

# Addressing Language Anxiety in the EFL Classroom: EFL Teachers' Perspective

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**Abstract**—This study examines the issue of language anxiety in the EFL classroom from the perspective of EFL teachers, aiming to understand their views, experiences, and strategies for addressing anxiety while offering practical recommendations. It takes a comprehensive approach by exploring the creation of supportive environments, the use of communicative activities, the provision of explicit strategy instruction, and the implementation of relaxation techniques. The study integrates relevant research with teacher input to identify gaps in the literature and emphasize individualized support. Ultimately, focusing on teachers' viewpoints and endorsing a multilayered approach across professional learning, classroom practices, and student services, the study contributes unique insights and recommends establishing an anxiety-reducing learning environment through communication, collaboration, coping strategies, and a holistic framework coordinated across levels of the education system.

**Index Terms**—language anxiety, foreign language teaching, EFL teachers, classroom interventions, student-centered approach

## I. INTRODUCTION

Debilitating anxiety is a significant issue facing many English language learners and can negatively impact the learning process if not addressed properly. As researchers have shown, language anxiety refers to the feelings of worry, tension, and fear associated with studying or using a foreign language in the classroom (Horwitz et al., 1986). For students learning English as a foreign language (EFL), high levels of anxiety are a serious concern as it often results in struggles with core language skills like speaking, listening, vocabulary acquisition, and grammar (Soflianti et al., 2023).

The experience of excessive anxiety in EFL students has been linked to impairments in memory, focus, cognitive processing and achievement, potentially leading to avoidance of language activities and a lower persistence in studying (Andrade & Williams, 2008, 2009; MacIntyre & Gardner, 1994). While a normal amount of anxiety is common and may even motivate learning to some degree, too much anxiety becomes debilitating for the language acquisition process.

Therefore, it is crucial for EFL teachers to gain a strong understanding of language anxiety and how to address it effectively through their instruction and classroom environment (Sparks & Ganschow, 2007). Specifically, creating a low-pressure classroom where students feel encouraged and comfortable taking risks helps reduce anxiety (Young, 1991; Gregersen & Horwitz, 2002; Javid, 2014).

Research has shown that combining environmental, instructional, and therapeutic strategies provides the most comprehensive approach for EFL teachers to help manage students' language anxiety (Horwitz et al., 1986; Sparks & Ganschow, 2007). Specifically, creating a supportive and low-pressure atmosphere where students feel encouraged to take risks can help reduce anxiety levels (Gregersen & Horwitz, 2002; Young, 1991). This paper aims to explore EFL teachers' perspectives and experiences with language anxiety and provide recommendations for incorporating evidence-based practices that support language learning for all students.

The purpose of this study is to examine research on language anxiety in the EFL classroom and suggest effective ways to address it. In the realm of EFL teaching, this study holds significance for various reasons. Language anxiety can have detrimental effects on students, leading to reduced cognitive abilities, avoidance of language learning, decreased confidence and achievement, and lack of persistence. Students with high levels of anxiety face challenges in speaking, listening, vocabulary acquisition, grammar comprehension, and overall performance. While some level of anxiety can be motivating, excessive anxiety hinders learning and enjoyment of a foreign language, impeding progress, pleasure, and development as language learners. There is a gap in studies that consolidate strategies and offer practical guidance for EFL teachers in managing anxiety in their classrooms. While most research focuses on anxiety and its consequences, few integrate evidence-based recommendations into a cohesive framework. Severe anxiety disorders like social anxiety may coincide with language anxiety and necessitate treatment such as therapy. Failing to acknowledge and address these issues can hinder the success of highly anxious students. A nurturing learning environment and

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effective, empathetic teaching empower all students to achieve their full potential, overcome obstacles, and foster a lifelong passion for learning. By comprehending anxiety and implementing strategies to meet learner needs, teachers can establish such an environment for their students. Given the increasing diversity in today's classrooms, there are likely numerous anxious language learners who require extra support. Recommendations for managing anxiety can contribute to the creation of an inclusive learning setting where all students can flourish. Consequently, this study aims to equip EFL teachers with recommendations and resources for handling language anxiety based on research findings, while highlighting the importance of effectively addressing anxiety for student well-being, success, and development.

Anxious students often experience impairment in speaking, listening comprehension, vocabulary acquisition, grammar, and overall achievement (MacIntyre et al., 1997; Onwuegbuzie et al., 1999; Andrade & Williams, 2009). Anxiety may also lead to avoidance of language learning activities, lower persistence, poorer memory and focus, loss of interest, and lower self-efficacy (Gregersen & Horwitz, 2002; MacIntyre & Gardner, 1994).

Although some anxiety is normal and may be motivating, excessive amounts prevent students from fully benefiting from language learning opportunities and experiences. By developing an understanding of anxiety and employing evidence-based strategies for addressing it, teachers can create supportive learning environments where all students can succeed, progress in their development, overcome obstacles, and cultivate a lifelong passion for learning. A comprehensive approach integrating both environmental and instructional elements, with therapeutic support for severe anxiety, has been shown most helpful for managing concerns and enabling students' growth (Alkhodimi & Al Ahdal, 2019; Horwitz et al., 1986; MacIntyre, 1999; Zeidner, 2007). Key strategies include providing encouragement, allowing mistakes, teaching coping strategies, giving choices, when possible, collaborative opportunities, tailored guidance, and practice opportunities.

In summary, the problem addressed in this study is language anxiety and its debilitating effects on students, with the goal of providing EFL teachers with recommendations and resources for effectively managing anxiety and creating inclusive learning environments where all students can thrive. By developing a foundation of support, teachers inspire students to persevere in challenges, achieve more than believed possible, and discover the joy of learning. Overall, this supports well-being, success, and progress toward becoming fluent and confident language users.

#### **Research objectives**

Here are the research objectives related to addressing language anxiety in the classroom:

1. To investigate the effectiveness of different strategies for creating a supportive learning environment that reduces language anxiety.
2. To examine the impact of communicative and collaborative activities on students' language anxiety levels and their engagement in the language learning process.
3. To evaluate the effectiveness of teaching and learning strategies in equipping students with the skills to manage their language anxiety effectively.
4. To assess the effects of incorporating relaxation techniques, such as meditation, on reducing language anxiety and improving students' language learning outcomes.
5. To develop a comprehensive approach for addressing language anxiety in the classroom and evaluate its effectiveness in reducing anxiety levels and enhancing students' language learning experiences.

These research objectives cover a range of important areas, including classroom environment, instructional strategies, individual coping mechanisms, relaxation techniques, and a holistic approach to addressing language anxiety.

## II. LITERATURE REVIEW

Research has found language anxiety to negatively impact students' language achievement, confidence, motivation, and persistence. Young (1991) studies language anxiety from students' perspectives. She recommends understanding their concerns, providing encouragement rather than judging their ability, scaffolding activities, and reducing the emphasis on grades or tests. In addition, researchers (e.g., Al-Ahdal & Abduh, 2021; Dewaele, 2012; Dewaele & Al-Saraj, 2015; Gregersen et al., 2014) have found a link between test anxiety, trait anxiety, and poor performance on listening comprehension tests. They suggest teaching relaxation techniques, reframing mistakes positively, and giving students more control over their own assessment.

On the other hand, Andrade and Williams (2009) provide a summary of the studies on anxiety related to learning a foreign language before delving into the responses that Japanese university students expressed to anxiety-inducing events in

EFL classes teach English as a foreign language. One observation to keep in mind is that many university students enroll in EFL classes expecting to encounter an anxiety-provoking setting, and that worry is likely to considerably impair certain students' performance. They recommend that teachers should be aware of events that cause anxiety in students and take action to reduce these situations' negative effects in order to maximize learning for all students. Additionally, teaching students how to handle these circumstances effectively would be beneficial.

However, anxiety can also lead to avoidance of language learning activities, impairment of memory, and distortion of learning processes. MacIntyre and Gardner (1991) suggest that anxiety reduces working memory capacity, hampering language comprehension and production. It also undermines confidence and persistence, as students perceive themselves as inadequate. Moreover, MacIntyre and Gardner (1994) indicate that anxiety impairs memory, attention,

and cognitive processing. They suggest reducing anxiety by creating a low-pressure atmosphere, allowing for mistakes, teaching coping strategies, and giving praise or feedback.

Zulfikar (2022) attempts to reduce that anxiety through the use of group work and selective error correction. They highlight the need to establish close-knit learning communities that promote genuine interactions in L2 and give opportunities to be more engaged in oral language use, as well as a positive and supportive learning environment that encourages students to freely experiment with L2.

In addition, Oteir and Al-Otaibi (2019) provide a comprehensive review of studies on language anxiety in the EFL classroom, focusing on its causes, effects, and strategies for alleviating it. It makes the idea of foreign language anxiety clear and explains how it differs from other types of anxiety that are similar to it. Finally, it outlines the principal factors causing and affecting language learners' anxiety about learning a foreign language.

Furthermore, Gannoun and Deris (2023) review the literature on language anxiety in EFL classes, analyzing its reasons, consequences, and potential treatments for it. This review attempts to examine the current state of the field's research, identify knowledge gaps, and recommend future study avenues. Through a methodical, thorough search of teaching anxiety among foreign language teachers, this review offers a narrative synthesis of the literature on FLTA.

Aatif (2022) reviews the body of knowledge already available on language anxiety and provides more information on its types and how it relates to other variables. The origins of language anxiety are now made clear, along with how it impacts the skills of language learners. On the other hand, encouraging anxiety has been shown to have good effects on learners' motivation and attitudes over time and to be a powerful predictor of language accomplishment.

Kaczurkin and Foa (2015) provide an overview of cognitive-behavioral treatment and exposure and cognitive therapy techniques as well as summarize and discuss the most recent empirical research on their effectiveness for treating various anxiety disorders. These techniques are two of the most frequently used therapy techniques for treating anxiety disorders.

From another perspective, different studies on language anxiety in the EFL classroom, emphasize the importance of teacher training in addressing language anxiety, promoting learner autonomy, and using effective teaching strategies to reduce anxiety. Peters ́n (2020) looks into the connections between motivation, achievement, and foreign language anxiety (FLA) in EFL learners in secondary and tertiary education. He reviews many studies prior to 2009, they typically have come to the conclusion that students who are more motivated have lower FLA and higher achievement, while students who have higher FLA have lower motivation and achievement.

Furthermore, Piniel and Csiz ́c (2023) explore in connection to anxiety, self-efficacy, and second language learning motivation. They show that the motivation process is complicated and influenced by other individual difference variables, and it may be more useful to investigate these variables in constellations rather than alone in order to comprehend language learner variations.

Many studies emphasize the need for a supportive classroom environment, effective learning strategies, individualized guidance, relaxation methods, and realistic views of learning. For example, Horwitz et al. (1986) conduct a seminal study showing that foreign language anxiety is distinct anxiety that stems from learning a non-native language which is different from general anxiety or shyness. It impairs cognitive ability, achievement, and persistence. Though normal anxiety motivates, excessive anxiety debilitates learning. Therefore, they recommend developing a supportive learning environment, teaching effective learning strategies, and providing individual support for anxious students.

Moreover, Onwuegbuzie et al. (1999) identify factors associated with foreign language anxiety like fear of negative evaluation, low self-esteem, and perfectionism. They recommend fostering collaboration, tailoring instruction to needs, encouraging good relationships with teachers, and providing support counseling for severe anxiety.

Furthermore, Chou (2018) shows cooperative learning activities reduce anxiety and improve speaking ability. Group work helps students feel less judged, gain confidence through peer interaction, practice discussing differing viewpoints sensitively, and develop better productivity and focus.

In addition, Melouah (2013) studies the type of anxiety that first-year Algerian students of English at Saad Dahlab University encounter when performing oral presentations. The researcher also analyzes the causes of anxiety and offers teachers some suggestions and solutions to reduce anxiety when speaking a foreign language.

As EFL learners, Liu and Chen (2015) examine high school students' language anxiety and learning motivation. They discovered that academic track students have higher levels of total learning drive and extrinsic motivation than their vocational track counterparts. Additionally, a substantial inverse link between the crucial affective variables of motivation and anxiety is found. The study raises significant pedagogical issues for English teachers.

Liu and Cheng (2014) study how language anxiety and motivation are related to other affective learner characteristics for freshmen Taiwanese EFL students at universities. They reveal that when pupils are more motivated, anxiety levels are noticeably lower. It is also discovered that the relationship between motivation and anxiety is stronger than the relationship between motivation and language ability. The three proficiency levels' advanced students show the largest correlation between anxiety and motivation. Additionally, it is discovered that for students at this competency level, learner attitude has a substantially greater association with anxiety than the other motivating factors.

Consequently, the role of EFL teachers in reducing language anxiety is significant. Teacher-student interaction, classroom management, creating a supportive learning environment, and the use of technology in EFL classes are all recommended. Encouragement, constructive feedback, praise for progress, flexibility, and autonomy support are useful.

For example, Wu et al. (2022) highlight the significance of motivation and anxiety in learning a second or foreign language. According to them, language learning orientation and use of English anxiety are strongly inversely linked with one another and with other measured variables as the above examples. In addition, the use of English and self-efficacy moderated the effects of English use anxiety and language learning orientations on the participants' English achievements.

Kalsoom et al. (2020) examine how learners' willingness to communicate (WTC) in English in the classroom in a Pakistani EFL context is influenced by social support and foreign language anxiety (FLA). According to the social support research, learners' L2 WTC is influenced by their father's support, teachers' support, best friends' support, and other friends' support. Additionally, the results suggest that social support and techniques for reducing L2 anxiety can improve L2 learners' volitional preparation for L2 communication. The results of this study have consequences for the use of the target language in EFL classroom participation and provide insight into the planning and policy around the use of English in an EFL context.

Valizadeh (2015) studies the usage of movies in EFL classrooms, looking at how sitcoms affected the motivation and foreign language anxiety (FLA) of EFL learners. The data are gathered using the FLA instrument and the FLLMQ, or Foreign Language Learning Motivation Questionnaire. The findings show that watching sitcoms have a big impact on the EFL learners' desire to learn. Sitcoms also reduce test anxiety and FLA in students. In multimedia contexts, the use of sitcoms in the classroom is also possible and useful. While watching the videos, language learners can laugh and enjoy themselves. Teachers are encouraged to suggest sitcoms to help language learners be ready for listening and speaking courses. Language teachers can apply the findings both theoretically and practically.

Meditation, coping strategies, and effective learning strategies decrease anxiety and increase independence. Jones et al. (2019) believe that training in mindfulness meditation (MM) enhances wellbeing and health. Flexibility in coping (i.e., the capacity to track and adjust coping methods based on situational needs and strategy efficacy) may be one possible mechanism linking MM and health. Multilevel modeling results show that both those who practice meditation more frequently and those in the MM condition have more coping flexibility. This study offers preliminary evidence in favor of the claim that MM improves coping strategy monitoring and modification under stress.

In summary, anxiety continues to negatively impact students but can be managed with evidence-based strategies, support, and practice. A comprehensive approach creates an inclusive learning environment enabling all to achieve and grow as language learners. Guidance is provided for reducing anxiety and optimizing enjoyment, progress, and lifelong learning.

### III. METHODOLOGY

In this section, the researchers are going to describe the research design, population, and sample selection criteria. They also explain the data collection and method based on Likert survey/questionnaire. This would be a practical way to gain insights from EFL teachers on language anxiety in the classroom.

#### **Research questions**

Here are the research questions corresponding to each of the objectives:

1. What are the most effective strategies for creating a supportive learning environment in the classroom that reduces language anxiety among students?
2. How do communicative and collaborative activities in the classroom contribute to the reduction of language anxiety levels in students and enhance their engagement in the language learning process?
3. Which teaching and learning strategies are most effective in equipping students with the skills to manage their language anxiety effectively?
4. To what extent do relaxation techniques, such as meditation, reduce language anxiety in students and improve their language learning outcomes?
5. How can a comprehensive approach for addressing language anxiety in the classroom be developed, and what is its effectiveness in reducing anxiety levels and enhancing students' language learning experiences?

#### **Participants**

A total of 56 participants contributed to this research consisting of 62.5% males and 37.5% females. They are from different countries such as Saudi Arabia, Egypt, Sudan, the USA, and Canada. Their ages vary from 20 to 60 years, with most of the participants being from the age group of 40-49 with a percentage of 41.1%, then from 50-59 years with a percentage of 28.6%. Moreover, in the age group of 60 years and above this percentage is 10.7%. Other small age groups are of 30-39 years with 12.5% and 20-29 years with 7.1% also participate in this research.

Also, it is found that 71.4% of the participants are doctoral degree holders, 19.6% of master degree holders, and 8.9% of bachelor degree holders.

Concerning the participants' years of EFL teaching experience, it is found that 37.5% of the participants have an experience of more than 20 years, 23.2% of them have experience between 16-20 years, 19.6% of them between 11-15 years, 8.9% between 5-10 years, and finally, 10.7% have experience less than 5 years. Furthermore, 66.1% of the participants have not received any training on addressing language anxiety, while 33.9% have received it.

Whereas most of the participants 87.5% teach in colleges and universities, while a few amounts of them 8.9% in private language schools. Others, i.e., 3.6% teach either in public schools or as private tutors.

When investigating the participants' level that the participants are currently teaching, it is found that 53.6% teach advanced level, 17.9% upper-intermediate, 16.1% intermediate, 10.7% pre-intermediate, and 1.7% elementary level.

### **Instruments**

The survey is designed with closed questions to gather quantitative data of 5-point Likert scale items to rate the effectiveness of different approaches. Also, there is an important section on teacher demographic information. The anonymized online survey is distributed to a large sample of EFL teachers through professional organizations and networks. This would allow for broad participation across different teaching contexts, levels, and aggregation of common themes/strategies. Using a questionnaire maximizes input across a large/diverse sample in an efficient, low-cost manner. It provides breadth for this complex phenomenon and lays an informative groundwork for it.

Data were analyzed to identify the factors that contribute to language anxiety and the strategies that EFL teachers use to address it. Quantitative survey/scale data is one of the approaches to analyzing the data on language anxiety. It can be analyzed statistically using SPSS or similar software. Descriptive statistics (means, SDs, ranges, frequencies) describe anxiety levels and causes. Inferential stats (correlations, regressions, t-tests, ANOVA) examine relationships between anxiety, factors that contribute to it (perfectionism, failure fears, learning disabilities, etc.), and strategy use/effectiveness.

## IV. RESULTS AND DISCUSSION

To start data analysis and based on the research questions, the questionnaire questions can be classified into the following groups. Note, that the classification is based on the alignment of the questionnaire questions with the research questions. Some questions may overlap and address multiple research questions simultaneously.

### **Strategies for Creating a Supportive Learning Environment (Group1)**

Statement 1. Language anxiety negatively impacts students' language learning.

Statement 2. Creating a supportive classroom environment can help reduce students' language anxiety.

Statement 6. Individualized support is necessary for students with severe language anxiety.

Statement 10. Addressing language anxiety requires patience, empathy, and consistency from teachers.

TABLE 1  
THE RESPONSES OF GROUP I

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S 1	66.0%	30.4%	0%	1.8%	1.8%
S 2	55.4%	42.9%	0%	0%	1.8%
S 6	37.0%	37.5%	21.4%	3.6%	0%
S 10	66.1%	33.9%	0%	0%	0%

### **Comments on the Responses**

S1. Language anxiety negatively impacts students' language learning:

- 66.0% of participants strongly agree that language anxiety negatively impacts students' language learning.
- 30.4% of participants agree with this statement.
- Only a small percentage of participants (1.8%) disagree or strongly disagree.

S2. Creating a supportive classroom environment can help reduce students' language anxiety:

- 55.4% of participants strongly agree that creating a supportive classroom environment can help reduce students' language anxiety.
- 42.9% of participants agree with this statement.
- Only a small percentage of participants (1.8%) strongly disagree.

S6. Individualized support is necessary for students with severe language anxiety:

- 37.0% of participants agree that individualized support is necessary for students with severe language anxiety.
- 37.5% of participants also agree with this statement.
- 21.4% of participants are neutral.
- A small percentage of participants (3.6%) disagree.

S10. Addressing language anxiety requires patience, empathy, and consistency from teachers:

- 66.1% of participants strongly agree that addressing language anxiety requires patience, empathy, and consistency from teachers.
- 33.9% of participants agree with this statement.
- No participants expressed disagreement.

Overall, the majority of participants in Group 1 show a positive response to the statements related to creating a supportive learning environment. They recognize the negative impact of language anxiety on students' language learning and acknowledge the importance of a supportive classroom environment, individualized support for students with severe anxiety, and the need for patience, empathy, and consistency from teachers in addressing language anxiety. The high percentages of agreement and strong agreement indicate a consensus among the participants regarding the significance of these strategies. However, it is worth noting that a small percentage of participants had neutral or disagreeing responses for some statements, suggesting a potential diversity of perspectives within the group.

### Communicative and Collaborative Activities (Group 2)

Statement 3. Using communicative and collaborative activities in class is effective for reducing anxiety.

Statement 8. Frequent opportunities for low-risk language practice help students overcome anxiety.

TABLE 2  
THE RESPONSES OF GROUP 2

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S 3	66.6%	30.4%	0%	0%	0%
S 8	50.0%	46.4%	1.8%	1.8%	0%

### Comments on the Responses

S3. Using communicative and collaborative activities in class is effective for reducing anxiety:

- 66.6% of participants strongly agree that using communicative and collaborative activities in class is effective for reducing anxiety.
- 30.4% of participants agree with this statement.
- No participants expressed neutral, disagree, or strongly disagree responses.

S8. Frequent opportunities for low-risk language practice help students overcome anxiety:

- 50.0% of participants strongly agree that frequent opportunities for low-risk language practice help students overcome anxiety.
- 46.4% of participants agree with this statement.
- 1.8% of participants are neutral.
- 1.8% of participants disagree.
- No participants strongly disagree.

The feedback from Group 2 shows general agreement among the participants that communicative and collaborative work is helpful in decreasing anxiety and allowing for regular low-stress language practice. Most respondents said they strongly agree or agree with both statements, indicating they see these methods as useful for managing language anxiety. There were no neutral or strongly disagree answers for the first statement, underscoring a strong conviction in communicative and collaborative activities. However, a small portion gave neutral or dissenting responses to the second statement, representing some differences in viewpoints. It is valuable to consider possible reasons for these responses, such as personal preferences or histories, which could underlie the assortment of perspectives within the group.

### Teaching and Learning Strategies (Group 3)

Statement 7. Explicit strategy instruction equips students to overcome language anxiety.

Statement 9. Teachers play an important role in identifying and supporting anxious language learners.

TABLE 3  
THE RESPONSES OF GROUP 3

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S 7	48.2%	48.2%	3.6%	0%	0%
S 9	44.6%	35.7%	19.6%	0%	0%

### Comments on the Responses

S7. Explicit strategy instruction equips students to overcome language anxiety:

- 48.2% of participants strongly agree that explicit strategy instruction equips students to overcome language anxiety.
- 48.2% of participants agree with this statement.
- Only a small percentage of participants (3.6%) expressed a neutral response.
- No participants disagreed or strongly disagreed.

S9. Teachers play an important role in identifying and supporting anxious language learners:

- 44.6% of participants strongly agree that teachers play an important role in identifying and supporting anxious language learners.
- 35.7% of participants agree with this statement.
- 19.6% of participants expressed a neutral response.
- No participants disagreed or strongly disagreed.

The feedback from Group 3 shows general consensus among participants about the significance of instructional methods and teacher support for addressing language anxiety. For both statements, close to 50% strongly agreed or agreed, demonstrating collective thinking on the value of explicit strategy teaching and the teacher's role in recognizing and assisting anxious language learners. The neutral responses for the second statement signify some diversity in perspectives, potentially owing to varying degrees of self-assurance or cognizance relating to a teacher's part in alleviating language anxiety. However, the lack of any dissenting or strong disagreement responses points to a common comprehension of the importance of pedagogical techniques and teacher involvement in managing language anxiety.

#### **Relaxation Techniques (Group 4)**

Statement 4. Teaching relaxation techniques can help students better manage their language anxiety.

Statement 5. Incorporating relaxation techniques (e.g. meditation, deep breathing) into lessons is feasible.

TABLE 4  
THE RESPONSES OF GROUP 4

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
S 4	51.8%	39.3%	7.1%	1.8%	0%
S 5	46.6%	48.2%	5.4%	0%	0%

#### **Comments on the Responses**

S4. Teaching relaxation techniques can help students better manage their language anxiety:

- 51.8% of participants strongly agree that teaching relaxation techniques can help students better manage their language anxiety.
- 39.3% of participants agree with this statement.
- 7.1% of participants expressed a neutral response.
- Only a small percentage of participants (1.8%) disagreed.
- No participants strongly disagreed.

S5. Incorporating relaxation techniques (e.g., meditation, deep breathing) into lessons is feasible:

- 46.6% of participants strongly agree that incorporating relaxation techniques into lessons is feasible.
- 48.2% of participants agree with this statement.
- 5.4% of participants expressed a neutral response.
- No participants disagreed or strongly disagreed.

The responses in Group 4 suggest a generally positive attitude towards the use of relaxation techniques for managing language anxiety. For both statements, a substantial percentage of participants (around 50%) either strongly agree or agree, indicating a consensus on the effectiveness and feasibility of teaching and incorporating relaxation techniques. The presence of neutral responses suggests that some participants may have reservations or uncertainties about the impact or feasibility of relaxation techniques. However, the absence of any disagreement or strongly disagreeing responses suggests that overall, participants recognize the potential benefits of relaxation techniques in helping students manage language anxiety.

**Based on the data analysis and comments from the four groups, the comprehensive analytical research outcome could be as follows:**

The data analysis revealed consistent patterns across the four groups, indicating the importance of addressing language anxiety in language education. The majority of participants agreed that language anxiety negatively impacts students' language learning (Group 1) and that creating a supportive learning environment and using communicative and collaborative activities (Group 2) are effective strategies for reducing anxiety. Furthermore, participants recognized the role of explicit strategy instruction, teacher support, and the need for professional development in addressing language anxiety (Group 3). Additionally, participants acknowledged the potential benefits of teaching relaxation techniques (Group 4) to help students manage their anxiety.

These findings highlight the significance of addressing language anxiety as a priority in language education. Language educators should be aware of the negative impact of language anxiety on students' learning outcomes and strive to create supportive and inclusive learning environments. They should incorporate communicative and collaborative activities that provide low-risk language practice to reduce anxiety. Furthermore, explicit strategy instruction should be integrated into language instruction to equip students with effective coping mechanisms. Teachers play a crucial role in identifying and supporting anxious language learners, and their professional development should include training on addressing language anxiety.

The research outcome emphasizes the necessity of individualized support for students with severe anxiety and highlights the importance of patience, empathy, and consistency from teachers in addressing language anxiety. Moreover, integrating relaxation techniques into language lessons can help students better manage their anxiety.

By implementing these comprehensive strategies and interventions, language educators can foster a positive learning environment that supports anxious language learners, enhances language acquisition, and promotes overall well-being. Addressing language anxiety should be a priority in language education to ensure optimal learning outcomes and promote students' emotional and psychological well-being.

**Based on the comments and responses from the previous four groups, a comprehensive approach to addressing language anxiety could include the following components:**

1. Awareness and Training: Raise awareness among language educators about the prevalence and impact of language anxiety. Provide training and professional development opportunities to equip teachers with knowledge and skills to identify and address language anxiety in students.
2. Classroom Strategies: Incorporate communicative and collaborative activities into language instruction to create a supportive and inclusive learning environment. These activities can help reduce anxiety by providing opportunities for low-risk language practice and fostering peer interaction.
3. Explicit Strategy Instruction: Provide explicit instruction on strategies that students can use to manage and overcome language anxiety. This includes teaching relaxation techniques, such as deep breathing and mindfulness exercises, which have been shown to be effective in reducing anxiety.
4. Teacher Support and Involvement: Recognize and emphasize the important role of teachers in identifying and supporting anxious language learners. Promote ongoing communication and collaboration between teachers and students to address individual needs and provide necessary support.
5. Classroom Adaptations: Implement classroom adaptations that accommodate the diverse learning needs of anxious language learners. This may involve flexible assessment methods, extended time for tasks, or alternative modes of expression to alleviate performance pressure and promote a more inclusive learning environment.
6. Collaborative Partnerships: Collaborate between language educators, school counselors, and mental health professionals to comprehensively address language anxiety. This collaboration can provide additional resources and support for students experiencing heightened levels of anxiety.
7. Research and Evaluation: Encourage ongoing research and evaluation of the effectiveness of different interventions and strategies for addressing language anxiety. This will help inform best practices and ensure continuous improvement in supporting anxious language learners.

By implementing this comprehensive approach, language educators can better address language anxiety by acknowledging the challenges associated with implementing anxiety-reducing interventions in the classroom and prioritizing the overall well-being of students in language education.

## V. CONCLUSION

### A. Findings

This study stands out for several reasons, making it distinctive in the field of language education and anxiety research:

1. Teachers' Perspective: The study specifically focuses on EFL teachers' perspectives on addressing language anxiety. While there is existing research on language anxiety from the students' perspective, this study brings a unique and valuable contribution by exploring the viewpoints of teachers. Understanding teachers' insights, experiences, and strategies in addressing language anxiety provides a comprehensive understanding of the issue and allows for practical recommendations that can be implemented in the classroom.

2. Comprehensive Approach: The study takes a comprehensive approach to addressing language anxiety by considering multiple components and strategies. It examines the importance of creating a supportive learning environment, incorporating communicative and collaborative activities, providing explicit strategy instruction, and implementing relaxation techniques. By encompassing these various aspects, the study offers a holistic perspective on addressing language anxiety, providing a wide range of strategies that can be tailored to different contexts and learners.

3. Integration of Research and Practice: The study effectively integrates research findings with practical implications. The literature review draws from both seminal and recent studies, providing a solid theoretical foundation. Additionally, the study incorporates comments and responses from four groups, including teachers, which adds a practical dimension to the research. By combining research evidence with real-life perspectives, the study bridges the gap between theory and practice, making its recommendations more applicable and relevant to language educators.

4. Identification of Gaps in the Literature: The study identifies gaps in the existing literature, specifically regarding the lack of compiling best practices into teacher-focused guidance. By recognizing this gap, the study positions itself to fill the identified need and provide practical recommendations for teachers. This focus on addressing a specific gap in the literature enhances the study's distinctiveness and contributes to the advancement of knowledge in the field.

5. Emphasis on Individualized Support: The study highlights the necessity of individualized support for students with severe anxiety. Recognizing that different students may have varying levels of anxiety, the study emphasizes the importance of patience, empathy, and consistency from teachers in addressing language anxiety. This emphasis on

personalized support adds a nuanced perspective to the study, recognizing the diverse needs of anxious language learners and promoting a student-centered approach.

### B. Implications

Overall, the distinctive elements of this study lie in its focus on teachers' perspectives, comprehensive approach, integration of research and practice, identification of gaps in the literature, and emphasis on individualized support. These aspects contribute to the uniqueness of the study and make it a valuable contribution to the field of language education and anxiety research.

### C. Recommendations

Based on the findings and the stated research objectives, here are some recommendations:

#### 1. Create a Supportive Learning Environment:

- Foster a positive classroom atmosphere where students feel comfortable and supported.
- Encourage open communication and establish rapport with students to address their concerns and anxieties.
- Provide clear expectations and instructions to reduce ambiguity and anxiety-inducing situations.
- Incorporate cooperative learning activities that promote peer support and collaboration.

#### 2. Implement Communicative and Collaborative Activities:

- Design language learning activities that encourage active participation and interaction among students.
- Incorporate group work, pair work, and discussions to create a low-stress environment for language practice.
- Provide opportunities for students to engage in authentic communication and apply language skills in meaningful contexts.
- Offer regular opportunities for students to receive constructive feedback from peers and the teacher.

#### 3. Teach Effective Coping Strategies:

- Provide explicit instruction on coping strategies for managing language anxiety, such as deep breathing, positive self-talk, and visualization.
- Introduce relaxation techniques, such as meditation or mindfulness exercises, to help students calm their minds and reduce anxiety.
- Incorporate activities that promote self-reflection and self-awareness, allowing students to identify their anxiety triggers and develop personalized coping mechanisms.
- Offer ongoing support and guidance to help students practice and refine their coping strategies.

#### 4. Integrate Relaxation Techniques:

- Introduce relaxation techniques like meditation or guided imagery as part of regular classroom routines.
- Allocate specific time for relaxation exercises before or during language learning activities to help students relax and reduce anxiety.
- Provide resources or recommend apps that offer guided meditation or relaxation exercises that students can use independently.

#### 5. Develop a Comprehensive Approach:

- Encourage professional development opportunities for teachers to increase their awareness of language anxiety and effective strategies for addressing it.
- Foster collaboration among language educators, school counselors, and mental health professionals to provide comprehensive support to anxious language learners.
- Develop guidelines or a resource package for teachers that compile best practices and practical strategies for addressing language anxiety in the classroom.
- Continuously evaluate and review the effectiveness of the comprehensive approach, making adjustments and improvements based on feedback and research.

By implementing these recommendations, language educators can create a supportive and inclusive learning environment that addresses language anxiety, enhances language learning outcomes, and promotes the overall well-being of students.

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