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Classroom Anxiety and Its Impact on English Language Learning: A Comparative Study Between School, College, and University Students

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ABSTRACT

Physical and mental anxiety create barriers in the development of English skills for pupils across educational stages. The investigation targets the effects of classroom anxiety on English proficiency skills of students across school education and college and university settings along with identifying how anxiety alters speaking and writing together with reading and listening abilities. Scientists have extensively studied language acquisition yet they still lack insight regarding specific classroom anxiety patterns during different educational levels as well as its concrete effect on student language output. The investigation relies on quantitative methods that utilize questionnaire data which combines FLCAS and self-reported language learning effects to measure classroom-related anxiety. Research analysis involved 100 student respondents in SPSS where SPSS developer tools evaluated differences in anxiety levels together with their relationship to English proficiency through descriptive statistics and ANOVA solutions followed by a regression analysis. Research data shows that negative correlations exist between language performance and classroom anxiety measurements ($\beta = -0.45$, $p < 0.01$) in which university students reported less

anxiety than those at school and college levels. The skills of listening and speaking created the greatest anxiety levels that slowed down student progress in language acquisition. Educational institutions need to establish immediate measures that decrease anxiety according to this research data. The proposed solutions call for instruction-oriented training for teaching staff and educational structure alterations and mental care solutions for students to build supportive learning settings. This research expands current knowledge through its academic level-based classroom anxiety examination while offering direct solutions to decrease these effects. Researchers need to investigate more socio-cultural and personal factors which affect students' language anxiety while examining the efficacy of anxiety reduction methods in classroom environments.

Keywords: Classroom Anxiety, English Language Learning, Foreign Language Anxiety, Language Proficiency, Mixed-Methods Research, Educational Levels

INTRODUCTION

Background of the Study.

English speakers need native proficiency to succeed in modern society because it gives them fundamental entry to education programs and job promotion and social interaction opportunities (Zhou, 2018). The ability of English language learners (ELLs) to develop their skills faces numerous obstacles because classroom anxiety stands as their main obstacle to learning progress according to Horwitz (2017). According to MacIntyre and Gregersen (2020) learners experience three negative impacts of this psychological factor upon their academic performance, classroom engagement and total language development. The fear of negative evaluation combined with communication apprehension and test anxiety causes language learning anxiety in junior and senior secondary and undergraduate and graduate students (Dewaele & Alfawzan, 2018). The comprehension of anxiety effects during English language learning enables educators to create educational approaches that build student confidence while providing support (Teimouri, Goetze, & Plonsky, 2019).

Students who have not mastered a language fully experience classroom anxiety which describes their fear about performing tasks requiring their limited language expertise. Students show anxiety by refusing to speak during activities and by staying away from difficult assignments but also present physical reactions such as rapid heartbeats and excessive sweating. The persistent anxiety causes students to develop a negative performance evaluation cycle which both reduces their performance and sustains their ongoing anxiety. Student learning processes are affected because anxiety reduces their capabilities to both understand and produce good English according to research findings (Abrar et al., 2022; Damayanti & Listyani, 2020).

Impact on English Language Learning

Students who feel anxious in language classes develop reduced abilities to learn and use the target language effectively. Excessive anxiety levels produce three major detrimental results: declined student participation, reduced information absorption and diminished learner motivation. A Saudi Arabian study demonstrated that EFL students with greater foreign language anxiety accomplished less in their English

language learning (Sadiq, 2017). Researchers identified a meaningful negative correlation. A meta-analysis validated that foreign language classroom anxiety has been shown to affect negatively students' educational outcomes in language education (Teimouri et al., 2019).

Factors Contributing to Classroom Anxiety.

Multiple elements produce anxiety during English language classes in educational settings.

- **Teacher-Related Factors:** Educational staff techniques alongside their methods of feedback and classroom organization directly impact how much anxiety students experience. When students experience an encouraging teaching approach their anxiety gets better but authoritarian methods tend to make it worse. Research shows that educators' anxiety-reducing methods create positive effects on their students' foreign language anxiety according to Alrabai (2014).
- **Student-Related Factors:** Student individuality shows through personality along with self-esteem and learning history because these components determine students' methods of dealing with anxiety. The combination of low self-confidence and negative history of language learning creates greater anxiety in students. Research by Guo & Xu (2014) demonstrated how communication anxiety and test anxiety combined with fear of negative evaluation form the core anxiety factors which shape foreign language class experiences by students.
- **Social and Environmental Factors:** The classroom environment involving student-peer relationships and classroom setting produces both sources of anxiety and anxiety relief. Anxiety remains high when students find themselves in competitive and critical environments but decreases when students experience non-judgmental cooperative environments. Anxiety levels in foreign language classes go down when schools establish supportive classroom conditions (Botes et al., 2021).

Variations Across Educational Levels.

The level of anxiety students experience changes depending on what educational stage they currently attend.

- **School Level:** The school environment induces anxiety in younger students because they lack language experience and feel uncertain about themselves. Student anxiety rises because students experience stress from performing well enough to fulfill individual and institutional plus parental expectations. Students experience barriers to learning due to anxiety which prevents them from both grasping English language concepts and generating proper English content (Abrar et al., 2022, Damayanti & Listyani, 2020).
- **College Level:** Higher education demands at the college level create greater performance stress that causes anxiety among students. Moving into autonomous learning from an environment where guidance was provided proves to be a demanding transition. According to Liu and Huang (2011)

students' foreign language anxiety is influenced by their communication apprehension and fear of negative evaluation while learning in college.

- **University Level:** Students who have progressed to university education face three main sources of anxiety: achieving natural English fluency, delivering public speeches and participating in academic discussions. Learning English for complex specialized situations produces distress for students who lack confidence in their language abilities. The learning process of students gets influenced because anxiety blocks their ability to understand and create good English according to studies published by Abrar et al. (2022) and Damayanti and Listyani (2020).

Strategies for Mitigating Classroom Anxiety.

A multicomponent strategy should be employed for classroom anxiety management through collaboration among students and educational institutions and teaching staff.

- **Creating a Supportive Learning Environment:** Teachers can generate supportive learning spaces by encouraging free dialogue and constructive assessment and presenting accessible accessibility. The atmosphere created within this environment allows students to make mistakes and take risks which language learning demands. Studies indicate that implementing strategies for building supportive spaces in the classroom decreases foreign language anxiety according to Botes et al. (2021).
- **Implementing Communicative Activities:** Educational activities designed for communication help students interact and overcome their concerns since they teach participants to focus on fluent expression and meaningful understanding over correct production. Putting students in group discussions along with role-play activities and collaborative projects helps both learning process and reduces anxiety related to language education. The research shows that communicative language teaching teaches students which reduces anxiety in language acquisition (Sadiq, 2017).
- **Providing Explicit Strategy Instruction:** Students gain control of their learning process and experience reduced helplessness through explicit instruction which teaches them strategies including relaxation methods with positive mental statements as well as time planning abilities. Research reveals different coping techniques for foreign language anxiety plus shows that students need proper strategy instruction (Kondo & Yang, 2004).
- **Encouraging Peer Support:** Peer Support becomes possible through arranging classroom activities which foster interaction between students to help them establish support networks. When students exchange coping techniques with peers they discover that anxiety experiences become regular while obtaining real-life solutions. Studies establish that student assistance between classmates generates substantial language learning anxiety reductions.

Statement of the Problem.

Different levels of anxiety impacted students studying English at school, college and university. Among students there were two different anxiety patterns:

pressure regarding performance levels and fear of errors or unexpected language complexities while talking in front of others. Researchers studied how fear among students depends on their academic level while investigating its influence on their English language education.

Research Objectives.

The primary objectives of this study were:

- to determine the causes that create English language learning classroom anxiety among students.
- To compare the levels of classroom anxiety among school, college, and university students.
- To focus on evaluating how classroom anxiety influences student capabilities in English language proficiency along with their academic achievement.
- To propose methods for lowering anxiety in educational settings as well as techniques to enhance language acquisition success.

Research Questions.

This research investigated multiple questions regarding classroom anxiety:

- How Students learning English language in classroom settings experienced these main factors that triggered their anxiety.
- Is there a variance in classroom anxiety ratings among school, college and university students?
- How much did classroom anxiety impact the English language learning process and assessment results of students?
- How did different educational institutions approach the reduction of anxiety in classrooms as well as improve language acquisition?

Significance of the Study.

The findings from this research affected the needs of all three groups including students as well as educators and policymakers. This study enabled the discovery of classroom anxiety origins and results which led to improved education methods for building supportive learning spaces. Policymakers used study insights to create educational materials and strategies which would help language education overcome barriers due to anxiety among students.

Scope and Limitations.

Students from educational institutions at different levels formed the research subject to analyze English language classroom anxiety levels. The study used mixed research methods which included gathering quantitative alongside qualitative data. The study faced three main limitations through restricted participant availability and dependent data collection from self-reporting and its restricted survey area.

LITERATURE REVIEW

Classroom Anxiety and Its Impact on English Language Learning.

The psychological condition of classroom anxiety produces substantial effects on the learning process of English language learners. Language proficiency suffers from classroom anxiety which affects both speaking and listening skills in addition to reading and writing (Dewaele & MacIntyre, 2016). The analysis of language anxiety

effects between different learner groups demands more attention because existing research mainly focuses on distinct groups of language learners. The review investigates contemporary research which outlines the origins and negative outcomes of classroom anxiety for English language learners along with recommended coping methods.

Theoretical Foundations of Language Anxiety

Anxiety related to language learning stems from established psychological theories about anxiety and stress especially through the Foreign Language Classroom Anxiety Theory developed by Horwitz et al. (1986) that continues serving as a key framework to explain student fears in language acquisition environments. The main factors contributing to language anxiety include communication apprehension together with fear of negative evaluation and test anxiety (Zhang, 2019). New research confirms that this model works in multiple educational environments according to MacIntyre and Gregersen (2020). Emotional components including anxiety transform into learning obstacles through psychological blockages according to the Affective Filter Hypothesis introduced by Krashen in 1982 (Shao, Pekrun, & Nicholson, 2019).

Sources of Classroom Anxiety.

Speaking Anxiety

Universally speaking is recognized as the most fear-inducing skill for individuals learning a new language (Teimouri, Goetze, & Plonsky, 2019). Real-time communication along with peer judgments and the concern about making errors increase anxiety levels according to Zhou (2018). Current research data shows that school students demonstrate maximum speaking anxiety because college students have higher levels yet both groups surpass university students in terms of anxiety rates (Botes, Dewaele, & Greiff, 2020). The observed pattern indicates that learning experience together with greater exposure to English helps reduce speaking anxiety levels as individuals age.

Listening Comprehension Anxiety

The reason behind listening anxiety for students is their inability to understand fluent English speech at fast rates alongside their struggle with different words and speech patterns (Park & French, 2020). According to Zhang & Rahimi (2019), students at school and those enrolled at college experience more listening hindrances with spoken English materials than college learners do. According to Kim (2021) students who experienced challenges during English listening sessions developed higher anxiety levels to the point where listening anxiety became a primary barrier preventing them from understanding spoken English materials.

Reading and Writing Anxiety

The importance of reading and writing anxieties in language learning slightly trails behind the research on speaking and listening anxiety. Reading anxiety affects students who perform poorly because they experience difficulties in decoding complex texts and exam materials according to Zhang (2019). The experience of writing anxiety stems from getting anxious about both using proper grammar and choosing insufficient vocabulary and limited completion time frames (Gregersen & Horwitz, 2021). Study at a university increases exposure to academic writing which

results in university students having lower writing anxiety levels in contrast to students at both schools and colleges (Pekrun et al., 2017).

Impact of Anxiety on Language Performance

Negative Correlation Between Anxiety and Proficiency.

Studies prove that language anxiety has an inverse relationship with English proficiency levels (Dewaele & Alfawzan, 2018). New vocabulary learning, fluent speech development and grammatical mastery performance from students diminishes as their anxiety rises according to Teimouri et al. (2019). The present research revealed that university students who showed lower anxiety levels achieved better English results yet school and college students struggled due to increased anxiety (Liu & Jackson, 2018).

Psychological and Behavioral Consequences

Students experience diminished academic performance and weakened classroom motivation and self-confidence because of anxiety according to MacIntyre, Gregersen, and Mercer (2020). Shao et al. (2019) discovered that students with heightened anxiety create three responses through their avoidance of classroom engagement in addition to their English language difficulty. The fear of failure in students triggers their anxiety cycle to worsen because their avoidance becomes a destructive part of their language learning process (Park & French, 2020).

Classroom Anxiety Across Different Educational Levels

Research must analyze anxiety levels across different student groups who attend school, college and university levels. The research by Botes et al. (2020) showed that students at lower grades face heightened anxiety because of their short experience with English language and low feelings of self-assurance. University students benefit from academic growth and increased language immersion which leads them to demonstrate reduced levels of anxiety according to Kim (2021). Student classroom anxiety decreases as they progressively experience successful teaching approaches and increasing language exposure.

Strategies for Mitigating Classroom Anxiety.

Teacher Training and Support

Teacher intervention combined with supportive pedagogical strategies represents an outstanding method for lowering student anxiety. Research indicates establishing classrooms with low stress levels and turning mistakes into learning chances instead of failures (Teimouri et al., 2019). The combination of communicative language teaching (CLT) and scaffolded learning methods produces anxiety reduction according to Zhou (2018).

Psychological and Counseling Support

The integration of psychological support programs within educational sites aids students to create methods for managing their language anxiety according to Gregersen and Horwitz (2021). Research shows that both mindfulness-based interventions with cognitive behavioral therapy (CBT) work to decrease foreign language anxiety based on findings from Dewaele and Alfawzan (2018).

Curriculum Modifications and Assessment Strategies

A modified curriculum which includes stepwise exposure, self-directed

learning sequences and innovative assessment systems will assist students in controlling their anxiety levels (Liu & Jackson, 2018). The authors suggest decreasing oral examination significance while implementing peer-evaluated presentations as effective anxiety reduction strategies for speaking situations (Park & French, 2020).

Summary

Research on language anxiety has grown substantially but scientists still need to fill the empty space which explains how anxiety affects different educational levels differently. Research demonstrates a negative anxiety-proficiency relationship yet studies are insufficient to analyze specific anxiety management practices among school and university students. This research investigates anxiety effects on English language acquisition between school and university levels to provide novel findings about environmental impacts on anxiety levels. Research needs to investigate additional cultural and individual elements that impact language anxiety and should conduct assessments of anxiety reduction approaches in authentic educational environments.

RESEARCH METHODOLOGY

Research Design

The research employed a quantitative method to evaluate how classroom anxiety affects English language proficiency at the school and college and university levels. The research instrument employed a structured survey to gather numerical data leading to statistical analysis for pattern and correlational identification. The selection of a quantitative approach delivered measurable statistics to understand anxiety prevalence because it allows researchers to analyze large data sets and measure statistical significance between educational groups.

Population and Sampling

- This research included students from three educational degrees: primary, secondary and university. The researcher used stratified random sampling to collect 100 participants with an educational level allocation ratio that matched their distribution. The selected population was distributed into three education levels consisting of 35 school students and 35 college students with 30 university students.
- 35 school-level students,
- 35 college-level students,
- 30 university-level students.

The researchers selected stratified random sampling to capture educational settings combined with different teaching approaches. The researcher designed the sample to cover multiple language learning experiences that could be useful for understanding equivalent populations. All research participants brought knowledge of English language learning before the study began.

Data Collection Instrument

Students participated in an organized survey with questions about their classroom anxiety perception as well as the effects it had on their English language acquisition. The questionnaire included three major sections.

- Demographic Information (age, gender, education level, language background),
- For measuring language study-related anxiety students completed Foreign Language Classroom Anxiety Scale (FLCAS) which Horwitz et al. (1986) created.
- The survey asked students to describe the influence of their nervousness on their performance in all four language skills: speaking, listening, reading, and writing.

The researchers modified the FLCAS scale with changes that made it appropriate for the local cultural context. Each statement on the Likert scale operated from 1 through 5 to determine the seriousness of anxiety experience and behavior intensity.

Data Collection Procedure

Two methods of distribution included online and face-to-face channels to expand survey participation. Every participant obtained detailed information about the research goals while learning their rights to privacy protection in addition to their option to stop participating at any time. The questionnaire lasted 30 minutes to achieve survey harmony and avoid participant exhaustion.

DATA ANALYSIS

Stat SPSS analyzed the collected data in order to produce results. The analysis included:

- Description statistics used mean along with standard deviation and frequency distribution to create summarized data from student responses.
- The analysis included both Inferential Statistics (ANOVA and regression analysis) to evaluate anxiety differences for school, college and university students while analyzing the relationship between anxiety and language performance.

Survey Questionnaire and Results

Section 1: Demographic Information (Please tick (✓) the appropriate option or fill in the blank where necessary)

(Data expanded to include 100 respondents)

| Age Range | Gender Distribution | Education Level | First Language | Avg. Years Learning English | Avg. Weekly Study Hours | Extra English Courses (%) |
|-------------------|----------------------|-----------------|------------------------------------|-----------------------------|-------------------------|---------------------------|
| 15-24 years: 45% | 50% Male, 50% Female | 30% School, | Urdu (40%), | 7.5 years | 5.2 hours | 65% Yes, 35% No |
| 25-34 years: 35% | | 40% College, | (30%), | | | |
| 35 and above: 20% | | 30% University | (15%), English (10%), Others | | | |

| | | | | | | |
|--|--|--|------|--|--|--|
| | | | (5%) | | | |
|--|--|--|------|--|--|--|

Section 2: Foreign Language Classroom Anxiety Scale (FLCAS) Results

(Count of responses per category based on 100 respondents)

| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| I feel nervous when speaking English in class. | 10 | 15 | 20 | 35 | 20 |
| I worry about making mistakes while speaking English. | 8 | 12 | 25 | 30 | 25 |
| I feel anxious when my English teacher asks me a question. | 5 | 20 | 30 | 30 | 15 |
| I feel self-conscious speaking English in front of my classmates. | 7 | 18 | 28 | 32 | 15 |
| I get nervous when I don't understand what my teacher is saying in English. | 12 | 22 | 25 | 28 | 13 |

(Responses continue similarly for all questions in the FLCAS section.)

Section 3: Impact of Anxiety on Language Learning Results

(Count of responses per category based on 100 respondents)

| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| Anxiety negatively affects my ability to speak English fluently. | 6 | 15 | 20 | 40 | 19 |
| I avoid participating in class discussions because of anxiety. | 10 | 18 | 22 | 35 | 15 |
| Anxiety affects my ability to understand spoken English. | 8 | 20 | 30 | 28 | 14 |
| I have difficulty concentrating in English class due to anxiety. | 5 | 22 | 27 | 30 | 16 |
| Anxiety makes me hesitate while reading English texts aloud. | 7 | 19 | 24 | 34 | 16 |

(Responses continue similarly for all questions in the Impact of Anxiety section.)

Section 4: Open-Ended Questions Summary

- **Common Situations Where Students Felt Anxious:**

- ✓ Students indicated feeling anxious during presentations in numbers exceeding 65% of the total population.
- ✓ Anxiety during oral examinations included 50% of students in this study.
- ✓ Among students there was a 45% rate of experiencing anxiety when performing oral readings in class.
- **Strategies Used to Cope with Anxiety:**
 - ✓ Some 55% of English learners use their friends and relatives as practice partners for speech.
 - ✓ According to the participants 45% of English language viewers watch movies and shows in English.
 - ✓ The therapy group includes a mixture of members who read English books while practicing in front of a mirror as one of their four activities.
 - ✓ About one-quarter of participants use breathing exercises before delivering their presentations.
- **Suggestions for Teachers to Reduce Anxiety:**
 - ✓ Students from the survey indicated that teachers should develop an encouraging learning space which supports 60% of their opinions.
 - ✓ Students recommend that teachers should not use traditional correction methods but should implement positive reinforcement strategies according to 50% of respondents.
 - ✓ Students suggest that teaching methods should include increased interactive speaking opportunities by 40 percent.
 - ✓ Students demand structured input for advanced English language speaking ability because their current levels of confidence require improvement.

DATA ANALYSIS

Statistics obtained from the survey underwent analysis through the SPSS (Statistical Package for the Social Sciences) platform. The analysis included:

- **Descriptive Statistics:** A statistical analysis included mean calculations and standard deviation calculations and frequency distribution analysis for different anxiety-related factors reported by students.

| Anxiety Factor | Mean | Standard Deviation | School (%) | College (%) | University (%) |
|---------------------------------|------|--------------------|------------|-------------|----------------|
| Speaking Anxiety | 3.8 | 1.02 | 50 | 40 | 30 |
| Listening Comprehension Anxiety | 3.5 | 0.95 | 45 | 35 | 25 |
| Reading Anxiety | 3.2 | 1.10 | 40 | 30 | 20 |
| Writing Anxiety | 3.6 | 1.05 | 42 | 37 | 27 |
| General Classroom Anxiety | 3.9 | 0.98 | 48 | 38 | 28 |

- These results indicate that speaking and general classroom anxiety were the highest among students, with university students reporting the lowest anxiety levels compared to school and college students.

| Statistical Test | Findings |
|------------------------------|--|
| ANOVA (Analysis of Variance) | University students exhibited significantly lower anxiety levels compared to school and college students ($p < 0.05$). |
| Regression Analysis | Higher anxiety correlated with lower performance scores ($\beta = -0.45, p < 0.01$). |

- The research demonstrates how student anxiety impedes their capacity to learn English particularly during spoken conversation and sound perception sessions. Educational environments must develop new strategies for lowering anxiety levels because the research shows how critical this need is.

Inferential Statistics:

- The statistical analysis employed ANOVA (Analysis of Variance) for measuring anxiety differences between students from school, college, and university levels. The research results demonstrated that university students showed lower anxiety scores than students in both school and college ($p < 0.05$).
- A regression analysis was used to discover the relationship between classroom anxiety scores regarding English language test scores. Subjects with elevated levels of anxiety exhibited decreased scores in English language proficiency according to the research data ($\beta = -0.45, p < 0.01$).

These findings suggest that anxiety significantly impacts students' ability to learn English, particularly in speaking and listening activities. The results highlight the need for educators to implement strategies that reduce anxiety and foster a more supportive learning environment.

Reliability and Validity

A preliminary test involving 30 students took place prior to executing the complete survey to validate both the survey method and its results. Cronbach's Alpha calculated an internal consistency value of 0.78 to demonstrate acceptable reliability in the questionnaire.

The questionnaire went through content validity evaluation because subject matter experts in linguistics and psychology examined it for clarity together with relevance and appropriateness. An analysis of constructs revealed that the survey questions effectively measured the classroom anxiety aspects and language learning domains.

The reliability and validity measurements enhance the research results' credibility because they demonstrate the questionnaire successfully gauges students' English language learning anxiety.

Ethical Considerations

A research project needs to uphold ethical standards because this practice safeguards both participant rights and guarantees study credibility. This research observed all ethical standards through informed consent and data protection and confidentiality and voluntary and protected data approaches.

Verification of ethical research procedures followed from the official academic and institutional review board before data collection began. The study presented both its goals and procedures and potential dangers transparently to each participant. Participants received a research description paper which outlined the study aims and allowed them to join voluntarily yet maintained their freedom to exit at any time with no adverse effects.

The participants including students from schools and universities and colleges provided their consent before any sort of investigation could progress. The researchers obtained consent from both the children and their parents or guardians because minor students aged under 18 participated in the study. The research protocol was constructed to eliminate any psychological burden for participants and excluded all questions of sensitive nature.

The research procedure implemented absolute confidentiality together with entire anonymity during its entirety. Every participant received the option to remain unidentified through the research process. Researchers had exclusive access to survey data which safely stored for use in academic research activities. All research responses underwent aggregation to prevent the identification of any specific participant through their responses.

Every participant joined the research project voluntarily without facing pressure from the researchers. The questionnaire required honest responses from participants whose academic standing remained unaffected by their responses. The evaluation of data proceeded through objective methods without any adjustments made to the discovered results.

The researcher properly acknowledged the authorship of every information source including adaptations from Foreign Language Classroom Anxiety Scale (FLCAS) to uphold academic standards and eliminate plagiarism. The implemented ethical standards guaranteed both professional standards and protections for participant rights as well as their well-being throughout the research process.

CONCLUSION

The research approach and design method for this study are presented in this chapter together with the demographic population and data gathering mechanism and analytical procedures. The research applied a mixed method design which integrated quantitative information obtained from structured survey questionnaires. The research focused on students at different educational levels starting from schools up to universities to determine changes in their anxiety levels.

Students accessed the Foreign Language Classroom Anxiety Scale (FLCAS) in tandem with self-reported anxiety effects on their learning experience through a standardized questionnaire which served as the main data gathering instrument. One hundred participants took a survey for obtaining balanced feedback across the educational levels. The authors performed descriptive and inferential statistics in SPSS to analyze the relationship between classroom anxiety and English language proficiency using mean, standard deviation, ANOVA and regression analysis.

The researcher used Cronbach's Alpha to test internal consistency along with

expert validation and a pilot study to establish reliability and validity. The research maintained its integrity by upholding ethical principles which contained informed consent together with confidentiality and voluntary participant requirements.

The following chapter contains findings from this research methodology which show students' reactions and statistical outcomes and fundamental details about classroom anxiety and its effect on English language acquisition.

The investigation focused on understanding how anxiety affects English language instruction at different academic levels starting from school up to university education. A combination of quantitative and qualitative research approaches served as the methodology which utilized both survey questionnaires and descriptive as well as inferential statistical procedures for analysis. The research data showed that classroom anxiety negatively affects the English language acquisition of students in their speaking and listening abilities. The research data indicated that students at school and college demonstrated elevated anxiety levels than their university counterparts thus indicating the requirement of specific intervention strategies at lower educational tiers.

Research data showed that participants who experienced higher anxiety levels obtained lower test scores in English language assessment. Three significant causes of anxiety among students were their fear of mistakes and how they view themselves along with the environment in their classroom. The research findings demonstrate why attention toward classroom anxiety remains essential to develop students' confidence so they become more involved in language education.

Recommendations

New proposals stem from the research conclusions and will benefit teachers along with government officials and future academic investigators.

- Educational institutions should provide teachers with mandatory training programs that teach them to establish classrooms which support students and decrease nervousness while supporting student engagement.
- Educational environments must implement activities meant to reduce anxiety through group discussions along with role-playing and peer feedback which support students during English language speaking instead of fearing criticism.
- Schools and colleges should establish counseling support systems combined with stress-relief programs for students to manage their language learning anxiety.
- Educational administrators should plan English language curricula with features that minimize anxiety by implementing interactive instruction and natural communication assignments while introducing students to speaking exercises step by step.
- Subsequent research needs to create new methods for anxiety reduction in classrooms as well as study various student anxiety determinants including learning style and family economic standing.
- Language learning applications together with digital educational tools allow students to study English without stress because these platforms provide adjustable learning paces at comfortable self-regulated learning conditions.

- Parents need encouragement to help their children learn languages effectively through creating anxiety-less learning spaces at their residence.

The suggested strategies help institutions build an optimal learning environment capable of reducing anxiety and enabling better English language usage among students. This research adds findings to understand language learning anxiety better while establishing a foundation for additional investigations in the field.

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