



RESEARCH PAPER

Addressing Language Anxiety in ESL Students: Identifying the Root Causes and Useful Coping Strategies

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ABSTRACT

This study aims to investigate the ways language anxiety occurs in ESL students, focusing on language abilities, duties, and classroom circumstances that elicit increased nervousness levels, and examines the effects of social and cultural factors. Language anxiety affects academic performance, motivation, and self-confidence in people learning English as a second language (ESL). The causes of language anxiety and effective coping strategies are poorly understood, despite the disorder's severe consequences. This research uses a qualitative research methodology to explore the causes, effects, and workable solutions for reducing language anxiety in ESL students. The findings reveal that students' self-perception, language proficiency teacher interactions, and learning environments are key contributors to language anxiety influencing emotional, mental, behavioral, and physical well-being. In addition to behavioral emotional cognitive and social strategies for coping students also use other ways to cope. The study promotes methods for reducing language anxiety, including raising self-efficacy giving constructive criticism, encouraging collaborative learning settings, and creating a pleasant learning environment. The research adds significant insights to our understanding of language anxiety by providing a thorough examination of this occurrence from the viewpoint of the students. Curriculum designers, legislators, and ESL teachers are all affected.

Key words Language Anxiety, Self-Confidence, ESL Students

Introduction

Additionally, English is useful for certain fields, including science, math, and topics related to teacher training including politics, economics, technology, entertainment, sports, and other fields (Anyadubalu, 2010). According to Hill and Miller (2013), when it comes to language instruction, students learn new things because of the natural way that English is used in the classroom. Non-native English speakers often modify their language skills for global accessibility currently when English is referred to as the international language and provides a pathway for career advancement. English is the language of choice for communication in the fields of science (Tardy, 2003), information technology (Amamio, 2000), and international affairs (Anyadubalu, 2010). Anxiety related to language, especially when learning a second language, can stem from a variety of factors and lead to subpar language learning (Horwitz, 2001). As a result, the Foreign Language Classroom Anxiety Scale (FLCAS) was developed and was subsequently employed in the majority of similar investigations. Since language learning involves ongoing assessments of students' performance and competency, some language learners may naturally find the classroom to be an anxious environment. Pupils who are unable to comprehend questions and provide incorrect or irrelevant answers believe they are incompetent, believing that "everyone else

seems to understand, except me." In comparison to other circumstances, these students often exhibit decreased social awareness, decreased assertiveness, and increased withdrawal or self-consciousness (Burden, 2004). When learning the four macro-skills, speaking is one of them where language anxiety arises. Studies have shown that students become anxious when speaking in English in the classroom. This environment hurts how comfortable they are communicating and hinders their ability to advance in using the international language fluently. Anxiety is a condition that Basic (2011) identifies as having an impact on second language acquisition because it prevents students from developing their oral proficiency, which is essential when learning a new language. Since oral communication is required for many classroom activities and syllabuses require oral proficiency, the performance of learners is naturally impacted by speaking nervousness. Anxiety disorders can cause feelings of frustration and even anger, according to von Worde (2003).

The purpose of this phenomenological study was to examine the difficulties faced by ESL students and the coping strategies they employed to overcome those difficulties. The researcher conducted focus groups and in-depth interviews using the convenience sampling method to learn more about the obstacles faced and strategies for overcoming them when learning English as a second language. Themes about students' challenges have included poor pronunciation, grammatical errors, poor reading comprehension, and low self-esteem. The participants also disclosed that their coping strategies include expanding their vocabulary in English, honing their reading comprehension abilities, practicing speaking English, and receiving support for their English language development. Most students make mistakes in grammar and pronunciation. Considering these, language instructors are advised to create a learning atmosphere for ESL students that reduce anxiety and foster learning. The word "affect" encompasses a wide range of emotions, including anxiousness, willingness to communicate, and self-assurance. Language anxiety is arguably the most extensively researched affective response to L2 communication and the primary topic of this chapter. The term "language anxiety" refers to the unfavorable fear-based emotions and feelings of worry that come with learning or using a language that is not one's mother tongue. The phrase refers to learning a language in settings where there is an opportunity for intergroup interaction also known as "second language" as well as a variety of language skills (mostly speaking, but also reading, writing, and comprehension). Since the 1970s, researchers have examined how anxiety affects learning a second language. Throughout the input, processing, and output phases of language learning, anxiety may surface. Contradictory results from instruments used to measure various anxiety types, language proficiency, learning level, and teaching methodologies have occasionally affected the intricacy of language anxiety research (Onwuegbuzie, Bailey, and Daley, 2000).

Despite several developments in instructional strategies and tactics, university second language classrooms still harbor anxiety. Studies have verified the existence of language anxiety and its impact on acquiring a second language (MacIntyre, 1995; Daly, 1991; Horwitz, 1986). Anxiety is a significant affective factor in learning a second language. It does, however, have intricate relationships with other affective variables that can be challenging to measure, like risk-taking, inhibition, and self-esteem. According to numerous studies (Cheng, Horwitz & Schallert, 1999; Von Worde, 1998; MacIntyre, 1995; MacIntyre & Gardner 1991, 1994; Young, 1991; Horwitz, & Cope, 1986), anxiety can hinder the production and achievement of second languages. Anxiety is thought to affect half of all language learners at some point (Campbell & Ortiz, 1991). Some studies on the role of anxiety in language learning may have produced different results due to differences in anxiety beliefs. Nevertheless, research in situation-specific language environments has increased due to the trait and state approaches incapacity to adequately capture and

illustrate the essence of second language anxiety, which has been widely employed by numerous studies (MacIntyre and Gardner, 1991). The characteristics of trait anxiety, state anxiety, and particular situation anxiety are among the psychological variables that lead to anxiety in language learning.

Literature Review

The basic theory of behavioral psychology states that people can be trained to perform any physical task, regardless of their characteristics, including genetic background, personality traits, and personal opinions. Psychologists can use this idea in behavioral and cognitive-behavioral therapy by attempting to pinpoint the behaviors that underlie a patient's problems, such as substance abuse, depression, and anxiety, and then train the patient to get rid of those behaviors. To encourage fresh, constructive behaviors that will probably enhance patients' quality of life, they also employ behavioral learning. A psychological method known as behaviorism places more emphasis on the analysis of outward behavior than on inward mental processes. Behaviorism, which was developed in the early 20th century by John B. Watson, places a strong emphasis on the need to comprehend how an individual's environment affects their behavior. This method ignores the idea of examining feelings, ideas, or consciousness in favor of concentrating only on what is observable and quantifiable. Behaviorism looks at the relationship between stimuli and responses to explain behavior in humans using concepts from reinforcement, conditioning, and stimulus-response associations. When learning a new language, those who learn it typically exhibit nervousness, trepidation, and anxiety. Language anxiety can stem from a variety of factors, including the learners' sense of self, self-related cognitions, language learning challenges, cultural differences between the learners and the target language, social status differences between speakers and interlocutors, and the fear of losing one's identity. To help language learners reach their desired performance goals in the target language, language teachers should consider the anxiety reactions of their students (Tanveer, 2007). Many forms of educational pursuit are impeded by anxiety; however, anxiety related to learning a second or foreign language is known as foreign language anxiety or second/second anxiety. To help students achieve the desired performance goals in the target language, language teachers should consider the anxiety reactions of their students when they are learning to speak the language (Tanveer, 2007).

Scovel (1978) examines four studies, each of which produced somewhat different findings, in his review of the literature on the function of anxiety in second language acquisition. He cites, for instance, the finding by Swain and Burnaby (1976) that anxiety in language classes was negatively correlated with one measure of children's French proficiency, but that there were no significant correlations with other measures. Similar findings were made by Tucker, Hamayan, and Genesee (1976), who reported three performance indices that did not significantly correlate with French-class anxiety but one that was significantly negatively related to it. Furthermore, test anxiety did not correlate with proficiency in regular French or German courses, despite Chastain's (1975) finding that it did correlate negatively with proficiency in audiolingual French courses. The fact that test anxiety was positively correlated with Spanish grades and that there was no correlation at all between Manifest Anxiety and any of the other course grades further complicated the situation. Two types of anxiety were examined in the final study cited by Scovel (Kleinmann, 1977): facilitating and debilitating (refer to Alpert & Haber, 1960). Encouraging anxiety is regarded as beneficial to performance and demonstrated the expected positive correlations with Arabic students' readiness to tackle challenging English language structures. Although it did not exhibit the anticipated negative correlations with performance, and debilitating anxiety, the more popular interpretation of anxiety is

thought to be harmful to performance. In conclusion, Scovel (1978) noted that there were several ambiguities in the foreign-language anxiety research.

The second element is fear of receiving a poor social evaluation, which is closely linked to the first. Students may feel that they are unable to make the right social impression because they are insecure about who they are and what they are saying. The third element is testing anxiety or fear of being evaluated academically. While a student is gaining proficiency, they must be continuously assessed on various aspects of that proficiency by the school's and the teacher's pedagogical requirements. Horwitz et al. therefore believe that these three factors communication anxiety, social evaluation anxiety, and test anxiety hurt learning a second language. The idea of anxiety related to learning a second language has also been introduced about attitudes, motivation, and proficiency. Because the focus is on attitudes and motivation, detailed info is not always given about the relationship between nervousness to proficiency. The Attitudes and Motivation Test Battery (AMTB) contains the French Class Anxiety scale (Gardner, 1985). The degree to which students report feeling nervous or ashamed in a language class is measured by this scale. Though its place in the language acquisition process has been disputed, it has demonstrated strong reliability (Gardner, Smythe, & Lalonde, 1984). (Lalonde & Gardner, 1984).

According to Gardner (1985), scales specifically designed to measure anxiety related to learning a foreign language are a better fit for researching language anxiety than general anxiety measures. Although language-specific instruments should be used to measure anxiety, theoretical connections to the literature on anxiety in general can be reinforced. Tobias (1979, 1980, 1986), for instance, put forth a model explaining how anxiety affects learning from instruction. According to him, nervous people usually think in a self-directed, derogatory way instead of concentrating on the work at hand. When it comes to limited cognitive resources, these irrelevant thoughts compete with relevant ones. Theories concerning anxiety show how anxiety theory has evolved, from generalized, all-encompassing theories (Bandura, 1991; Pekrun, 1992) to more situation-specific concepts of anxiety related to language learning (MacIntyre & Gardner, 1994) to theories that concentrate on an individual's contextual levels of anxiety (Pappamihiel, 1999). MacIntyre and Gardner's (1991) assertion that theoretical connections to the more general anxiety literature can be strengthened, even though the instruments utilized for assessing language anxiety should be tailored to the language area. Anxiety is thought to interfere with language acquisition and make it more difficult for language learners to process language input (Krashen, 1985a, 1985b; MacIntyre et al. 1997). According to Krashen, students who experience anxiety may not only learn less but also struggle to demonstrate what they have learned if anxiety affects cognitive function. As a result, they might fail even more, which would increase their anxiety. Although English is now regarded to as the international language and offers opportunities for job progress, non-native speakers of the language frequently modify it for global access. The English language is excellent in information technology (Amamio, 2000), international affairs and communication (Anyadubalu, 2010), and scientific communication (Tardy, 2003). Furthermore, science, math, politics, economics, technology, entertainment, sports, and other areas of teacher education are among the sectors in which English is helpful (Anyadubalu, 2010). According to Hill and Miller (2013), when it comes to language instruction, students learn new things because of the natural way that English is used in the classroom.

Numerous research works offer strategies for managing language anxiety. Tanveer (2007) suggested that less stressful classroom environments include drama-based activities, avoiding idealized pronunciations, and having homogenous classes. In contrast, those who participated in Price's (1999) study mentioned less stressful classroom

environments including familiarity with other learners, fewer students in the class, early language instruction, positive reinforcement, and the instructor's friendly role. Language anxiety can be reduced in two main ways, according to Aydın and Zengin (2008). One approach is to impart coping mechanisms to students, and another is to create a less stressful environment for them. Köse (2005) experimented with dialogue journals as a potential method. His research, however, suggested that the use of dialogue magazines as a coping mechanism for anxiety does not help to reduce language anxiety. In her 2011 study, Humphries discovered that, outside of the classroom, students could support one another in overcoming anxiety without the help of a teacher. It has been discovered that friendships play a relieving role since they give students confidence when they form bonds with other people.

Material and Methods

This study used a basic interpretive qualitative research approach to examine language acquisition anxiety from the perspectives of teachers and students. Finding coping mechanisms and underlying causes of language anxiety in ESL students is the main goal of research on this topic. To qualitatively explore language anxiety in ESL students and uncover nuanced insights into its root causes and effective coping strategies, a phenomenological research design will be employed. This method is intended to explore the lived experiences of ESL students, providing a deep and comprehensive investigation of their attitudes and feelings regarding language acquisition the interview process was the primary means of data collection. It is thought to be among the most widely used tools in qualitative research. It provides a way to gather empirical data about the world by asking people to reply to questions about a certain issue or incident. Participants will be carefully chosen to represent a range of linguistic backgrounds and skill levels. Interviews, focus groups, and observation document analysis are used to gather data. Ultimately, qualitative researchers communicate their findings through language rather than quantitative data and measurements (Merriam, 2002). By using this design, it was possible to ascertain the understanding of English teachers regarding students' anxiety and coping mechanisms related to using English effectively, as well as students' anxieties. The characteristics of communication were provided and delivered to the dean or deans of the colleges to which the participants belonged. The letter includes the following information: the purpose of the study, a brief synopsis of the methodology, and a guarantee of respondent privacy. Individual communication letters with the dean's approval attached were sent to the respondents after obtaining permission. The offer to participate in the study can be accepted or rejected by the selected respondent. After giving their approval, the respondent signed a formal consent form. All the teacher participants were first interviewed by the researcher, and then the student participants. When the critical point of responses was reached, data collection began. Interview transcription came after data collection. Transcripts are a useful tool for qualitative researchers to interpret and comprehend the experiences and viewpoints of their interview subjects. After a follow-up, the researcher gave copies of the transcription to each participant so that the information they had given could be verified.

Results and Discussions

The concept of learning describes the relatively long-lasting shift in behavior or knowledge brought about by experience. Even though you may associate learning with things like studying for an impending test, retaining information from lectures, or picking up new skills via practice, these modifications are only one aspect of learning. Learning is a broad topic that encompasses the explanation of many different psychological processes, such as the development of appropriate and inappropriate social behaviors, as well as the

possibility of a person developing a crippling psychological disorder. To address language anxiety in ESL students, behavioral theory must be applied. This entails comprehending and altering observable behaviors linked to anxiety. Behaviorist theories, like those put forth by B.F. Skinner contends that conditioning is the process by which behaviors are acquired. Strategies for positive reinforcement can be used in the context of language anxiety. Positive reinforcement of language-learning behaviors can be achieved, for example, by providing a supportive learning environment, praising students for their language proficiency, and introducing them to increasingly difficult language tasks. To help ESL students develop resilience over time, systematic desensitization, a behavioral technique, can be used to progressively expose them in a controlled manner to language situations that cause anxiety. Teachers can help ESL students experience less language anxiety and a more positive language-learning process by incorporating behavioral principles into their interventions. When students become the focus of the class, this theme generalizes the criticism of teachers. Someone or something that piques everyone's curiosity or excitement is referred to as the center of attention in a literal way. The students' uneasiness, unwillingness to volunteer to give a speech, unwillingness to offer their opinions when called upon, and angry emotions during graded recitations, unplanned speeches, and individual reporting serve as examples of it. Teachers acknowledge the fact that they are experiencing anxiety which they students don't want to perform during recitation periods when they ask for a post-lesson. They also report that students are frequently asked to repeat or clarify questions to obtain more time for thought. Children acquire English through conversation, both with their parents and with other kids who are their age. If a child interacts with speakers of those languages regularly, learning two or more languages at the same time is easy. When a student's first language is learned and their regional accent is adjusted, it is said that "It began at Home." One participant related how a student had said, "We don't usually use English inside the house, as a reason for their speech anxiety. As a result, we are only permitted to use English around the classroom because we speak our native tongue most of the time. Never was it its native language. Conversely, some participants concede that nationality plays a role in the phenomenon, implying that we are not native English speakers. First Language (L1) acquisition is the study of how newborns adjust to their mother tongue, or native language, which is ingrained in them from their upbringing. There are many theories concerning the acquisition of first languages, but the most well-liked ones are those put forth by Noam Chomsky and B. F. Skinner. Skinner was a pioneer in the 1957 argument that behaviorist reinforcement is the basis for language acquisition in children. However, Chomsky strongly disagreed with the earlier claim, bringing up the point that children are naturally capable of learning any language spoken by humans (Lemetyinen, 2012).

This describes the nervousness that drives students' anxiety, leading to a mental block, elevated heart rate shaking perspiration reluctance to speak stage fright, and avoidance of eye contact with their teachers. It is an inevitable bodily reaction to feeling nervous. According to Li and Stamatakis (2011), people's sympathetic nervous system usually activates during stressful situations, releasing endorphins and priming the body for action. During a panic attack, the brain's fear center, or amygdala, goes into an explosion. Their categories accept the teacher's feedback and encouragement about refining spoken English. The act of agreeing to accept or do something offered is how the term is defined. Participants acknowledged that they had acquired language hurdles in English, and they showed appreciation and joy for the teacher's corrections. One participant says, "I receive feedback positively and I don't think of it negatively." Somebody said, "I'm happy because my mistakes are helping us progress." The learners follow their mentors' instructions and report on the assignments they complete in their English lessons as part of their obligations as students in the educational system.

Coping Strategies and Reduce Anxiety in Language Learning

English teachers could facilitate a discussion about anxieties that could assist students in realizing the futility of their anxieties. As was undoubtedly demonstrated during the conversation with multiple students, some students are mute in class because they are unaware of their anxiety. They were unable to offer a valid explanation when asked why they remained silent all the time. All they could do was describe the sensation of having a question posed. They claimed that they were constantly nervous and dreaded being asked a question. Following a conversation about the reasons behind their quiet and a brief examination of their issues, they acknowledged that anxiety was the only factor to blame, not other factors like poor motivation. Not because they were incapable of learning, but rather because they were afraid of being mocked and making mistakes, they found it amusing that they remained silent. Understanding this primary reason for their quiet could motivate them to overcome their psychological barriers and acquire the self-assurance needed to further their English language skills. Certain students were aware that they struggled with anxiety, but they were embarrassed to admit it. They believed that students of university age would be made fun of if they remained silent out of fear. Nonetheless, they were relieved to learn that anxiety-induced quiet was typical in EFL classes and that they could adopt a constructive mindset for dealing with it. Through discussing their anxiety, the students were able to associate highs and lows with circumstances or pursuits. A heart-to-heart conversation between students and the teacher or between students is a good way to bridge the gap and foster a comfortable environment regardless of the location of the classroom. Such conversations can also help students and teachers build strong relationships.

Assessing Students in the Classroom appropriately

Certain studies suggest that teacher evaluations ought to be administered with caution. The most likely prospective employees for foreign language anxiety are those who are afraid of being judged negatively. For instance, mistakes can be interpreted as markers of a person's linguistic growth or as something that undermines their confidence. Not every mistake is fixed, particularly when students are starting to gain more from encouragement than from error correction, but some students in accuracy exercises desperately need their errors fixed. Educators therefore must know the learners' preferences and needs, and give guidance correspondingly, but teachers should not have to correct every error their learners make.

Anxious students' feelings of inadequacy are lessened when proper classroom evaluation is implemented. Asking students to evaluate their contributions to the group as well as to themselves and other group members may be one of the most well-liked methods of evaluation in the classroom. The best way to start developing a sense of competence is to have frequent small successes. Students will start to believe that competence is achievable if they can follow along with the lesson and participate in the activities. Simply explain to students that making errors is a necessary part of learning. As an educator, never forget to select appropriate assessment methods.

Assisting Students in Developing Self-confidence

One of the key factors influencing language learner's anxiety, sense of competence, and real performance is self-confidence. However, there is a reciprocal relationship between anxiety and one's assessment of one's level of proficiency as well as between one's assessment and actual proficiency. It is imperative to elevate students' self-perceptions of their proficiency. Changing a person's self-perception is not easy; the benefits of improving

the self-image of language learners seem worthwhile. With time and an emphasis on positive experiences, it makes sense to believe that we could support language learners who are more capable and self-assured. A language instructor could give students several chances to succeed in the classroom using English (for example, by encouraging them to write and speak in English using simple sentences to convey their ideas) and instructing them on how to highlight their own successful experiences. As a result, they would start to believe that they are better language learners, which would boost their confidence. Anxious learners are unlikely to be self-assured. Resolving students' misunderstandings about language acquisition also aids in boosting their self-esteem. Teachers' ought to talk to their students about realistic expectations for language learning as well as the importance of having some proficiency in the language, even if it is not very strong. Additionally, throughout the language learning process, teachers might want to schedule quick talks about the process of language acquisition. Furthermore, a language teacher working with nervous students' needs to be aware that nervous students sometimes underestimate their abilities. A related tactic would help the students focus on their capacity to complete the current task.

Getting Rid of Test Anxiety for Languages

Some test anxiety reduction techniques involve psychological and linguistic support for learners. The teacher can lead the class in a fictitious exercise before exams, considering the psychology of the students. As a physical warm-up, students can relax, close their eyes, and take a few deep breaths. They are then advised to take pleasure in some enjoyable mental scenes. Their amazing imagination will somewhat diminish their fear. Speaking to yourself positively, like "I am confident; take it easy," can also be very helpful. Walking and listening to soft music are two more excellent ways to reduce test anxiety. Regarding language assistance, the instructor can first clarify to students that the focus in the classroom is on proficiency rather than test scores. And then, by giving them the necessary skills, assisting students in making appropriate test preparations is required. Finally, higher education institutions should also follow the reform of quality education and lessen the pressure on students to perform well on tests, in addition to teachers. Humanist theory holds that anything that degrades, or outlaws aesthetic pleasure should be rejected in education. Thus, they ought to work together to create impartial, humanistic exams that fairly represent what is taught in the classroom.

Inhaling deeply

Taking Deep Breaths was another strategy that the ESL learners used to address their anxiety related to ESL learning and found to be very helpful. Of the 80 respondents, 10 said that taking deep breaths was a helpful strategy. The participants wrote, breathed slowly, took a long breath, took deep breaths, and Deep breaths, I take a breath. To calm myself down when I'm scared or anxious, I take a deep breath and slowly realize it. Similarly, if I'm nervous when speaking in English in a class, I take long, deep breaths to get over my nervousness.

Keeping Eye Contact with Just One Individual

Maintaining Eye Contact with Only One Person was another strategy that study participants claimed to have used. This was the person they might feel most at ease with. This enables ESL learners to ignore the perplexing behaviors of those around them, which could negatively affect their performance and induce anxiety. The participants gave the following answers: I feel very confident when I look at the faces of my friends, and I feel confident when I make eye contact with the person I believe in, You should look into the

eyes of your friends because they give you confidence, and You should look at a specific person who seems to be sincere in paying attention to the word what guttered.

Enhanced Interactions between Teachers and Students

Establishing a safe, encouraging, and learner-friendly classroom environment is the first step teachers should take to reduce stress in the classroom. It is equally crucial for teachers to support students' growth in self-worth and confidence by demonstrating to them that moments of language anxiety are temporary and do not always turn into a permanent issue and by giving them numerous chances to succeed in the English classroom. In the English classroom, the instructor has the authority to allow students to use the language with less fluency while still providing them with meaningful feedback. When students and teachers interact, students are particularly sensitive to the teacher's reaction to them. They constantly strive to receive feedback from the instructor.

Conclusion

Suitable Classroom Evaluation Reducing anxiety in the classroom requires fair and equitable assessments. Implementing varied assessment methods, providing timely feedback, and focusing on both formative and summative evaluation contribute to a less stressful learning environment. Helping self-confidence to grow and developing self-assurance is essential to learning a language. Building a positive learning environment, rewarding success, and encouraging students to take chances all have a major impact on the growth of self-assurance in language learning. Reducing test anxiety in language courses, low-stakes tests, an emphasis on learning over grades, and sufficient preparation materials are all necessary to reduce test anxiety. Language test anxiety can be reduced by promoting a growth mindset and redefining evaluations as chances for development. The ability to breathe slowly and keep eye contact using mindfulness practices, like deep breathing, can help with anxiety management. Teaching pupils to take deep breaths helps them to relax and focus. Additionally, maintaining eye contact with a single individual during communication fosters a sense of connection, reducing social anxiety and enhancing communication skills. Improved Teacher-Student interactions in a supportive learning environment depend on teachers and students developing strong relationships. Students' anxiety about learning a language is reduced when teachers foster an environment where they feel understood and given encouragement by offering personalized feedback, promoting open communication, and exhibiting empathy. Creating a supportive and productive learning environment for ESL (English as a Second Language) students requires addressing language anxiety. Teachers can significantly contribute to the improvement of students' language learning experiences by determining the underlying causes and putting helpful coping mechanisms into place. After looking into strategies for dealing with language anxiety in ESL students, the following conclusions can be made. In summary, treating language anxiety in ESL students necessitates a thorough and sympathetic strategy. Teachers can establish an environment where ESL students feel more at ease, confident, and driven to overcome language-related obstacles by identifying the underlying causes, offering tailored support, creating a positive atmosphere, and putting effective teaching strategies into practice.

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