

Perspectives and Strategies Related to Foreign Language Anxiety in the Classroom:
How Can Learners and Teachers Alleviate FLA in Japan?

A Dissertation
Presented to
The Graduate School of Literary Studies
English
Doshisha Women's College of Liberal Arts

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Literature

by
Yuka MASUTANI
(Adviser: Prof. Natsumi WAKAMOTO)

September 2022

**PERSPECTIVES AND STRATEGIES RELATED TO FOREIGN
LANGUAGE ANXIETY IN THE CLASSROOM: HOW CAN LEARNERS AND
TEACHERS ALLEVIATE FLA IN JAPAN?**

Doctor of Philosophy

Yuka Masutani

Doshisha Women's College of Liberal Arts

Abstract

This mixed-method study was designed to investigate manifestations and factors of foreign language anxiety (FLA) among Japanese learners of English from the perspectives of learners and teachers as well as suggest some strategies to cope with student anxiety. The research question was developed to guide this study (What should Japanese EFL learners do to alleviate their own anxiety?). The level of anxiety associated with speaking English among Japanese learners of English is expected to be high due to the linguistic distance between Japanese and English, Japanese people's fear of embarrassment in front of others, and few opportunities to use English outside the classroom. The first study identified four factors from the learners' perspectives: Factor 1 Anxiety with speaking English or answering questions from teachers in class, Factor 2 Interest in learning English and motivation to learn English, Factor 3 Pressure in English classes, and Factor 4 Anxiety about speaking English with native English-speaking teachers. The findings indicate that some anxieties can be alleviated by continued English study, while others continue to be experienced by learners regardless of their level of English proficiency. The second study examined the signs and factors of learners' anxiety and instructional strategies to alleviate it from the perspective of teachers. Learners' silence and facial expressions were suggested by many participants as signs of anxiety. It seemed that learners' anxiety was triggered by situations in which they had to answer questions from the teachers. Teachers seemed to be actively

providing linguistic and psychological support. Based on the results of these two studies, I presented a model that would create a virtuous cycle brought about by teachers and learners collaborating in and out of the classroom. The model consists of six elements: the creation of a comfortable classroom environment, interaction between teachers and students outside the classroom, commendation of students' efforts, teachers' voluntary disclosure to students about their experiences, working on language tasks during class, and rehearsal before students speak in front of their classmates. I concluded that creating a comfortable learning environment was the most desirable anxiety reduction strategy.

Acknowledgments

I would like to express my deepest gratitude to my supervisor, Professor Natsumi Wakamoto. Without his professional guidance and warm support, I would not have been able to complete my dissertation. I also appreciate the incisive feedback offered by Professor Emeritus Susan Kathleen Kitao, and I am grateful to Specially Appointed Professor Tsuyoshi Iida, Professor Yumiko Imai, and Professor David Gregory Coulson for their careful reading despite their busy schedules. I am absolutely in debt to Mr. Gavin Patrick Young for his invaluable comments on my study. He introduced me to research papers on various measures of anxiety and gave me a lot of insight based on his teaching experience. I am sincerely grateful to Mr. Niall Patrick Hartnett for his detailed advice on translating the online questionnaire and for motivating me to keep going forward. Because of his help, I was able to collect qualitative data from 37 teachers. In addition, my special thanks would go to 375 participants who kindly contributed to my data collection. Finally, my family has provided me with all the encouragement I need.

Table of Contents

Abstract	ii
Acknowledgments	iv
Table of Contents	v
List of Tables	ix
List of Figures	x
List of Appendices	xi
List of Acronyms and Abbreviations	xii

Chapter 1: Introduction

1.1 Rationale for the Study	1
1.2 Overview of the Dissertation	2

Chapter 2: Literature Review

2.1 Introduction.....	3
2.2 Definitions of Anxiety and FLA	3
2.3 Manifestations of FLA	5
2.4 Factors Influencing FLA Levels	7
2.4.1 Psychological Problems.....	7
2.4.1.1 The Fear of Making Errors.....	7
2.4.1.2 Pronunciation Problems.	7
2.4.1.3 Feelings of Inferiority to Other Learners.	8
2.4.1.4 Anxiety About Expressing Themselves in English.	8
2.4.2 Linguistic Problems	9
2.4.2.1 The Influence of Insufficient Language Ability.	9
2.4.2.2 The Influence of Native Languages.	10
2.4.3 The English Classroom Culture.....	10
2.4.4 Teacher Related Factors.....	11
2.4.4.1 The Influence of Teaching Methods and Teachers' Attitudes.	11
2.4.4.2 Communication with Native English Teachers.	13
2.4.5 Student Related Factors	13

2.4.5.1 Students' Personality.....	13
2.4.5.2 Students' Gender.....	14
2.5 The Impact of FLA on Students' Learning and Oral Performance.....	15
2.5.1 The Facilitative Impact.....	15
2.5.2 The Debilitative Impact.....	15
2.5.3 Relationships Between the Level of FLA and Other Variables.....	16
2.6 Teachers' Strategies to Alleviate FLA.....	17
2.6.1 Linguistic Strategies.....	18
2.6.2 Psychological Strategies.....	20
2.6.3 Questioning Strategies.....	20
2.6.4 Other Strategies.....	20
2.7 Students' Strategies to Alleviate FLA.....	22
2.8 Research Question.....	23

Chapter 3: Research Design for Study I and II

3.1 Introduction.....	24
3.2 Three Paradigms of Research.....	24
3.3 Research Design for Study I.....	25
3.4 Research Design for Study II.....	26
3.5 Summary.....	27

Chapter 4: Study I

4.1 Introduction.....	28
4.2 Research Questions.....	28
4.3 Method.....	28
4.3.1 Participants.....	28
4.3.2 Instrument.....	29
4.4 Results.....	30
4.5 Discussion.....	35
4.6 Summary.....	37

Chapter 5: Study II

5.1 Introduction.....	38
5.2 Research Questions.....	38
5.3 Method.....	39
5.3.1 Participants.....	39

5.3.2 Instrument.....	41
5.4 Results.....	42
5.4.1 The Results of Multiple-Choice Questions.....	42
5.4.2 The Results of Open-Ended Questions: Methods for Analyzing Data.....	43
5.4.3 Manifestations of FLA.....	44
5.4.3.1 Students' Pauses and Silence.....	44
5.4.3.2 Students' Nonverbal Expressions.....	45
5.4.3.3 Students' Voice Tone.....	46
5.4.3.4 Students' L1 Use.....	46
5.4.3.5 Long Pauses Before Speaking.....	47
5.4.4 Factors That Provoke Learners' Anxiety.....	47
5.4.4.1 The Influence of Psychological Factors.....	49
5.4.4.2 The Influence of Linguistic Factors.....	52
5.4.4.3 The Influence of Time Factors.....	54
5.4.4.4 The Influence of Cultural Factors.....	55
5.4.5 The Influence of Situations.....	56
5.4.6 The Influence of Learners' Characteristics.....	58
5.4.7 The Influence of Academic Factors.....	59
5.4.8 Teaching Strategies to Support Students to Answer Teachers' Questions.....	61
5.4.8.1 Linguistic Support.....	63
5.4.8.2 Psychological Support.....	65
5.4.8.3 Questioning Strategies.....	66
5.4.8.4 Support for Turn Taking.....	66
5.4.8.5 Time Support.....	67
5.4.8.6 Other Strategies.....	67
5.4.9 Teaching Strategies to Support Students in Group Work.....	68
5.4.10 Teaching Strategies to Support Students to Communicate with NETs.....	69
5.4.10.1 Creating an Atmosphere of Tolerance for Mistakes.....	70
5.4.10.2 Translanguaging.....	70
5.4.10.3 Paraphrasing.....	72
5.4.10.4 Creating a Fun and Relaxed Atmosphere.....	73
5.4.10.5 Growth Mindset.....	73
5.4.10.6 Discoursing.....	75
5.4.11 Other Forms of FLA.....	76
5.4.12 Teaching Strategies for Other Forms of FLA.....	76
5.4.13 Signs of High Motivation to Learn English.....	79

5.4.14 Teaching Strategies to Increase Students' Motivation in Learning English .	81
5.5 Discussion	83
5.5.1 Responding to Research Question No.1	84
5.5.2 Responding to Research Question No.2	89
5.6 Summary	90
Chapter 6: Discussion	
6.1 Introduction.....	91
6.2 Learners' Responsibilities	91
6.3 Teachers' Responsibilities	93
6.4 Collaboration Between Learners and Teachers.....	94
6.5 Summary	97
Chapter 7: Conclusion	
7.1 Introduction.....	98
7.2 Conclusion	98
7.3 Limitations of This Study.....	99
7.4 Implications for Further Study.....	100
References.....	102
Appendices	114

List of Tables

Table 1 The Results of Factor Analysis	32
Table 2 The Results of One-Way ANOVA	34
Table 3 The Descriptive Statistics of the Three Factors	35
Table 4 The Participants of Study 2.....	40
Table 5 The Questionnaire Used in Study 2	42
Table 6 The Results of Multiple-Choice Questions.....	43
Table 7 The Sources of Students' Anxiety About Speaking English in the Classroom (No. 9)	48
Table 8 Teaching Strategies to Reduce This Type of Anxiety (No. 11).....	62
Table 9 Teaching Strategies to Reduce Anxiety in Group Work (No. 12).....	69
Table 10 Sign of High Motivation (No. 19)	79
Table 11 Teaching Strategies to Increase Students' Motivation to Learn English (No. 21)	81

List of Figures

Figure 1 Results of the Scree Plot	30
Figure 2 The Results of the Boxplot of Four Factors	33

List of Appendices

Appendix A. The Scale Questionnaire of Anxiety for English Learning and Speaking (SQAELS).....	114
Appendix B. Questionnaire on Alleviating Students' Foreign Language Anxiety in the Classroom	120
Appendix C. Recruitment Letter	141

List of Acronyms and Abbreviations

Acronyms and Abbreviations

AMTB: Attitude/Motivation Test Battery

ANOVA: Analysis of variability

BALLI: Beliefs About Language Learning Inventory

BEQ: Bilingualism and Emotion Questionnaire

COVID-19: Coronavirus disease 2019

EFL: English as a foreign language

ESL: English as a second language

FLA: Foreign language anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

HRV: Heart rate variance

IT: Information technology

L1: First language

L2: Second language

MBTI: Myers-Briggs Type Indicator

NET: Native English teacher

QASFLAC: Questionnaire Alleviating Students' Foreign Language Anxiety in the
Classroom

SDGs: Sustainable Development Goals

SQAELS: Scale Questionnaire of Anxiety for English Learning and Speaking

UN: United Nations

Chapter 1: Introduction

1.1 Rationale for the Study

In recent years, people, regardless of where they live, have been called upon to address global issues, ranging from achieving the Sustainable Development Goals (SDGs) to surviving in a pandemic caused by Coronavirus disease 2019 (COVID-19). The SDGs comprise 17 goals set by the United Nations (UN) to create a better future for developed, emerging, and developing countries, companies, NPOs, and individuals by 2030. One hundred ninety-three countries and regions voted to support the SDGs in September 2015. English language learning is one strategy for accomplishing these goals. It allows people to access the UN web pages and refer to materials written in English about the SDGs. In addition to this, they can read articles in English and compare how governments have been dealing with the pandemic. Some of them may use social media to express their own ideas in English and discuss solutions to these global challenges with other people across borders.

Since 2020, however, students around the world have been affected by the COVID-19 pandemic, and they have not been able to fully attend class face-to-face. On the other hand, despite some difficulties caused by COVID-19, technology has also allowed people to participate in many classes, conferences, and academic events held online without worrying about geographical distance, transportation expenses, and weather. It is no exaggeration to say that communicating in English online has become more convenient, even for the Japanese who traditionally did not use English much in their daily lives. Although speaking English is an essential part of using English as an international language, many Japanese people are still anxious about speaking, even in

their native language. When studying English as a foreign language (EFL), students' anxiety about speaking English is high because they do not have many opportunities to use English in their daily lives. Based on such assumptions, this dissertation will discuss Foreign Language Anxiety (FLA), especially in speaking English, from the perspectives of both learners and teachers.

The purpose of this dissertation is to explore what anxiety Japanese EFL learners experience in the classroom, how teachers deal with learners' anxiety, and what those learners can do to reduce it. The first study explores the FLA of English language learners in Japan with quantitative data, and the second study focuses on English teachers, mostly from Japanese high schools and to universities and tries to reveal how they are helping learners reduce FLA in the classroom with the open-ended questionnaire. The next section outlines the structure of this dissertation.

1.2 Overview of the Dissertation

Chapter 2 summarizes the research on FLA in the past few decades and specifies the research questions of this study. Chapter 3 describes the research methods used in this study. Chapter 4 reports the results of the quantitative study of FLA in English learners in Japan, and Chapter 5 presents the results of the qualitative study of FLA from teachers' perspectives. Chapter 6 discusses the findings of the quantitative and qualitative study and responds to the research questions. Finally, Chapter 7 provides the conclusions of this study, a statement of its limitations, and recommendations for further study.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents the definition of foreign language anxiety and then reviews the factors that cause foreign language anxiety, the impact of foreign language anxiety on learners' L2 learning and performance, and strategies to reduce foreign language anxiety from both learners' and teachers' perspectives. Finally, the questions that have not been answered in previous studies are addressed and the research questions of this dissertation are proposed.

2.2 Definitions of Anxiety and FLA

Definitions of anxiety can be categorized into three groups: a) trait anxiety, b) state anxiety, and c) situation-specific anxiety (MacIntyre & Gardner, 1994). Trait anxiety is characterized as “a more permanent predisposition to be anxious” (Scovel, 1978, p. 137). It is a general personality characteristic of an individual and is not influenced by any event. State anxiety is “the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger” (Spielberger, 1972, p. 489). It is unstable and can change over time. According to Leal et al. (2017), while trait anxiety refers to personality traits that represent individual differences regarding the tendency to exhibit state anxiety, state anxiety reflects a temporary psychological and physiological reaction directly related to an inconvenient situation at a particular moment. Situation-specific anxiety is perceived anxiety in certain sorts of events such as taking a language test or solving a formula. Macintyre and Gardner

(1991) describe situation-specific anxiety as an inherent form of anxiety that always occurs over time in a particular situation. Foreign language anxiety has also been included in situation-specific anxiety because it is triggered by a certain situation, while trait anxiety occurs regardless of situations (Oxford & Ehrman, 1992). State anxiety and situation-specific anxiety can be distinguished by when they are perceived (Nishitani & Matsuda, 2003). For example, the former occurs when learners think about an exam, and the latter occurs when they are taking it.

Horwitz et al. (1986) state that FLA consists of three domains: (1) communication apprehension, which is “a type of shyness characterized as fear of, or anxiety about, communicating with people” (p. 127); (2) test anxiety, which is “the type of performance anxiety resulting from a fear of failure in an academic evaluation setting” (p. 127); and (3) fear of negative evaluation, which is “apprehension about others’ evaluations [and] avoidance of evaluative situations” (p. 128). Researchers in various countries have translated their Foreign Language Classroom Anxiety Scale (FLCAS) and used it to measure levels of FLA among both EFL and ESL learners (e.g., Habiburrahim et al., 2020; Noguchi, 2006; Ortega, 2003).

Like anxiety, pressure belongs to the affective aspects of the experience. Baumeister (1984) defines pressure as “any factor or combination of factors that increases the importance of performing well on a particular occasion” (p. 610). Their relationship is that anxiety is caused by pressure. According to a qualitative study by Bossy (2000), pressures perceived by Japanese students are diverse, and their parents, teachers, classmates, and society have been considered to be the sources. One of these pressures is academic pressure. The major factor causing pressure among Japanese students is university entrance examinations. Their academic achievement has a

significant impact on their employment prospects. This is because the important criterion of the selection of employees is the prestige of the university where they studied and because their quality of life depends to a great extent on their occupation.

2.3 Manifestations of FLA

In this and the following sections, previous research conducted in Asian and Middle Eastern contexts will be reviewed. There are three reasons for this. First, a larger distance exists linguistically between the languages spoken in these contexts (e.g., Japanese, Mandarin, and Arabic) and English compared to between English and the languages spoken in Western and Latin American countries (e.g., French, Spanish, and Portuguese). From the perspectives of American people whose L1 is English, the distance between English and 43 other languages was measured employing the Ethnologue Language Family Index created by Grimes and Grimes (1993), showing the higher the score, the smaller the distance between English and those languages (Hart-Gonzalez & Lindemann, 1993). The distance to Japanese was the largest (1.00), while Afrikaans, Norwegian, and Swedish had the smallest distance (3.00). The second most difficult language for the English speaking participants was Cantonese (1.25), and the third was Mandarin and Arabic (1.50). The score for French and Portuguese was 2.50, and that for Spanish was 2.25. Second, according to Dörnyei (2000), one thing that Asian and Middle Eastern people have in common is a culture of shame. As one example, he explains that the reason Japanese people are reluctant to speak English spontaneously is because they are afraid of shame, and that this fear stems from their fear of being evaluated by others and being rejected by them. Third, affective aspects of Asian and Middle Eastern learners might be influenced by the fact that they do not have

sufficient opportunities to speak English actively in their daily lives (Kariminia & Salehi, 2007; Chou, 2018). These three issues might influence levels of anxiety about oral communication in English among learners.

Asif (2017) addressed university teachers' viewpoints regarding the possible causes of Saudi EFL learners' FLA with both quantitative data (100 participants' responses for a five-point-Likert questionnaire) and qualitative ones (15 other participants' answers in structured interviews) and indicates that there are many different manifestations of FLA among Saudi university students, such as not being able to achieve their academic goals, making many mistakes in speech, and being very reserved when speaking in English in front of other students. Nonverbal manifestations, such as being at a loss for words and incoherent in oral production and non-active participation typified by a trembling voice and sweaty palms, were shown as well.

Ohata (2005) investigated seven teachers' beliefs about their students' FLA in terms of its manifestations and their strategies to manage it in their class. He reviewed previous studies regarding the traits of FLA among students for the purpose of identifying teachers' perspectives on to what extent they had met their students' psychological needs. This approach led him to examine the characteristics of anxiety from two different perspectives. The seven participants were invited to qualitative in-depth interviews by Ohata. They were in-service teachers of junior high school, senior high school, and university or self-employed having at least three years of teaching experience in a master's program. As the result, he pointed out that sweaty palms and other nonverbal signs included touching their hair, being reluctant to face their teachers, blushing with embarrassment, nervous expressions, and trembling are the manifestations of FLA.

2.4 Factors Influencing FLA Levels

2.4.1 Psychological Problems

There is not necessarily a negative correlation between English proficiency and FLA. According to Ranalli (2012), learners with lower English proficiency had higher self-evaluations if they had opportunities to learn and use other foreign languages in their real lives. Conversely, learners with extensive English learning experience who have very few opportunities to use English outside the classroom rated themselves lower than their actual English proficiency. For these reasons, factors that might at first glance be classified as linguistic factors (e.g., anxiety about English pronunciation) could be incorporated into the category of psychological factors.

2.4.1.1 The Fear of Making Errors.

Another factor Asif (2017) points out is learners' fear of making mistakes. Azarfam and Baki (2012) also reported that their students appeared to be pre-occupied with speaking perfect English and that their frequency of speaking English in class was low. The finding is in line with Gregersen's (2003) claim that form is valued more than content by students, indicating higher levels of FLA. A questionnaire-based survey of 255 college-level Korean EFL learners by Basco and Han (2016) and a questionnaire survey of 124 non-English majors at a Taiwanese university by Huang and Hwang (2013) also found that the participants feared making mistakes in the English classroom. College students are anxious about experiencing humiliation in front of the whole class and fear making mistakes in oral performance (Huang & Hwang, 2013).

2.4.1.2 Pronunciation Problems.

Anxiety about L2 pronunciation has been regarded as one cause of FLA (Price,

1991). Kim and Kim (2016) found that Korean learners of English placed importance on pronunciation and that focusing on segmental features caused them more FLA than suprasegmental ones.

2.4.1.3 Feelings of Inferiority to Other Learners.

Asif (2017) and Hayasaki and Ryan (2022) suggested that feelings of inferiority to other learners are the cause of FLA. For example, Hayasaki and Ryan (2022) found that students who had little or no experience living abroad tended to feel inferior to their classmates with the experience of staying abroad and had high anxiety due to that feeling of inferiority.

2.4.1.4 Anxiety About Expressing Themselves in English.

Another factor was anxiety about expressing themselves in English. According to Asif (2017), the pressure of having their L2 performance evaluated by others could cause them anxiety. This opinion is supported by two studies: Dörnyei (2000) and Young's (2004) qualitative study on FLA among eight Korean advanced learners of English.

Similarly, Azarfam and Baki (2012) addressed FLA in oral performance among Iranian students at a Malaysian university by inviting three teachers and three students as the participants to semi-structured interviews. Regarding students' anxiety about speaking in class, while some of them seemed to have lessened or completely lost their anxiety as they attended classes, others continued to experience anxiety about expressing themselves in English.

2.4.2 Linguistic Problems

2.4.2.1 The Influence of Insufficient Language Ability.

Subekti (2018) and Young (1992) found that students' insufficient linguistic ability triggered their high levels of FLA. This has to do with the behavior of English teachers in the classroom that they ask their novice students to perform beyond their already acquired knowledge (Young, 1992). Tanielian (2017) also states that English learners' lower English proficiency is caused by the traditional English classes in senior high schools.

Jiang and Dewaele (2020) assessed FLA among 1,031 Chinese EFL learners at the tertiary level and how it was related to two types of variables: sociobiographical variables such as gender, ethnic background, geographical background, and overseas travel experience and linguistic variables typified by when the participants had started L2 learning, what L2 proficiency levels they were at, how they evaluated their own speaking skills, and how frequently they used L2 in five different contexts of speaking L2 with their friends, their peers, people they had never met, on the telephone, and in public. The participants rated on 25 items with a 5-point Likert scale questionnaire of Dewaele and Pavlenko's (2001) Bilingualism and Emotion Questionnaire (BEQ) in terms of what beliefs they had about their L2 learning. They revealed that there was a negative relationship between two variables (L2 proficiency levels and self-evaluated oral production skills) and the variable of students' FLA. Moreover, self-evaluated oral production skills were positively related to L2 proficiency levels. It was concluded that the university students had FLA in all settings.

2.4.2.2 The Influence of Native Languages.

With respect to FLA-inducing factors, Asif (2017) also reported that one of the main factors was their native language (Arabic). The learners' motivation to interact in English in class was low, and Saudi society (monoglossia) did not make them feel the need to use English outside the classroom.

Despite linguistic differences, this is likely to be true of Japanese EFL learners as well. One example of this is that when novels or movies from English-speaking countries are introduced to Japan, they are translated or dubbed into Japanese in addition to the original version and delivered to consumers. The well-developed translation industry in Japan has provided Japanese students of English with whatever materials they desire in Japanese, and they have had little need to use textbooks written in English to learn anything (Seilhamer, 2013). Citing Fouser (2011), Seilhamer (2013) explains that in Japan popular books are quickly translated, and the number of books translated into Japanese is far greater than those translated into Korean. In addition, not all Japanese learners will have an opportunity of increasing their exposure to English while enjoying English-language movies and dramas on the Internet, as they need to subscribe to a video subscription service.

2.4.3 *The English Classroom Culture*

Asif (2017) states that learners' levels of FLA might be increased by an unpleasant classroom environment for speaking in front of other students and a lot of noise. Woodrow (2006) found the former to be the most anxiety-provoking factor for learners. According to Basco and Han (2016), learners were anxious about being asked by their teachers to speak in English during English classes, and Liu and Chen (2013) also

supported Basco and Han (2016) by revealing two principal elements: learners' general anxiety about their performance in English classes and lack of confidence in their speaking skills.

Kunt (1997) explored the FLA of 882 Turkish-speaking EFL learners at two North Cypriot universities with three types of questionnaires: Horwitz's (1983a) Beliefs About Language Learning Inventory, Horwitz's (1983b) Foreign Language Classroom Anxiety Scale, and a questionnaire about the background information. The results imply that cultural background can be an FLA-provoking factor among EFL learners and that there was a significant negative correlation between confidence in L2 oral production and FLA: participants with high confidence in their English performance showed lower levels of FLA.

2.4.4 Teacher Related Factors

2.4.4.1 The Influence of Teaching Methods and Teachers' Attitudes.

Tran and Moni (2015) examined FLA-provoking factors of 351 Vietnamese learners at the tertiary level who were non-English majors by gathering qualitative and quantitative data from students and teachers. Concerning what factors and activities influence students' FLA levels, almost all students and all the teachers reached a consensus that students' anxiety could be greatly amplified by teacher-related factors. Nine factors related to the students (e.g., working hard to reach goals, essential requirements for job search, and concerns about academically low achievement) and nine activities (e.g., explicitly giving information about evaluation policy, rewarding students, and having students work in groups) were extracted.

Asif (2017) found that the principal factor provoking the students' anxiety was the

process of improving their L2 oral performance skills. Teachers' critical feedback was a main cause of students' anxiety. Since most of English teachers in Saudi Arabia do not have the same cultural background as their students, they are upset when students' answers do not meet their expectations. Furthermore, teachers' words and actions and their unfamiliarity with the use of Information Technology (IT) devices could negatively affect their students' affective responses.

Subekti (2018) states that EFL teachers should be encouraged to facilitate the management of learners' FLA. It has been believed that there is a discrepancy between teachers' viewpoints and the emotional support sought by learners. Such a gap could have a detrimental impact on instructors' teaching strategies and students' L2 learning processes. With the aim of addressing this issue, the perspectives of six Indonesian university students majoring in subjects other than English and those of their six instructors were investigated in terms of factors contributing to FLA and the impact of FLA on their English learning processes by employing semi-structured interviews for the former and focus groups for the latter. A thematic analysis of their statements revealed that teachers' earnestness triggered students' high levels of FLA while their affirmative facial expressions (e.g., smile) helped maintain students' low levels of FLA.

Azarfam and Baki (2012) notes that English learners perceived FLA as a result of being called on by their teachers in English class and that this was very difficult to allay. They also found that some learners were hesitant to ask teachers questions in class even if they did not understand something.

Landström (2015) reported that being called on was the most FLA-inducing factor among 59 Chinese senior high school students. They were reluctant to use English for fear that their teachers might give them low grades.

With respect to the above studies, in general, there is an obvious positional difference between teachers and students: those who evaluate academic performance and those who are evaluated on it. In addition to this, teachers also present their own personalities and values in front of students as students bring their characteristics into the classroom. In the junior- and senior-high school environment, they also differ as adults and minors. There are also cultural differences between native English speaking teachers and their students. Some students like teachers who communicate directly, while others experience FLA fully or partially due to what they perceive as their teachers' unpleasant words. This variety of differences might be the reason why teachers could be a factor in the students' experience of FLA.

2.4.4.2 Communication with Native English Teachers.

Asif (2017) and Woodrow (2006) state that English learners experienced FLA when interacting with native English speakers. For the Japanese learners, this was the most significant factor (Woodrow, 2006).

2.4.5 Student Related Factors

2.4.5.1 Students' Personality.

Chen (2013) investigated the correlation between the two types of inventory scores, foreign language classroom anxiety scores measured by FLCAS (Horwitz et al., 1986) and extroversion/introversion (E/I) personality scores by the Myers-Briggs Type Indicator (MBTI) (Myers & Briggs, 1962), and speaking skills among 99 Taiwanese EFL learners at the tertiary level who were majoring subjects other than English. A Pearson correlation analysis was performed for the purpose of identifying the

relationships among the three variables: FLCAS, E/I personality scores, and speaking skill scores. There was a significant negative correlation between anxiety in English and L2 speaking skills. In addition to this, differences in personality affected the types of anxiety the participants experienced. Introverted students were more likely to report test anxiety in relation to their fluency scores. On the other hand, extroverted students tended to show fear of detrimental feedback from teachers and test anxiety in relation to vocabulary scores. Therefore, EFL teachers need to design lessons keeping in mind the level of anxiety learners have and what kind of personality they bring into the classroom, so that learners can enhance their cognitive abilities which facilitate their L2 learning. In this regard, Chen urges teachers to take special training. One strategy to alleviate learners' anxiety is through activities outside the classroom, such as speaking practice using IT devices.

2.4.5.2 Students' Gender.

Yu (2015) explored how university students' second language classroom anxiety was influenced by their L1 learning background, attitude toward L2 learning, motivation (intrinsic or extrinsic), and self-efficacy, using questionnaires. The participants were 145 tertiary students with Chinese roots living in the United States. Multiple regression analysis revealed that all but the first variable were factors related to learners' oral performance anxiety in class. Men reported a slightly higher level of anxiety than women. It was stated that educational authorities should provide classes that can increase self-efficacy for students with a lower one. Learners' communication skills could be enhanced by buddy systems and long-term tutorial services, leading to and to reducing negative affective aspects and thus improving English language

learning.

2.5 The Impact of FLA on Students' Learning and Oral Performance

2.5.1 The Facilitative Impact

Azarfam and Baki (2012), Brown (2000), Ohata (2005), Subekti (2018), and Tran and Moni (2015) state that anxiety could play a key role in the learning process and productive skills of students. They found a facilitative impact of anxiety in that it could encourage students to be more spontaneous in dealing with it. In other words, as long as students regard anxiety as an English learning opportunity, it will keep them continuously learning and strongly motivated. Another advantage includes that anxiety keeps students progressing and they might not perceive the presence of it; this is because they have no tension (MacIntyre & Gardner, 1989). Positive anxiety plays an important role in students' success, and it is strongly associated with competitiveness which does not harm their self-esteem or lessen their motivation to continue their learning (Bailey, 1983).

2.5.2 The Debilitative Impact

As for a debilitative impact of anxiety, learners with FLA are reluctant to produce their original answers (Asif, 2017). If students experience excessive anxiety, it could prevent them from reaching their full potential and gradually reduce their intrinsic motivation in L2 learning. If the level of anxiety is too high, the learners' self-esteem will be damaged and their learning process will be greatly affected (Ohata, 2005). Some learners give up learning English due to high-level anxiety (Azarfam & Baki, 2012). Learners might become depressed and hesitate to communicate verbally with others

(Tran & Moni, 2015). Subekti (2018) states that learners had their own opinions; however, FLA would make the students forget those opinions. According to Ohata (2005), there was an assertion that learning involves certain emotions, not all of which can exacerbate the learning process. This is because people often want to learn despite at the same time being extremely nervous. Thus, since emotions cannot be easily dichotomized into conducive and debilitating. English learners always need to find a balance, and the L2 learning will certainly create conflicts (Ohata, 2005).

2.5.3 Relationships Between the Level of FLA and Other Variables

Also targeting Iranian students, like Azarfam and Baki (2012), Toghraee and Shahrokhi (2014) investigated relationships between 60 Iranian learners' FLA and other variables using two questionnaires: the Beliefs About Language Learning Inventory (BALLI) and Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz (1987). Additional data were collected from their teachers by having them fill in BALLI.

There was a significant positive correlation between Iranian learners' FLA levels and their viewpoints about learning the target language. Learners with higher FLA tended to experience lower motivation to learn. Talebinejad and Nekouie (2013) and Wang (2005) reported similar findings. The learners' perspectives on learning English differed significantly from those of their teachers. Other studies (Banya & Chen, 1997; Buyukyazi, 2010; Peacock, 1998) appear to support or contradict this result. Basco and Han (2016) revealed that motivation was negatively correlated with anxiety. The higher the level of motivation, the lower the level of anxiety. Gender seems to influence anxiety and perspective on learning English. Female learners were more likely to

experience higher levels of FLA than male learners. While Mesri (2012) is in line with this, Nahavandi (2013) and Hu (2008) report no relationships between those variables.

Test anxiety can have a negative impact on learners' mental health and performance (Daly et al., 2011). Thus, it can be a factor that negatively affects not only validity but also analyses of measurement results. The study aims to determine the relationship between test anxiety, heart rate variability (HRV) and speaking skills.

There is a way to measure anxiety through the use of a heart rate monitor. HRV: By measuring the frequency at which the heartbeat varies, and doing some calculations on that data, a value can be obtained that is related amongst other things to levels of anxiety (see MacIntyre et al., 2010). The lower the HRV value, the higher the anxiety is.

Participants were 23 British junior high school students who were given an oral performance test in French. Data were collected by measuring HRV values, having students fill out a questionnaire on test anxiety, and getting scores of the French oral performance test from the participants. In addition to these, their general academic performance was also analyzed. Results indicated that their test anxiety significantly and negatively correlated with their general academic performance. HRV values were significantly and positively correlated with the results of the French speaking skill test. However, no correlation was found between test anxiety and oral performance in French. This indicates that learners who are relaxed and take the test obtain high scores or they do not feel anxious during the test because they have higher French oral skills.

2.6 Teachers' Strategies to Alleviate FLA

In Halimi et al. (2019), regarding English learning anxiety among Kuwaiti ESL (English as a Second Language) learners at a tertiary level, six teachers proposed

several teaching strategies in semi-structured interviews. Concerning the role of teachers in motivating their learners, it was their basic responsibility to be a motivator and teachers should be approachable to their learners and need to support them on their journeys. In terms of teaching strategies for motivating learners, incorporating a variety of instructional strategies into the classroom was recommended. In addition, incorporating expressive language activities into the classroom and demonstrating dialogues with different tones of voice were considered desirable. In addition to these, the use of visual and audio materials, and interactive tasks using IT devices were thought to be useful. Also, clearly presenting the class goals to students and giving them assignments would enable those who had been absent once to catch up with the class. The majority of the teachers appeared to advise their students to work on speaking tasks without worrying about making grammatical errors. They stated that giving affirmative feedback had a positive impact on motivation.

2.6.1 Linguistic Strategies

Regarding two important elements, developing a relaxed classroom and instruction which encourages students to actively participate in the class, Ohata (2005) suggested four linguistic strategies: language activities that incorporate games and songs to help students overcome negative emotions, telling jokes to put students at ease, incorporating group work into the classroom, and using recasting rather than explicit error correction. The effectiveness of similar strategies was confirmed in He (2017). Namely, teachers should involve language games and group activities while avoiding direct corrective feedback. In addition to these, he identified giving students examples before speaking tasks. His study revealed 32 strategies for reducing learners' FLA concerning oral

performance in English by performing questionnaires and interviews with 302 Chinese EFL learners and their 30 teachers at two different universities. Seventeen strategies were suggested to teachers, 10 to students, and five to both of them. Amin (2019) and Frymier (1993) argue that calling students' by their first names is important. Amin (2019) conducted a questionnaire survey of 40 students and 20 teachers at an Iraqi university and found students' high level of FLA and 10 practical strategies for teachers to cope with it.

Azarfam and Baki (2012), He (2017), Ohata (2005), and Tanielian (2017) emphasize that it is necessary for English teachers to promote a student-centered classroom instead of a teacher-centered one and to build a nonthreatening classroom environment to help students reach their full potential. Ohata (2005) articulated two important roles for teachers: interacting with their students like friends and upholding their authority. He also suggests that teachers' perception has been generally in line with students' affective needs. He also referred to the results in Young (1991), which show that correcting students' errors is one of the FLA-inducing factors.

Tran and Moni (2015) recommend that teachers involve more language activities to boost students' language skills and present questions from some students on the blackboard and share them with all students. On the other hand, Asif (2017) suggested humor and affirmative feedback.

According to Subekti (2018) and Cotsworth and Medlock (2013), university students showed a positive attitude toward their native English speaking teachers' use of students' native language in class. They explained that the advantage of doing so would deepen reciprocal understanding between students and teachers.

2.6.2 Psychological Strategies

Azarfam and Baki (2012) proposed three psychological strategies: providing students with positive feedback, not forcing students who hesitate to answer questions from teachers, and understanding what kind of support students need. Asif (2017) states that teachers should support their students in expressing their opinions without fear of making errors, understand difficulties their students face, and build friendly relationships with them. Amin (2019) also focused on the effectiveness of teachers' verbal encouragement that students not be shy and ask for help.

2.6.3 Questioning Strategies

Ohata (2005) proposed two questioning strategies: posing display or open-ended questions instead of referential ones and posing questions appropriate to students' level of proficiency. Contrary to this, Alderman (2008) recommended that teachers should treat students equally regardless of their level of English proficiency by using the same questioning strategies.

2.6.4 Other Strategies

Ohata (2005) also suggests one strategy related to learning environment: playing some background music. Azarfam and Baki (2012) proposed that teachers and students should collaboratively create classroom rules. For example, one possible rule is that nobody should bully their classmates based on mistakes since mistakes are a natural part of the process in learning English (Amin, 2019; Azarfam & Baki, 2012). He (2017) claims that everyone do stress reduction exercises and consider each other's cultural differences, while emphasizing an atmosphere of mutual tolerance for errors. Amin (2019) and Frymier (1993) note nonverbal strategies (eye contact and positive gestures).

Tran and Moni (2015) stated that enhancing English proficiency is essential in reducing FLA. For teachers, they recommended 21 strategies for teaching interesting lessons suited to students' L2 proficiency levels (e.g., providing opportunities for students to speak with native English-speaking teachers or friends, not pointing out local errors, and supporting students in checking their English learning progress), eight problem-dealing strategies (e.g., focusing on students' FLA manifestations, providing students with warm words to allay their FLA, and suggesting appropriate strategies for students), and five strategies for creating reciprocal trust with students (e.g., being more friendly).

Asif (2017) proposes using IT devices and interesting teaching materials in their class, and notes that teachers need to address their own negative emotions so that students would not perceive anxiety. Hembree's (1988) cognitive, affective, and behavioral strategies are useful (Asif, 2017). He (2017) also emphasizes the humanity of teachers and suggests that interacting with their students with a positive attitude, being patient, and being adept at increasing students' interest in English are crucial.

Harumi (2011) conducted a questionnaire survey with English language learners, native English-speaking teachers, and non-native English-speaking teachers regarding classroom silence and proposed strategies for teachers. The strategies they proposed were as follows: 1) Creating tasks that boost learners' confidence and encourage their autonomy; and 2) Providing students with instruction that is reflective and interpretative in nature.

Harumi (2011), Asif (2017), and Inada (2021) suggest building a classroom environment which facilitates reciprocal participation to achieve the goal of communication.

Tanielian (2017) explained the background of many native English-speaking teachers at his university who gave lessons in English, and argued that this situation calls for staff members who share their native language with their students. Their important role is to inform students that active participation in class and diligent work on assignments are prerequisites for earning an academic degree.

Subekti (2018) remarks that learners with high anxiety need detailed support, and teachers should positively evaluate the process rather than the results of learners' academic efforts. In relation to evaluation methods, He (2017) contends that teachers should not incorporate students' productive performance in English class into their final evaluation. Learners may hesitate to participate in tasks because they experience FLA, fearing that their teachers will negatively evaluate their daily performance.

2.7 Students' Strategies to Alleviate FLA

Tran and Moni (2015) proposed that learners could utilize 12 learning strategies (e.g., preparing for class, finding learning strategies that work for them, and improving vocabulary) and four strategies for creating positive attitudes toward learning to enhance L2 performance (e.g., relying more on themselves), and five strategies for coping with problems (e.g., confiding their concerns to their teachers, improving their ability to cope flexibly, and thinking optimistically).

Strategies suggested for use outside the classroom included reading online articles in English, listening to English songs, and talking with other people. He (2017) states that learners should understand that errors are part of the English learning process and anyone can make them. In addition, they should avoid complex expressions when speaking English and watch English TV/web programs. These can help to alleviate

learners' anxiety for short or long periods of time. While linguistic problems can be dealt with individually, classroom-related problems are deeply related to group psychology, which requires students to work together in order to improve the situation.

2.8 Research Question

Based on the literature review of FLA, I set the following as the main research question for this dissertation.

What should Japanese EFL learners do to alleviate their own anxiety?

Chapter 3: Research Design for Study I and II

3.1 Introduction

In this chapter, after discussing research paradigms, the purpose, originality, and type of data of the two studies are briefly presented.

3.2 Three Paradigms of Research

With regard to research design, theoretical frameworks (paradigms) fall into three main categories. The first paradigm is the positivist/scientific paradigm which originated with the French philosopher, Auguste Comte's philosophy (Antwi & Hamza, 2015; Mack, 2010). There are universal laws and rules for people's actions. Objectivity, prediction, and repeatability are the purpose of investigations to explain causal relationships. Knowledge gained through scientific and experimental investigation is objective and quantifiable, and reality is static, observable, and measurable.

The second paradigm is the interpretive paradigm. Wilson (1970) believed that people's experiences are governed by context and cannot be separated from the mind of the actor: time, place, and person. Pluralistic reality is socially constructed by people. The purpose of research is to explore and understand the meaning of participants' actions, experiences, and educational processes.

The third paradigm is the critical paradigm, conceptualized by social theorists represented by Max Horkheimer (Calhoun et al., 2007). There is no objective or neutral knowledge, and knowledge is always influenced by social interests. The purpose of research is not only to interpret and understand human behavior but also to make social criticism in order to create social or organizational change.

3.3 Research Design for Study I

According to Burke and Soffa (2018), the role of quantitative data, especially from questionnaires, in applied linguistics research is to provide researchers with a broad picture of the relationships among variables. In the case of foreign language anxiety, it enables researchers to understand and compare how learners perceive internal processes such as anxiety and motivation. In contrast, the role of qualitative data collected by interviews and open-ended questionnaires is to present in-depth information. Glanz (2014) states that teachers can benefit from carrying out qualitative studies as they give them a richer and wider-ranging understanding of data. An interviewer can ask participants follow-up questions if they want to dig deeper into their answers. Both types of data are important, and by combining quantitative and qualitative data analyses, (i.e., triangulation), researchers can get closer to the heart of the issue. “The combination of qualitative and quantitative data provides a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants’ perspectives” (Creswell & Plano Clark, 2007, p. 33).

The principal purposes of Study I were to identify the characteristics of foreign language anxiety among Japanese EFL learners of English at upper-secondary and tertiary levels and examine the influence of their English proficiency levels on foreign language anxiety from their perspectives. The questionnaire was based on two questionnaires, Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986) and Attitude/Motivation Test Battery (AMTB; Gardner, 2004) and administered it for quantitative data collection.

3.4 Research Design for Study II

Study II was designed to examine FLA from teachers' perspectives using qualitative data. It was aimed at elucidating how senior high and university English teachers in Japan perceived the manifestations of foreign language anxiety among their students and what teaching strategies they employed to alleviate it. Qualitative data not covered in the first study were collected and analyzed using an online questionnaire created by the author.

According to Corbin and Strauss (2008) and Creswell (2007), the specific methods of qualitative research include narrative research, phenomenology, ethnography, grounded theory, and case studies. Narrative research aims to explore lives of individuals and requires narration of personal experiences. The primary research methods are interviews and transcripts. Phenomenology aims to understand the nature of experience and requires a vivid description of the nature of phenomena. Information is collected primarily through individual interviews, but transcripts of interviews and observations are also employed. The purpose of grounded theory is to build a theory rooted in data from the field. The theory is constructed from the perspective of the participants. Individual interviews with dozens of participants are conducted. Ethnography is aimed at describing and interpreting groups that share a culture and describing and interpreting the cultural tendencies shared by a group. Although the main methods of analysis are observation and interviews, other data can also be collected. Types of qualitative research data include interviews, field notes, observations, and open-ended questionnaires. The main purpose of case studies is to provide an in-depth description and analysis of one or more cases. Multiple data sources such as interviews, observations, and transcripts are analyzed to gain a deeper understanding of a case.

Although the qualitative research methods described above differ in terms of the methods themselves, they share the same goal of getting at the true picture of the subjects of the research through interviews and observations.

In Study II, the ideal approach would have been to use an interview method to focus on teachers' strategies for responding to FLA, but an open-ended questionnaire method was used to solicit thoughts from a larger number of teachers because of the limitations caused by a COVID-19 pandemic.

3.5 Summary

Learners' L2 learning processes and performance can be greatly influenced by foreign language anxiety. While researchers in many countries (e.g., Chen, 2015; Demirdaş & Bozdoğan, 2013; Park, 2014) have examined the characteristics of foreign language anxiety among learners not only EFL but also ESL settings, relatively little research has been done in Japan on Japanese students and teachers. In this regard, it is important to analyze both quantitative and qualitative data.

Study I was designed to explore FLA in English oral performance of Japanese learners of English at senior high and university levels measured by a six-point Likert-scale questionnaire developed by the author based on two previous questionnaires. The participants' responses were factor-analyzed and the mean scores of four factors extracted were compared by ANOVA.

With instructors in junior/senior high school and colleges/universities, Study II was designed to elicit ideas on FLA and teaching strategies to reduce learners' anxiety in speaking English by employing the open-ended questionnaire. The participants' responses were coded and categorized referring to Corbin and Strauss (2008).

Chapter 4: Study I

4.1 Introduction

This chapter reports the quantitative study on the FLA of English learners in Japan, including the method used in this study, the results, and the responses to the research questions (see Masutani, 2021).

4.2 Research Questions

The main aim of Study I was to examine the phenomenon of FLA as perceived by Japanese learners of English. This would encourage pre- and in-service English teachers to put more focus on what causes learners to have a sense of anxiety when they speak English in the classroom. It is hoped that the findings of Study I would be applied to their deeper understanding of their students' anxiety and to instructional planning. The following research questions were answered in Study 1.

RQ1. To what extent do Japanese learners of English experience anxiety when learning and speaking English?

RQ2. How are the experiences of anxiety and other affective factors different among learners studying in different education institutions?

4.3 Method

4.3.1 Participants

Three hundred thirty-eight Japanese learners of English (120 men, 213 women, and 5 not specified) ranging in age from 15 to 24 years old whose mean age was 18.34 years old agreed to participate in the first study. Group 1 was composed of 153 students with a

mean age of 16.62 years old who attended a national college of technology (37 Mechanical-Engineering majors, 39 Electrical-Engineering-and-Information-Science majors, 43 Civil-and-Environmental-Engineering majors, and 34 Architecture-and-Structural-Engineering majors). Group 2 was made up of 131 students (121 freshmen, one sophomore, three juniors, three seniors and three unidentified) with a mean age of 18.82 years old at a private women's college (130 English majors and one Japanese major). Group 3 was composed of 54 university seniors with a mean age of 22.09 years old at a private university (38 English majors, one Chinese major, one French major, four German majors, two Italian majors, four Japanese majors, one Spanish major, two Portuguese majors, and one unidentified). Members of Group 3 were all pre-service language teachers.

4.3.2 Instrument

The Scale Questionnaire of Anxiety for English Learning and Speaking (SQAELS) was compiled and utilized for data collection (Appendix A). The questionnaire is divided into two sections. The first section consists of 33 items from Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The second section has 12 items adapted from the last part of Gardner's (2004) Attitude/Motivation Test Battery (AMTB). All items in the questionnaire were translated into Japanese by the author based on academic advice from two professors of English Pedagogy. To avoid ambiguity, the term "foreign language" was replaced with "English" as the first study included participants who had studied more than one language. The participants placed ticks on the 6-point Likert scale questionnaire indicating to what extent they agreed with items, for example, from 1 (strongly disagree) to 6 (strongly agree). They filled in the

consent form. The questionnaire was administered over a two-month period from September 27th to November 26th, 2019. The required time was approximately 15 minutes.

There were 19 reversed items in the questionnaire. Therefore, the scoring weights were reversed for the items related to positive affective aspects.

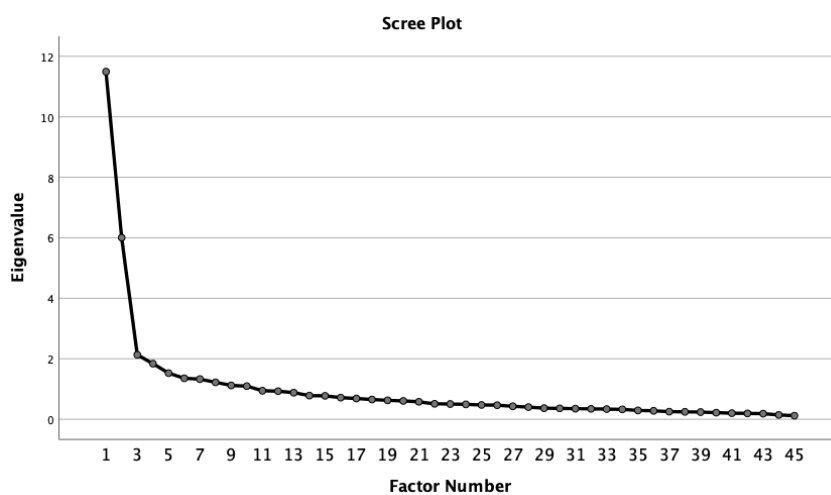
4.4 Results

Cronbach's alpha analysis was employed as a measure of the internal consistency reliability of the questionnaire (Cronbach's alpha = .926).

For the purpose of addressing RQ1, exploratory factor analysis was performed using Maximum Likelihood method with Promax rotation. Running the Scree Plot test (Figure 1), four factors were extracted (Table 1).

Figure 1

Results of the Scree Plot



The four factors were labeled as (1) Anxiety about speaking English or answering

questions from teachers in class, (2) Interest in learning English and motivation to learn English, (3) General pressure related to English class, and (4) Anxiety about speaking English with native English-speaking teachers. The name of each factor was modified from the original version. Out of the 45 items, the first factor had 15 items (e.g., Q1_1. I never feel quite sure of myself when I am speaking in my English class, Q1_20. I can feel my heart pounding when I'm going to be called on in English class, and Q1_33. I get nervous when the English teacher asks questions which I haven't prepared in advance). The second factor constituted of 13 items (e.g., Q1_5. It wouldn't bother me at all to take more English classes, Q2_1. My motivation to learn English in order to communicate with English speaking people is: [from very low to very high], and Q2_3. My interest in English is: [from very low to very high]). The third factor consisted of seven items (e.g., Q1_22. I don't feel pressure to prepare very well for English class) loaded in Factor 3 (Pressure in English classes). Four items (e.g., Q1_14. I would not be nervous speaking English with native speakers, Q1_32. I would probably feel comfortable around native speakers of English, and Q2_8. I worry about speaking English outside of class) were extracted as the fourth factor, and no cross loading items were observed. Factors with factor loading values above 0.35 were kept in the analysis. Six items (Q1_15, Q1_11, Q1_2, Q1_23, Q1_30, and Q1_7) were removed, and the four factors were able to explain 42.7% of total variance.

Table 1*The Results of Factor Analysis¹*

	Factor 1	Factor 2	Factor 3	Factor 4
Q1_20	0.87			
Q1_33	0.82			
Q2_10	0.77			
Q1_3	0.76			
Q1_27	0.74			
Q1_9	0.74			
Q1_13	0.62			
Q1_24	0.61			
Q1_31	0.60			
Q1_19	0.53			
Q1_29	0.52			
Q1_12	0.48			
Q1_1	0.44			
Q1_4	0.37			
Q1_21	0.36			
Q1_15				
Q1_11*				
Q1_2*				
Q2_3*		0.91		
Q2_4*		0.89		
Q2_11*		0.87		
Q2_1*		0.79		
Q1_5*		0.69		
Q2_5*		0.67		
Q2_7*		0.67		
Q2_9*		0.54		
Q1_17		0.54		
Q2_6*		0.50		
Q2_2*		0.45		
Q1_6		0.41		
Q2_12*		0.36		
Q1_23				
Q1_25			0.68	
Q1_26			0.54	
Q1_22*			0.50	
Q1_16			0.48	
Q1_8*			0.44	
Q1_10			0.40	
Q1_28*			0.37	
Q1_30				
Q1_32*				0.81
Q1_14*				0.80
Q2_8				0.42
Q1_18*				0.36
Q1_7				

Overall, the Boxplot (Figure 2) clearly indicates that the median score of Factor 4 (Anxiety about speaking English with native English-speaking teachers) was higher than other three factors ($Mdn = 3.8$)², which backs up Woodrow's (2006) statement that English learners with Asian backgrounds feel less confident in their L2 skills than those with other cultural backgrounds. Alternatively, Factor 2 (Interest in learning

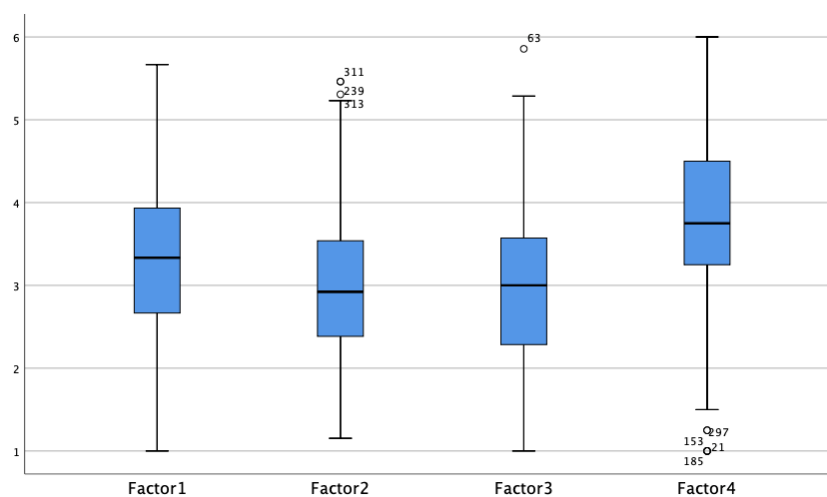
¹ * in Table 1 signifies reverse-worded items.

² The mid-point is 3.5 since a six-point Likert scale was adopted.

English and motivation to learn English) was the lowest of all ($Mdn = 2.9$), which indicates that the participants had positive affective attitude toward English learning.

Figure 2

The Results of the Boxplot of Four Factors



Concerning RQ2, the analysis of variance revealed significant differences among the participants at three different learning environments for FLA: Factor 2, Factor 3, and Factor 4 (Table 2).

Table 2*The Results of One-Way ANOVA*

		ANOVA summary				
		SS	df	MS	F	Sig.
Factor 1	Between Groups	0.5	2	0.3	0.3	0.75
	Within Groups	291.1	335	0.9		
	Total	291.6	337			
Factor 2	Between Groups	43.0	2	21.5	33.2	0.00
	Within Groups	217.0	335	0.6		
	Total	260.0	337			
Factor 3	Between Groups	23.0	2	11.5	17.2	0.00
	Within Groups	223.9	335	0.7		
	Total	246.9	337			
Factor 4	Between Groups	8.3	2	4.2	4.0	0.02
	Within Groups	347.1	335	1.0		
	Total	355.4	337			

The analysis of variance revealed that there were significant differences in Factor 2, $F(2, 335) = 33.2, p < .01$, Factor 3, $F(2, 335) = 17.2, p < .01$ and Factor 4, $F(2, 335) = 4.0, p < .05$. No significant difference was observed in Factor 1, $F(2, 335) = 0.3, n.s.$

Post-hoc analyses were carried out employing the Tukey post-test for the purpose of determining where significant differences were (Table 3). The analyses indicated that there were significant differences between the senior high-school students and the university student groups in Factor 2 ($p < .01$) and Factor 3 ($p < .01$). In Factor 4, a significant difference was observed between senior high-school students and University students B (Group 3) ($p < .01$). One university student group significantly differed from the other only in Factor 4 ($p < .01$).

Table 3*The Descriptive Statistics of the Three Factors*

		High school students (Group 1)	University students A (Group 2)	University students B (Group 3)
Factor 2	<i>M</i>	3.43	2.74	2.67
	<i>SD</i>	0.84	0.75	0.83
Factor 3	<i>M</i>	2.67	3.21	3.14
	<i>SD</i>	0.82	0.82	0.79
Factor 4	<i>M</i>	3.93	3.88	3.48
	<i>SD</i>	1.10	0.93	0.97

4.5 Discussion

In relation to Factor 2, the university students' levels of interest and motivation in learning English were higher than those of the high school students. Possible reasons for this include the fact that most of them were English majors and would have sufficient opportunities to actively study the history, literature, and culture of English-speaking countries and improve their practical English skills through coursework.

Concerning Factor 3, the high school students did not appear to feel much pressure from their English classes. There are two possible reasons for this. First, high school students who have daily contact with the same classmates and teachers in all classes are likely to have more opportunities to build two kinds of reciprocal trust (student-student and student-teacher) than university students who see the same classmates and teachers only a few times a week. The first group of high school students had been studying in four different majors since they had started their high-school lives. There were around 40 students per major, and at the time the study was conducted, they had known each other for about 20 months. At some universities, students are placed in classes every six

months or year according to their scores on placement tests related to English proficiency. In such an environment, students need to build relationships with new classmates and teachers from scratch each time they change classes. The other is that as learners' proficiency levels advance, they tend to set goals that require more effort to achieve. Many university students majoring in English might spontaneously set higher goals in order to study abroad or find a job. Rose (2017) makes a similar claim, albeit in a study on a different subject. Advanced-level kanji learners tend to set higher academic goals than beginner-level kanji learners. It would not be easy for them to learn new, more difficult kanji while maintaining the knowledge they have acquired so far. They might face difficulties in regulating their affective aspects that are provoked by their low achievement of their own goals.

The university students in the third group reported the lowest anxiety levels toward native English speakers (Factor 4). This is backed up by what Jiang and Dewaele (2020) imply in their study, namely, that length of English learning experience could contribute to the reduction of certain types of anxiety. As students in an English Department, they were likely to have many opportunities to interact with a large number of native English-speaking teachers and international students from English-speaking countries both in and out of the classroom. Although their levels of anxiety might have had been high when they had entered their university, by their final year, they appeared to have learned to cope with their anxiety.

There was no significant difference in the participants' levels of anxiety about speaking in English during English classes (Factor 1). This suggests the existence of specific forms of anxiety that remains even as their English proficiency improves, or perhaps it takes a long time to get used to expressing their opinions in front of teachers

and other classmates in English classroom contexts. Such a situation particularly provokes English learners' FLA (Phillips, 1992; Horwitz et al., 1986). This might be partially due to the silent pressure of having their own performance constantly evaluated by others. Therefore, support from their teachers is considered essential for students at any stage of L2 learning.

4.6 Summary

Quantitative data analysis revealed the four factors and differences in the degree of FLA among the three groups of students. While some types of anxiety could be alleviated to some extent by continuing to learn English or improving English speaking skills, FLA rooted in the classroom persists even after many years of learning experience. For many of the English learners, adjusting to speaking English in the classroom is not easy.

While I have conducted quantitative research from the learners' perspective to characterize their anxiety, it is also necessary to investigate from the teachers' perspective about how the learners actually express their opinions and behave in the classroom. I will discuss this issue based on qualitative data in the next chapter.

Chapter 5: Study II

5.1 Introduction

Many researchers (e.g., Asif, 2017) have investigated what kind of anxiety EFL/ESL learners experience and how it influenced their L2 learning not only from students' viewpoints but also from their teachers' perspective. Ali et al.'s (2021) qualitative study revealed that 20 Pakistani ESL learners had been re-motivated to learn L2 by managing their FLA in L2 oral production, a supportive attitude of teachers, instruction with an emphasis on communication, cooperation with other students, increasing their confidence in L2, incorporating IT devices into the classroom, and modifying their L2 errors. Nevertheless, studies conducted in Japan have not sufficiently elucidated how teachers perceive learners' FLA and what strategies they use to deal with it in their instruction (Inada, 2021). It was noted that the level of anxiety of the Japanese learners depended on how old the teachers were, how they were dressed, how supportive they were of the learners, and how they spoke (Effiong, 2015). Since teachers have a significant impact on learners' anxiety, teachers' support is expected to play an important role in helping students cope with their anxiety. The main purpose of Study II was to examine what instructional strategies high school and college English teachers use to reduce learners' anxiety about their English oral performance.

5.2 Research Questions

RQ1. How do English teachers perceive their students' anxiety in the classroom?

RQ2. What strategies are English teachers using to help learners reduce anxiety in the classroom?

5.3 Method

5.3.1 Participants

The participants were 37 English teachers (18 men, 18 women, and one not specified) whose first language was Japanese or English at Japanese junior high schools, senior high schools, universities, and vocational schools. Each participant was identified by a pseudonym (Table 4).

Table 4*The Participants of Study 2*

No.	Participants	Institution Type	Gender	L1	Educational Background	Teaching Experience (years)
1	Akemi	JHS	Female	Japanese	MA	12
2	Trina	JHS	Female	English	MA	7
3	Daisuke	SHS	Male	Japanese	MA	6
4	Hidekatsu	SHS	Male	Japanese	NA	19
5	Kaori	SHS	Female	Japanese	NA	7
6	Megumi	SHS	Female	Japanese	BA	12
7	Mamoru	SHS	Male	Japanese	BA	12
8	Tetsuya	SHS	Male	Japanese	MA or Ph.D.	14
9	Noriko	SHS	Female	Japanese	NA	17
10	Rie	SHS	Female	Japanese	MA	21
11	Yuichi	SHS	Male	Japanese	Ph.D.	15
12	Takako	SHS	Female	Japanese	BA	20
13	Andy	SHS	Male	English	MA	7
14	Jeremy	SHS	Male	English	MA	20
15	Shelley	SHS	Female	English	NA	6
16	Harper	SHS	NA	English	BA	28 (U.S., 3 Eikaiwa, SHS)
17	Mike	SHS	Male	English	BA	6
18	Sonny	SHS	Male	English	BA	10
19	Travis	SHS	Male	English	MA	5 (ESL, SHS)
20	Fumihiko	Uni	Male	Japanese	Ph.D.	30
21	Kenji	Uni	Male	Japanese	Ph.D.	30
22	Chika	Uni	Female	Japanese	Ph.D.	8
23	Eri	Uni	Female	Japanese	MA	1.5
24	Fumiko	Uni	Female	Japanese	MA	3
25	Junko	Uni	Female	Japanese	MA	30
26	Satsuki	Uni	Female	Japanese	BA	12
27	Yoko	Uni	Female	Japanese	MA	30
28	Colleen	Uni	Female	English	MA	23
29	Bill	Uni	Male	English	MA	30
30	Chris	Uni	Male	English	MA	21
31	Duncan	Uni	Male	English	MA	22 (Eikaiwa, JHS, university)
32	Laura	Uni	Female	English	NA	20
33	Eric	Uni	Male	English	MA	9
34	George	Uni	Male	English	NA	21
35	Monica	Uni	Female	English	NA	17
36	Wendy	Uni	Female	English	NA	25
37	Kenny	Uni	Male	English	MA	29

5.3.2 Instrument

As Table 5 Shows, the Questionnaire Alleviating Students' Foreign Language Anxiety in the Classroom (QASFLAC) was designed for data collection mainly based on the interview guide in Halimi et al. (2019) and the findings of Asif (2017), Harumi (2011), Masutani (2021), and Ohata (2005). The questionnaire consisted of five sections, and there were two types of questions: multiple-choice and open-ended questions (Appendix B). All instructions and items in the questionnaire were written in both English and Japanese. The English translation was done by the author and two in-service English teachers. One of them was a native English speaker. The questionnaire was created on *Google Forms* and a link to it was shared with the participants (Appendix C). It was administered anonymously in order to encourage participants to respond candidly. The data were gathered from August 6th to October 20th in 2021. The responses of the Japanese participants were translated into English by the author for analysis.

Table 5*The Questionnaire Used in Study 2*

Item Number	Contents	Type of question
1-5	Background information of the participants (e.g., educational and cultural background)	Open-ended
6	Anxiety about speaking English or answering questions from teachers in class (Factor 1 in Masutani, 2021)	Multiple-choice
7	The situation in which students have this anxiety	Open-ended
8	How you could know when your students are anxious about speaking English	Open-ended
9	The sources of English speaking anxiety in the classroom	Multiple-choice
10	Confidence in reducing this type of anxiety (No.6)	Multiple-choice
11	Teaching strategies to reduce this type of anxiety (No.6)	Multiple-choice
12	Teaching strategies to reduce this type of anxiety (No.6) in group work in class	Multiple-choice
13	Anxiety about speaking English with Native English Teachers (NETs; Factor 4 in Masutani, 2021)	Multiple-choice
14	Confidence in reducing this type of anxiety (No.13)	Multiple-choice
15	Teaching strategies to reduce this type of anxiety (No.13)	Open-ended
16	Other types of anxiety students have in speaking English	Open-ended
17	Teaching strategies to reduce this type of anxiety (No.16)	Open-ended
18	Interest in learning English and motivation to learn English (Factor 2 in Masutani, 2021)	Multiple-choice
19	How you could know when your students have a high motivation to learn English	Multiple-choice
20	Confidence in increasing students' motivation	Multiple-choice
21	Teaching strategies to increase their motivation to learn English	Multiple-choice

5.4 Results***5.4.1 The Results of Multiple-Choice Questions***

As shown in Table 6, concerning Item No. 6, the overwhelming majority of the participants (30 out of 37 participants, 81.0%) indicated that their students were, to varying degrees, anxious about speaking English or answering questions from teachers

in class. Regarding Item No. 10, 26 participants (70.2%) expressed confidence that they would reduce the anxiety experienced by their students in the classroom. In relation to anxiety about speaking English with native English-speaking teachers (NETs) (Item No. 13), 27 participants (72.0%) agreed that students had anxiety about speaking with NETs. On the other hand, 28 participants (75.7%) appeared to be confident in their ability to reduce their students' anxiety about speaking English with native English speakers (Item No. 14). With respect to the motivation of students (Item No. 18), 28 participants perceived that their students were highly motivated to learn English, and 32 participants (86.5%) expressed confidence in their ability to motivate students to learn English (Item No. 20).

Table 6

The Results of Multiple-Choice Questions

Q No.	Option Content of Questions	1		2		3		4		5		6	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
6	Answering Questions	0	0	1	2.7	6	16.2	9	24.3	18	48.6	3	8.1
10	Confidence in reducing this anxiety	1	2.7	2	5.4	8	21.6	9	24.3	13	35.1	4	10.8
13	Speaking with NETs	0	0	3	8.1	7	18.9	13	35.1	10	27	4	10.8
14	Confidence in reducing this anxiety	1	2.7	2	5.4	6	16.2	10	27	13	35.1	5	13.5
18	Motivation to learn English	0	0	3	8.1	6	16.2	16	43.2	10	27	2	5.4
20	Confidence in increasing motivation	1	2.7	1	2.7	3	8.1	18	48.6	10	27	4	10.8

5.4.2 The Results of Open-Ended Questions: Methods for Analyzing Data

Participants' responses collected on *Google Forms* were saved in an Excel file.

Although it would have been preferable to use an analysis tool such as NVivo to codify

the responses, for various reasons, the method chosen was to assign a code to each response in the Excel file. The results were reviewed many times to ensure that the appropriate codes were assigned. As Corbin and Strauss (2014) recommend as an effective method of qualitative data analysis, detailed notes were taken during the process of analyzing the raw data, and code names were modified when necessary.

5.4.3 Manifestations of FLA

5.4.3.1 Students' Pauses and Silence.

In response to question No. 8, an item related to signs of FLA in speaking English, 19 participants claimed that silence was one example. Akemi noted “When my students don’t speak even though they know the answer, or when their voice is quiet, I think they are unsure and anxious.” Kaori answered “When my students keep silent. When they reply in Japanese.” Travis, who was teaching at a high school, remarked as follows.

Excerpt 1

They do not volunteer to answer questions, or even look away from me when I ask for answers. If I call on them, they try not to answer by asking their friends or waiting for me to choose another student. When I speak to them one-on-one, they use Japanese with me before using English, even if they understand my English when I speak it. (Travis)

Colleen, who was teaching at the tertiary level of education, responded in the following way:

Excerpt 2

... many students are happy speaking to one or two classmates but get very quiet and keep their heads down when asked to speak to the whole class. Another thing that I have noticed from students is that when they are speaking to only one student, they speak fairly smoothly but when speaking to the whole class they make more mistakes with English and take more time to get their answer out. (Colleen)

When speaking in English during pair work, students may experience less anxiety because only their partners are listening to what they say and the other pairs are speaking at the same time. In contrast, when speaking in front of the whole class, one would expect a much higher degree of anxiety because the classroom is quiet and everyone is paying attention to what the speaker says. Some classmates are close to each other in the same classroom, while others have not spoken to each other very often, so it is expected that there will be difficulties in speaking with everyone in mind.

5.4.3.2 Students' Nonverbal Expressions.

Twelve participants suggested nonverbal expressions were another sign (e.g., avoiding eye contact with the teacher and expression of reluctance on students' faces). According to those participants, their students would turn away from teachers to avoid being called on by them or because of a lack of confidence in their English speech. In this situation, students tended to request assistance from a neighboring classmate or wait for the teacher to move on to another student. Their anxiety sometimes seemed to manifest itself as stiffened or pained facial expressions.

5.4.3.3 Students' Vocal Expression.

Students speaking in a soft voice was mentioned by nine participants. If the level of anxiety is high enough, students will most likely be silent. However, if they are called on by their teacher and obligated to respond, some of them will answer even when they are not inclined to do so. At that time, their high level of anxiety is likely to surface in the form of a soft voice.

5.4.3.4 Students' L1 Use.

Six participants pointed out students' L1 use. Some students would try to express their opinions in their native language instead of being silent. As Eric, who was teaching at the tertiary level of education, explained, the English learning environment in Japan creates an atmosphere where mistakes were not supposed to be accepted.

Excerpt 3

Visibly distressed. Saying in Japanese that they do not understand and they cannot do it ... even though I know they can. So many different contexts though, sometimes it feels like they could give it a try but the Japanese education system on focusing on accuracy might have an impact on them not answering because they want the sentence to be perfect, even though they could try to communicate their opinion or answer (Eric)

Students seemed to avoid speaking in English if they assumed their answer had even a small chance of being wrong. They might believe that if they give even one incorrect answer in class, it would negatively affect the evaluation of them by their classmates and teachers. They also believe that if they make a mistake in front of a large

group of people, their self-esteem will be greatly damaged. This might discourage them from actively participating not only in English classes but also in other classes, or another possibility is that their experiences of failure in other classes might be a factor limiting their willingness to speak in their English classes. Their use of Japanese in English classes could be a way of communicating their anxiety to their classmates and teachers.

5.4.3.5 Long Pauses Before Speaking.

Five participants mentioned that students paused before they spoke. In addition to that, Mike pointed out that his students would express their feelings verbally. “Some of them will tell me they don’t want to answer, and others take a long time to give their answer, even though they have it on paper.”

Concerning the participants’ perception of their students’ anxiety, Fumihiko frankly wrote, “I can’t see into my students’ mind, so I can’t grasp whether they are anxious or not,” while Daisuke, who teaches at an advanced level boys’ high school, appeared to be incorporating questionnaires into his classes to get a deeper understanding of the psychological aspects of his students. “During an all-English class. Even though the answer is correct, my students show hesitation in answering the question, probably because they are afraid of making a mistake. I also check their answers in questionnaires after their presentations.”

5.4.4 Factors That Provoke Learners’ Anxiety

Multiple-choice Item No. 9 asked teachers about the factors inducing students’ anxiety about speaking English in the classroom, which could be categorized into

psychological problems, linguistic problems and problems with time. The results are found in Table 7.

Table 7

The Sources of Students' Anxiety About Speaking English in the Classroom (No. 9)

Sources of anxiety	<i>n</i>	%
Psychological problems		
• Lack of confidence	35	11.1
• Shyness	31	9.8
• Lack of confidence in what they are going to talk about	23	7.3
• Nervousness	22	7.0
• Feel frantic and hurried	12	3.8
• The language learning atmosphere	12	3.8
• Lack of confidence in pronunciation	12	3.8
		46.5
Linguistic problems		
• Problems with expressing themselves in English	30	9.5
• Problems with vocabulary	23	7.3
• Students do not know the answer	22	7.0
• Low proficiency in the target language	21	6.6
• Lack of grammatical accuracy	19	6.0
• Problems with comprehension and listening	14	4.4
		40.8
Problems with time		
• Students are talking slowly while thinking about what they talk	21	6.6
		6.6
Culture		
• Cultural reasons	19	6.0
		6.0
Total count	169	100.0

5.4.4.1 The Influence of Psychological Factors.

Yoko, who was teaching at the tertiary level of education, suggested psychological factors such as fear of inaccurate answers, fear of grammatical errors, evaluation by others, and feelings of inferiority.

Excerpt 4

I believe that my students are anxious when answering English questions in English, wondering if their answers are correct, if there are any mistakes in their English, or if their answers will be laughed at by everyone. I used to think that this tendency was more common among girls than among boys, but I feel that there has not been much difference in the past 10 years. I think that students of different abilities may not hesitate in class, but when there is a student who is fluent in English, other students tend to be a little reserved. (Yoko)

Hidekatsu, who was teaching at a high school, proposed two factors: his students' anxiety about whether they understood his questions correctly and their difficulty in speaking in English.

Excerpt 5

My students are under pressure to speak up in front of everyone. There is anxiety about whether or not they can give appropriate answers. When teachers ask questions in English, some students are anxious about whether they can understand the meaning of the question itself. They are not accustomed to speaking in English. (Hidekatsu)

Trina and Akemi, who had taught English at a junior high school, claimed that puberty was causing their students anxiety. In addition to that, Akemi pointed out that her students' anxiety had been provoked by lack of confidence in English skills and personalities of classmates

Excerpt 6

I have the impression that first-year junior high school students are especially energetic English speakers with little embarrassment or anxiety. Junior high school students tend to become less vocal as they move up through the grades. This may be due to embarrassment as they grow up, lack of confidence in their own English, or if the classroom atmosphere is not very good, they may feel anxious when speaking English in front of everyone. (Akemi)

Andy, who was teaching at a high school, regarded students' low confidence in their English proficiency and feelings of inferiority to their classmates as anxiety-provoking factors. "Lack of confidence in their English abilities, or being worried because their classmates are better at English than them and they don't want to be embarrassed." Daisuke, who was also teaching at a high school, noted that affective factors were the main source of his students' anxiety.

Excerpt 7

I think it is mainly affective factors. If my students don't turn in their assignments, they will be thoroughly instructed, and my school has a strict student guidance system. This strictness makes it difficult for students to speak up in class.

(Daisuke)

Travis, who was also teaching at a high school, analyzed the situation in the following way.

Excerpt 8

Mostly, I think the students do not like to be seen to make mistakes. Since they do not have much practice speaking English from a young age, they know they are not very good at it, so they know they are likely to make a mistake, so they do not try. I think maybe teaching speaking from a young age would give them more confidence that they know the right answers most of the time. (Travis)

Wendy and Chris, who were teaching at the tertiary level of education, stated that COVID-19 had influenced their students' psychological aspects. Wendy claimed "Covid has also caused psychological stress for some students. Isolation, anxiety and depression are factors." Chris explained that it had prevented his students from doing sufficient activities to facilitate communication due to attrition, and this was affecting their emotional state.

Excerpt 9

My school is small and so is each department. So I was surprised that 2 classmates had never talked (even after 6 months) and were very shy and hesitant to do so when they were partnered in class. Because of Covid-19, I haven't been able to do many communicative activities like conversation starting/stopping, etc. These

activities usually give students strategies for communication and help to abate the anxiety. (Chris)

Wendy, Chris, and Travis pointed out that students' amotivation, demotivation, or low motivation in English was another factor. Wendy pointed out "lack of motivation or interest in non Japanese culture." Chris claimed "Resignation: some students resign themselves to not improving. There are attitudes that English is not important and therefore I can just pass by coming to class. This is how some students deal with the anxiety." Travis also noted "Some students have very low motivation with English. They don't care about it, so during English class, they are just waiting for the class to finish and are not interested in participating."

Reasons why it is difficult to motivate some English learners in Japan to learn English is mainly because of limited opportunities to use English outside the classroom (Fujikawa, 2013), structural differences between Japanese and English languages, and a belief that English is unnecessary for their post-high school or college career (Kitson, 2016). Even if they take over their family business, they may have opportunities to come into contact with people from various cultural backgrounds. I will discuss strategies to motivate them to continue learning English from the teachers' point of view in a later section.

5.4.4.2 The Influence of Linguistic Factors.

As for linguistic problems, Trina, who was teaching at a junior high school, stated that her students' level of English proficiency and avoiding using English were the factors. "Ability level. Thinking in Japanese and trying to translate in their heads instead of using words they know how to say to express themselves where they are at." In his

own view, Sonny referred to his students' high level of English proficiency. "The higher level classes are hesitant to answer even though I know they know it." Daisuke proposed that his students' anxiety was provoked by their emphasis on grammatical rules (grammar dominance) and lack of vocabulary learning. "There are a great many students who are so obsessed with grammatical rules that they get stressed when they find exceptions. Many students prefer grammar and do not like to memorize words." Chris noted a lack of oral communication practice and negative awareness of English. "I think that many students lack the practice of oral communication. In high school, it was not emphasized usually. Student anxiety begets a distaste for English? Or, is the reverse true?" Andy, Chika, and Monica's answers also referred to perfectionism.

Excerpt 10

I also feel that the first year students become so focused on accuracy that they freeze up and aren't able to fluently produce language. This problem generally goes away after the students have been abroad (although these students are not highly accurate in their grammar) (Andy)

Chika referred to "Not being confident, wanting to use "perfect" or "standard" English, being afraid of making mistakes." Monica, who was teaching at the tertiary level of education, stated:

Excerpt 11

I feel they focus on getting the "correct" answer. They have not explicitly studied about the identity threatening nature of language learning, they may not

have studied about growth mindset and there are some cultural factors which can contribute to linguacultural resistance. (Monica)

As Monica implies, Japanese EFL learners may have unconsciously acquired a fixed mindset. Learners may want to avoid answering difficult questions and show the whole class that answering easy questions results in no mistakes. Monica later suggested teaching a growth mindset as one of the strategies to reduce learners' anxiety. I will define growth mindset and fixed mindset and their impact on learners in a later section (see, 5.4.10.5).

5.4.4.3 The Influence of Time Factors.

There was some agreement and disagreement among the participants as to whether problems with time were provoking FLA of their students. In favor of the proposal, Andy responded as follows.

Excerpt 12

When interacting with another person there is a general time limit within which we must respond. Nobody wants to talk and then wait a minute in silence for a response. I believe this puts an additional pressure on students that is difficult to overcome because they understand this basic element of human interaction. (Andy)

Kenny, who was teaching at the tertiary level of education, was in the same position as Andy. "They don't like the feeling they are holding up the class." Junko, on the other hand, was very clear in her opposition by noting "My students don't have problems with time."

Japanese students who have learned and grown up in a collectivistic culture may be extremely anxious about making others wait, always taking into account evaluations and reactions of others (Murata, 2011). Depending on the trust among students and the atmosphere in the classroom, they may be able to calm down and have enough time to speak.

5.4.4.4 The Influence of Cultural Factors.

Bill and George appeared to agree that their students' cultural backgrounds are provoking their anxiety. Bill, who was teaching at the tertiary level of education, stated "General Japanese anxiety." In addition to that factor, George claimed speaking English, being used to the grammar-translation method, and not being used to active learning were the factors. His answer is as follows.

Excerpt 13

I think Japanese students (not all) in general have anxiety (not all) when speaking English, mainly because of the passive learning methodology/approach (grammar-translation method/approach) they receive in junior and senior high school. At the university level, students are required to be "active" learners in the classroom, and that is hard to do when they (students) have been taught via the grammar-translation method/approach for 6 years, or so, which focuses on passive learning. (George)

Trina and Eric also pointed out a Japanese cultural factor. There is a Japanese proverb that says, "A nail that sticks out gets hammered down." She attributed FLA to "how they are viewed by their peers." He explained, "How other classmates view the

student. If a student is better than the others, it may make other jealous. So I have had these students who I know have great skill but they refuse to show it to an audience.”

Similarly, Chika, who was teaching at the tertiary level of education, mentioned the quiet atmosphere as provoking factor of her students’ anxiety. They seemed to value expressing their opinions with the same frequency as other students.

Excerpt 14

It depends, grade mostly (first year, more shy), also if most of the students are talkative, the others are also likely to talk more. If a few students are talkative, they tend to become more silent like the others during the semester. I always try my best with different methods to make everyone engaged. (Chika)

Japanese EFL learners may try to avoid being in the minority by trying to blend in the crowd. If everyone in the classroom is silent and hesitant to express their thoughts, it will take a lot of courage to break the silence. For them, attracting attention can cause anxiety.

5.4.5 The Influence of Situations

Several findings were revealed after analyzing the teachers’ responses. Concerning the teachers’ perceptions of the factors causing their learners’ anxiety (RQ. 1), in response to question No. 7, an item related to “Anxiety about speaking English or answering questions from teachers in class” (Factor 1 in Masutani, 2021), the most common response from the participants about the learners’ personalities and situations that arouse such anxiety among learners was responding to questions from the teacher

(eight out of 37 participants, 21.6%), the second most common responses were introversion and speaking in front of classmates (seven out of 37 participants, 18.9%), and the third most common responses were low English proficiency and being a first year university student (four out of 37 participants, 10.8%). In response to Question No. 9, which was a multiple-choice item, some of the participants provided detailed answers to the open-ended sections about sources of their students' FLA in speaking English. The participants' responses to those items will be integrated and analyzed.

In his response, Mamoru, for example, suggested the situations in which students responded to questions from teachers, their low English proficiency and a lack of confidence in their English skills. In addition, Shelley, who was teaching at a high school, stressed the two situations of speaking spontaneously and large classes.

Excerpt 15

Mostly students don't want to speak in front of the class (during presentations or to answer my questions). Usually the lower level students seem to have more anxiety. The smaller the class is usually the less anxiety they have. If it's a small class the students feel more comfortable with shouting out the answer, but if it's a class of about 30 students then they get nervous about raising their hand. (Shelley)

In addition to the situations in which students respond to questions from teachers, Mike stated that the situation in which his students spoke in English was the cause.

Excerpt 16

Students generally have anxiety speaking English regardless of the situation. They are especially anxious when I ask them to volunteer to give an answer in

English. Students of all grades seem to reflect this kind of anxiety, but the level of anxiety goes down if they feel confident in their abilities. (Mike)

Colleen, who was teaching at the tertiary level of education, stated that the situation in which students would speak in front of their classmates was one example. “Most of my students do very well in small groups but are shy to speak in front of the whole class.” Takako claimed the situations in which students would respond with sentences, and open-ended questions were the causes. “(Regardless of academic ability, gender, etc.) when I ask for an answer with sentences instead of words, or when I ask them an open-ended question.” Similarly, Duncan referred to general and open-ended questions. “General, open questions rarely elicit a response.”

Due to the class size and teachers’ instructional plans, it is clear that the situation of speaking in English to all classmates and answering questions from teachers increases anxiety of the Japanese students. However, it would be preferable for learners to gradually learn to cope with a variety of situations in order to improve their English proficiency and reduce their anxiety.

5.4.6 The Influence of Learners’ Characteristics

According to Mike, who was teaching at a high school, being a female student and introversion are sources of his students’ anxiety.

Excerpt 17

I’d say girls seem the most anxious of speaking in English. As for personality, the shy ones appear to have the most anxiety, which the outgoing ones still won’t volunteer to answer questions, but they will answer a question with less hesitation

than someone shy. (Mike)

Sonny's response was similar to Mike's in the two respects of responding to questions from teachers and female students (in his case those with low English proficiency). "Just asking a verbal question can cause anxiety. Lower level especially boys don't care and will speak. Lower level girls especially ones who are more shy will have difficulty answering."

Daisuke also suggested two situations of being listened to by non-classmates and impromptu speaking.

Excerpt 18

The students often show a strong refusal to make mistakes, and while there is no problem for them to present their prepared presentations or other presentations to a class they are familiar with, many of them panic or seem distressed if they don't know anyone in the audience or if it is impromptu. (Daisuke)

Learners' natural predispositions, such as gender and personality, cannot be forced to change. On the other hand, these factors should not be overlooked. Understanding the characteristics of learners is essential for teachers and will develop their teaching strategies.

5.4.7 The Influence of Academic Factors

Colleen suggested that students majoring in subjects other than English is a cause. "I teach a lot of engineering students so many of them are very shy and introverted.

Since many of them are shy in their native language, they are also shy speaking English.”

In addition to Colleen’s proposal, Chris noted many factors: native English-speaking teachers, classmates, exams, speaking situations in English, homework, first-year university students, and All in English classes.

Excerpt 19

They appear to have anxiety with me and with classmates about tests, speaking, homework, etc. The first year students may be shy but want to make friends (*Hitomishiri?*). They are nervous to study English in an English only environment. Some have more and some have less. Certainly the anxiety drops over time. My university has three departments (literature, economics, and art) and it seems that art students have the most anxiety (manifested by a greater distaste for studying English) and literature students (may) have the least anxiety. My pet theory is that literature provides these students with a greater awareness (a type of experience) that helps them with anxiety. (Chris)

Andy, who was teaching at a high school, proposed that being a first-year students at a high school was a cause.

Excerpt 20

My first year high school students have a lot of anxiety about studying in English, they worry that they don’t understand and are nervous to speak in front of others. The students that have returned from abroad have a lot less anxiety, but

some still struggle feeling comfortable talking in English to their classmates.

(Andy)

Daisuke suggested the following anxiety-provoking factors: boys' school and advanced education. "It is a boys' school. The class is academically strong with an average deviation of over 60."

Thus, while there are various types of factors that can be coped with as students move on to the next level of education, there are others that they will face as long as they remain in school, such as tests, homework, and a strict school culture.

5.4.8 Teaching Strategies to Support Students to Answer Teachers' Questions

In response to Question No. 11, which was about teaching strategies and advice to reduce their students anxiety in answering questions from teachers in English, the participants described a wide variety of teaching strategies (Table 8).

Table 8*Teaching Strategies to Reduce This Type of Anxiety (No. 11)*

Teaching strategies to reduce students' anxiety	<i>n</i>	%
Linguistic support		
• Give examples	34	5.3
• Giving positive feedback	29	4.5
• Give clues verbally	26	4.0
• Help with vocabulary	22	3.4
• Show them how to start their answers	21	3.2
• Give clues non-verbally	20	3.1
• Giving recast (implicit corrective feedback)	20	3.1
• Help in the students' mother tongue	17	2.6
• Giving helpful templates and guidelines for speaking English	16	2.5
• Teach useful phrases for fillers (e.g., let me see)	15	2.3
• Give advice on how to say something in English	15	2.3
		36.3
Psychological support		
• Show willingness to understand	32	4.9
• Give encouragement, especially on not being afraid of making errors	31	4.8
• Offer a back-channeling response when you understand what students want to say	28	4.3
• Do not force a reluctant student to answer	25	3.9
• Display understanding of non-verbal behavior	24	3.7
		21.6
Questioning strategies		
• Repeat the question with simpler words	35	5.4
• Repeat the question and ask again	23	3.6
• Explain the question in detail	19	2.9
• Use yes/no questions first	18	2.8
		14.7
Support with turn taking		
• Move on to another student	23	3.6
• Return to the student later	17	2.6
		6.2
Time support		
• Giving more time to answer	29	4.5
		4.5
Other strategies		
• Allow students to work with friends	30	4.6
• Be patient	24	3.7
• Try to remain relaxed	24	3.7
• Adjust teaching style	23	3.6
• Play some background music	7	1.1
		16.7
Total count	1265	100.0

5.4.8.1 Linguistic Support.

Kaori had allowed her students to compensate for their lack of vocabulary by using L1. “In the beginning, I allow my students to respond in a Lou Oshiba-like jumble of Japanese and English.”³

Since speaking English is a challenge for many students, the participants seemed to have prepared several small linguistic steps or activities to help them gradually get used to it. The following are further examples.

Four participants suggested that they would give their students opportunities to rehearse. Megumi stated that she would have her students pair up to discuss and then share with the whole class. Andy claimed, “Having students think about their answer individually, then with a partner, then finally a group/class discussion. This helps the students to prepare their ideas in advance and helps them to feel more confident in their answer.” Travis suggested giving his students templates so that they could rehearse their speaking. “Giving the students a chance to practice what they want to say before they say it, using a template, is one of the best ways to get students to speak English to each other, in my experience.” He gave another example. “Allowing students to work in small groups and then give answers for the whole group is the best way to encourage students to give English answers to English questions in class, in my experience.” Fumihiko also stressed the importance of rehearsing. “Having my students practice output to each other in pairs or small groups with others in the vicinity before the whole class hears.” Wendy proposed creating a classroom environment that makes learning comfortable for her students. She said “Trying to create a warm, supportive and non-

³ Lou-Oshiba is a Japanese actor and comedian, who constantly coins English words by mixing Japanese and English words to express his ideas even when unnecessary.

judgmental, relaxed atmosphere.” Chris offered a number of ideas. To summarize, he suggested conducting a scavenger hunt, emphasizing the use of English as a tool for making friends rather than worrying about linguistic mistakes, emphasizing the negative impact of stress on learning, incorporating humor, greeting students one by one at a time before class, having interests in students, having students practice humor in English, supporting active students, using visual aids, paraphrasing, and teaching partnering expressions. His wrote as follows.

Excerpt 21

I start the course with a group activity outside to learn the campus (a type of scavenger hunt). It's a mobile activity with many small tasks and it makes everything non threatening. I interact with these groups during the class period and emphasize that students need not worry about language mistakes but should use English as a tool for making friends. In all classes, I emphasize that stress is very bad for learning. I try to use a lot of humor to keep the atmosphere stress free. I get to class early and greet all students and chat with them. I take an interest in them. I ask them to practice their humor in English. I support the outgoing students in class, so students can see that self-expression is welcomed. I do not use Japanese except in a special case. I use PPt. images and simplified English. This at first creates anxiety but it decreases over time. I urge and urge students to ask questions by teaching key phrases (What does it mean?, etc.). (Chris)

Working together in groups to complete tasks outside the classroom would not only bring novelty to the learners, but would be effective in teaching them what they cannot

learn in a classroom setting. It is also anticipated that the development of humor skills beyond the scope of the topics covered by the textbook will enrich learners' personalities and make the atmosphere in the classroom more amiable.

5.4.8.2 Psychological Support

When it comes to psychological support, Rie expressed her understanding of characteristics of her students, and said that she would give them an opportunity to express their thoughts through writing if they had speaking challenges. She said that she tried to find some ways of expressing opinions for reluctant students, such as writing comments, but not forcing them to speak in front of the whole class. Chris shared the same thoughts as Rie by saying, "Smile, greet students, take an interest in them. My students write messages in a comment sheet. I use those questions to initiate a conversation." Andy proposed recognizing the various reasons for students' reluctance to answer and encouraging them to respond as appropriate. His teaching strategies are as follows.

Excerpt 22

The reluctant student one is difficult because I also sometimes try and encourage them to answer. There are a lot of variations of not wanting to answer and as empathetic teachers we need to recognize this and know when to back off, but as teachers trying to get the most out of students, we need to know when to push them to answer because they would successfully be able to with a little encouragement. (Andy)

5.4.8.3 Questioning Strategies.

Concerning questioning strategies, Trina said, “Gestures, use of technology in the classroom, showing visuals whenever possible.” Takako suggested that if a student had a listening challenge, she would repeat the same question at a slower speed. Repeating the question with simpler words (35 participants, 5.4%) and repeating the question and ask again (23 participants, 3.6%) appeared to be popular strategies among the participants. When large numbers of students are studying in the same classroom, it is expected that students will perceive anxiety due to the position of their seats and noise from other students, in addition to the difficulty of the questions. In such a situation, the participants would use the strategies while trying not to disturb the progress of the class too much in the limited time available.

5.4.8.4 Support for Turn Taking.

To support turn taking, Tetsuya would not change the order in which he would call on his students but would support them so that they could answer. Rie seemed to give all of her students equal time to respond. Her idea is as follows.

Excerpt 23

It depends on the situation, but I don't wait until my students can answer. However, I routinely respond to everyone in the same way so that they don't feel like they're the only ones being skipped over because they can't answer. (Rie)

Takako replied that since many students get more nervous and anxious when the teacher is waiting for answers, she would keep an eye on them and possibly move on

(e.g., asking another student). Fumihiko, Monica, and Jeremy seemed to have a common opinion. They facilitated the students in groups thinking about their answers. Fumihiko stated that he would not call on individuals. Monica suggested “Starting group work if an individual can’t answer.” Jeremy noted “I give chances for students to work together to come up with answers.”

5.4.8.5 Time Support

In terms of time support, Rie stated that time is needed, not just to give the support, but to show step by step how the activity can be activated. No other participants responded in the open-ended response section regarding this type of support. Twenty-nine participants answered that they would give more time to their participants. It was assumed that participants were managing their time effectively, taking into account the characteristics of their students, the difficulty of questions, and their planning of the class progression.

5.4.8.6 Other Strategies

As other strategies, Trina responded that she would create a learning environment, use broken Japanese, tell students that mistakes are natural, build relationships with students outside the classroom, and allow collaborative work. She stated the following.

Excerpt 24

Positive learning environment, using broken Japanese, showing that mistakes are okay - normal - and natural - building a relationship with the students outside the classroom is the best way to help them feel comfortable in class. Also allowing them to work within groups or pairs, or partners that they themselves select. (Trina)

5.4.9 Teaching Strategies to Support Students in Group Work

In response to question No. 12, which was about teaching strategies and advice to reduce their students' anxiety in speaking English in group work in class, three participants responded to this not only by choosing options but also by filling in a free-text field (Table 9). Takako noted the negative effects of encouraging students and suggested giving them simple questions and hints. "Sometimes encouraging my students or prompting them to speak in some way only increases their anxiety, and with those students I give them hints for expression while asking simple questions that make it easier for them to speak." Bill stated that he would go alongside the students. Chris suggested having his students pair up randomly, giving them conversation starters, and incorporating brain-breaks into his class. He appeared to provide his students with opportunities to learn how to manage anxiety. His answer is as follows.

Excerpt 25

I raise their anxiety in order to reduce it. I create random pairs in each class and they'll sit together for the entire class period. In the beginning, I give them some conversation starters. Over time, students adapt and anxiety drops. Student tell me that they appreciate having new partners. In the past before Covid, I was doing brain-breaks in class for 2 minutes or 3 minutes. This is a short activity that involves no speaking but students do together. It reduces stress. (Chris)

Table 9*Teaching Strategies to Reduce Anxiety in Group Work (No. 12)*

Teaching strategies to reduce students' anxiety	<i>n</i>	%
• Go around the group and give advice	32	14.3
• Give encouragement	25	11.2
• Show them how to start to speak	22	9.9
• Give helpful templates and guidelines for speaking English	21	9.4
• Adjust the group size	21	9.4
• Encourage students to say something	20	9.0
• Teach useful phrases for fillers (e.g., let me see)	17	7.6
• Help in their mother tongue	15	6.7
• Organize groups based on students' English proficiency	13	5.8
• Advise not to be silent	12	5.4
• Prevent certain students from dominating the discussion	10	4.5
• Organize groups of close students	9	4.0
• Play some background music	6	2.7
Total count	223	100.0

5.4.10 Teaching Strategies to Support Students to Communicate with NETs

In response to Question No. 15, which was about teaching strategies and advice to reduce their students anxiety in speaking English with native English-speaking teachers, the participants proposed 32 types of strategies and advice in total. The most common was creating an atmosphere of tolerance for mistakes (seven out of 37 participants, 18.9%). The second most common were translanguaging and paraphrasing (five out of 37 participants, 13.5%), and the third most common was creating a fun and relaxed atmosphere (four out of 37 participants, 10.8%).

5.4.10.1 Creating an Atmosphere of Tolerance for Mistakes.

Satsuki said that she would tell her students not to worry about mistakes. Megumi stated she would tell her students that they need to go through small steps to assuage their anxiety in speaking with native English-speaking teachers. Furthermore, it could be interpreted as an attempt by the teacher to break away from perfectionism by showing them her failure. "Small Steps. You have to do it! Teachers show failure." Beginning with advice to his students, Sonny suggested three strategies: creating an atmosphere of tolerance for mistakes, reward, and utilizing pair work. "Speak and make mistakes. I will understand. This is not a test so make your mistakes. Partner work and then have them answer. Sticker rewards for English communication." Eric claimed that he would give advice to his students in the following way. He also mentioned that he would dig into anything his students wanted to say.

Excerpt 26

NETs are here to help you. Try your best to speak English with them, mistakes are fine. Trying to communicate what you want to is more important than making grammatically perfect sentences. If you try to communicate but cannot, that is fine. At least you tried. (Eric)

5.4.10.2 Translanguaging.

Translanguaging, which denotes multilingual oral interaction (Conteh, 2018), was used by Shelley and other four participants. Shelley stated that she would use Japanese for students with lower English proficiency. "For lower level students I let them know that I speak some Japanese, so they know that if they get stuck they can ask me in

Japanese.” In addition to Translanguaging, Mike suggested Paraphrasing, speaking slowly, avoiding explicit error correction, and a friendly attitude.

Excerpt 27

As a NET myself, I just try to speak on slow and basic English, and when they respond, as long as I understand it, I don't correct it (at least outside of class). I try my best to be friendly and silly so they can feel more relaxed. And if my English isn't getting through at all, I have enough Japanese language proficiency to be able to say something again in Japanese. (Mike)

In addition to translanguaging, Travis would deep dive into what his students wanted to say.

Excerpt 28

When I am talking to a student one-on-one, I usually do not let the student leave me until they speak a full English sentence, without any errors. First, I speak to the student in a mix of Japanese and English to help them relax. Then, I give them examples, ask questions and/or interpret from Japanese what the student wants to say until they can say it in a complete English sentence. (Travis)

Junko used translanguaging and direct support to facilitate interaction between her students and native English-speaking teachers. “I could help the student by translating what he/she wants to say into English when I am with him/her while they are talking with NETs.”

5.4.10.3 Paraphrasing.

Daisuke suggested paraphrasing, support by Japanese English teachers, and discourse (conversation structure). He said “When my questions or vocabulary is not communicated to the students, I change it to simple words and phrases, or I show them the model first.” Hidekatsu also reported the use of two strategies common to Daisuke. In addition to these, he suggested icebreaking and creating a fun and relaxed atmosphere. He said “I restate in simple English when students have difficulty understanding. I start the class with ice-breaking questions, and try to create a fun atmosphere by including brief chats with NETs. Create an atmosphere where questions are always welcome.” Rie’s remarks showed the use of some strategies in common with Daisuke and Hidekatsu. In addition to these, she mentioned the presentation of role models. She said, “Model for students that the teacher speaks in a relaxed atmosphere. Show the teacher asking questions of the native English-speaking teacher using simple English expressions about what the students do not seem to understand.” Wendy also said, “Try to show that I am also a language learner in their culture.”

Out of the classroom, Trina emphasized the importance of building reciprocal trust with her students. She suggested "Creating a strong relationship with them outside of the learning environment." Noriko also mentioned the same two strategies as Trina. In addition to these, she mentioned emphasizing English as an international language.

She said "I have my students use My English. I have them spend a lot of time with native speaking English teachers. I have them interact with native speaking English teachers outside English class.” Chris suggested that icebreaking outside of class would improve rapport with students.

Excerpt 29

Please refer to my previous answers. I sometimes play frisbee with students during lunch periods. This is non threatening and establishes a rapport. Students may not talk but I can get students to return a frisbee to me which is an ice breaker. I hope that word gets around that I'm easy going and approachable. So anxiety reduction starts/extends beyond the classroom, I think. (Chris)

5.4.10.4 Creating a Fun and Relaxed Atmosphere.

George implied that creating a fun and relaxed atmosphere and using fun teaching materials (videos, etc.) would be effective.

Excerpt 30

I just tell them to use whatever English that have (whatever they can do), and I tell them that it's ok to make mistakes (don't worry about making mistakes; they don't have to communicate in perfect grammatical English), and I also tell them to "Do Their Best". I also try to create a stress-free environment in the classroom, and I use lots of visuals (photos, videos, etc.) and audio (e.g., music). (George)

5.4.10.5 Growth Mindset.

In addition to creating an atmosphere of tolerance for mistakes, Monica expressed the idea of talking to her students about growth mindset. "We talk directly about anxiety and growth mindset, we engage in several activities to grow confidence and I tell them communication is far more important than perfect accuracy."

Concerning Growth mindset and Fixed mindset, the former is an attitude of believing in one's own potential, while the latter is an attitude of assuming that this is

one's best ability. Research by Dweck (2006) has shown that the latter is a limiting belief, and that people with the former attitude are able to develop their intelligence and abilities. The fixed mindset has an underlying desire to make oneself look good, and therefore, they want to avoid challenges that have the possibility of failure. They are quick to give up when they run into obstacles and tend to think that their efforts are fruitless. They ignore negative feedback, even if it is useful, and they feel threatened by the success of others. They are unable to reach their full potential. Growth mindsets, on the other hand, start with a desire to learn, so they are willing to accept challenges and persevere even in the face of adversity. They regard hard work as a passageway to proficiency, learning from criticism, and learning from and being inspired by the successes of others. Because of their underlying desire to learn, they are able to absorb everything in an effective way and reach a high level of success. In her study of both adults and children, she found that believing that personality and intelligence are not innate to the individual, but can be developed, can bring about significant changes in both adults and children (Dweck, 2006).

Kenny also mentioned the two strategies suggested by Monica. Other than those, he proposed digging into anything his students wanted to say and psychological support for them.

Excerpt 31

Have faith in the good nature of the listener / Remember that it is natural to make mistakes and be imperfect / Remember that the other person has some responsibility for the conversation too, not just you / Focus on the content of what you are trying to say, not your self-image / Accept that compromise is natural and

be glad about what you can say rather than sad about what you can't. (Kenny)

Colleen suggested patience, smiling, giving time, and giving feedback. Her ideas are as follows.

Excerpt 32

First, I thank the student for asking a question or making a comment. I smile a lot and I'm very patient when waiting for students to express themselves. If I don't understand, I ask more questions. When I do understand, I answer their question or reply to their comment. Finally, I'll check with the student to make sure that I have answered their question clearly. I think the most important thing is to be patient and caring. (Colleen)

5.4.10.6 Discoursing.

Yoko suggested that discoursing (conversation structure) be taught to her students. In this context, she was likely to tell them not to be silent in class.

Excerpt 33

In the case of university teachers, they listen patiently to the students' ideas and their speaking speed is easy to hear. I tell students that if they utter even a single word, their interlocutors will wait and listen, and if they don't understand the question, ask them to repeat it so that a conversation can take place. Since silence is not conversation, I give them simple questions and answer patterns and ask them to be able to use them. (Yoko)

5.4.11 Other Forms of FLA.

In response to Question No. 16, an item related to anxiety other than those suggested in the questionnaire, the Japanese high school teachers of English claimed that their students were anxious about exams, group work, evaluation by others, and making mistakes. On the other hand, native English speaking high school teachers claimed that feelings of inferiority, pressure from parents, anxiety about club activities, anxiety about fitting in with the class, and anxiety about the future plagued their students. As for anxiety felt by their students, Japanese university teachers stated that they were unable to practice pronunciation smoothly due to the mandatory wearing of masks under the influence of COVID-19, that they were not sure if they could keep up with the classes, and that they were worried about their grades and whether they would be able to make use of their English. Native English speaking university teachers responded that their students were anxious about standing out, getting along with their classmates, and social pressures.

5.4.12 Teaching Strategies for Other Forms of FLA.

The participants appeared to have employed a variety of strategies to support the affective aspects of their learners. In response to Question No. 17, an item related to teaching strategies for relieving anxiety other than those mentioned in the questionnaire, Japanese high school teachers of English stressed the importance of creating a comfortable atmosphere in the classroom (four out of 10 participants). Hidekatsu suggested the following strategies.

Create an atmosphere where questions are always welcome. Prepare routine assignments to make it easier to work on them. After group work presentations, give feedback on what can be evaluated and what can be improved so that the students can move on. (Hidekatsu)

The native English speaking high school teachers focused on encouragement and smiles (two out of 10, respectively). Mike noted one limitation of what teachers can do for their students. Sometimes, no matter how teachers work, the atmosphere in the classroom does not improve.

Excerpt 35

I don't have any strategies other than encouraging students that it's ok to make mistakes. Most of what I try to do feels largely of no use, as the class atmosphere from my experience is not dictated by the teacher, but the class. (Mike)

Travis offered positive advice for learners who were in their sensitive years.

Excerpt 36

I tell them that being a grown-up is easy and they will like it. Being a teenager is harder, but soon they will be finished with it! I try to smile and laugh a lot with my students, and give them reasons to laugh (maybe at me). (Travis)

The responses from Japanese university teachers of English that stood out were those related to the frequency of questions and intimidation.

Fumiko stated “Make sure to ask often if there are any questions.” Yoko said “I tell them that I won’t deduct points if they are wrong, but I will deduct points if they don’t tell me.”

Among the responses of the native English speaking university teachers, the following are worth noting.

Colleen created a comfortable learning environment for her students by sharing her own mistakes in language learning experiences with them.

Excerpt 37

I like to talk about my own anxiety and give students advice on how I handle it myself. By talking about my own anxiety, I try to let the students know that it’s OK and it’s not anything to be ashamed of. I also like to tell them about times when I’ve made mistakes in Japanese. If I can laugh about my own mistakes and failures, it lets the students know that mistakes are a natural part of learning a language and we can laugh about it and learn from it. (Colleen)

Chris taught communication strategies to his students in class and appeared to be trying to strengthen the trust between the learners through dyad and group work. “I always teach communication strategies and emphasize that they work in Japanese too. I do pair work and group activities and get everyone familiar with the others.”

Kenny stressed the importance of students being in charge of their own learning process. “I say it’s natural not to know things, so accept such "imperfection" and just be glad that you can learn something new. Focus on what you can control, which is whether you respond and how you respond.”

5.4.13 Signs of High Motivation to Learn English.

One possible strategy to reduce learners' anxiety is to increase their motivation to learn English, and as Study I revealed, learners' levels of motivation is related to their anxiety. Hence, I analyzed this from the teachers' point of view.

Table 10

Sign of High Motivation (No. 19)

Sign of high motivation	<i>n</i>	%
• Submit work	28	25.7
• Voluntarily speak English in class	24	22.0
• The look on their face	21	19.3
• Consistently meet deadlines	19	17.4
• Read the required material	17	15.6
Total count	109	100.0

Concerning Table 10, the participants seemed to be perceived by these signs a high motivation to learn English among their students. When students are highly motivated, they take their assignments seriously, and they are more likely to be engaged in the class.

In response to Question No. 19, an item related to manifestations of students' high motivation, twelve participants wrote their answers in the open-ended boxes. The majority of them (eight participants) said high motivation was manifested in their students' attempts to communicate with their teacher. The most common were talking to the teacher outside class and asking their teacher a question (three out of 12 participants,

respectively); when Eri's response (talking to the teacher inside and outside class) and Chris' answer (assignments and reaction sheets) were added, they would be one-third of the total (33.3%, respectively). Answers by Mike, Sonny, Travis, and Eri are as follows. Mike suggested "Speaking to me in English outside of class." Sonny stated "Speak outside of class." Travis claimed "Some students ask for help with writing or speaking English outside of class time. I think that these students are very motivated to learn English." Eri noted "Students ask me questions during and/or after class." Responses by Shelley, Fumihiko, Eric, and Chris are as follows. Shelley said "asking questions also shows motivation." Fumihiko stated "When my students are willing to ask me questions and give me comments, I find them highly motivated." Eric said "Students asking for recommendations (books, movies, music, etc.)." Chris wrote:

Excerpt 38

Sometimes I do not know in class but I can see it in their scoring on homework, etc. How much do they write in their comment sheets (a paper I keep that has a photo of the student and their name on which students can write a message that I reply to). (Chris)

Concerning other manifestations, Rie stated, "Feeling that learning English is necessary for exams and for the rest of students' lives." Andy responded that students with an experience of studying abroad had high motivation in English learning. He said:

Excerpt 39

I would say the students are more motivated after coming back from abroad.

Although the first year students are more motivated than the average Japanese first year high school student towards English, there aren't as many of the factors I checked above, or not to the same extent as the students after study abroad. (Andy)

Jeremy claimed that voluntarily increasing fluency in an environment that requires high English proficiency is a sign of such motivation. He said "They must be fluent to survive in my school." Bill simply stated, "They want to pass."

5.4.14 Teaching Strategies to Increase Students' Motivation in Learning English

Answers in response to Question No. 21, an item related to teaching strategies which motivate students to learn English, are in Table 11.

Table 11

Teaching Strategies to Increase Students' Motivation to Learn English (No. 21)

Strategies	<i>n</i>	%
• Give positive feedback	34	27.4
• Use visual aids	24	19.4
• Use audio materials	20	16.1
• Keep students busy with productive tasks	19	15.3
• Give helpful templates and guidelines for speaking English	17	13.7
• Use interactive computer tasks	10	8.1
Total count	124	100.0

As for Table 11, the participants indicated that giving positive feedback to their students, devising teaching materials, and incorporating output-intensive activities into

their lessons would motivate their students to learn English. Approval from teachers would be appreciated by the students and may increase not only their motivation but also their confidence. A fast-paced class would be effective because it would not bore the students.

Ten participants proposed nine different strategies. A strategy of using materials that are familiar and of interest to students as teaching materials was proposed by Takako, Mike, Travis, and Monica. The name of this strategy is a direct reflection of Takako's idea. Their descriptions are quoted below. Mike said:

Excerpt 40

Provide motivated students with materials that appeal to their interests. For example, if a student is into sports, I might share an English sports article or video with that student and encourage them to ask me questions if they have any about it.
(Mike)

Travis stated "Try to find topics that my particular students find interesting in English, whether sports, math, music, or whatever other topic they like. I hope that this makes them feel that English can be something they can enjoy!" Monica said, "I try to make the material relevant to them as much as possible and give them ample opportunity to speak and share their opinions."

Other strategies include devising content (suggested by Megumi), being students' friends (suggested by Jeremy), giving advice on vocabulary, etc. (suggested by Shelley), setting achievable goals (suggested by Bill), and incorporating a point system into class (suggested by Eric). Shelley said:

Excerpt 41

I try to give my students vocabulary or other advice that isn't only academic. For example, I might teach them a silly word like "okey-dokey" because it's fun to say even though they will never see it on a test. (Shelley)

Eric's proposal was "Points system for low level, low motivation classes." Chris suggested three strategies: having students enjoy the class, incorporating short activities, and sharing the teacher's travel experiences with their students. He said.

Excerpt 42

I try to get students to enjoy class. That's a good start. I do many short activities that might be fulfilling to students. I emphasize my background of traveling and how interesting traveling is. I tell art students about art museums they should visit in New York or Paris. I try to expand their views of the world. But, I only see the students once a week and only in their first year. So, my influence may only be short lived. (Chris)

Trina, on the other hand, stated that students' motivation should be intrinsic. "I don't think it's possible to make the students more 'motivated'. It has to come from within."

5.5 Discussion

This section presents the answers to my two research questions, based on the results of the questionnaire to the teachers.

5.5.1 Responding to Research Question No.1

My first research question addresses the following, “How do English teachers perceive their students’ anxiety in the classroom?”

First, regarding silence and pauses, the participants reported the most frequent comments on the sign of Japanese EFL learners’ anxiety (Travis, Excerpt 1). Asif (2017) also reported this sign, although the study was performed in a different context. English classes, unlike other classes, are the learning environments where students are encouraged to express their thoughts in English, not in their native language. If students speak in their native language, they may be immediately reminded by their teachers to speak in English. Even if they have the correct answers and favorable opinions, their lack of confidence in the grammatical, phonological, and lexical accuracy of their English will probably lead them to hesitating to share them with the whole class. It is believed that they are anxious about others’ evaluation of them when they make mistakes or prevent their self-esteem from being damaged. It was Akemi’s opinion that adolescent learners, like junior-high-school students, would not speak up in front of others as they progressed through the grades (Excerpt 6). While their physical, psychological, and cognitive development encourages them to become not only mature people but also more advanced learners, male students, for example, may not feel comfortable speaking in front of others during their adolescent period. While some students would remain silent in all situations, others, as Colleen pointed out, would stop speaking English under certain situations (i.e., when speaking in front of the entire class) (Excerpt 2). Japanese people traditionally value harmony and cooperation. Many highly anxious learners may remain silent, worried about whether their ideas are in line with those of their classmates or whether they are speaking too often. In addition to

these, if students do not have a very trusting relationship with each other, they would not speak English (Excerpt 6). One possible reason for this is fearing that their ideas will not be accepted. In addition to this, if learners are to answer questions from their teacher about their personal lives such as “What did you do last weekend?”, their answers may contain information that they would like to share only with their close classmates. It is also possible that something unrelated to the English class, for example, issues related to their families or their physical or mental health, may become a concern for them, causing their anxiety and leading to their silence.

Second, the participants responded that students use a variety of nonverbal expressions to communicate their concerns to their teachers. Similar to the present study, Ohata (2005) argues that looking away from the teacher, a type of nonverbal expression, is a sign of FLA in students. It would be ideal if students could communicate directly and verbally when they are anxious or uncomfortable about something, as it would prevent misunderstandings. It would take courage for students to tell their teachers that they want them to ask other students to answer, so as Travis stated, they would consult their friends or wait for their turn to be over (Excerpt 1). There is a clear difference between the positions of teachers and students, which probably creates an imbalance of power between them and makes it difficult for students to express their feelings in words. They might be seen as selfish by their classmates if they mention that they do not want to answer questions. This causes them to convey their emotions to their teachers with negative facial expressions (Excerpt 3).

Third, even though they perceive anxiety in their oral performance, students might respond in a low voice (Akemi) because if they do not express their thoughts, they would be evaluated unfavorably by their teachers. This could be a desperate measure.

Fourth, FLA levels among students who openly tell teachers in their native language that they do not know the answer (Excerpt 3) might be higher than those of students speaking English in low voices discussed in the previous paragraph, and lower than those of students who choose to remain silent. Asking for help in Japanese from native English teachers indicates a certain level of FLA, and Japanese students in the EFL context might have an expectation that their teachers will understand even if they express their difficulties in Japanese to them. If they had studied the target language in English-speaking countries, this would not have happened.

Fifth, the fact that anxious students take longer to respond is a predictable result. The more they panic, the longer it may take to get answers. As Mike suggested, they may not even know they have the answer in hand.

As I have discussed, some of the signs of anxiety in the students as perceived by the participants were common to previous studies, while others, like the use of quiet voices and L1, were newly discovered in this study. In addition to observing students' behaviors, Daisuke's suggestion of using a questionnaire to identify the characteristics of his students' anxiety could be useful to better understand them and to build trusting relationships with them.

With regard to factors which provoke students' anxiety, quantitative data analysis revealed that psychological factors were the most significant (46.5%) of all. These included many of those also proposed by Asif (2017). Psychological factors such as lack of confidence (35 participants, 11.1%), shyness (31 participants, 9.8%), and nervousness (22 participants, 7.0%) were the main factors selected by the participants. As Japanese government has been promoting All in English classes in recent years, learners are increasingly required to understand the teacher's explanations in English

and to speak in English. While this has an advantage of providing exposure to English for learners who lack opportunities to speak English outside the classroom, it may also have a disadvantage that they may perceive anxiety if they are unclear about any aspect of the lesson content. In the qualitative data analysis, participants also stated that the main causes of anxiety were situations in which they were obliged to speak English due to questions from teachers and the introversion of the learners.

Linguistic factors typified by problems with expressing themselves in English (30 participants, 9.5%), problems with vocabulary (23 participants, 7.3%), and not knowing the answer (22 participants, 7.0%) were the second mostly chosen by the participants. Vocabulary learning, for example, could be done not only in the classroom but also at home or on the train or bus on the way to school, and teachers should suggest multiple vocabulary learning strategies while taking into account learners' learning style preferences. By doing so, anxiety about English speaking will gradually ease.

The reason why open-ended questions could cause anxiety (Duncan) among students might be that the answers are not written in the textbook so students have to come up with their own answers. This seems to be difficult for learners to cope with even as they become more proficient, as both high school teacher (Takako) and college teacher (Duncan) pointed out this factor.

There appears to be a connection between a lack of practice in speaking English as described by Chris and the perfectionism stressed by Andy (Excerpt 10), Chika, and Monica (Excerpt 11). Students do not want to make mistakes in class; however, if they lack practice in improving their oral performance skills, they might perceive high anxiety. The finding backs up Asif (2017) and Azarfam and Baki (2012).

Regarding the time factor, as Andy states, there is always a time limit for students

to speak in class, and they do not want to keep their classmates waiting (Excerpt 12).

The more anxious they are, the harder it may be for students to find the right words.

With regard to a cultural factor, the tendency of Japanese EFL learners to be extremely fearful of standing out was noted (e.g., Trina). Students are hesitant to speak up for fear of being judged by others.

Students have anxiety about speaking in English, so it can be quite difficult for them to speak in front of the whole class (Excerpt 15 by Shelley).

Answering teachers' questions in English and speaking English in front of classmates can cause learners anxiety regardless of their levels of proficiency. With regard to the former, this is a situation in which the student is expected to produce a content-wise, lexically, grammatically, and phonetically accurate answer within a time limit. As for the latter, there are some elements in common with the former, since the situation is that the student is being evaluated by a large number of people, unlike when he or she speaks during pair or group work, and the teacher also pays attention to what the student says.

The main characteristics associated with anxious learners were introversion, low English proficiency, and being a first-year university student. While Takako regarded gender as having no influence on anxiety levels, Mike (Excerpt 17) and Sonny stated that female students had higher levels of anxiety than males. The former might be more sensitive to evaluations from others.

Related to academic factors, as Colleen and Chris (Excerpt 19) suggested, students majoring in a non-English subject are more likely to perceive anxiety in communicating their ideas to classmates and teachers in English classes. In addition to this, exams, homework, and being new to high school and college can also cause learners anxiety.

Learners have many obligations when studying at an educational institution, and if, as Daisuke argues, it is an environment where advanced students learn, their academic goals are very high and the learning environment is competitive.

5.5.2 Responding to Research Question No.2

My second research question addresses the following: “What strategies are English teachers using to help learners reduce anxiety in the classroom?”

In response, the teachers proposed linguistic, psychological, questioning, and turn-taking strategies. Quantitative data analysis on students’ anxiety about responding to teacher questions in English revealed that the participants used linguistic support the most (36.3%), giving examples the most (34 participants, 5.3%), giving positive feedback was second (29 participants, 4.5%), and giving clues verbally was third (26 participants, 4.0%). Qualitative data analysis revealed that the following strategies were used: using Japanese to supplement what cannot be expressed in English (Kaori), giving students templates to help them rehearse their English speaking skills (Travis), and incorporating group language activities such as scavenger hunts into the classroom (Chris, Excerpt 21) and other strategies were identified. Group work practices were also suggested by Ohata (2005).

With regard to the use of psychological strategies, quantitative data analysis revealed that showing willingness to understand (32 participants, 4.9%), giving encouragement, especially on not being afraid of making errors (31 participants, 4.8%), offering a back-channeling response when teachers understand what students want to say (28 participants, 4.3%) were found to be used frequently by participants. Qualitative data analysis indicated the use of reaction sheets to allow all students to communicate

their thoughts equally (Rie and Chris), and smiling at students (Chris). If speaking anxiety is high, students will be reluctant to participate in class. To avoid this as much as possible, it is effective to provide alternatives.

Many of the verbalizations were psychologically supportive of the students. Teachers, regardless of their teaching and cultural backgrounds, emphasized the importance of creating a comfortable classroom atmosphere and interacting with their students outside class. Smiling was a frequent response from native English teachers.

5.6 Summary

Thus, there are a wide variety of factors that cause perceived anxiety of Japanese EFL learners. Some are characteristics of the students, while others are the atmosphere in the classroom and the personalities of their classmates. It seems that teachers have perceived learners' FLA and have attempted to allay it among their students by using a variety of strategies.

Chapter 6: Discussion

6.1 Introduction

This chapter discusses what Japanese EFL learners should do to deal with their own anxiety in light of what the two studies have revealed.

6.2 Learners' Responsibilities

My research question asks, "What should Japanese EFL learners do to alleviate their own anxiety?"

In answering the research question, it is essential to engage both learners and teachers in reducing the level of anxiety. For the former, it would be desirable to enhance independent learning as well as collaborative one in the classroom to improve their English language skills. As shown in the previous chapter, the four factors found in Study I are as follows. The first factor was anxiety experienced when speaking English in the classroom, the second factor was interest and motivation in learning English, the third factor was general pressure related to English classes, and the fourth factor was anxiety experienced when speaking English with native English speaking teachers. The low level of anxiety among the Group 3 college seniors about interacting with NETs in English indicates that some anxiety can be reduced by learners themselves. As Rose (2017) suggests, Japanese learners with experiences of learning Kanji can use various strategies to improve their Japanese language skills. According to Rose (2017), kanji learners who use a wider range of cognitive strategies tend to make greater progress. They need to use different strategies for different kanji characters. Pictographic Kanji

make up half their initial learning stage, but as they continue to learn, the percentage of pictographic kanji decreases since they need to learn more ideographic ones. The same can be true for English learners. They may also need to revise their use of strategies depending on their learning stages. It would be impossible to resolve the anxiety in the classroom only by improving English language skill, although improving English proficiency plays an important role in reducing anxiety (Tran & Moni, 2015). Learners need to set academic goals that are appropriate for their English proficiency (Rose, 2017), manage their own learning, and sometimes modify their learning plans. Inside and outside the English classroom, they should trust other learners and their teachers as much as they trust themselves. While it may not be possible to build mutual trust relationships with all classmates and teachers, the atmosphere in the classroom depends on how they interact with each other in and out of the classroom, and as Mike notes, sometimes teachers cannot change the atmosphere in the classroom to a more relaxed one, no matter how much they make efforts (Excerpt 35). Therefore, if learners could share not only their specialities but also their difficulties with their classmates, their learning environment would be more conducive with a lower level of anxiety. A questionnaire survey like Daisuke's would not only help teachers understand the characteristics of learners' anxiety, but would also help learners themselves to understand their own anxiety. Japanese people may be more empathetic to others because of their cultural emphasis on harmony, their constant consideration of how others regard them (Trina and Eric), and their willingness to share equal opportunities to speak among themselves (Chika, Excerpt 14).

Outside the classroom, students could use smartphone apps to facilitate both self- and collaborative learning such as expanding vocabulary and building friendly

relationships with language exchange partners. In the long run, English learners around the world will be able to work together across borders to improve their English skills.

6.3 Teachers' Responsibilities

With regard to Study I's finding that relatively inexperienced learners are uneasy about communicating with NETs, while NETs cannot and should not change their identities, NETs should be flexible in how they interact with their learners and in their teaching plans. Not only JETs but also NETs should have experience in learning a foreign language and should be attuned to their learners' feelings. Technology has greatly increased the number of independent and collaborative learning options for learners. On the other hand, the fact that artificial intelligence is playing a part in some professions, such as answering customers' questions, will likely cause certain workers to lose their jobs in the near future. Even this situation cannot be a reason for teachers to be absent from the classroom. It is the teachers who can positively influence the psychological aspects of learners in an educational institution, in addition to other learners.

As Bill, Trina, and other participants pointed out (Excerpt 13, 14), the cultural background of Japanese people, which makes them anxious about what others think of them, prevents them from showing their creativity to others and challenging themselves with difficult tasks (Ryback et al., 2001). They are overly concerned about grammar, pronunciation, or accuracy of answers to questions. The need to be careful not to make mistakes in front of others while worrying that some students will be jealous if they are better than others may cause learners to choose to be silent (Murata, 2011). Japanese EFL learners can be targets of being kicked out of their group if they are extremely

superior or inferior to their classmates (Chesky, 2013). If this situation occurs, the classroom will not be a suitable place for learning, not only for them, but also for other classmates. They may believe that they must express opinions that are consistent with those of the teacher and other classmates. It would be a huge problem for Japanese EFL learners who are restricted by peer pressure in what they say and do and who are too concerned about the reaction of others to share their groundbreaking ideas with their classmates.

Asif (2017) and Tanielian (2017) claim that the mission of the English teachers is to minimize the negative impact of FLA on EFL students in the classroom contexts.

In this regard, teachers should suggest self-learning strategies that best suit their students based on their own learning and teaching experiences.

Teachers should incorporate language activities and visual and audio materials into their lessons based on learners' interests (Asif, 2017), as motivating students to learn English can help alleviate anxiety. Teachers should try to interact with their students with a smile (Subekti, 2018).

6.4 Collaboration Between Learners and Teachers

The situation described by Mike (Excerpt 35), where the environment in the classroom does not improve no matter how much support is given by teachers, appears to cause a vicious cycle. That is, each learner's negative attitudes and beliefs lead to a deteriorating learning environment, and the situation that cannot be handled by individuals amplify their anxiety. Such anxiety can more negatively affect their classroom participation. In order to prevent or even eliminate such conditions, I propose a model that creates a virtuous cycle. This model is composed of six elements.

First, although there is a difference in position between learners and teachers, there is a great need for teachers to make the atmosphere in the classroom at least pleasant so that the learners can perform at 100 percent of their ability. It would be ideal to establish rules to create a relaxed atmosphere where mistakes can be tolerated (Azarfam & Baki, 2012) as Japanese EFL learners tend to pursue speaking perfect English (e.g., Excerpt 10).

Second, they should also interact with learners outside the classroom, as some participants (Trina; Noriko; Chris, Excerpt 29) mentioned, so that learners can talk to them about their concerns. As Effiong (2015) points out, teachers in charge of large classes may use a stern voice to keep the class together, and this can be a source of anxiety for learners. If there is ample opportunity for teachers to have informal communication with students outside the classroom, students will understand that teachers' teaching methods do not always directly reflect their personalities. Their involvement with teachers outside the classroom will have a positive impact on their relationships with teachers inside the classroom.

Third, teachers praising students can be effective in reducing their anxiety; however, it is also desirable for students to give positive feedback to each other. In order to avoid slander among students, teachers should always check evaluators' comments and the evaluators should write their own names when giving written feedback. Also, many students may be hesitant to send honest feedback on their classmates' performance if recipients are close friends, fearing that it will have a negative impact on their friendships. In such cases, if teachers share with the whole class in advance that after reviewing the students' comments, they will cut off their names before giving feedback to other students, they will be able to reduce each other's anxiety and improve

their language skills while maintaining their friendships.

Fourth, as the teacher participants in Study II suggested, teachers may also be effective in reducing learners' anxiety by telling them about experiences of their own learning, overcoming difficulties, travelling abroad, and growth mindset.

Fifth, by incorporating various language task activities such as information gap tasks into the classroom, learners and teachers can intentionally build situations that lead to scaffolding to reduce anxiety. It is important to create different pairs for each task or class to avoid fixed roles of learners: for example, one student always providing linguistic and psychological support to the other. IT devices can be used to further motivate learners and encourage their active participation.

Sixth, it would also be effective to give students the opportunity to rehearse their English speaking step by step: pair work, group work, and speaking to the whole group.

These six elements are dynamically connected. Teachers collaborate with students to create a amiable atmosphere in the classroom, while at the same time they praise their students' strengths and talk to them about their experiences overcoming difficulties and their positive mindset. In addition, they give learners the opportunity to rehearse and praise their efforts and accomplishments in performance, while providing them with a variety of tasks to enable them to experience many different situations of English use. Of course, it is also essential to deepen the personal connections between teachers and learners out of the classroom. While the impact of each element on learner anxiety reduction might be small, the dynamic combination of these six elements would create a positive cycle. Even if it is impossible to reduce the level of anxiety to zero, it is possible to gradually reduce it in their long journey of learning English. With regard to this virtuous cycle, I would suggest that teachers begin by giving psychological support

to their students, for example, confiding in them about their own experiences, or providing them with positive feedback.

In addition to what was suggested by the participants in Study II, on the other hand, teachers need to explicitly demonstrate Kachru's (1992) concept of World Englishes or English as a global lingua franca to their students. In addition to teachers not over-correcting students' pronunciation, they need to be proactive in providing students with opportunities to be exposed to visual or audio teaching materials, for example, speeches and presentations by English speakers from diverse cultural backgrounds and communicate with such people in person or online. These will change students' perception that they must speak perfect English.

According to Azarfam and Baki (2012), Asif (2017), and Tanielian (2017), in order for teachers to be aware of FLA, they might need to attend special training courses on this issue. The teachers' duties are varied and they are always busy, but they are expected to read the latest research and continue to refine their teaching strategies as needed.

6.5 Summary

In this way, I have discussed how the efforts of both learners and teachers are a prerequisite for resolving learners' affective problems. It might be difficult for people from different backgrounds to achieve a common goal; however, it is worthwhile to do so.

Chapter 7: Conclusion

7.1 Introduction

This chapter describes the findings, limitations, and suggestions for future research clarified in this dissertation.

7.2 Conclusion

Upon considering all the results, the main findings could be summarized into the following eight points below.

- The four factors were identified that cause FLA among Japanese EFL learners at the high school and university level.
- The four factors included anxiety that can be alleviated by continued English learning, such as anxiety about speaking with NETs in English, and anxiety that is not easily alleviated by continued learning, such as anxiety about speaking in English in the classroom.
- From the teachers' point of view, signs of anxiety among Japanese EFL learners are mainly silence, a soft voice, and facial expressions.
- From the teachers' point of view, the main anxiety-provoking factors are responding to teachers' questions in English, speaking in front of the whole class in English, fear of making mistakes, introverted personality, and cultural factors.
- Teachers seemed to support learners primarily linguistically and psychologically.
- Learners need to improve their English skills through independent and

collaborative learning and build trusting relationships with other learners as a way to cope with their anxiety.

- Teachers should be sympathetic to learners and suggest strategies to facilitate their independent learning and incorporate materials that meet their interests into their lessons.
- Learners and teachers should cooperate with each other in the classroom to create a friendly learning environment that will continue to generate a virtuous cycle that consists of several elements.

7.3 Limitations of This Study

The findings of this dissertation might need to be seen in light of two limitations. The major limitation to the generalization of these findings would be that the participants may have hesitated to contact the author if they had questions. In Study II, the participants were given the author's e-mail address in case they had any questions related to the questionnaire. However, they did not ask any questions via e-mail. While this could be interpreted as 100% understanding of the instructions and items in the questionnaire, it does not rule out the possibility that they continued to respond to the questions that were unclear to them without emailing her. If the author had been face-to-face with them when they had answered the questionnaire, they might not have hesitated to ask her questions.

The other limitation is that this dissertation has primarily focused on FLA of high school and college level learners. This does not ensure the findings would be as useful in other educational institutions such as elementary and junior high schools. Similar research focusing on FLA experienced by elementary school children or junior high

school students would help to further explore possible strategies to reduce Japanese EFL learners' FLA.

7.4 Implications for Further Study

Through this dissertation, I have identified the characteristics of Japanese EFL learners' FLA and the factors that provoke it from their own perspectives, and have analyzed the manifestations of FLA, factors of FLA, and teaching strategies to deal with FLA from teachers' perspectives. The main purpose of the study was to discuss what Japanese EFL learners should do to reduce their anxiety. What English language learners need to do is to continue to address their FLA in English speaking by establishing their study habits and working with other learners and teachers. While it is essential to improve English proficiency in order to reduce anxiety, it is also essential to reduce anxiety in order to improve English proficiency. The two are thought to influence each other. Although there might be only so much they can learn in an educational institution, the Internet could allow Japanese EFL learners to continue to learn English effectively by accessing websites for English learners and watching videos uploaded on video streaming sites. They may not have many face-to-face English-speaking partners in their lives. It is hoped that they will continue to seek opportunities to use English practically in their long journey of learning English, sometimes by communicating with friends overseas online and sometimes by attending classes of universities in English-speaking countries. I would like to convey to English learners the reality that many learners, regardless of their stage of English learning and proficiency, are anxious about speaking English in classroom settings. As many of the teacher participants in Study 2 emphasized, making mistakes is a natural and important

part of English learning processes. This probably takes a lot of courage, but I hope that they will gradually increase their chances to actively participate in English classes for themselves and their classmates. Their teachers must be giving classes to help them grow not only academically but also personally.

I hope that teachers will continue to provide instruction that is responsive to affective needs of their learners. In the midst of teachers' busy schedules, I would like them to have opportunities to learn about and discuss FLA reduction strategies for their learners with other teachers, if possible. The impact of one student and one teacher on the classroom may be limited, but if everybody works together, a positive group dynamic will be created.

In 2022, English is taught to learners of almost all ages in the school curriculum in Japan. Thus, further research will be required to determine whether the questionnaire employed in Study I is practical for validating the anxiety perceived by elementary and junior-high-school students. Simultaneously, future research would include not only questionnaires but also interviews and focus groups to determine what strategies learners at different proficiency levels are using for the purpose of coping with their anxiety and to investigate the extent to which the strategies can be taught. If anxiety reduction strategies are explicitly addressed in English classes, learners will have more options from which to choose and use the strategies that suit them best.

References

- Alderman, M. K. (2008). *Motivation for achievement: Possibilities for teaching and learning (3rd ed)*. Routledge.
- Ali, M., Ali, S. S., & Nasir, S. (2021). Focusing on English learners' concerns: Investigating de-motivational sources of ESL learners in classroom setting of a public sector university of Pakistan. *Psychology and Education*, 58 (1), 5782–5794.
- Amin, N. M. (2019). Strategies used by instructors to reduce students' speaking anxiety. *Journal of Research Diyala Humanity*, 2 (79), 734–751.
- Antwi, S. K., & Hamza, K. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7, 217–225.
- Asif, F. (2017). The anxiety factors among Saudi EFL learners: A study from English language teachers' perspective. *English Language Teaching*, 10 (6), 160–173.
- Azarfam, A. A. Y., & Baki, R. (2012). Exploring language anxiety regarding speaking skill in Iranian EFL learners in an academic site in Malaysia. *International Journal of Applied Linguistics and English Literature*, 1 (2), 153–162.
- Bailey, K. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. Seliger & M. Long (Eds.), *Classroom oriented research in second language acqUisition* (pp. 67–102). Newbury House.

- Banya, K., & Chen, M. (1997). Beliefs about language learning - A study of beliefs of teachers' and students' cultural setting. Paper presented at the 31st Annual Meeting of the Teachers of Speakers of Other Languages, Florida.
- Basco, L. M., & Han, S. H. (2016). Self-esteem, motivation, and anxiety of Korean university students. *Journal of Language Teaching and Research*, 7 (6), 1069–1078. <https://doi.org/10.17507/jltr.0706.02>
- Baumeister, R. F. (1984). Choking under pressure: Self-consciousness and paradoxical effects of incentives on skillful performance. *Journal of Personality and Social Psychology*, 46 (3), 610–620.
- Bossy, S. (2000). Academic pressure and impact on Japanese students. *McGill Journal of Education / Revue Des Sciences De l'éducation De McGill*, 35 (1), 71–89.
Retrieved from <https://mje.mcgill.ca/article/view/8513>
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. (4th ed.) Addison Wesley Longman, Inc.
- Burke, P. J., & Soffa, S. J. (2018). *The elements of inquiry: Research and methods for a quality dissertation (2nd ed.)*. Routledge.
<https://doi.org/10.4324/9781351111072>
- Buyukyazi, M. (2010). The beliefs of university foreign language students and their teachers about language learning. *Sosyal Bilimler*, 8 (1), 169–182.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2007). *Classical sociological theory* (2nd ed.). Blackwell.

- Chen, T-H. (2013). *An investigation of the relationship between personality, anxiety and foreign language oral communication achievement in Taiwanese technology university students*. [Order No. 3587686]. Alliant International University.
- Chesky, A. K. (2013). Toward the integration of cultural values and alternative school models: Challenges in Japan. *Childhood Education*, 89 (2), 86–91.
- Chou, M-H. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts. *TESOL Quarterly*, 52 (3), 611–633.
- Conteh, J. (2018). Translanguaging. *ELT Journal*, 72 (4), 445–447.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd ed.)*. Sage.
- Corbin, J., & Strauss, A. (2014). *Basics of qualitative research techniques and procedures for developing grounded theory (4th ed.)*. Sage Publications.
- Cotsworth, B., & Medlock, T. (2013). University student opinions on native English teachers using their L1 in the classroom. *Kansai University Forum for Foreign Language Education*, 12, 157–168.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Sage.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research (3rd ed.)*. Sage.
- Daly, A. L., Chamberlain, S., & Spalding, V. (2011). Test anxiety, heart rate and performance in A-level French speaking mock exams: An exploratory study.

Educational Research, 53 (3), 321–330.

<https://doi.org/10.1080/00131881.2011.598660>

Demirdağ, Ö., & Bozdoğan, D. (2013). Foreign language anxiety and performance of language learners in preparatory classes. *Turkish Journal of Education*, 2 (3), 385–399.

Dewaele, J.-M., & Pavlenko, A. (2001). *Web questionnaire Bilingualism and Emotions*. University of London.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.

Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, 70, 519–538.

Effiong, O. (2015). Getting them speaking: Classroom social factors and foreign language anxiety. *TESOL Journal*, 7 (1), 132–161.

Flick, U. (2007). *Qualitative Social Research*. Rowohlt Verlag.

Fouser, R. J. (2011, November 21). Korea's translation problem. *The Korea Times*.

Retrieved from <koreatimes.co.kr/www/news/opinion/2013/01/314_99215.html>

Frymier, A. (1993). The impact of teacher immediacy on students' motivation: Is it the same for all students?. *Communication Education*, 41, 454–464.

Fujikawa, M. (2013). The most influential factors affecting the motivation and demotivation of Japanese university students studying English. *Studies in British & American Literature*, 48, 65–132.

- Gardner, R. C. (2004). *Attitude Motivation Test Battery: International AMTB research project*. The University of Western Ontario.
- Glanz, J. (2014). *Action research: An educational leader's guide to school improvement*. Rowman & Littlefield.
- Grimes, J. E., & Grimes, B. F. (1993). *Ethnologue: Languages of the World (13th edn)*. Summer Institute of Linguistics, Inc.
- Gregersen, T. S. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36 (1), 25–32.
- Habiburrahim, H., Risdaneva, R., Putri, G., Dahliana, S., & Muluk, S. (2020). The effects of anxiety toward Acehnese students' English speaking ability. *The Qualitative Report*, 25 (1), 254–270. <https://dx.doi.org/10.46743/2160-3715/2020.3639>
- Halimi, F., Daniel, C., & AlShammari, I. (2019). The manifestation of English learning anxiety in Kuwaiti ESL classrooms and its effective reduction. *Journal of Classroom Interaction*, 54 (1), 60–76.
- Hart-Gonzales, L., & Lindemann, S. (1993). *Expected achievements in speaking proficiency*. School of Language Studies, Foreign Service Institute, U.S. Department of State.
- Harumi, S. (2011). Classroom silence: Voices from Japanese EFL learners. *ELT Journal*, 65 (3), 260–269.
- Hayasaki, A., & Ryan, S. (2022). A different kind of tension: Foreign language anxiety from a positive psychology perspective. *Chinese Journal of Applied Linguistics*, 45 (1), 17–31.

- He, D. (2017). How to cope with foreign language speaking anxiety effectively? The case of university students in China. *Electronic Journal of Foreign Language Teaching, 14* (2), 159–174.
- Hembree, R. (1988). Correlates, causes, effects, and treatment of test anxiety. *Review of Educational Research, 58*, 47–77.
- Horwitz, E. K. (1983a). *Beliefs about language learning inventory*. Unpublished instrument. The University of Texas at Austin.
- Horwitz, E. K. (1983b). *Foreign language classroom anxiety scale*. Unpublished manuscript. The University of Texas at Austin.
- Horwitz, E. K. (1987). Surveying student beliefs about language learning. In A. Wenden and J. Rubin (Eds.), *Learner Strategies in Language Learning* (119-129). Prentice-Hall International.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*, 125–132.
- Hu, I. G. (2008). *Foreign Language Classroom Anxiety and Gender Difference*. Northeast Normal University.
- Huang, P., & Hwang, Y. (2013). An exploration of EFL learner's anxiety and E-learning environment. *Journal of Language Teaching and Research, 4* (1), 27–35.
- Inada, T. (2021). Teachers' strategies for decreasing students' anxiety levels to improve their communicative skills. *English Language Teaching, 14* (3), 32–41.
- Jiang, Y., & Dewaele, J.-M. (2020). The predictive power of sociobiographical and linguistic variables on foreign language anxiety of Chinese university students. *System, 89*, 102–207.

- Kachru, B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25, 1–14.
- Kariminia, A., & Salehi, S. (2007). Communication strategies: English language departments in Iran. *Journal of Language Studies (IJLS)*, 1 (4), 287–300.
- Kim, C. H., & Kim, H. Y. (2016). EFL learners perceptions of pronunciation, pronunciation anxiety, and pronunciation learning strategies. *The Mirae Journal of English Language and Literature*, 21 (4), 265–284.
- Kitson, Z. (2016). The shape of motivation in Japan's second language education: A case study. Unpublished report, 272.702 *Second Language Learning: Theories and Processes*, Massey University.
- Kunt, N. (1997). *Anxiety and beliefs about language learning: A study of Turkish-speaking university students learning English in North Cyprus*. Unpublished doctoral dissertation, The University of Texas at Austin.
- Landström, P. (2015). Foreign language anxiety among Chinese senior middle school students: A case study. Karlstad University.
- Leal, P. C., Goes, T. C., da Silva, L. C. F., & Teixeira-Silva F. (2017). Trait vs. state anxiety in different threatening situations. *Trends Psychiatry Psychother*, 39, 147–157.
- Liu, H., & Chen, T. (2013). Foreign language anxiety in young learners: How it relates to multiple intelligence, learner attitudes, and perceived competence. *Journal of Language Teaching and Research*, 4 (5), 932–938.

- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and Second Language Learning: Toward a Theoretical Clarification. *Language Learning*, 39, 251–275.
<http://dx.doi.org/10.1111/j.1467-1770.1989.tb00423.x>
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, 41, 85–117.
- MacIntyre, P. D., & Gardner, R. C. (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition*, 16, 1–17.
- MacIntyre, V. A., MacIntyre, P. D., & Carre, G. (2010). Heart rate variability as a predictor of speaking anxiety. *Communication Research Reports*, 27 (4), 286–297.
- Mack, L. (2010). The philosophical underpinnings of educational research. *Polyglossia*, 19, 5–11.
- Masutani, Y. (2021). The foreign language anxiety of Japanese EFL learners: Focusing on anxiety when speaking English. *LET Kansai Chapter Collected Papers*, 19, 1–14.
- Mesri, F. (2012). The relationship between gender and Iranian EFL learners' foreign language classroom anxiety (FLCA). *International Journal of Academic Research in Business and Social Sciences*, 2 (6), 147–156.
- Murata, K. (2011). Voices from the unvoiced: A comparative study of hidden values and attitudes in opinion-giving. *Language and Intercultural Communication*, 11 (1), 6–25.
- Myers, I., & Briggs, K. (1962). *The Myers-Briggs type indicator manual*. Educational Testing Services.

- Nahavandi, N. (2013). Foreign language learning anxiety among Iranian EFL learners along gender and different proficiency levels. *Language in India, 13*, 133–161.
- Nishitani, M., & Matsuda, T. (2003). Anxiety due to studying a foreign language for Vietnamese students learning Japanese. *Hitotsubashi University Center for Student Exchange Journal, 6*, 77–89. <https://doi.org/10.15057/8549>
- Noguchi, T. (2006). Anxiety and communicative competence in learning English: Recommendations for reducing anxiety in English classrooms. *Language Education & Technology, 43*, 57–76. https://doi.org/10.24539/let.43.0_57
- Ohata, K. (2005). Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers. *Journal of Language and Learning, 3* (1), 133–155.
- Ortega, A. M. (2003). Measuring language anxiety perceived by Spanish university students of English. *BELLS: Barcelona English Language and Literature Studies, 12*, 50–62.
- Oxford, R. L., & Ehrman, M. (1992). Second language research on individual differences. *Annual Review of Applied Linguistics, 13*, 188–205. <https://doi.org/10.1017/S0267190500002464>
- Park, G. P. (2014). Factor analysis of the foreign language classroom anxiety scale in Korean learners of English as a foreign language. *Psychological Reports, 115* (1), 261–275. doi: 10.2466/28.11.PR0.115c10z2
- Peacock, M. (1998). The links between learner beliefs, teacher beliefs, and EFL proficiency. *Perspectives, 10* (1), 125–159.

- Phillips, E. M. (1992). The effects of language anxiety on student's oral test performance and attitudes. *Modern Language Journal*, 76 (1), 14–26.
<http://dx.doi.org/10.1111/j.1540-4781.1992.tb02573.x>
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101–108). Prentice Hall.
- Ranalli, J. (2012). Alternative models of self-regulation and implications for L2 strategy research. *Studies in Self-Access Learning Journal*, 3 (4), 357–376.
- Rose, H. (2017). *The Japanese writing system: Challenges, strategies and self-regulation for learning kanji*. Multilingual Matters.
- Ryback, D., Ikemi, A., Kuno, T., & Miki, Y. (2001). Japanese psychology in crisis: Thinking inside the (empty) box. *Journal of Humanistic Psychology*, 41 (4), 124–136.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28, 129–142.
- Seilhamer, M. F. (2013). Obstacles to Japanese membership in the imagined global community of English users. *The Language Teacher*, 37 (5), 39–43.
- Spielberger, C. D. (1972). *Anxiety: Current trends in research*. Academic Press.
- Subekti, A. S. (2018). An exploration of learners' foreign language anxiety in the Indonesia university context: Learners' and teachers' voices. *TEFLIN Journal*, 29 (2), 219–244.

- Talebinejad, M. R. & Nekouei, R. (2013). The relationship between foreign language anxiety and belief toward FLL among children EFL learners. *Basic Research Journal of Education Research and Review*, 2 (3), 49–54.
- Tanielian, A. R. (2017). Foreign language anxiety among first-year Saudi university students. *The International Education Journal: Comparative Perspectives*, 16 (2), 116–130.
- Toghraee, T., & Shahrokhi, M. (2014). Foreign language classroom anxiety and learners' and teachers' beliefs toward FLL: A case study of Iranian undergraduate EFL learners. *International Journal of Applied Linguistics & English Literature*, 3 (2), 131–137.
- Tran, T. T. T., & Moni, K. (2015). Management of foreign language anxiety: Insiders' awareness and experiences. *Cogent Education*, 2 (1), 1–20.
- Wang, N. (2005). *Beliefs about language learning and foreign language anxiety: A study of university students learning English as a foreign language in Mainland China*. A Published M. A. Thesis, University of Victoria.
- Wilson, T. P. (1970). Normative and interpretative paradigms in sociology, pp. 80–103 in J. D. Douglas (Ed.), *Understanding everyday life*. Routledge.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37, 308–323.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the language anxiety research suggest? *Modern Language Journal*, 75, 425–439.

- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interview with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25, 157–172.
- Young, D. J. (2004). The teacher as facilitator: Reducing anxiety in the EFL university classroom. *Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, 15–24.
- Yu, W. H. (2015). *Cognitive and affective predictors of second language anxiety among university students*. doctoral dissertation, Hofstra University.

Appendices

Appendix A

The Scale Questionnaire of Anxiety for English Learning and Speaking (SQAELS)

英語学習及び使用時における情意方略に関する調査

皆様、質問紙にご協力いただきまして、ありがとうございます。

この調査は、英語を学んだり話したりするときの不安や心配について調査するためのものです。収集したデータは研究の目的のためだけに用いられ、個人情報を守った上で、データ処理後に破棄されます。また、回答は授業の成績とは無関係ですので、率直にお答え下さい。参加するかどうかは個人の自由意志に委ねられています。そのため、どの時点でも参加を取りやめることができます。

この質問紙は設問 2 題で構成されています。各指示文・項目をよく読み、
記入漏れのないよう、すべてにご回答よろしく願いいたします。

同志社女子大学大学院
文学研究科 博士課程 1 年 増谷 有佳
主たる指導教官 若本 夏美先生

質問 1

英語の授業でのあなたの状況についてお尋ねします。最も近いものを1つ選び、例を参考にしながら、該当する番号を○で囲んでください。全 33 問です。

		全く当てはまらない	当てはまらない	どちらかと言えば当てはまらない	どちらかと言えば当てはまる	当てはまる	とてもよく当てはまる
例	英語の授業が好きだ。	1	2	3	4	5	6
1	英語の授業で発言するとき自信が持てない。	1	2	3	4	5	6
2	英語の授業で間違えることは気にならない。	1	2	3	4	5	6
3	英語の授業で当てられそうになると震える。	1	2	3	4	5	6
4	英語の授業で先生の言っていることがわからないとあせる。	1	2	3	4	5	6
5	もっと英語の授業を履修しても学び続けていけると思う。	1	2	3	4	5	6
6	英語の授業中に、授業と無関係なことを考えていることがある。	1	2	3	4	5	6
7	他の学生のほうが自分より英語が得意だと思う。	1	2	3	4	5	6
8	英語の授業のテストでは、大抵落ち着いている。	1	2	3	4	5	6
9	英語の授業で準備なく発言しないといけないとき、パニックになる。	1	2	3	4	5	6
10	英語の授業の単位を落としたらどうなるかと心配だ。	1	2	3	4	5	6
11	英語の授業中に気持ちが動揺する人たちの理由がわからない。	1	2	3	4	5	6

12	英語の授業で、緊張しすぎて知っていたことも忘れてしまうことがある。	1	2	3	4	5	6
13	英語の授業で自分から率先して答えるのは恥ずかしい。	1	2	3	4	5	6
14	英語母語話者と英語を話すときでも、緊張しない。	1	2	3	4	5	6
15	先生が何を訂正しているかわからないとき動揺する。	1	2	3	4	5	6
16	英語の授業の予習を十分にしているにもかかわらず心配を感じる。	1	2	3	4	5	6
17	英語の授業を休みたいことがよくある。	1	2	3	4	5	6
18	英語の授業では自信を持って発言できる。	1	2	3	4	5	6
19	先生が私の英語の間違いを一つ一つ訂正しそうで不安だ。	1	2	3	4	5	6
20	英語の授業で当てられそうになると胸がどきどきする。	1	2	3	4	5	6
21	英語のテスト対策をすればするほど、混乱する。	1	2	3	4	5	6
22	英語の授業の予習をしなければいけないというプレッシャーはない。	1	2	3	4	5	6
23	他の学生のほうが上手に英語を話すときいつも感じる。	1	2	3	4	5	6
24	他の学生の前で英語を話すとき、周りの目がとても気になる。	1	2	3	4	5	6
25	英語の授業は、進みが速くて分からないことが多く、置いていかれないか心配になる。	1	2	3	4	5	6
26	他の授業よりも英語の授業のほうが、緊張する。	1	2	3	4	5	6
27	英語の授業で発言するとき、緊張する。	1	2	3	4	5	6
28	英語の授業の前は、とても安心しているのでリラックスしている。	1	2	3	4	5	6
29	先生の言うことが全部わからないと、緊張する。	1	2	3	4	5	6
30	英語を話すために必要な文法規則の多さに圧倒される。	1	2	3	4	5	6

31	私が英語を話すとき他の学生が笑うのでは 気になる。	1	2	3	4	5	6
32	英語母語話者と会うときはおそらく落 ち着いていられると思う。	1	2	3	4	5	6
33	事前に準備していないことを先生が質 問すると、緊張する。	1	2	3	4	5	6

質問 2

一般的な英語学習・使用などに対するあなたの状況についてお尋ねします。最も近いものを1つ選び、例を参考にしながら、該当する番号を○で囲んでください。全12問です。

例	英語で話すことへの私の 意欲は、	とても 低い	1	2	3	4	5	6	とても 高い
1	英語話者とコミュニケーションを取るために英語を学習するという私の動機は、	とても 弱い	1	2	3	4	5	6	とても 強い
2	英語話者への私の態度は、	全く 好ましく ない	1	2	3	4	5	6	大変 好ましい
3	英語への私の興味は、	とても 低い	1	2	3	4	5	6	とても 高い
4	英語学習への私の願望は、	とても 弱い	1	2	3	4	5	6	とても 強い
5	英語学習への私の態度は、	全く 好ましく ない	1	2	3	4	5	6	大変 好ましい
6	英語の先生への私の態度は、	全く 好ましく ない	1	2	3	4	5	6	大変 好ましい
7	実用的な目的（例：就職）のための英語学習への私の動機は、	とても 弱い	1	2	3	4	5	6	とても 強い
8	授業以外で英語を話すことは不安だ。	全く あてはま らない	1	2	3	4	5	6	とても よく あてはま
9	英語の授業への私の態度は、	全く あてはま らない	1	2	3	4	5	6	とても よく あてはま

10	英語の授業で発言することは不安だ。	全くあてはまらない	1	2	3	4	5	6	とてもよくあてはまる
11	英語学習への私の動機は、	とても低い	1	2	3	4	5	6	とても高い
12	私の保護者は私が英語を学習するよう励ます。	全くあてはまらない	1	2	3	4	5	6	とてもよくあてはまる

同意書の以下の項目にもご記入をお願いします。

同意書

◆ いずれかにを書いてください。

私はこの研究に参加することに同意します。

私はこの研究に参加することに同意しません。

◆ 性別 男性 女性 回答しない

◆ 年齢 _____歳

◆ _____学部 _____学
科

◆ 学年 _____年生

◆ 両親のどちらか、もしくは両方が英語母語話者である。

はい

いいえ

◆ 英語圏の国への在留経験

ない

3ヶ月未満

3ヶ月以上6ヶ月未満

6ヶ月以上1年未満 1年以上3年未満 3年以上

◆ 英語運用能力（いずれかに記入してください。）

実用英語技能検定 _____級

TOEIC L&R S&W Bridge _____

点

TOEFL iBT ITP PBT _____

点

IELTS Academic General Training OA_____

上記に当てはまるものはない。

ご協力ありがとうございました。

Appendix B

Questionnaire on Alleviating Students' Foreign Language Anxiety in the Classroom

教室における生徒/学生の外国語不安軽減に関する質問紙

Section 1 of 4

Questionnaire on Alleviating Students' Foreign Language Anxiety in the Classroom 教室における生徒/学生の外国語不安軽減に 関する質問紙

※英語の説明の後に日本語の説明があります。

Dear high-school and university English teachers,

Hello. My name is Yuka Masutani. I have been researching English Pedagogy at the Graduate School of Doshisha Women's College of Liberal Arts. I would be greatly honored if you could participate in my study. It takes approximately 10 minutes to complete.

Study Outline

Although Foreign Language Anxiety (FLA) is an important Affective factor in language learning, only a little research has been accumulated on it in Japan. FLA has been conceptualized by Horwitz et al. (1986), as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning which arise from the uniqueness of the language learning process" (p. 128). In Masutani (2021), a study was conducted by using a 6-point-Likert-scale questionnaire targeting 338 Japanese EFL learners at three institutions in order to clarify the characteristics of FLA when speaking English. As a result, all participants' reported experiencing FLA when speaking English at a moderate-to-high level. Moreover, the four factors were extracted by employing Exploratory Factor Analysis. While comparing the average scores among high-school students, freshmen, and seniors, an implication was that English teachers have a necessity to provide their students with continued support so that they could alleviate FLA while simultaneously augmenting confidence in the individual learning progress.

The purpose of this study is mainly to identify how you are supporting your students in English classes when you are aiming to alleviate their FLA with speaking English. There are 21 items and two types of questions: multiple-choice and open-ended questions. This questionnaire is mainly based on the interview guide in Halimi et al. (2019) and the findings in Asif (2017), Harumi (2011), Masutani (2021), and Ohata (2005).

Concerning the analysis, a qualitative data analysis will be principally undertaken; however, your name and affiliation will never be disclosed. Please contact me whenever you would like to ask me about the study and the questionnaire.

Yuka Masutani

Email: ib19101@dwc.doshisha.ac.jp

Chief Examiner: Professor Natsumi Wakamoto

高等学校及び大学英語教員の皆様

こんにちは。増谷有佳（マスタニ ユカ）と申します。私は現在、同志社女子大学大学院で英語教育学の研究を行っています。本研究にご協力いただけましたら、大変光栄に存じます。所要時間は10分ほどです。

研究の概要

外国語不安(Foreign Language Anxiety, FLA)は重要な情意要因の一つですが、日本においてFLAに関する研究の蓄積は現時点では多いとは言えません。FLAは「言語学習過程の独自性から生じる教室での言語学習に関連する自己認識、信念、感情、行動の明確な複合体」(p. 128)とHorwitz他(1986)により概念化されました。Masutani(2021)では、6件法のライカート尺度質問紙を使用し、3つの教育機関に所属する338名の日本人英語学習者を対象とし、英語発話時のFLAの特徴を明確にするために調査を実施しました。結果として、全協力者の英語発話時のFLAは中程度から高程度でした。また、探索的因子分析を用い4因子を抽出しました。その平均値を高校生、大学1年生、4年生で比較する中で、学習進捗の諸段階で自信を向上させながらFLAを軽減させられるよう、教育関係者には学習者を継続的に支援する必要性があると提案しました。

本調査の目的は、主に英語学習者の英語を話すことへの不安を軽減させるために、先生方が授業内でどのように学習者を支援なさっているか、について明らかにすることです。質問は全21問で、選択式と自由記述式の2種類があります。この質問紙は、主にHalimi他(2019)のインタビューガイドとAsif(2017)、Harumi(2011)、Masutani(2021)及びOhata(2005)の結果に基づいて作成しています。

分析に当たっては、主に質的データ分析を行います。回答者の先生方のお名前やご所属が明らかになることはありません。本調査や質問紙に関してご不明な点がございましたら、いつでもお尋ねください。

増谷 有佳

Email: ib19101@dwc.doshisha.ac.jp

主たる指導教官：若本 夏美先生

⋮

Part A: Background 背景



Description (optional)

1. May I have your Email address? *

メールアドレスを教えてくださいませんか？

Short answer text

2. What cultural background(s) do you have? (e.g., Japan/Japanese, Japan and Canada/Japanese and Canadian) *

どのような文化的背景をお持ちですか？（例：日本/日本人、日本とカナダ/日本人とカナダ人）

Long answer text

3. Could you tell me your educational background and teaching history? How long have you been teaching English in Japan or in other countries? Could you also give me your teaching history in brief? *

学歴及び教歴を教えてくださいませんか？日本もしくは他国でどれくらいの期間英語を教えていらっしゃいますか？これまでの教歴についても簡略にお教えください。

Long answer text

4. Could you tell me what level of students (senior high school, university; novice, intermediate, ^{*} advanced) you are now teaching?

現在どのレベルの生徒/学生に教えていらっしゃいますか（高校生、大学生;初級、中級、上級）？

Long answer text

5. Could you specify your gender? ^{*}

性別を教えてくださいませんか？

- Male 男性
- Female 女性
- Non-binary ノンバイナリー
- Prefer not to disclose 公表しない

After section 1 Continue to next section



Section 2 of 4

無題のセクション



Description (optional)

Part B: Anxiety about speaking English or answering questions from teachers in class

授業中英語で発言することや教員の質問に英語で返答することに関する不安

6. In relation to "Anxiety about speaking English or answering questions from teachers in class" (Factor 1 in Masutani, 2021), in general do you think your students have such anxiety in your class? *

授業中英語で発言することや教員の質問に英語で返答することに関する不安（Masutani, 2021における因子1）について、あなたの生徒/学生は、そのような不安を持っていると思いますか？

1 2 3 4 5 6

Strongly Disagree 全く当てはまらない

Strongly Agree とてもよく当てはまる

7. If so, could you describe that in detail? In what situation do your students have this anxiety? *

What students (e.g., grade, gender, ability, and personality) have such anxiety?

これについて、詳細にご説明いただけますか？どのような場面であなたの生徒/学生はこのような不安を持ちますか？どのような生徒/学生（学年、性別、能力、人間性等）がこのような不安を持ちますか？

Long answer text

...

8. How do you know when your students are anxious about speaking English? *

あなたの生徒/学生が英語発話に関して不安を抱いているとどのように把握なさいますか？

Long answer text

9. What are the sources of English speaking anxiety that your students experience in the classroom?

Please choose one or more answers from the following.

生徒/学生が教室内で英語発話に関する不安を持つ原因は何ですか？下記の中から一つ以上回答をお選びください。

Short answer text

Linguistic problems 言語学上の問題 *



- Students do not know the answer 生徒/学生は答えがわからない
- Problems with vocabulary 語彙の問題
- Problems with expressing themselves in English 英語で自己表現することへの問題
- Problems with comprehension and listening 内容理解及びリスニングの問題
- Lack of grammar accuracy 文法の正確性に欠けている
- Low proficiency in the target language 目標言語の低い言語能力
- None of the above この中にはない

Other (please specify if you have more answers related to linguistic problems.)

その他（上記以外に言語学上の問題がありましたら挙げてください。）

Long answer text

Psychological problems 心理学上の問題*



- Lack of confidence 自信が欠けている
- Nervousness 緊張
- Shyness 恥ずかしさ
- Feel frantic and hurried 必死であせりを感じている
- The language learning atmosphere 言語学習の環境
- Lack of confidence in what they are going to talk about 話そうとしている内容に自信が欠けている
- Lack of confidence in pronunciation 発音に自信が欠けている
- Cultural reasons 文化的理由
- None of the above この中にはない

Other (please specify if you have more answers related to psychological problems.)

その他（上記以外に心理学上の問題がありましたら挙げてください。）

Long answer text

10. Are you confident in reducing that anxiety in your students? *

生徒/学生のこのような不安を軽減させる自信がありますか？

1 2 3 4 5 6

Strongly Disagree 全く当てはま
らない

Strongly Agree とてもよく当てはま
る

11. Please tell me what teaching strategies you use or what advice you give to your students to reduce their anxiety in answering questions from teachers in English. Please choose one or more answers from the following.

生徒/学生が先生からの質問に英語で返答することに関する不安を軽減させるために、どのような指導方略をご使用になっいらっしゃるかまたはどのようなご助言をなさっているかを教えてください。下記の中から一つ以上回答をお選びください。

Short answer text

.....



Linguistic support 言語学上の支援*

- Teach useful phrases for fillers (e.g., let me see) フィラーのために役に立つ語句 (let me seeなど) を教...
- Give clues verbally 言語でヒントを与える
- Give clues non-verbally 非言語でヒントを与える
- Give examples 例を与える
- Give advice on how to say something in English 英語で何かを言うときの助言を与える
- Help with vocabulary 語彙を手助けする
- Show them how to start their answers どのように返答し始めるかを示す
- Help in the students' mother tongue 生徒/学生の母語で話す
- Giving positive feedback 肯定的なフィードバックを与える
- Giving recast (implicit corrective feedback) リキャスト・言い直し (暗示的な修正フィードバック) を与...
- Giving helpful templates and guidelines for speaking English 英語を話す際に役立つテンプレートやガイ...
- None of the above この中にはない



Other (please specify if you have more answers related to linguistic support.)

その他（上記以外に言語学上の支援がありましたら挙げてください。）

Long answer text

Time support 時間の支援*

Giving more time to answer 答えるためのより多くの時間を与える

None of the above この中にはない

Other (please specify if you have more answers related to time support.)

その他（上記以外に時間の支援がありましたら挙げてください。）

Long answer text

Questioning strategies 質問方略*

- Repeat the question and ask again 質問を繰り返してもう一度尋ねる
- Repeat the question with simpler words 質問をより簡単な語で繰り返す
- Explain the question in detail 質問を詳細に説明する
- Use yes/no questions first まず、はい/いいえで答えられる質問をする
- None of the above この中にはない

Other (please specify if you have more answers related to questioning strategies.)

その他（上記以外に質問方略がありましたら挙げてください。）

Long answer text

**Psychological support 心理学上の支援***

- Offer a back-channeling response when you understand what students want to say 生徒/学生が何を伝え...
- Show willingness to understand 理解しようとする姿勢を示す
- Give encouragement, especially on not being afraid of making errors 特に間違いを恐れないように励ます
- Display understanding of non-verbal behavior 非言語的行動への理解を示す
- Do not force a reluctant student to answer 答えることに消極的な生徒には強制しない
- None of the above この中にはない

Other (please specify if you have more answers related to psychological support.)

その他（上記以外に心理学上の支援がありましたら挙げてください。）

Long answer text

Support with turn taking 順序交代の支援*

- Move on to another student 他の生徒/学生を当てる
- Return to the student later その生徒/学生を後で当てる
- None of the above この中にはない

Other (please specify if you have more answers related to support with turn taking.)

その他（上記以外に順序交代の支援がありましたら挙げてください。）

Long answer text
.....

Other strategies その他の方略*

- Be patient 忍耐強くいる
- Adjust teaching style 指導方法を調整する
- Try to remain relaxed 落ち着いた状態を保とうとする
- Allow students to work with friends 生徒/学生が友人と取り組むことを許可する
- Play some background music BGMを再生する
- None of the above この中にはない

Other (please specify if you have more answers related to other strategies.)

その他（上記以外にその他の方略がありましたら挙げてください。）

Long answer text

...

12. Please tell me what teaching strategies you use or what advice you give to your students *
to reduce their anxiety in speaking English in group work in class. Please choose one or more
answers from the following.

生徒/学生の授業でグループ活動中に英語を話すことに関する不安を軽減させるために、どのような指導方略
をご使用になっいらっしゃるかまたはどのようなご助言をなさっているかを教えてください。下記の中から
一つ以上回答をお選びください。

- Teach useful phrases for fillers (e.g., let me see) フィラーのために役に立つ語句（let me seeなど）を教...
- Give helpful templates and guidelines for speaking English 英語を話す際に役立つテンプレートやガイド...
- Advise not to be silent 沈黙しないよう助言する
- Show them how to start to speak どのように話し始めるかを示す
- Help in their mother tongue 生徒/学生の母語で手助けする
- Encourage students to say something 何か発言するよう促す
- Give encouragement 励ます
- Go around the group and give advice 机間指導に行く
- Adjust the group size グループの大きさを調整する

- Organize groups based on students' English proficiency 生徒/学生の英語習熟度を考慮してグループを編...
- Organize groups of close students 親しい生徒/学生同士でグループを編成する
- Prevent certain students from dominating the discussion 特定の生徒/学生が話し合いを独占するのを防ぐ
- Play some background music BGMを再生する
- None of the above この中にはない

Other (please specify if you have more answers.)

その他（上記以外にありましたら挙げてください。）

Long answer text
.....

After section 2 Continue to next section



15. Please tell me what teaching strategies you use or what advice you give to your students *
to reduce their anxiety in speaking English with NETs.

英語母語話者教員と英語で話すことに関する不安を軽減させるために、どのような指導方略をご使用になっていらっしゃるかまたはどのようなご助言をなさっているかを教えてください。

Long answer text

After section 3 Continue to next section

Section 4 of 4

無題のセクション

Description (optional)

Part D: Pressure about English class in general

英語の授業に関する一般的なプレッシャーについて

Other than what I have asked you about above, students seem to have other areas of anxiety about their English classes.

これまでお尋ねした以外にも生徒/学生は英語の授業に関して不安を感じているようです。

16. Other than above, what other forms of anxiety do you think students have? *

その他に生徒/学生はどのような不安を持っていると思いますか？

Long answer text

17. Please tell me what teaching strategies you use or what advice you give to your students *
to reduce those forms of anxiety.

その不安を軽減するために、どのような指導方略をご使用になっいらっしゃるかまたはどのようなご助言をなさっているかを教えてください。

Long answer text

Part E: Interest in learning English and motivation to learn English

英語学習に対する興味及び動機

:::

18. In relation to "Interest in learning English and motivation to learn English" (Factor 2 in *
Masutani, 2021), in general do you think your students have a high motivation to learn English?

英語学習に対する興味及び動機（Masutani, 2021における因子2）について、あなたの生徒/学生は、英語学習に対して高い動機を持っていると思いますか？

1 2 3 4 5 6

Strongly Disagree 全く当てはまらない Strongly Agree とてもよく当てはまる

19. How do you know that your students have a high motivation to learn English? Please *
choose one or more answers from the following.

あなたの生徒/学生が英語学習に対して高い動機を持っているとどのように把握なさいますか？下記の中から一つ以上回答をお選びください。

Voluntarily speak English in class 授業で自発的に英語を話す

...

21. Please tell me what teaching strategies you use or what advice you give to your students to increase their motivation to learn English. Please choose one or more answers from the following. *

生徒/学生の英語学習に対する動機を向上させるために、どのような指導方略をご使用になっいらっしゃるかまたはどのようなご助言をなさっているかを教えてください。下記の中から一つ以上回答をお選びください。

- Keep students busy with productive tasks 生産的なタスクで生徒/学生を忙しくさせる
- Use visual aids 視覚教材を使う
- Use audio materials 聴覚教材を使う
- Use interactive computer tasks コンピュータを用いてやり取りをするタスクを使う
- Give helpful templates and guidelines for speaking English 英語を話す際に役立つテンプレートやガイド...
- Give Positive feedback 好意的なフィードバックを与える
- None of the above この中にはない

Other (please specify if you have more answers.)

その他（上記以外にありましたら挙げてください。）

Long answer text

Appendix C

Recruitment Letter

Dear xxx,

Hello. My name is Yuka Masutani. As a Ph.D. student at DWCLA graduate school, I have been conducting a study on how English teachers reduce students' foreign language anxiety. I would like to grateful to you for your warm support during your busy time in advance. It will take about 10 minutes to complete my questionnaire. Your information will remain confidential and your answers will be used only for statistical purposes. Below is the link to my questionnaire.

<https://docs.google.com/forms/d/e/1FAIpQLSem3NKYTGSHqaLYPMycVugWirci7AbRNjXzzV73TH7vhHahRA/viewform>

Yours respectfully,

Yuka Masutani

はじめまして、同志社女子大学大学院に所属しております増谷有佳と申します。私は現在、大学や専門学校、高校の英語の先生方を対象に、学習者の英語を話すことへの不安をどのように軽減させるかについて、質問紙調査を行っております。Google Forms を使ってご回答を集めております。ご多忙のところお手数をおかけしますが、ご協力いただけましたら大変光栄に存じます。所要時間は10分ほどです。個人を特定する情報は決して公開されることはありません。ご回答は統計の目的にのみ使用されます。

<https://docs.google.com/forms/d/e/1FAIpQLSem3NKYTGSHqaLYPMycVugWirci7AbRNjXzzV73TH7vhHahRA/viewform>