, fear of failure in communication, lack of self-esteem, fear of making mistakes)...(and) the role of the teachers..." (kayaogulu &saglamel ,2013, p.147) amongst other things, were identified as sources of speaking anxiety.

2. Methodology

To carry out this study, a semi-structured interview qualitative data collection strategy was used. The researcher asked the participants pre-determined open-ended questions, and the reliability of these questions was verified by 2 experts from the English Language Teaching department of Yuzyuncu Yil University in Van, Turkey. Prior to the main study, a pilot study was conducted on 3 individuals to ensure the questions were viable. In the main study, all interviews were recorded. Students were selected according to teacher observations as this was felt to be more reliable than initiating a questionnaire to select candidates. A total of 5 students were interviewed, 2 female and 3 male, of ages ranging from 18-31, and with varying abilities in the use of English. All were of Turkish or Kurdish origin, and possessed Turkish as their L1. Teachers were selected according to the level of their exposure to speaking classes or their use of speaking in class, with those who gave or used this skill frequently selected for interview. Of these, 3 were male and 2 female, and they were of ages raging from 24-40 and comprised 2 British citizens, 1 citizen of New Zealand and 2 Turks. All had given lessons of the above nature in the city of Van. All candidates were volunteers. The candidates were coded to ensure anonymity, for example, Teachers were coded as T1, T2, T3, and so on, and the students as S1, S2, S3, and so on. Five questions were asked to both groups (students and teachers) and the sets of questions for each group were different. Thus, a total of 10 questions were asked to both groups overall.

Students were asked the following:

1. When you have to speak English, how do you feel emotionally?
2. Do you notice any physical reactions to speaking English at this time?
3. How is your ability to speak English affected at this time?
4. Do you feel it affects your level of participation in class or that you get less from the lesson than the other students?
5. Does anything worsen the experience for you?

Teachers were asked:

1. How do you become aware that your students are feeling anxious when attempting to speak English?
2. Specifically, what effects (or 'symptoms') do you notice at this time?
3. How is the students' production of language impeded at this time?
4. Does the anxiety of a student or students inhibit their participation in class in any way?
5. Does the anxiety of a student or students have any impact upon the other students, you as a teacher or the lesson overall?

The questions were designed purely to assess exactly how anxiety appears and is felt in the moment, how it may inhibit the production of language, the effects it may have on their participation in class and any effects it may have on other students, the teacher or the lesson overall. There are thematic parallels between some questions of the different groups, for example question 1 of the students' group and questions 1 and 2 of the teachers group are both concerned with objectively observable reactions;

questions 3 of both groups are both concerned with impeded language production and question 4 of both groups are both concerned with class participation.

Following the interviews, a content analysis method was used to determine the results of the study.

3. Results

The results will be presented in two separate branches, with the results of the interviews of the students given first and then the results of the interviews with the teachers. The responses to the questions were explored, and from these responses themes were extracted and the responses of the candidates were compared against these.

Question 1 from the students' questions was concerned with the manner in which students felt emotionally when they spoke English. Three main themes were extracted from this question which can be termed and coded as Enjoyment (SQ1E – Students Question 1 Enjoyment), Unease (SQ1U) and Self-esteem (SQ1S) reflecting accordingly where some students had described that despite the problems they suffered when speaking English they actually strongly desired to use it and enjoyed using it successfully, the negative emotional feelings we have seen described before in descriptions of anxiety and FLA such as discomfort and fear, and finally, issues where students mentioned feeling emotions concerned with the ideas they and others had regarding themselves.

The table below indicates which students remarked on which themes.

Table 1.
Themes of Students' Responses on Their Emotional State When Speaking English

Student question 1 themes	Students who remarked upon the theme
SQ1E (Enjoyment)	S1, S2
SQ1U (Unease)	S1, S2, S3, S4, S5
SQ1S (Self-esteem)	S1, S2, S3, S4, S5

From the table we can see that all students described a feeling of unease and issues of self-esteem when speaking English, an unsurprising result compatible with prior research.

In the interviews, all students mentioned feeling emotions such as discomfort and fear and all expressed either some discomfort with their self-image or the image others had of them in this situation. Of the students, a small number expressed that despite the difficulties they struggled with they still on occasion enjoyed speaking English and it was something they wanted to be successful at.

Question 2 from the students' questions was concerned with any physical issues they experienced when speaking English. Themes that arose were issues of Posture (SQ2P – Students Question 2 Posture), Bodily Sensations (SQ2BS, including sensations like hyperventilation, changes to breathing, swallowing more than usual, hot flushes, blushing, trembling and increased heart rate), changes in Tone (SQ2T) and changes in Behaviour (SQ2B, including giggling, touching objects and shaking oneself). The table below indicates which students remarked on which themes.

Table 2.
Themes of Students' Responses on Physical Changes They Observed in Themselves When Speaking English

Student question 2 themes	Students who remarked upon the theme
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SQ2P (Posture)	S1
SQ2BS (Bodily Sensations)	S1, S2, S3, S4, S5
SQ2T (Tone)	S1, S3
SQ2B (Behaviour)	S1, S2, S3

As shown in the table, we can see that all students experienced a change in their bodily sensations of the sort described above and that are conducive to anxiety and FLA. A few students also noted changes in their behaviour that have been seen before in research concerning anxiety and FLA, for example, touching objects. It is possible that other students also suffer with traits from the other themes but that these were not as prominent in their minds as the other traits, as a person tends to notice things like breathlessness more than they do the way their body is positioned, for example, and so a lack of students remarking on themes is not to say that these themes did not feature in their physical expressions of FLA.

The third question explored how the language students produced was affected by the emotional and physical affects they were experiencing as a result of their anxiety. Themes derived from this question include the Prevention or Cessation of communication (SQ3PC – Student Question 3 Prevention/Cessation), Mistakes of some sort (SQ3M), issues with Cognition (SQ3C, such as the mind ‘going blank’ or forgetting things), issues with Tone (SQ3T), reversion to the L1 (SQ3L) and a complete Failure to respond (SQ3F).

The following table indicates students responses to these themes.

Table 3
Themes of Students’ Responses on the Effects of Anxiety on Their Speech

Student question 3 themes	Students who remarked upon the theme
SQ3PC (Prevention or Cessation)	S1, S2, S3, S4, S5
SQ3M (Mistakes)	S1, S2, S4, S5
SQ3C (Cognitive Issues)	S1, S3
SQ3T(Tone)	S1, S2
SQ3L (Reversion to the L1)	S1, S5
SQ3F (Failure to respond)	S4, S5

The table shows that all students experienced issues with the prevention or cessation of their communication in English as a result of their anxiety. Furthermore, nearly all students experienced issues with mistakes of some sort, a symptom frequently mentioned in previous research. Small numbers of students experienced problems with the other issues, but once more, it may be a case that those issues were less obvious to the students at the time as the other issues may have been more problematic for them in the moment.

The fourth question in the students’ interviews was concerned with the effects of their anxiety on their participation in class, and the amount of value they were able to take from the lesson while experiencing a state of mind that made the class more difficult for them than for others. Themes found in responses to this question were Participates Readily (SQ4PR), Participates with Difficulty (SQ4PD), Participates from Obligation (SQ4PO), Does not Participate (SQ4DP), Avoids Participation (SQ4AP), and Finds Value in the lesson despite difficulties (SQ4V) and Finds Less Value in the lesson as a result of difficulties. The results are shown in the table below.

Table 4
Themes of Students’ Responses on the Effect of Anxiety on Their Participation in Class and Value Taken from Lessons

Student question 4 themes	Students who remarked upon the theme
SQ4PR (Participates Readily)	S4
SQ4PD (Participates with Difficulty)	S1, S2, S4, S5
SQ4PO (Participates from Obligation)	S1, S2, S4
SQ4DP (Does not Participate)	S1, S2, S3, S5
SQ4AP (Avoids Participation)	S1, S3, S5
SQ4V (Finds Value)	S2, S3, S4
SQ4LV (Finds Less Value)	S1, S4

From the table, it can be seen that the majority of the students either participate in lessons with difficulty or at times, refrain from participating as a result of the anxiety they feel around speaking English. A number participate because they are aware of the necessity of their participation for either the development of their speaking skills or for some larger purpose in their life. A number of students also noted that they at times try to avoid participating in lessons at all, and one candidate, S4, noted that they are able to participate without difficulty at times. Given prior research and the responses of the other candidates, this seems like an unusual response at first. However, if we look at their interview we are able to see that they stipulate that when everyone tries to contribute to the speaking lesson or activity and when everyone is of a similar level to them they are willing to participate in speaking activities. We can also see from the table that the majority of students found their lessons to be valuable even if they were able to contribute less, but that one student did not make a response to this, and another made responses indicating both options, suggesting that at times, they both did and did not find value in their lessons as a result of their FLA.

In question 5, the students were asked to consider if anything worsened the anxiety they experienced whilst attempting to speak English. Themes noted from this question were the Demographic of Classmates (SQ5DC), the Reactions of Classmates (SQ5R), Self Issues (SQ5S, such as self-esteem, self confidence, self expectations, and so on), class Atmosphere (SQ5A), issues related to the Teacher (SQ5T), an overall Lack of Practice (SQ5L), Errors (SQ5E) and finally, Not Aware of or No Worsening Factors (SQ5N). The reaction of classmates and self-issues are certainly concepts that are related, however, as many students noted this as a point of significance it was listed as its own category. The table below details the results of this thematic exploration.

Table 5
Students' Responses on Factors that may Worsen Anxiety Felt when Speaking English

Student question 5 themes	Students who remarked upon the theme
SQ5DC (Demographic of Classmates)	S1, S4, S5,
SQ5R (Reactions of Classmates)	S1, S2, S4, S5
SQ5S (Self Issues)	S1, S2, S4
SQ5A (Atmosphere)	S1, S2, S4, S5
SQ5T (Teacher)	S1, S2, S4
SQ5L (Lack of Practice)	S1, S4
SQ5E (Errors)	S1, S4
SQ5N (Not Aware of or No Worsening Factors)	S3

The table shows that the majority of students, though not all, noted that the reactions of their classmates and the atmosphere of the class were factors that could worsen their anxiety. A number noted

that the demographic of classmates was also an important factor in elements that could worsen their anxiety, as were issues they faced with their self-conception and self-esteem and so were elements connected to the teacher. The latter, along with the reactions of classmates, are frequently referenced issues in the past literature on FLA. A small number noted a lack of speaking practice and making errors as worsening to their experience in the speaking classroom, and the latter here is again something previously referenced as troubling and cyclical in its production of anxiety. Interestingly, one student noted that nothing worsened their experience, but this may have been as a result of them not being explicitly aware that there were factors worsening their experience. The results may have looked different for this question had they provided more specific comments on worsening factors.

Overall, then, all students noted that they feel unease and struggle with their self-esteem when speaking English, and all students noted that they struggle with bodily sensations, with a small majority noting that they also notice some physical behaviours occurring when they speak English. All students noticed that their production of language is prevented or halted when trying to speak English and a large majority noted that they make an increased amount of errors. A large majority of the students noted difficulty with participation in the speaking class and a small majority noted that despite issues with anxiety, they are still able to gain a valuable educational experience from the lesson. Finally, a large majority of students remarked that both the atmosphere of the class and the reactions of classmates are important factors in the worsening of their experience in speaking classes.

Interesting points of note that the students raised in their interviews were that they did not feel anxiety speaking in their L2 with people who had no knowledge of their L1 (S1 and S2); that a great amount of anxiety was felt around speaking English because as Turks are exposed to an English education for many years and English is a lingua Franca, they should know it to a high level (S2); that teachers gave less attention to those who were not able to speak as fluently and that they were “not good enough” to be paid attention to (S2); that they felt they could generally express themselves to a high level when they were alone (S1 and S3); that one noted general experience of panic attacks (S3); that one student had an intense fear of not speaking with a correct accent (S4); that when all students were of a similar level and all participated willingly they were comfortable speaking but were phased when most students were not willing participants of the speaking class (S4 and S5) and that despite a fear of speaking a lack of practice was definitely considered as something that worsened anxiety and the student’s experience in the speaking class (S4).

The first question asked to teachers was concerned with the initial ways in which a student’s anxiety in a speaking group is brought to a teacher’s attention. Themes pulled from teachers’ responses to this were Visible Discomfort (TQ1VD – Teachers Question 1 Visible Discomfort, referring to things like appearing uneasy, upset, panicked, fidgeting, nervous giggling, blank expressions, and so on), Speaking Issues (TQ1SE, referring to things like hesitation or difficulty when speaking), Avoidance of Speaking (TQ1A), Hiding themselves (TQ1H), changes in Tone (TQ1T), No Eye-Contact (TQ1NE) and speaking only in the L1 (TQ1L). The results of this question are shown in the table below.

Table 6
Teachers’ Responses on How They Become Aware Students Are Having Difficulty with Speaking Anxiety

Teacher question 1 themes	Teachers who remarked upon the theme
TQ1VD (Visible Discomfort)	T1, T2, T3, T4, T5
TQ1SE (Speaking Issues)	T1, T2, T4
TQ1A (Avoidance of Speaking)	T1, T2, T3
TQ1H (Hiding)	T1, T2
TQ1T (Tone)	T5

TQ1NE (No Eye-Contact)	T1, T2, T5
TQ1L (L1 Reversion)	T2

The table shows that the most significant way teachers became aware that a student in their class was experiencing anxiety when speaking was through signs of visible discomfort, with all teachers remarking upon this. Small majorities also remarked upon issues with speaking, avoidance of speaking and an attempt not to make eye-contact with the teacher.

The second question asked to the teachers enquired about the particular ‘symptoms’ they might notice after they have become aware a student is struggling with FLA. Themes found in teachers’ responses here were Speaking Issues (TQ2SI – Teachers Question 2 Speaking Issues, including not speaking to the level of their capability, hesitation, not finishing their sentence, making mistakes, short answers and silence), reversion to L1 (TQ2L), an appearance of Discomfort (TQ2D), changes in Tone (TQ2T, for example, speaking quietly, stammering and pauses), displaying symptoms of Anxiety (TQ2A, such as trembling, blushing, holding objects and nervous laughter) and a Reliance on Others to speak for them (TQ2R). The results of this thematic exploration are shown below.

Table 7

Teacher question 2 themes	Teachers who remarked upon the theme
TQ2SI (Speaking Issues)	T1, T2, T3, T4, T5
TQ2L1 (L1)	T1, T2
TQ2D (Discomfort)	T1, T2, T3, T4, T5
TQ2T (Tone)	T1, T3, T4, T5
TQ2A (Anxiety)	T1, T2, T5
TQ2R (Reliance on Others)	T1

It can be seen from that table that all teachers, unsurprisingly, noticed issues with their students’ speaking abilities when they were feeling anxious speaking English. All teachers also noticed that their students appeared uncomfortable at this time, and most remarked on changes in tone. A small majority directly noted that they observed clear symptoms of anxiety, but this smaller number may be due to the fact that not all symptoms of anxiety are always objectively observable. Surprisingly, only a small number of teachers remarked on a reversion to the L1 in their speaking classes. This may change with more teachers or with more teachers of a Turkish nationality.

Interestingly, the non-emotional occurrences the majority of the students remarked upon, bodily sensations (SQ2BS), differs from those noticed by most teachers, only 3 of whom noted direct signs of anxiety (TQ2A). Potential reasons for this have been mentioned in the previous paragraph. Signs of discomfort were remarked upon by all teachers, however (TQ2D).

The third question asked to the teachers was concerned with how students’ language in particular is affected. Themes taken from these responses include the Prevention or Cessation of communication (TQ3PC – Teachers Question 3 Prevention/Cessation), a Refusal to answer at all (TQ3R), a reversion to the L1 (TQ3L), changes in Tone (TQ3T, such as stammering, hesitation and pauses) and Mistakes of some variety (TQ3M, such as errors in structure or word choice). The results of this question are shown in the following table.

Table 8

Teachers’ Responses on the Manner Speech Is Impeded When Speaking English While Anxious

Teacher question 3 themes	Teachers who remarked upon the theme
TQ3PC (Prevention/Cessation)	T1, T2, T3, T4, T5
TQ3R (Refusal)	T1, T2
TQ3L (L1)	T1, T2
TQ3T (Tone)	T1, T2, T4, T5
TQ3M (Mistakes)	T1, T2, T3, T4, T5

As can be seen in the table, all teachers commented that the language students produced while feeling anxious was stunted, not completed or was not produced at all. All teachers also remarked on an increased number of errors at this time. The majority of teachers also made comments regarding changes in students' tones.

In this case, the teachers' observations and the feelings of the students are compatible, with all members of both groups noting that their communication was limited or stopped by the anxiety they experienced while speaking English (SQ3PC). A large majority of students also noted an increase in the level of their mistakes (SQ3M), as did all teachers.

The fourth question given to the teachers asked about the participation levels of anxious students in speaking classes, in parallel somewhat with the fourth question asked to the students. Themes derived from the responses here included clear Issues with Whole-Class Participation (TQ4WC – Teachers Question 4 Whole Class), Issues with Pair and Group Work (TQ4PG), Avoidance of participation (TQ4A) and Increased Participation in Paired Activities (TQ4IPP). The results for question 4 can be viewed below.

Table 9
Teachers' Responses on the Participation of Anxious Students in English Speaking Classes

Teacher question 4 themes	Teachers who remarked upon the theme
TQ4WC (Issues with Whole-Class Participation)	T1, T2, T3, T4, T5
TQ4PG (Issues with Paired and Group Work)	T1, T2, T3, T4
TQ4A (Avoidance)	T1, T2
TQ4IPP (Increased Participation in Pairs)	T5

From the table, we can see that all teachers experience issues with whole-class participation with anxious students in English speaking classes. We can also see that a large majority experienced issues with paired and group work in addition to this; however, one teacher (T5) described an improvement in the participation of anxious students in paired work and this may be that students felt more comfortable when speaking in front of fewer people, as initial research by Horwitz, Horwitz and Cope (1986, p.127) suggested that 'communication anxiety', a part of which is public-speaking, is a part of FLA. Parallels with the students' responses can be found here, as overall, all students remarked that they experienced difficulty participating in class when experiencing FLA (SQ4PD, SQ4DP)

Finally, the fifth question that was asked to the teachers looked at the effects of anxious students upon the other students, the teachers themselves, and the lesson overall. Themes found here were that anxious students Affect Other Students Negatively (TQ5AN – Teachers Question 5 Affects Negatively), Increase Anxiety of Other Students (TQ5IA), Limit Progression in the lesson (TQ5LP), had the effect of a Slowed Pace in the lesson (TQ5SP), had the effect of a Negative Atmosphere in the lesson (TQ5NA), helped foster a Positive Atmosphere (TQ5PA), created a Difficulty in Lesson Planning (TQ5NLP), created a Difficulty in Lesson Organisation (TQ5NLO), Negatively Affected Class Motivation (TQ5NCM), Negatively Affected Teacher Motivation (TQ5NTM), affected Teacher Confidence negatively (TQ5NTC),

affected Student Confidence in the Teacher negatively (TQ5SCT) and finally that students who were anxious when they spoke English had the tendency to Rely on Other Classmates (TQ5RC).

The results of this question are displayed in the table below.

Table 10

Teachers’ Responses on the Effects of Anxious Students on the Other Students, the Teacher and the Lesson Overall

Teacher question 5 themes	Teachers who remarked upon the theme
TQ5AN (Affect Other Students Negatively)	T1, T2, T3, T5
TQ5IA (Increase Anxiety of Other Students)	T2, T3
TQ5LP (Limit Progression in Lesson)	T1, T2, T5
TQ5SP (Slowed Pace of Lesson)	T1, T2, T5
TQ5NA (Create a Negative Atmosphere)	T1, T2, T3, T5
TQ5PA (Create a Positive Atmosphere)	T1, T4
TQ5NLP (Affect Lesson Planning Negatively)	T1, T2, T4
TQ5NLO (Affect Lesson Organisation Negatively)	T1, T2, T4
TQ5NCM (Affect Class Motivation Negatively)	T1, T2, T5
TQ5NTM (Affect Teacher Motivation Negatively)	T2
TQ5NTC (Affect Teacher Confidence Negatively)	T1, T4
TQ5SCT (Affect Student Confidence in Teacher)	T1
TQ5RC (Rely on Classmates)	T1, T4, T5

The results in the table demonstrate that a large majority of teachers felt that students suffering with anxiety in their speaking classes affected the other students negatively. One Teacher, T4, though, did not comment that anxious students had a negative impact upon the lesson and noted that other students seem willing to help students who are struggling to speak. T1 commented that anxious students did have a negative impact upon the lesson but noted that at times, the presence of these students could help foster something of a “family atmosphere”, bringing the group together through mutual support, echoing T4. However, a large majority of the teacher group, including T1, remarked that overall, anxious students had a negative impact upon classroom atmosphere.

Many themes came out of this question, but other themes that were highlighted by a small majority of teachers included that anxious students limited the progression of a lesson, slowed the pace of a lesson, and affected lesson planning, lesson organisation and class motivation negatively. A small majority also noted that anxious students had a tendency to fall back on other classmates to complete tasks for them. A small number of teachers noted the effect of anxious students on the teacher themselves, with one teacher, T1, noting that they felt anxious students also caused the other students to lose confidence in them as a teacher. Overall, then, all teachers noted that they became aware of anxious students initially through observation of visible discomfort, such as unease, upset, panic, fidgeting, nervous giggling and blank expressions. Some also noted difficulty with speech, avoidance of speaking and attempting to avoid eye contact as things that alerted them to an anxious student. All teachers made comments indicating that the particular manifestations of anxiety comprised difficulty with speech, and discomfort in class. A large majority noted issues with tone of voice as particular features of this phenomenon and a small majority drew attention to direct symptoms of anxiety, such as trembling, blushing and holding objects. All teachers reported that at this time, speech was affected through an increase in mistakes and an inability to communicate with ease, or not to be able to speak at all. A large

majority also reported that speech was affected by changes in tone, for example, stuttering, pauses or speaking quietly. All teachers reported problems with whole-class participation, and a large majority of teachers reported problems with participation in group and pair-work. Finally, although there was no main feature affecting other students, the teacher or the lesson overall that all teachers drew attention to, a large majority of teachers did note that the other students were negatively affected by anxious students, and a large majority also noted that anxious students fostered a negative classroom atmosphere. Small majorities indicated that anxious students limited group progression in speaking classes, slowed the pace of the lesson, and affected motivation, lesson planning and lesson organisation negatively. A small majority of teachers also noted that anxious students tended to fall back on their classmates rather than succeed at completing tasks for themselves.

Parallels were found between student and teacher responses on the themes of an inhibition of language production when suffering with anxiety around speaking English, and an increased amount of errors. Both groups also clearly indicated noticing difficulty with participation in class.

Some points of note from teacher interviews were that one teacher, T1, felt that despite students willingly entering the speaking class of their own volition, when some anxious students are asked to complete speaking tasks they respond with disdain, as though "...I'm their mother asking them to clean their room." T2 stated that when students who are anxious about speaking use English they sometimes hold an object, "...as if they need to hold onto something for support."

T3 noted that they are prone to not inviting the anxious students to respond, something echoed by T4, who remarked that they are scared to ask anxious students to respond for fear of further upsetting them but also scared not to do so for fear of making them feel ashamed. T4 also stated that in pair-work they fear pairing anxious students with others as their lack of participation either stunts the activity or the stronger student simply dominates the activity.

T5 noted that those who have a difficult time performing well in speaking class usually perform to the same level as others in classes covering other English skills. T5 also stated that these students are particularly problematic in larger classes as they tend to get left behind completely as stronger speakers dominate the class. From the results of the study, it is clear that anxious students are both heavily impeded by their anxiety themselves in developing their English, and also have significant effects on the development of other students and teacher effectiveness. It is, therefore, of great import that further research attempts to find workable solutions to manage these issues and that these are then put into practice in classroom situations in order to temper the effects of this issue.

6. Conclusion

This study set out to elucidate the way in which anxiety that occurs when a student speaks English is observed and experienced by teachers and students in English speaking classes, and in turn, how this anxiety and its effects impact upon the language the students produce. It also wanted to pinpoint how these individuals felt that participation in the speaking lesson was affected, and whether students felt value was gained from the lesson despite the difficulties they experienced with anxiety, and if teachers noticed any wider effects on the other students, themselves or the lesson as a whole. The study found that the most common ways a student experiences anxiety was through unease, feelings affecting their self-esteem and bodily sensations associated with anxiety. A small number also noted that they adopted some physical behaviours at this time, such as fiddling with objects. Teachers most commonly observed that they observed anxious students through signs of visible discomfort, difficulty speaking, the avoidance of speaking, the avoidance of eye-contact, tone of voice, and a small number remarked on explicit symptoms of anxiety, such as trembling, blushing and holding objects. Both teachers and students noticed a severe disruption to language produced, with both groups noting that language was prevented or halted and

included increased errors when nervous students attempted to speak. Teachers also commented on changes in tone disrupting communication. Again, both teachers and students stated that anxiety to speak English in students caused notable issues with participation in speaking classes, with most teachers adding that group and pair-work were also effected. Students noted that even though they struggled with anxiety when speaking English they were still able to gain a valuable educational experience from the speaking class. Most students noted that worsening factors to their anxiety when speaking English were both the atmosphere of the class and the reactions of classmates.

A large majority of teachers remarked that other students and the classroom atmosphere were negatively effected by anxious students. Some teachers noted that group progression, lesson pace, motivation, lesson planning and lesson organisation were negatively effected by the anxiety of students. It is clear, then, that anxious students in the English speaking class have a significant impact on their own English speaking development and that of others, and upon teacher effectiveness. This study will conclude by stating that, given that this is the case, research into interventions to manage the problem of student foreign language speaking anxiety in the speaking class and then practising these interventions in the classroom environment is crucial to the overall development of English speaking skills.

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