

EXPLORING ENGLISH LANGUAGE LEARNERS' SPEAKING ANXIETY: A
NARRATIVE INQUIRY

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AN ABSTRACT

of the dissertation of *Nilam Banjade* entitled *Exploring English Language Learners' Speaking Anxiety: A Narrative Inquiry* for the degree of *Master of Philosophy in English Language Education* has been approved on 2 July 2024

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This research unfolds narratives of EFL learners regarding English speaking anxiety in the context of Nepal. It critically explored the social, cultural, and institutional narratives of Nepalese English language learners on speaking anxiety. In addition to that, it also looked into the socio-cultural influences in creating the situation of fear in learners and its impacts on the academic performance of learners.

I employed a narrative inquiry as it is a postmodern or post human storytelling approach which focuses on the critical lens to approach the ontological and epistemological context in a meaningful way. I selected four late teen age English language learners from Tamghas- based public secondary schools of grades XI, XII and undergraduates from community campus caring line up of setting, events, process, purposes, and research questions. I attended to both the personal and social conditions of my participants' experiences delving into the social, institutional, and linguistic narratives as the best sources for data. My inquiry on speaking anxiety has been set in the context of my own living experiences and my participants' living and told stories which give insights about the learners' bitter and better experiences of English language learning. I applied critical event narrative analysis to infer themes from the raw data gained from the participants. I stood on the two important theoretical stance of Stephen Krashen's Affective Filter Hypothesis and The Psychological Educational Approach as suitable learners' centered theories to build meaning from the collected data in the form of stories. Since the main focus of my study is to explore the most affective factors that give the sense of hesitation to speak, the anxiety inducing reasons, manifestation of anxious feelings in varied forms, and

encourage the learners to be active participants and contributors in the ELT as haven space. The equally important intention of my research is to motivate the anxious learners to be critical in the language classrooms.

The insights gained from this research revealed that the participants experience speaking anxiety as a barrier and debilitating factor that explicitly hinders academic performance of the language learners in general and learning speaking English language in specific. Various social, linguistics, physical, and institutional aspects played a major role in creating the sense of speaking anxiety in the participants. The critical narratives events and told stories of the research participants reflected that English language speaking anxiety is caused by various sources like peers, teacher's treatments, evaluative situations, communicative situations, linguistics difficulties and sense of low self, physical factors and weak perceptions. English speaking anxiety is manifested in different forms such as physical manifestation, linguistic manifestation and social manifestations.

From the study, I conclude that the students with speaking anxiety think and take language classroom context as the most anxiety provoking situation in which they have to share things in oral form and demands them to demonstrate their ability to speak in English in front of others. In such situation they have the weak psychology, hidden fear of negative comments, hopeless evaluative situation created by their teachers, and bullying and negative responses from peers that generate feeling of fear and finally adds a fuel to their anxiety level. The frequent experiences of negative evaluation block their openness and their ability to perform in similar situations in the future. Students are always under controlled and structured environment that compel them to be insecure in front of teachers, peers, and family. The conclusion of this research is that despite the students' well consciousness about the ever-expanding needs of English in this present global world and their efforts and willingness to do well in the English language speaking, it is the speaking anxiety that has played an affective role in their learning process so far. This study concluded that teachers are indeed major determinants of students' English-speaking anxiety. Teachers' shown behavioral and instructional attitudes have a major role in increasing students' anxiety and apprehension in utilizing the target language orally, which has an impact on their English-speaking performance.

In this respect, there are a lot of chances that they learn better and feel less anxious if they are motivated, encouraged and well treated by the English language

teachers employing the critical pedagogy and learners centered learning atmosphere along with adequate speaking exposures for the learners in ELC.


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Nilam Banjade

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2 July 2024

शोध सारांश

अंग्रेजी भाषा शिक्षामा दर्शनाचार्य (M.Phil.) उपाधिको लागि *निलम बन्जार्डे* को अङ्ग्रेजी भाषा शिक्षार्थीहरूको बोल्ने चिन्ताको अन्वेषण: एक कथन अनुसन्धान) '(Exploring English Language Learners' Speaking Anxiety: A Narrative Inquiry) भन्ने शिर्षकको शोधपत्र सारांश शिक्षा संकाय, काठमाण्डौ विश्वविद्यालयमा बि.स. २०८१ असार १८ गते प्रस्तुत गरियो।

प्राध्यापक डा. लक्ष्मण ज्ञवाली

शोधपत्र अनुमोदनकर्ता

प्रस्तुत अनुसन्धानले नेपालको अंग्रेजी भाषाका विद्यार्थीहरूमा अंग्रेजी बोल्दा उत्पन्न हुने हिचकिचाहटको कथालाई अन्वेषण गर्दछ। यसले अंग्रेजी भाषाका सिकारुहरूको अभिव्यक्तिमा सामाजिक, साँस्कृतिक र संस्थागत सन्दर्भ समीक्षात्मक अध्ययन र विश्लेषण गर्दछ। यसका अतिरिक्त यसले विद्यार्थीहरूमा डरको स्थिति सृजना गर्ने र यसले विद्यार्थीहरूको शैक्षिक प्रदर्शनमा पार्ने सामाजिक र साँस्कृतिक प्रभावहरूको बारेमा पनि अनुसन्धान गरेको छ।

मैले कथात्मक अन्वेषणलाई प्रयोग गरेकी थिएँ किनभने यो उत्तरआधुनिक वा उत्तरमानवीय कथानक दृष्टिकोण हो जसले अस्तित्ववादी र ज्ञानशास्त्रीय सन्दर्भलाई अर्थपूर्ण तरिकाले हेर्नमा केन्द्रित गर्दछ। मैले तम्घासमा आधारित सार्वजनिक माध्यमिक विद्यालयहरूका कक्षा ११ र १२ तथा सामुदायिक क्याम्पसका स्नातक तहका चार जना किशोरावस्थाका अंग्रेजी भाषा सिकारुलाई छनोट गरी उनीहरूको व्यक्तिगत र सामाजिक अनुभवहरूलाई ध्यान केन्द्रित दिएँ। मैले मेरा सहभागीहरूको अनुभवहरूको व्यक्तिगत र सामाजिक अवस्थाहरूमा ध्यान दिएँ र सामाजिक, संस्थागत, र भाषिक कथाहरूलाई तथ्यांक प्राप्त गर्ने उत्तम स्रोतको रूपमा हेरेँ। मैले बोलाइका सन्दर्भमा उत्पन्न सडकोचको अन्वेषण गरी आफ्नै जीवनका अनुभवहरू र मेरा सहभागीहरूको जीवन्त अभिव्यक्त सन्दर्भहरूको अभिलेख गरे जसले अंग्रेजी भाषा सिक्नेहरूका राम्रा र नराम्रा दुवै अनुभवहरूको बारेमा जानकारी प्रदान गर्छ। मैले सहभागीहरूबाट प्राप्त तथ्यांकबाट निष्कर्ष निकाल्नका लागि विश्लेषण सिद्धान्तको माध्यम प्रयोग गरेकी थिएँ। मैले स्टेफन क्राशेनको 'प्रभावात्मक फिल्टर हाइपोथेसिस' र 'मनोवैज्ञानिक शैक्षिक दृष्टिकोणको दुई महत्वपूर्ण सैद्धान्तिक धारमा उभिएर संकलित तथ्यांकबाट मुख्य आशय प्राप्त गरेकी थिएँ। मेरो अध्ययनको मुख्य उद्देश्य बोल्न संकोच मान्ने सबैभन्दा प्रभावकारी कारकहरू, चिन्ता उत्पन्न गर्ने कारणहरू, विभिन्न रूपहरूमा चिन्ताजन्य भावनाहरूको अभिव्यक्ति, र अंग्रेजी भाषा शिक्षणमा सहभागी हुने र योगदान गर्ने सिकारुहरूमध्येलाई प्रोत्साहित गर्नु हो। मेरो अध्ययनको अर्को उद्देश्य सिकारुहरूलाई समीक्षात्मक सिकाइमा प्रेरित गर्नुपनि हो।

यस अनुसन्धानबाट प्राप्त दृष्टान्तहरूले सहभागीहरूले बोल्ने सडकोच अवरोधक र हासकारी कारकको रूपमा अनुभव गर्छन् यस्ता सडकोच भए आदिले /सामान्य रूपमा भाषा सिक्नेमध्येहरूको शैक्षिक प्रदर्शन र विशेष रूपमा अंग्रेजी भाषा बोल्न सिक्नेलाई स्पष्ट रूपमा अवरोध गर्छ। विभिन्न सामाजिक, भाषिक, शारीरिक, र संस्थागत पक्षहरूले सहभागीहरूमा बोल्दा सडकोच र त्रासको चिन्ताको भावना उत्पन्न गर्न महत्वपूर्ण भूमिका खेलेका थिए। अनुसन्धानमा सहभागीहरूको आलोचनात्मक कथात्मक घटनाहरू र बताइएका

अनुभवहरूले अंग्रेजी भाषा बोल्दा विभिन्न सन्दर्भहरू जस्तै साथीहरू, शिक्षकहरूको व्यवहार, मूल्यांकन परिस्थितिहरू, संचार परिस्थितिहरू, भाषिक कठिनाइहरू, हीनताबोध, शारीरिक कारकहरू, र कमजोर धारणाहरूबाट उत्पन्न भएको देखाउँछ। अंग्रेजी बोल्ने चिन्ता विभिन्न रूपहरूमा प्रकट हुन्छ जस्तै शारीरिक अभिव्यक्ति, भाषिक अभिव्यक्ति, र सामाजिक अभिव्यक्ति ।

प्रस्तुत अध्ययनबाट यही निष्कर्ष प्राप्त हुन्छ अंग्रेजी भाषा बोल्दा विद्यार्थीहरूले अंग्रेजी भाषाका कक्षालाई सडकोच र डर उत्पन्न हुने अवस्थालाई ठान्दछन् । जसमा उनीहरूले मौखिक रूपमा कुरा गर्नुपर्दा र अरूसँग अंग्रेजीमा बोलेर आफ्नो क्षमताको प्रदर्शन गर्दा अझ बढि कठिन मान्दछन् । यस्तो अवस्थामा उनीहरूको मनोविज्ञान कमजोर हुन्छ । उनीहरूमा नकारात्मक सोच र डर उत्पन्न हुनु, शिक्षकहरूद्वारा गरिएको तत्काल नकारात्मक टिप्पणी, मूल्यांकन स्थिति र साथीहरूबाट आउने उपेक्षामुलक प्रतिक्रियाहरूले डर र संकोच उत्पन्न गर्छ । अन्ततः उनीहरूको चिन्ताको थप कारक तत्व बन्दछ । बारम्बार गरिने नकारात्मक मूल्यांकनका अनुभवले उनीहरूमा स्पष्ट बोल्ने र भविष्यमा समान परिस्थितिहरूमा पनि क्षमता प्रदर्शन गर्ने अवस्थामा अवरोध उत्पन्न हुन्छ । विद्यार्थीहरू सधैं नियन्त्रण र संरचित वातावरणमा हुन्छन् जसले तिनीहरूलाई शिक्षकहरू, साथीहरू, र परिवारको अगाडि असुरक्षित बनाउँछ। यस अनुसन्धानमा विद्यार्थीहरूका कथाहरूबाट मैले वर्तमान विश्व शैक्षिक संसारमा अंग्रेजीको अविछिन्न आवश्यकताका सन्दर्भमा विद्यार्थीहरू सचेत भए पनि अंग्रेजी भाषा बोल्न र राम्रो गर्नका लागि उनीहरूको प्रयास र इच्छा बावजुद, बोल्ने चिन्ताले सिकने प्रक्रियामा प्रभावकारी भूमिका खेलेको पाइन्छ । यस अध्ययनले निष्कर्ष निकाल्यो कि शिक्षकहरू वास्तवमा विद्यार्थीहरूका अंग्रेजी बोल्ने चिन्ताका प्रमुख निर्धारक हुन्। शिक्षकहरूले देखाएको व्यवहार र निर्देशनात्मक दृष्टिकोणले विद्यार्थीहरूको चिन्ता र लक्षित भाषा मौखिक रूपमा प्रयोग गर्ने आशंकालाई बढाउने महत्वपूर्ण भूमिका खेलेको छ जसले उनीहरूको अभिव्यक्तिमा प्रभाव पार्छ। यसबाट शिक्षकहरूको विद्यार्थी प्रतिको व्यवहार र शिक्षण सिकाई पद्धति नै प्रमुख कारक हुन भन्ने निष्कर्ष निकाल्न सकिन्छ ।

यसका लागि शिक्षकले विद्यार्थीहरूलाई प्रोत्साहित गर्ने, हौसला दिने र अंग्रेजी भाषा सिकाईको उपयुक्त वातावरण सृजना गरी व्यक्तिगत भिन्नता पत्ता लगाई बोल्नका लागि पर्याप्त अवसरहरू प्रदान गर्दा उनीहरूमा रहेको भाषिक अभिव्यक्ति प्रतिको संकोच र त्रास हटाउन सकिन्छ ।


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निलम बान्जाडे

उपाधी उम्मेदवार

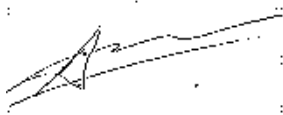
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This dissertation entitled *Exploring English Language Learners' Speaking Anxiety: A Narrative Inquiry* was presented by *Nilam Banjade* on 2 July 2024.

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From my personal standpoint, I believe that my dissertation will be part of the academic property for the permanent repository of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.



..... 2 July 2024

Nilam Banjade
Degree Candidate

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DECLARATION

I hereby declare that this dissertation is my original work and it has not been submitted for the candidature of any other degree to any other university.



.....

Nilam Banjade

Degree Candidate

2 July 2024

DEDICATION

This dissertation is dedicated to my parents, gurus, and all the English language teachers, and all anxious learners of English who aspire to excel in their academic endeavors.

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ABBREVIATIONS

EFL	English as a Foreign Language
ELT.	English Language Teaching
GT	Grammar Translation
FLSA	Foreign Language Speaking Anxiety
ELCR	English Language Class Room
FLL	Foreign Language Learning
EMI	English Medium of Instruction
SLA	Second Language Acquisition
SSDP	School Sector Development Plan

CHAPTER I

INTRODUCTION

This chapter begins with the essential components of the introduction part of my research. It begins with my personal experiences of English language speaking skills and speaking anxiety which I received from the canvas of the ‘banking concept of education’ propounded by Freire (1970) as a student and teacher. The contextual experiences that I bring here give a clear context of my background knowledge, skill, experiences, and professional understanding of the value of speaking skills from my encounters which I encountered in professional modes of my life. The anecdote with a fusion of sweet and bitter experiences I discussed here actually hit my mind and germinated the seed of interest to delve into this specific issue of ELT. Then I present the rationale of my research to discuss and share the reasons, its contributions and importance of doing this present research. After that, I posed the statement of problems and specify the research purpose. And then I design and specify some relevant research questions which will guide me to work out and reach the wonderful findings. Finally, I present the delimitations of my study

The Interwoven Stories of Self and Learners: Genesis of this Research

I completed my schooling in a small village in Arghakhanchi district in the academic year 2000/2001AD. Learning English and being smart in it has always been my burning passion and unending dream since the early days of schooling to till today. The motivation behind this craze may be the frequently told stories by my father about the growing global space and the increasing importance of English. During my schooling, I had a story of sweet experience with English as I was supposed as a bright student due to my ability to read, comprehend and write in English. I received words of praise and appreciation from my respected teachers and fellow friends which fueled my passion and made my love for English even stronger. However, the situation would be different when the time came to demand sharing things in oral form in language classrooms where speaking exposure to English was rare and confined to Grammar Translation method and memorization of the content. Though I had an interest for learning English, it became a discomfort job for me to speak in it. Talking about the concrete scene of the English language classroom of our time, we hardly got a chance of low or no speaking exposure in the classroom. I used to prefer

to hide my head and feel stressed as it quickly would bring a sense of nervousness, discomfort and handshaking and absent-minded situation whenever I was asked to speak. It did not become a big issue during my school years, maybe because of my immaturity to realize the value of speaking English or my personal experiences my social context which discouraged to speak in the name of gender (*chhori le sunnuparxa, dheraibolnuhudaina*) /daughters should listen much and speak less and of the hostile and unmotivated teaching tradition of my school and college which considered education and knowledge as the real product of Banking concept of Education as Freire (2016) proposed in his famous work '*Pedagogy of the Oppressed*' which failed to teach the increasing demand of communication in English.

The experiences of speaking anxiety became more prevalent when I reached to a bachelor degree. It was really blocking my learning way as I was unable to dare to show my presence and contribution in the limited exposures of communication in the language classrooms. Though I had a deep love for English, I preferred listening, reading, and writing more often than speaking. I mostly chose being a curious listener because of a sort of fear or discomfort that trapped me from speaking. Myself as a bachelor's degree student majoring in the English language at the campus, I was fully aware of my limited knowledge of English. I was well aware of English-speaking anxiety and its hindrances when I was tagged as a failure in getting a job in a Call Centre. It was a bitter outcome of such oppressed teaching practices where I along with my friends used to do a competition to be honest in the eyes of our teachers being a good listener rather than contributor in classroom interaction which rarely happened. What I experienced during my schooling and campus, the lack of speaking exposures in English, teacher dominated teaching tradition, stories of English as a powerful and difficult language to learn, and family culture based on gender priority were the key causes that really pushed me in the pool of fear, anxiety and discomfort to speak in English.

However, I got the motivation, constructive feedback, unending support and presentation opportunity from my mentors when I joined Master's Degree in the Faculty of Humanity which somehow assisted me to aside speaking anxiety to some extent within three years. The effort of learner-centered environment with some communicative exposures of English language classrooms pushed me to realize that English language anxiety is natural in the most students for whom it is a second or foreign language.

I have been teaching English for more than 10 years to the students of both schools and colleges. I have had lived experiences of anxiety in my students in this ongoing teaching- learning journey. I find a feeling of fear and hesitation to share things in oral form on every bench regardless of their age, culture, and gender. But I realized the level of anxiety is in girl students and more prominent in the learners of public schools. I as a language teacher am still unable to motivate and create interest in my learners to speak and get expected achievement in my classroom. Although I gave my priority to speaking, my students shared their stories of fear and anxiety. The vast numbers of learners love to avoid English and expect a good translation in Nepali.

Last year, while I was teaching English in grade 12 virtually, I posed a question to one of my students asking them to reflect on the activities of the day. Unfortunately, I got a private message in messenger with a similar story of English-speaking anxiety from my student in response which fairly reminded my past days of learning and added extra interest in me to delve into exploring the world realities of other students who are learning English as a second or foreign language in the context of Nepal. This event hit my mind to realize the essence of understanding the role of anxiety in learners in the process of language learning. It made me realize that as a language teacher, it is essential to keep anxiety as a focus to plan for better and effective teaching- learning techniques so that every student gets benefited (Blazer & Kraft, 2017, cited in Adhikari, 2019) as teachers' and students' speaking practices greatly impact and reflect the quality in their performance, contribute to reach to the goals and add the flavor of quality in education too.

My lived experiences as a student and teacher provided me a reliable proof to infer that anxiety has direct impact on the foreign language learners and learning process. So, the language teachers need to be conscious make students expected teaching activities in their language classrooms. The learners should also think to accelerate their oral learning practices for overcoming the anxiety. As a novice researcher, my intention is to explore critical awareness on democratic learning classroom supported with diverse pedagogies. During the research journey, I worked out with the following issues as the core concerns and focus contents of research: What are the in-class activities which provoke speaking anxiety in students? Does the English language as a language of power influence in speaking or not? And examine critically whether or not the roles of socio- cultural influence in creating speaking

anxiety in learners? The two big stories encouraged me to ponder and raise many more questions related to English language teaching. Does teaching English through form-focused approaches meet the desires of the modern students and enhance their achievement level? What will be the result of teaching English giving full freedom for the students to use their thinking power with interactive exposures? Is teaching and learning English just memorization of rules? So, the two big stories encouraged me to ponder and pushed me to delve in this research journey.

Rationale of the Study

I stepped my research journey of M. Phil into this present issue due to the three pertinent queries set in me. First, I strongly believe that the interwoven stories of mine and my students have left an indelible impact in my mind and pushed me to delve into this issue to research. I have sufficient stories of struggles and difficulties during the course of teaching and learning English where I felt unease, hesitant and anxious to speak. As a non- native English language teacher, I have also experienced and witnessed many events and gathered boxes of stories of learners about their pain, fear and struggles. Despite fire zeal to be smart in English and to assist my learners with an easy access of learning English, it was and is a root cause of discomfort and fear for me and my learners. I am still unable to gain the expected results in my language classrooms. So, it hit my mind and I realized that it is the urgent need of delving into the life world of the learners to bring their stories which speak about their pain, fear and frustrations. The derived stories may be the practical insights for all the professional scholars who belong to ELT field of Nepal directly or indirectly.

Second, I have the empirical research opinions that foreign language anxiety has become the core concern and an emerging issue for many teachers and researchers at present language teaching and learning field in the global context. It has captured a great scope and been defined as a distinct complex of self- perceptions, beliefs, feelings and behaviors which arise in the language classroom from the uniqueness of language process (Horwitz, Horwitz & Cope, 1986). It is associated with a particular type of language skills such as writing, reading, listening or speaking and is affected by several affective variables (Krashen, 1981). Therefore, among many, anxiety is also a crucial affective factor that directly or indirectly affects the teaching learning activities and academic performance. The outcomes of this study will shed light on the existing and rooted values, beliefs, challenges, and taken for granted teaching learning practices of English language classroom through the three key ways of

(Bruce et al.,2016) living, telling and retelling the stories of learners' experiences about the epistemological worldview. So, the research on this area is worthy to carry out to infer the insights to inform about the real situation of English classroom teaching learning practices that create anxiety in learners and to deconstruct them with personal and social justification based on their narratives of struggles.

Thus, my present research is believed to make original contribution to the area of English language teaching and learning by enriching it with practical and context-based findings of new and innovative teaching speaking approaches. It brings the issues of English language classroom and opens the room for further study. Furthermore, this research is equally crucial and worthwhile for all the ELT practitioners of Nepal to value the key role of learning psychology of the learners in the language classrooms.

Statement of the Problem

English is taught as a compulsory subject in Nepal from the first grade to the bachelor level in formal education. Teaching four skills of the English language is the expectation of curriculum in general and teaching speaking in particular as speaking is the most essential productive skill which ensures human existence and helps them to share, encode and understand the information. It has been gaining a towering place and the subject of core concern and identity of government and parents of today. The increasing demand for English in Nepalese context is easily understood from the provision of EMI in many public schools to teach all subjects at school level. Though communicative competence has become the most demanding need of the present time, many students feel stressed when expected to speak in front of the class. This fearful and stressful situation follows every bench of language classroom.

However, my English language teaching and learning experiences as a student and teacher for more than a decade in two different contexts helped me to know the real situation of language classrooms. I have lived experiences in different incidents of language classrooms in which students try to escape from speaking activities and share their stories of fright. Language anxiety is present on each bench and is faced by many of the learners in English language classrooms. They often love to follow the culture of being silent and remain inactive. They love to switch to Nepali language for comprehension of the content. Though I have made every effort to break the silenced culture resulting from Banking Concept of Education (Freire, 2013, cited in Macedo, 2013) and stereotypical conducts of family and make interactive, I have not been

successful in my goal. Bringing the teaching and learning classroom context of English in Nepal, there has been a shift from teacher- centered teaching tradition to learner- centered keeping speaking skills in heart. The language teachers are expected to play multiple roles to respect the beauty of classroom diversity in language classrooms encompassing the needs, interests and level of learners. The language teachers of today should stand above any sort of methodological restrictions and adopt post- method pedagogy (Kumaravadivalu, 2012) and bring sufficient interactive activities to language classrooms. Similarly, learners are also supposed to be the active and equal shareholders of teaching and learning activities. They should be more interactive and freer from the anxiety of speaking. However, the teaching and learning context of English is different in Nepal. Though there has been a provision of an equal place for four language skills, speaking is found often ignored. Teachers are still considered as knowledge holders and learners as empty vessels which needed filling with information and knowledge and knowledge from the teacher.

There are various reasons behind the speaking anxiety of learners in English language classrooms. However, teacher- centric teaching tradition, English hegemony and socio- cultural aspects seem to be the core causes of speaking anxiety. Many language teachers fail to create communicative opportunities and environment in their classrooms as Awasthi (2007) said English classrooms of Nepal are often criticized for lacking teacher- student interaction and being teacher centered. Linguistic and nonlinguistic factors (Tien, 2018) can be the genesis of such language anxiety.

I had some queries related to English language teaching and learning which motivated me to research on learners' perceptions on learning English. Are learners with anxiety provided with friendly environment with adequate speaking exposures? Are they well conscious about the towering importance of communicative fluency and competence? Does socio- cultural context play any role in creating anxiety to speaking English? What is their view about teachers' attention for students speaking anxiety and the causes behind? What is the role of English language learning anxiety in academic performance? etc. were some major concerns of my research journey which implanted research interest in me.

To understand this, I went through published literature. A substantial body of researches have been conducted on this area by many researchers such as Thapa(2019), Adhikari (2019), Minaei and Gholami (2021), Tien (2018), and Dastpak (2017) bring the foreign teaching learning context and have focus on anxiety,

its causes and its manifestation and have proved that language anxiety is related with a psychological aspect which is directly affected by different affective variables and affect language learning (Krashen, 1970). There is still an important missing space to critically observe and explore the connection between speaking anxiety, its manifestations in different forms, causes and its influence on overall academic performance in the present English language teaching and learning context of Nepal. It is the current urgency of ELT market of Nepal to critically explore the existing insights of the real classroom context of ELT through the lived experiences and stories of learners related to English language speaking anxiety as Khanal (2012) stated teachers and students fail to make orderly and actively interactive class.

Foreign language anxiety in general and foreign language speaking anxiety in particular has received much attention and become an emerging issue in ELT in present context. It can be both facilitative and debilitating (Hewitt & Stephenson, 2012, cited in Adhikari, 2019). So, the success or failure of foreign language teaching depends on the importance of understanding the factors of language anxiety and the essential ways/strategies for reducing English language speaking anxiety. Realizing the essence of exploring the sources of foreign language anxiety Dastpak (2017) offered some useful strategies to cope it. However, the big stories of lived experiences of English language learners on speaking anxiety, the impacts of their context and connection between anxiety and academic performance have still been left to uncover.

So, my research focused to explore students' narratives about learning speaking and speaking practice culture of English language classrooms. Additionally, another research concern was to study about the roles of teaching speaking skills, teachers' pedagogical practices, and learners' socio- cultural backgrounds through the thoroughly learners lived stories of experiences about speaking anxiety.

Purpose of the Study

Through this research journey, I intended to critically explore the social, cultural, and institutional narratives of Nepalese English language learners on speaking anxiety. I looked into the socio-cultural influences in creating the situation of fear in learners and its impacts on the academic performance of learners.

Research Questions

I set the following research questions to meet my purposes of this present inquiry.

1. How do English language learners narrate their experiences of English-speaking anxiety?
2. How does English speaking anxiety manifest in learners?
3. How does English speaking anxiety in learners impact their language learning?

Delimitations of My Research

There are diverse issues in the field of ELT in Nepal but the key concern of my research was to stress psychological and contextual issues and their influences in English language teaching and learning. I delimited my research to study and explore the big stories of lived experiences and critical events of English language learners on speaking anxiety, the impacts of their context and the connection between anxiety and academic performance. There are diverse reasons behind the speaking anxiety of language learners in ELT classrooms. However, I searched the experiences, beliefs, perspectives and stories of struggles of language learners on speaking anxiety that paramount in language classrooms relating to culture, the role of English as a power language and modern education practices in teaching and learning the language of ELT classrooms.

Organization of My Study

The complete body of this dissertation is structured and organized into eight different chapters. The first chapter introduces motivational context for my research in the form of interwoven stories and covers the rationale of the study, problem statement, purposes of the research, research questions, and delimitations of the study.

Whereas the second chapter is all about relevant literature review on the research issue including conceptual, theoretical, policy, and empirical reviews followed by research gap. The third chapter presents all the required components of my research methodology, which includes the philosophical considerations, paradigms, design, and information generating tools, quality standards, and ethical issues.

Likewise, chapter IV evokes the narratives of language learners about speaking anxiety and chapter V highlights the institutional blended narratives of the participants on expanding importance of English and speaking anxiety. I have presented their stories in two different sections. The first section deals with the expanding value, interests, and opportunities through English and the second section brings the institutional local voices of learners about English

speaking anxiety. I narrate their experiences and also insert their statements wherever deemed necessary. The chapter ends with the chapter summary.

In the same manner, Chapter VI contains the theme on manifestation of English-speaking anxiety in English language learners' different forms. This chapter is about the students' epistemological views on the manifestation of English-speaking anxiety. I analyzed their experiences based on physical manifestation, linguistically manifestation of anxiety-ridden experiences and social manifestation. The chapter concludes with the chapter summary. Then, Chapter VII presents the analysis of the third research question that relates about the reasons behind speaking anxiety in learners. I discuss the various domineering reasons of English-speaking anxiety with reference to the shared narratives of the participants. The chapter summary concludes the chapter. Chapter VIII presents a brief discussion on the insights I got from the study. Similarly, I draw the conclusions based on my personal interpretation and understandings of the study. Finally, I closed the chapter with the presentation of possible implications that I envisioned from this study.

Chapter Summary

The chapter one begins with a brief conceptualization of the research topic by integrating the interwoven stories of my experience as a student and a teacher, and of my learners of the English language. In addition to that, the chapter presents rationale for the study is presented followed by the statement of problem as well as the purpose of the study. Along with these, the research questions and delimitation of the study are stated in the series. The chapter concludes with the organization of this study.

CHAPTER-II

REVIEW OF LITERATURE

As the chapter develops, I conceptualized speaking, speaking anxiety, and speaking anxiety in the language classroom, manifestation of English speaking anxiety, and the causes of speaking English anxiety by exploring the relevant literature under the conceptual review section. After that, I reviewed and discussed the previous researches related to English speaking anxiety and, causes and, its manifestation and some effective practices to lower the anxiety level of students in the empirical review part. I made a close review of the theories that guided and supported my study and the language policies about the English language teaching and learning.

Introducing Anxiety and Speaking Anxiety

Simply anxiety is a psychological construction that gives a sense of nervousness or tension. It is an affective factor that causes hindrance in the profession of language teaching and learning. Though it cannot be measured or observed directly, it has the power to prevent smooth learning. Brown (2007) defined anxiety as the subjective feeling of tension, apprehension, nervousness and the worry associated with an arousal of the autonomic nervous. Scovel (1978, cited in Hardacre & Guvendir, 2020) believed that anxiety is associated with a feeling of uneasiness, frustration, self-doubt, apprehension, and worry. Anxiety can be both motivating and debilitating factor. Anxiety is a psychological feeling which has been identified in different ways. Anxiety as a negative factor may take control on how someone deals with learning. Brown (2007), Liu & Huang (2011) and Samimy & Rardin, (1994) point out that anxiety is considered as one of the most powerful affective predictors of learners' language performance and competence. It relates to a psychological phenomenon language anxiety into four categories and causes academic effects, cognitive effects, social effects and personal effects.

On the basis of different studies, anxiety can be classified into three different groups in which different types of anxiety and can be embraced and explained or distinguished easily. However, I have taken the stand of Ellis (1997) who has classified anxiety under three major categories, namely trait, state and situation

specific. Trait anxiety refers for the individual's likelihood of becoming anxious and responding with anxiety in any situation. This type of anxiety does not only hinder in language learning but also affects other activities too. It reflects the defining characteristics of a person. State anxiety is a temporary sense of fear which happens at any specific moment. The learners have such anxiety only when they encounter with fearful situation. Situation specific anxiety refers to the diverse and consistent nature of anxiety caused due to the presence of affective variables related to the specific situations.

Speaking is an important productive skill of language which happens in interactive context. It is an interactive process of communication. Worde (2003) described feelings of having speaking anxiety as something that leads to frustration and even anger. In the process of learning English, the learners are expected to master over four language skills. Among them, speaking is the most important and difficult productive skills to build in the classroom as Thornbury (2005, cited in Kurum, 2016) says that speaking is so much a part of daily life that we take it for granted. It mainly involves three processes of communication: processing, producing and receiving between the speakers and the listeners that involve speakers and listeners. Basic (2011) introduces speaking anxiety as a state that affects second language learning since it impedes students in improving their oral skills which is crucial when learning a new language. So, the speakers need to be more conscious and careful while delivering their ideas or messages in an effectively and clearly. Gudu (2015, cited in Pahargyan, 2021) defines speaking anxiety as unwillingness of learners to speak in language classroom situation.

The feeling of fear, anxiety or worry which mainly happens during the course of speaking is known as speaking anxiety. Tianjan (2010) in his research generalized that learners were liable to experience unhappiness, discontent and insecurity, more specially, the nervousness or unease experienced by most of EFL or ESL learners and hesitate to share their ideas and knowledge is English language speaking anxiety. Entering into the world views of Milan (2019) it can be gleaned that second language anxiety has a debilitating effect on the oral performance of speakers of English. Students' performance in learning is directly affected due to the presence of anxiety. Mainly students show their anxiety in foreign or second language which leaves detrimental effects on learners' performance rate and achievement level. According to Horwitz, Horwitz & Cope (1986) speaking is arguably the skill most

affected by language anxiety. I in this research stress on the speaking anxiety of students in EFL classrooms.

English Speaking Anxiety in ELT Classroom

The classroom of English language is filled with diverse students with diverse learning styles, interests, experiences, and so on. So therefore, managing and teaching English in general and teaching speaking skills in particular is a challenging job for language teachers. The view of Mwamba (2013) highlights the ideas that students are confined to be quiet and shy. They face great challenge to create autonomous environment to develop the culture of thinking and speaking freely without any fear or anxiety. Furthermore, the most demanding aim of 21st century English teaching and learning is to enable students comprehend and produce English. In the process of learning English, the learners are expected to master over four language skills. But the context of ELT classrooms is not as it is expected to be. Bringing the references of the previous researches, it can be generated that speaking anxiety in ELT is the most common and visibly demonstrated in majority of the language learners. Basic (2011) asserted that speaking anxiety affects learning a second language.

The ELT practice in the context of Nepal, many schools, colleges, and universities give less priority for teaching speaking skill despite the provision of curriculum about skills wise practical. Tien (2018) explored the most important insight that many y language learning English as ESL or EFL are extremely worried about making linguistic mistakes and lacking linguistic knowledge including grammar, vocabulary, and pronunciation.

But if we make a close study and observation of ELT practices in Nepal, many schools and teachers still favor and prefer teacher-centered methods and techniques where teachers neglect students' needs, interests, learning style, motivation, and new strategies to enhance the communicative skills. The language teachers rarely show their interest and awareness of the importance of teaching speaking skills. Faulin & Soefendi (2013) found out that the language learners in ELT classrooms seem to be hesitant to communicate and share what they have in mind.

Many students who are even bright and get a high score on the written exams are unable to speak English language properly (Bilal et al., 2013). They feel hesitant to ask a glass of water in English language thinking and fearing of making mistakes. They suffer from speaking anxiety which is defined as a frightful experience by Conway (2007). According to Ellis (1994, cited in Mesri, 2012), speaking anxiety

falls in situation- specific since it is aroused in a particular situation. The incidents with which I encountered during my journey of student life in the EFL classroom as well as being a Nepalese English teacher gave me a suitable context to dive into this area for further research. The issue which I investigated has come with a desirable change in the existing tradition of teaching and learning environment in the English classroom. Thus, my research moved around and worked out to find out ‘students’ in and outside classroom speaking practices, and, experiences, which they developed and have been using to cultivate the speaking habits and resolve challenges on teaching speaking skill and lower anxiety levels of speaking of the learners.

Manifestation of English-Speaking Anxiety in English Language Learners

English-speaking anxiety is productive in nature, caused by multiple reasons, manifested in different forms, and can be experienced and even visualized physically. It is situation-specific as well as driven by different implicit and explicit forces. Based on the view of Gumartifa & Syahri (2021) speaking anxiety is a subjective feeling and one of the wider varieties of emotional disorders. Many English language learners have been found to feel uncomfortable and experience fear of anticipation of speaking anxiety in class. Liu (2018)) also opined that speaking anxiety freezes up the learners’ performance and causes concentration difficulties, worries, and dread. There are multiple ways of demonstrating their anxious feelings in English classrooms. The students with high levels of anxiety showed different symptoms of uncomfortable in the language classrooms which ultimately affect their learning psychology and academic performance. Students often show the physical symptoms of anxiety in speaking English, such as excessive perspiration, headaches, and shortness of breath.

Causes of English Language Speaking Anxiety

English speaking is a way of creating a global identity and an open platform for better and global opportunities for many non-native speakers of English. Ahmed (2016) revealed in his study that when speaking English in class, learners were most worried about the consequences of failure in the English class, getting laughed at by their peers, encountering unknown grammar, and how to use the proper English words.

The massive importance and urgency to learn English speaking is a dire need of the present. However, many language learners suffer and seem hesitant, fail, and uninterested to speak in English. Based on the research insights of Ormrod (2005) it directly affects learners’ three functioning systems; cognitive, physical, and

behavioral. It is caused by multiple potential situation-specific reasons and is recognized as a debilitating (Basic, 2011) aspect of language learning. English language learners experience excessive levels of speaking anxiety mainly in the context of foreign languages due to the fear of negative evaluation, traditional classroom settings, limited oral opportunities, limited teaching times, unsympathetic nature of the language teachers, fear of making mistakes, and controlled practices. Standing on the research explorations of Worde (2003) and Huimin (2008) cited in Milan (2019) it can be understood that teachers as a source of the anxiety wherein students portray their language teachers as someone whose treatment and attitudes have a great role to cause language speaking anxiety. There are multiple sources of English-speaking anxiety such as fear of speaking in front of mass, fear of making mistake, negative evaluation, lack of motivation and self-confidence, culture that add up the level of anxiety to speaking in English.

Theoretical Review

This section is the reflection of my review on theories that are related to my research on resolving the foreign language anxiety of learners in the EFL classroom. Since my research study centers to find out the useful practical strategies to reduce the feeling of anxiety of students in the EFL classrooms, I reviewed, selected and presented the following theories to support my research study.

Stephen Krashen's Affective Filter Hypothesis

I have stood on the theoretical insights of Stephen Krashen's Affective Filter Hypothesis as a suitable theory to build meaning from the collected data in the form of stories. The affective filter hypothesis is one of the popular Monitor Model propounded and presented by a well- renowned linguist Stephen Krashen in his theory of second language acquisition in 1982. This theory is one of the popular models among the five monitor models used in second language acquisition and learning. This theory of language learning takes anxiety as one of the key non- linguistic variables which block the comprehensive input and affect language learning. Krashen (1985) outlines that one obstacle that manifests itself during language acquisition is the affective filter; which is a screen influenced by emotional variables that can prevent learning. According to Krashen (1985) affective filter accounts for the influences of non -linguistic variables such as motivation, emotions, anxiety, self-confidence, etc. that play a significant and influential role in a second language acquisition. They can either interfere with or help the learners in their rate, and

achievement level of language learning and acquisition. Krashen concluded with a claim that learners with high motivation, self-confidence and low level of anxiety are better equipped for successful and more effective learning of second language and the learners with low motivation and high-level anxiety result with high filter which hinders learning language. Schultz (2005) states that negative emotions such as low motivation, anxiety or low self- esteem create a filter that prevents comprehensible input and impedes language learning. So, this affective filter hypothesis urgently calls for maintaining a sound balance of motivation, affective factors, and anxiety.

The Psychological Educational Theory: A Way to Reach to the Learners' World of Speaking in the English Language Classroom

I stood in the lens of Psychological Educational Approach coined by Mor & Shalom (2007) as another equally helpful theoretical stance of my research that would be a matching theory since it provides the crystal-clear ideas about the causes of anxious states in learners, teachers' inabilities to meet the hidden needs and interests of the learners and provides tools, ways, and strategies to help for the development of sound teacher- student bond in learner centered environment. In this educational research context, this approach provides the framework for understanding different affective factors like living circumstances of the learners, personal factors, societal, cultural, protracted educational environment and linguistic aspects and their roles in language learning and educational integration. The research insights obtained from 'Seeing the Children' of Mor (2003) that tell teachers' treatment to the students as objects, lack of teachers' skills in nurturing interpersonal communication and relations, and implementation of curriculum based pedagogical practices play crucial debilitating roles in learners learning setting. So, this theory is rationale to reach my study goal of liberating the unease feelings of fear and speaking anxiety of language learners. I examined different socio- cultural barriers (Kaya & Kaya, 2017) and motivate the learners to break the silenced culture in the ELT classroom. Based on this theory, I encouraged the students' rich understanding and judgmental abilities about the teaching and learning tradition, the role of the English language and socio-cultural influences in learning. I have chosen it as a suitable strategy to highlight the importance of having learners engage in their learning process (Freire, 2001, cited in Roberts, 2015). I believed this theory has been a helpful theoretical hand for me to encourage students to delimit the unjust practices and create a just social practice in education (Breuning, 2005, cited in Uddin, 2019). This theory incorporated the

learners' individual experiences into a classroom lesson and deconstructs the teachers-learners' gaps (Lees & Nelly, 2022). Teachers would be able to realize the essence of the saying "I can't learn from you unless you accept me and if you find value in me because of who I am and what I am" (Tatum, 1999, cited in Mor & Shalom). The rich insights offered by this theory would be very fruitful for the teachers to gain a meaningful and in-depth acquaintance with the creation of a learning environment. It gives the learners a sense of professionalism and prestige. The teachers feel that they are more than teachers and create schools that as caring communities (Darling-Hammond, 2002, cited in Mor & Shalom, 2007).

In the context of present research study, students' English language speaking anxiety is associated with different factors that push the language learners back from learning motivation and interest. So, I realized the essence of this theory that trains teachers to consider societal, cultural, psychological, learning style, and linguistics aspects and creates changes in learners by developing positive and learners' friendly learning environment from the situation of failure to productive contributors of the classrooms.

Language Policy

Nepal is at a peak level to use the English language for the communication of academic ideas, thoughts, knowledge, skills and insights in different national and international academic events and contexts (Poudel, 2019). The current language policy of Nepal has been shifted from a one language, one nation policy to a multilingual education policy with language rights. So, English has perceived the most important language (Phyak, 2014). The Ministry of Education (2016) has also recognized and realized the towering popularity and craze of English in Nepal and allowed private schools to open as English medium.

School Sector Development Project (2078) cited in Timsina (2023) has also focused on the policy of a multilingual education bringing three languages into the main stream of education: mother tongue, Nepali and English. It encourages EMI schools in Nepal with a strong demand of quality, equity and inclusion. The National Education Commission (2076) also focused for the proficiency of English language as necessity to develop country in science and technology and flow of information. The objective of the school curriculum of English in Nepal also emphasizes for learners' competence in spoken English. However, the learners have very low performance in speaking despite the equal provision of four skills of language. There are many

reasons behind it. Lack of knowledge about learner centered teaching, teachers' professional development opportunities, learning resources and less interactive opportunities can give a sense of anxiety in learners to speak. Though English has become the core concern of policy makers, there seems policy practice gap (Phyak, 2016) in English language teaching and learning.

Review of Previous Research

English Language speaking anxiety is one of the most significant elements affecting language learning. So, I believed many researches might have carried out a number of studies on this issue. However, I was not very sure if students and their voices on English speaking anxiety had been explored. During my literature review attempt for researching the relevant literature to broaden the area of knowledge of this research issue, I came across a few recent research studies on the issue of English language speaking anxiety.

Chand (2021) did a research on 'Challenges Faced by Bachelor Level Students While Speaking English' with an aim to explore the difficulties faced by undergraduate level students and the possible causes of their difficulties in speaking skills. He used empirical qualitative study and adopted a questionnaire and semi-structured interview to collect data from 15 undergraduate level students studying at the University. The collected data were thematized and analyzed in terms of two broad categories: Difficulties and causes with four/four subcategories of the broad themes. The study explored mainly: personal, social, environmental, and linguistic problems for speaking difficulties and teacher and teaching, course content, overuse of mother tongue, poor schooling, and classroom culture as the causal factors of speaking deficiency. The study suggested creating a favorable environment, maximizing learner autonomy, changing teaching practices, revising courses, and conducting speaking activities time and again.

Dawadi (2022) explored the impact of an English as a foreign language (EFL) test on students in Nepal under the title High-Stakes Test Pressure and Anxiety in the Nepalese English as a Foreign Language (EFL) Learners. The data generated through a student survey (n=247), oral diaries (n=72) and semi-structured interviews (n=24) with students and parents indicate severe impact of the English test on students. The majority of students reported that they were under tremendous pressure to perform well on the test and they had a high level of anxiety associated with the test. There were several indications that students had test related anxiety mainly because of their

perception that poor performance on the test has negative effects on their social prestige and on career prospects. Additional reasons of their anxiety included high expectations from their parents and teachers.

Sulistyowati (2023) examined the factors causing English-speaking anxiety, its effects on speaking motivation, and how the students cope with it in the EFL context of post-Graduate adult students. This study aimed to explore new insights on the roles of language anxiety on speaking performance. The study used a mixed method research and semi- open-ended questionnaire to gather data from the participants. The result reflected that ESA adversely affects the student's speaking performance. The study also explored that feelings of less confidence, fear of criticism, situation, and the influence of L1, lack of practices, insufficient opportunities for students, and lack of target language knowledge are the key sources of English-speaking anxiety.

Faqihi (2023) researched Saudi EFL Students' Speaking Anxiety from the Perspective of their College Instructors with the core concern and aim to observe and explore Saudi EFL trainees' speaking anxiety from their college instructors' perspectives. It used a qualitative approach and face-to-face interviews with four male language instructors to collect the required data to uncover instructors' awareness of their students' speaking anxiety. The study used thematic analysis to construct the meaning from the raw data. The stories of the participants reported several causes that lead to students' foreign language speaking anxiety (FLSA) such as fear of making mistakes, limited exposure to the language, low language proficiency, and fear of receiving negative evaluation from both their instructors and peers. In addition, the results also revealed that the instructors use different strategies that help alleviate their students' FLSA such as building good relationships with students, creating a positive and friendly atmosphere in the classroom, increasing students' engagement in the class, and correcting students' erroneous beliefs about language learning. The instructors used to encourage and motivate their learners to participate in oral communication, which help reduce students' FLSA in the classroom. The study concluded that the type of curriculum and overcrowding of classes are factors that significantly affect the instructors' awareness of their students' FLSA and push them back to addressing their learners' speaking anxiety in the English language classrooms.

Samad, Qasim, & Begum (2022) conducted a study on Pakistani University EFL teachers' perceptions of their students' speaking anxiety and their strategies to reduce it with an aim to fill the existing knowledge gap about the role of teachers. The study employed semi-structured interviews to collect data from 14 Pakistani EFL teachers from 5 different universities. The collected data were analyzed through data reduction, data display, and conclusion steps of Mile and Huberman (1994). The findings of this research indicate that most of the teachers were not fully aware of the debilitating effects of speaking anxiety on language learning.

Hutabarat & Simanjuntak (2019) did a qualitative phenomenological study on Speaking Anxiety Overwhelms English Learners to determine the sources that cause speaking anxiety to overwhelm English learners. The data for the study was collected through semi-structured and in-depth face-to-face interviews with 10 semi high school students who deal with speaking anxiety. The findings have emerged attitudes drawn in two key themes: causes and ways to reduce anxiety

Khusnia (2017) did a qualitative phenomenological study Students Speaking Anxiety in the English Language to identify factors that contribute to anxiety through the perception of students' manifestation of anxiety and students' attempts to reduce anxiety. The study utilized the phenomenological interview to capture students' voices and to examine their words and beliefs to reach the researcher's questions. The theme was generated through transcription, coding, categorizing, and description of key themes. The findings explored the factors to contribute anxiety, reducing strategies and suggest that many foreign language learners have language anxiety which can negatively affect them. so, the teachers and learners must care about it.

Occhipintin (2009) made a comparative survey on Foreign Language Anxiety in in- Class activities of two different learning contexts of Italy and Span. The main intent of this research was to describe foreign language learning as a process which affects directly the emotional sphere of students. The study was made by using a questionnaire based on Young's questionnaire (1990) with a sample of forty- five Italian and fifty- five University level Spanish Erasmus subjects. The results of the study revealed that in-class speaking activities are fairly stressful for the students due to the culture of overexposed in front of others. However, the study still leaves a gap for extensive exploration of the issue.

In a quantitative study of 205 males and female engineering students at the University of Malaysia researchers (Vitasari et al., 2010) demonstrate a significant correlation of high-level anxiety and low academic performance.

Along the similar line, Hadziosmanovic (2012) set out research to examine speaking anxiety and classroom dynamics in the ELS classroom from students' perspectives. The study was conducted using both quantitative and qualitative methods. Students from grades 7 and 8 contributed with their rich sharing about the phenomenon. The results of the study showed a strong relationship between speaking English, speaking anxiety and the classroom environment. The important fact is that this result has been helpful for me to refine my queries on the roles of school and family culture in speaking.

I did a close empirical review of Dastpak (2017) who conducted quantitative research on 'The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners'. The study aimed to investigate the sources of a foreign language speaking anxiety of Iranian EFL learners. He selected 154 EFL learners as his research participants and asked them to fill out foreign language anxiety questionnaire which was developed by the FLCAS scale of Horwitz & Cope (1986). The study concluded with a result that indicated that fear of making mistakes, fear of negative evaluation and lack of vocabulary knowledge were the main factors which caused anxiety in students. He also recommended some strategies to cope with the anxiety-provoking factors.

Remaining in the same vein Tien (2018) made a depth research study under the title English speaking anxiety in EFL university classrooms in Taiwan to investigate the relation between English speaking anxiety and factors which cause EFL English speaking anxiety. He did this research using a mixed method approach for authentic data collection from 658 volunteer student participants from eight different universities. The results indicate that learners are extremely concerned about the accuracy of their grammar usage, and their lack of vocabulary. The findings related to gender showed that female learners experience more English-speaking anxiety than males.

Likewise, Minaei & Gholami (2021) conducted quasi- experimental research with an aim of proposing an Integrative Systematic Therapy to address foreign language listening anxiety among thirty international Iranian learners of English as EFL. They used convenience sampling, the scale of Kim (2015) and an IELTS test to

measure the effectiveness of the framework. The findings of this study clearly stated that the proposed framework was effective in reducing the level of FLLA. The study also highlighted the importance of personalization while selecting the foreign language anxiety reducing strategies.

Pahargyan (2021) conducted a case study on 'Students' Anxiety in Speaking English during Distance Learning' to examine what the students' anxiety in speaking English is during the distance learning and how they cope with the anxiety during the distance learning. Moreover, the data were collected through analyzing students' self-reflection documents, a close-ended questionnaire, and an interview as the research instrument from 36 Science students at grade X of SMA Kristen Petra 1 Surabaya. After conducting the research, the researcher discovered that the distance learning during Covid-19 pandemic made the students anxious in speaking English. It is significant for teachers as the facilitator to be able to play their roles to reduce the students speaking anxiety in a foreign language classroom.

In the same line, Adhikari (2019) did a narrative inquiry entitled 'Exploring English Language Learners' Anxiety': A Narrative Inquiry with the main purpose of exploring how the EFL learners envision English language anxiety through the unveiled stories of EFL students with regard to English language anxiety. In addition to this, she also worked out with students' view of English anxiety to see in what ways the anxiety is manifested taking the stories or experiences of the EFL learners as her research participants from one of the government-based schools in the Kathmandu valley. The findings of the inquiry revealed that the participants view anxiety as a detrimental factor in learning of the English language which has been caused by various individual and institutional aspects and manifested in different forms and played a crucial role in imposing anxiety in the participants. The researcher reached to the conclusion that despite the students' willingness to do well in the English language learning, it is the language learning anxiety that has acted as an impediment in their learning process so far. The insights gained from the study has put some crucial ways that help the learners learn better and feel less anxious if the physical, verbal and emotional abuse are minimized or eradicated from the school and by the teachers of English.

Similarly, Thapa (2019) conducted a qualitative research entitled Lived Experiences of Secondary-Level Students with the English Language Examination: Low-Scorers' Perspective using hermeneutic phenomenology as a research method to

expose how the low-scoring students survive the English language examination through the shared stories of seven secondary level low-scoring research participants for the data. The study concluded with some pertinent insights reaching to the perceptions of the participants of the English language education, the hardships they faced and the pain they lived after scoring low without giving a hint to anyone. It shed light that the existing examination system really caused language anxiety. It further exposed that there is room for improvement in current the English language examination practices. Though this research is a phenomenological study, it helped me grab some important insights about the weakness and inefficiencies in examination system which plays a crucial role to boost up the feeling of anxiety in students.

Tiwari (2023) did a qualitative study on the topic *Learning English Across Borders: Nepali students' Experiences in Nepal and Australia* employed an interpretive framework and narrative inquiry approach to explore the way Nepali students learned English in Nepali and Australian contexts. The findings revealed significant differences in the teaching methods, vocabulary instruction, feedback practices, and technology use. The study emphasized the importance of using pedagogical strategies that foster communication skills, contextual vocabulary learning, constructive feedback, and technology integration for effective ELT.

Adhikari (2010) researched on *Teaching Speaking in the Nepalese Context: Problems and Ways of Overcoming Them* bringing the contexts of government-aided schools and constituent colleges of Tribhuvan University (TU), speaking skill lies on the periphery of English language teaching (ELT) owing to several factors. This article attempts to explore those factors that have been a hindrance in developing speaking skill in Nepalese students in general and the students from the above-mentioned institutions in particular based on the researcher's experience as a supervisor of student teachers from B.Ed. and M.Ed. programs and his teaching experience at a constituent campus of TU.

Research Gap

I realized the existing reality of English language speaking anxiety in every bench and with every learner's stories that I envisioned from my own experiences of English language classroom teaching- learning and the empirical tour of the various literature on English language speaking anxiety. From the above-mentioned researches, I gained the critical insights that this a very pertinent area of research to

explore classroom English speaking practices, sources of foreign language speaking anxiety, and the relation between English speaking anxiety, and anxiety causing factors in EFL classroom. These studies used a mixed method design, and an experimental survey. They found out that speaking anxiety is in all benches and desks, female learners have a high level of anxiety than males, and the demand and importance of speaking activities in EFL class. Though it is the most studied area as discussed in the above researches by different national and international scholars, I realized the urgent essence to look up English speaking anxiety as the new and critical dimension to give a serious message about the pedagogical implication in English language classroom to meet the desire and needs of dynamic learners with learning differences. Although many studies on English language speaking anxiety have been found, the review of the relevant literature reflected that there is still gap to explore the missing knowledge about the lived experiences and critical institutional, cultural, and social narratives of the EFL learners through the critical lens based on the critical events narrative analysis. This research is different from the above mentioned a substantial body of research into speaking anxiety of students in English language classroom as students' lived experiences and narratives are not well explored in the context of Nepal.

Chapter Summary

In this chapter, I defined the concept of anxiety, speaking English anxiety, speaking anxiety in EFL classrooms, causes, and the forms of manifestation. Then, I presented the review of matching literature based on my research questions. I discussed Krashen's Affective Filter Hypothesis and the Psychological Education Theory. I also looked into the language policy and I presented the review of previous studies carried out at different places. Then I discussed the research gap.

CHAPTER-III

RESEARCH METHODOLOGY

In this chapter, my write- up is all about the research process that I have adopted for the completion of my research study. This chapter opens with a description of philosophical considerations (ontology, epistemology and axiology) and the research paradigm under the philosophical section, which guides me in my research practice. Then it shares information about research design under the critical section and the final part of this chapter presents research site, participants, data collection approaches, strategies of meaning- making, quality standards and ethical consideration under the procedural section.

Philosophical Considerations

Philosophy is a lens to mirror and guide the complete research processes that are used in the research journey. It offers three major dimensions or considerations to view the world of the participants and their experiences and art to interpret them. I stood in the line of three philosophical considerations (Al-Ababneh,2020); ontology (nature of reality), epistemology (theory of knowledge) and axiology (theory of value) to explore and understand the social world of the language learners. My focus was on the causes behind speaking anxiety of the language learners and attempts to bring them in- depth stories.

My Ontological Stance/ World Views

My ontological stance was to explore the contextual knowing of the real classroom situation of ELT. I concentrated to understand and construct the reality of English language speaking activities through dialogues, experiences and social phenomena of my participants (Higgs &Trede, 2010). I delved into the learning world of English language learners and studied the issue of low or no participation of learners in speaking activities.⁵

The main concern of ontology is to seek the reality which is subjective and contextual. It is local, multilayered and individual. So, I put my best attempt to bring the elaborated interpretations and meanings being a part of my research journey and discussion (Cohen et al., 2007). I interviewed participants and observed the learning world of them. I used words and images to bring the subjective voices of the learners through critical and hermeneutic perspectives (Higgs &Trede, 2008). Subjective

knowing of the experiences of learners on speaking anxiety was the core concern of my research inquiry. Therefore, I stressed understanding their learning context, home culture and influence of pedagogy of structural practices of English language learners through their eyes and social interests and being myself in their world.

Epistemology

My epistemological position is to study the base or nature of knowledge and the processes of acquiring it. The epistemological nature of my research inquiry was personal, subjective and unique in terms of concepts (Crotty, 2003). I adopted this position of knowledge by building and constructing my personal world views about influencing factors of speaking anxiety and blending them with my participants through dialogues and experiences of them. The knowledge of my research study has been context- driven and value laden as each participant has own values and views. I reached to the position to know and understand the speaking phenomenon, causes of students' screaming and learners' stories related to English language, home culture and teacher centric teaching practices of ELT classrooms. I actively involved and remained very close to my participants in the process of knowing (Creswell, 2009).

Axiology

Axiology is an important philosophical consideration that deals with aesthetic values of knowing. I in this research ensured my axiological stance by respecting the diverse values of my participants. I attempted to explore the narratives of language learners and build insights/ sense through understanding and valuing their views or ideas. I listened to every tiny piece of information and work to investigate their stories of English-speaking experiences and their academic relationships with their teachers in the ELT classroom. In this research, I have inferred the rich information and knowledge based on their shared stories of language learning context.

Multi- Paradigmatic Design Space

I stood in a multi- paradigmatic design space by challenging the reductionist and traditional ways of knowing others' cultures from the outside. I took it as a useful approach that allows me to weave the hybridism research paradigms, multiple ontological, epistemological and methodological pluralism (Paul & Marfo, 2001). As my purpose of this present research was to explore the lived experiences of English language students on English speaking anxiety, its key reasons, and the ways of speaking anxiety manifestation in the language classrooms, I wished to stand both constructivism and social constructivism as knowledge paradigms with two angles of

analysis; interpretivism and criticalism (Gavidia & Adu, 2022) to expand the nature of knowing the life world of my participants through multiple means of engagement, representation, action and representation, a host of logic and multiple research methodologies (Taylor, Settelmaier & Luitel, 2009, Willis, 2007). Taking the purpose of exploring the insights about English speaking anxiety from the narratives of students in heart and mind, I blended two paradigms: interpretivism and criticalism to bring hidden realities and existing insights on English language speaking anxiety.

My vision of inquiry revolved around the lived experience of language students of secondary level about English speaking anxiety, causes, and tackling strategies. I in this research generated new knowledge by bending interpretation of their experiences and my critical awareness to explore the culturally embedded identities, reflect on multi-hued stories of their lived experiences of teaching and learning world. I hope my research finding is very helpful to deconstruct the hegemonic grip of their cultural practices of structural pedagogy and banking concept of education and replace with problem- posing Freire (1970) and andragogy (Knowles, 1980) to allow learners and teachers freedom to use their experiences and learn from the situation context.

Interpretivism

I used an interpretive paradigm as philosophical research framework to get guidance during my research journey. I used this approach as a base to reach and meet the purpose of my research since this paradigm is humanistic. It helped me to understand my culturally different participants/others by learning to stand in their 'shoes', 'look through their eyes, and feel their pleasure or pain'(Taylor & Medina, 2011, p.4). As my research issue was to deal with speaking anxiety and gather the shared stories of students, I believed this paradigm would be justifiable to explore context- specific deeper reality of the teaching and learning world of my participants.

I in this research sidelined the structured way and rigid process and co-construct creative knowledge by respecting the freedom of knowing. I delved into the natural learning world of the learners with a strong sense of curiosity, creative thinking and reflexivity (Dornyein, 2007) to understand the speaking practices. So, it was equally important and meaningful to build local understandings of the life world experiences of students on speaking anxiety by following the principle of prolonged engagement with the heads of the subjects. I attempted to stand in the lineup of interpretivism as it offers enormous scope of in- depth interpretation, detailed

investigation and participatory accountability (Shank & Villella, 2004) for exploring the inter-subjective knowledge and invisible insights of the participants through idiographic, hermeneutic and reflective process (Taylor, Maier & Luitel, 2009) being insider. I gave equal respect for progressive and emergent approaches which are helpful and necessary to know the mutual understandings of the cultures of classrooms, schools and communities and the existing teaching and learning pedagogies standing on interpretative. I embraced an open-ended research design process that permits for emergent modes of inquiry and flexible reporting structure and allows full freedom to make meaning through my own thinking and cognitive process.

Interpretive way of exploring insights from this research journey is not adequate enough to meet my purpose as I have aimed not only to make the plain interpretation, but also to view the teaching and learning world of my participants through critical eyes and bring transformation in the structural guided pedagogy of teaching and learning. Thus, I blended criticism in my research.

Criticalism

I used the critical research paradigm as a lens to look at the world of my research participants from a philosophical way of thinking and understanding. I considered it as a suitable way of exploring socially created narratives (Smith & Sparkes, 2005) of the learners to describe the researchers' world (Mackenzie & Knipe, 2006). One of my major purposes of research was to raise a critical voice on the traditional, controlled, and structured way of teaching culture (Al-Alwan, 2007) and desire for transformation in teaching pedagogy, structure, and education policy. I took it as a research framework to look at and construct the world views of my research participants. As the purpose of my research was to explore the issues of speaking anxiety and come with some useful and critical ideas to lower down the level of anxiety of students, this paradigm has become useful and meaningful to meet my research purpose. I was with a plan to embrace into this as philosophical stand point to understand social values and transformative action (Kincheloe, 2008) of my research participants.

I as a novice researcher aspired to go beyond the interpretive understanding of the social world of the secondary level English language students and help to create an independent learning environment using 'deep democracy' (Kincheloe & McLaren, 2000). Teaching speaking skill in EFL classrooms is not an easy task as it is

influenced by different linguistics and non-linguistic forces. Many students do not love to share their views in oral form. So, the anxiety hurdles in teaching and learning activities. Therefore, my research journey delved into the ontological and epistemological context of my research participants to address this issue critically and drag the insights to empower both the teachers and the learners. I thought this paradigm as a strong device to dive the in-depth reality of the life world of the teachers and learners, and raise my critical voice (Brook field, 2000, cited in Manion & Morrison, 2007) with a practical intention of bringing transformation in the social world of teachers and students through the processes of critiquing, transforming actions and interests

One of the major purposes of my research was to explore whether the family culture practiced by male- dominated society hurdles or not to develop speaking habit and cause speaking anxiety, I took it as a strong stand point to stand and raise my consciousness. I worked to bring transformative and better vision in the traditional classroom pedagogy. Since theories of critical paradigm helped to encourage, empower and enable to bring change in the traditional mindsets and expand thinking horizon, I believe it has become equally useful and practical to plant the seeds of critical consciousness and civic- mindedness in the teaching techniques of the teachers and freedom of learning for the students.

Narrative Inquiry as a Research Method

I employed narrative inquiry as it is a postmodern or post human storytelling approach (Jorgensen & Martines, 2014) which focuses for the critical lens to approach the ontological and epistemological context in a meaningful way. It is fruitful research parcel and a good method to understand and make sense of my research topic (Connelly & Clandinin, 2006). I attended the individual experiences of my participants in the form of stories about English speaking, and English-speaking anxiety in ELT classrooms, the influences of family and school culture and the roles of English as a powerful and difficult language, the ways of their manifestation and the domineering reasons behind it relying on the critical or specific events (Webster & Mertova, 2007) as it is an event- driven tool which helps to recall my own living stories of experiences of English language classrooms and apply to new situation of my participants' small and big, and bitter and better stories of learning English in general and learning English speaking in particular.

There are many reasons why I decided of choosing narrative inquiry as a suitable research method for my research as it is a 'sea change' (Webster & Mertova, 2007, p.28) method which accepts change in thinking, constructs, deconstructs and modify the stories. I was curious to explore the lived experiences of language learners on how they perceive English language speaking anxiety and their views on language learning and roles of social culture. I inquired and constructed a close and rich understanding of those narratives through a close connection and collaboration, interaction, continuity and situation over time with different social milieus (Connelly & Clandinin, 2006). Another equally important concern of my research is to study and address the complexities and subtleties of teaching and learning English speaking, narrative inquiry is a well-suited method (Webster & Mertova, 2007). I followed a recursive, and reflexive process of moving from the field (with starting points in telling or living stories) to field texts (data) to interim and final research texts based on the key quality of the narrative inquiry. I took it as a useful method to shape new theoretical understandings of English language learners' experiences of learning English to speak and speaking anxiety in language classrooms. I as a narrative inquirer attended to the temporality of my own and participants' lives, as well as to the temporality of places, things, and events. I attended to both the personal and social conditions of my participants' experiences, delving into the social, institutional, and linguistic narratives. I attempted to look at how the students' narratives shape and inform about their bitter and better experiences of speaking practices standing in the same views as Bell (2023). I took stories as a window to enter into the lives of participants to explore their beliefs and experiences through observation and interview.

My inquiry on speaking anxiety has been set in the context of my own living experiences, and my participants' living and told stories. I also explored how language learners are situated in specific social, historical and cultural contexts (Barkhuizen, Benson & Chik, 2014). It has been equally useful method for my research to present stories of understanding language learners about the influences of socio-cultural practices and identity (Nunan & Choi, 2010).

Furthermore, I tried to access the lives of participants, their lived experiences of speaking and speaking anxiety in the language classrooms, and engage in a process of storytelling. The construction and reconstruction of personal and social stories of

learners have been understood in relation of them with society, culture, human actions and life (Leavy, 2009 and Connelly & Clandinin, 1990, cited in Kim, 2015)

I believe that narrative inquiry suits best to reach the goal of my study. So, I have made the selection of it as my area of research interest is to explore the students' English-speaking practices, and their perceptions about speaking anxiety and anxiety causing factors. It guided me to get clear and in-depth ideas about my participants' perceptions, practices and experiences through their told stories as (Clandinin & Connelly, 2000) said experience happens narratively. Therefore, the educational experience should be studied narratively.

I delved into the worldviews of the participants to explore their lived experiences conducted in natural setting of the EFL classroom, through close observation, interviews and dialogical engagement. I gathered essential information using multiple ways of data generation techniques such as the inductive process, holistic and firsthand experience of my research field visit. I announced that I developed a good rapport to work, stay and share the ideas with them and obtain complete and rich information, which meets the demand of research questions.

Research Space and Participants

Field/ sites are the locations for conducting research. Making the right selection of field to do a narrative study is a key part of the research. Making the right decision to select a research site is no longer as easy as it was once. In a way, the field is everywhere and nowhere at the same time with full awareness about choosing a field. I selected four English language learners from Tamghas- based public secondary schools of grades XI and XII and undergraduates caring line up of setting, events, process, purpose, research questions, and cultural context. I used multistage and convenience sampling to reach to the complexities and subtleties of two different level of participants for contextualizing the narratives in the classrooms in relation to teachers- and students in a holistic way as Clandinin & Connelly (2002) stated. Based on the view of Fay (1999, cited in Mertova, & Webster, 2019), I had a clear justification behind the selection of participants of different levels to view the change experiences and their intrinsic and like events in the life of the storytellers. I have selected two public schools of Tamghas, Gulmi. Making the right decision about where to conduct the research and whom to include in it is a big issue to care in research process. The selection of participants in qualitative research is a crucial, chilling as well as sensitive task which demands high skill. The participants are the

real agents who can only help the researcher to reach the target. According to Patton (2007) selection of participants is best ruled by criteria of practicability and the purpose of the research I adopted what (Palys, 2008, cited in Maxwell, 2012) called the purposive sampling method to select a suited site and participants for my research. It is a paragon of quality research which provides clear strategies of a particular setting, and persons or activities to meet the demands of my research question and goals. I appealed to English language teachers of the selected schools to assist me to identify the most anxious students through an oral test.

Methods of Generating Stories

I used methods to explore the detail, depth, and rich stories of students with speaking anxiety. More flexible unstructured interviews and observation were the useful to explore the space, temporality and sociability (Clandinin & Connelly, 2006) of storytellers/students to drag the events that happened during the course of English language teaching and learning. The methods became supportive to make the close involvement and observation to gain a unique and authentic understanding of anxiety.

Interview

I used open interviews as a major technique for gathering stories of students with experiences of anxiety in speaking and communicating through a second language. The unstructured interviews enable me to understand, interpret, describe and explain the social phenomena. I adopted conversational interviews to understand the subjective views or perspectives of students (Angrosino, 2007). I believe that the unstructured interviews Saranraj, & Meenakshi (2016) allow me to gather a piece of rich information. The informal interviews with closer relationships with participants facilitate exploring of learners' narratives of fear and anxiety about speaking in a language class and to inquiry because they hesitate to share knowledge in oral form. My nature of the interview was conversational with probing questions based on the themes of the research questions. I prepared and used interview guidelines with prompts as advocated by Robson (2002) to elicit in- depth, elaborated and useful information in smooth flow (Roulston et al, 2003).

I simply conversed in informal setting with my participants to explore their lived stories of speaking about anxiety, experiences, views and beliefs (Lambert &Loiselle, 2007). It helped assemble research relevant information from the participants based on their emotions, feelings, experiences and perceptions. I made a careful plan of conversation and interview based on already established rapport or shared experiences

and informed consent of my participants. I have performed the role of co- creator of knowledge and become active to use my critical abilities, experiences and self-perceptions in the interview situations (Lingard & Kennedy, 2010). I was open respecting the unexpected and newer experiences of students on speaking anxiety.

Observation

I in this study used observation as another equally useful method for generating non-discursive information is supposed as a helpful way to explore the everyday social life of the learners. It facilitated me to engage in systematic noting and recording of events, behaviors, and artifacts in the social setting chosen for study. I planned and recorded the observational information (Musante, & Dewalt, 2010) on the fear and anxiety of learners in learning to speak English as a foreign/ second language. I observed how they communicated, acted and reacted with their friends and teachers in the language classroom. I partially participated and situated myself in the principle of neutrality in the observation process. I put my best attempt to make a close understanding of their learning world in a new, critical and flexible way. I critically used and comprehended the memory of critical or specific events as Mertova & Webster (2007) said that they are useful to recall my living experiences of teaching and learning of English language classroom and applied to new situations of my participants to construct and reconstruct their ontological and epistemological perceptions through social and culture values of English language teaching and learning atmosphere (Ponterotto, 2005; cited in Gavidia,2022) their narratives which reflect how they gear into the everyday life of learning the English language. I collected the detailed descriptions through self- critical reflexivity on the issues of semiotics and anxiety in speaking in the language classroom. Building a good rapport, I did a close observation of each happening of the classroom to glean an in-depth understanding about my research field.

Techniques of Crafting Meaning in the forms of Stories

As caring for the methodological needs of the narrative study, I used mixed and matched methods of crafting meaning through the processes of coding. After the completion of data collection from different sources using various methods and tools, I worked with the collected raw data to do the analysis and interpretation to generate new meaning. The jumble of raw data does not speak anything at all unless they are evaluated, analyzed and interpreted using various such as comparison, contrast generalization, discussion and so on. Based on the views of Roper and Shapiro (2000)

making meaning from the heap of the gathered information is not an easy job and data analysis and interpretation is a sensitive and critical task.

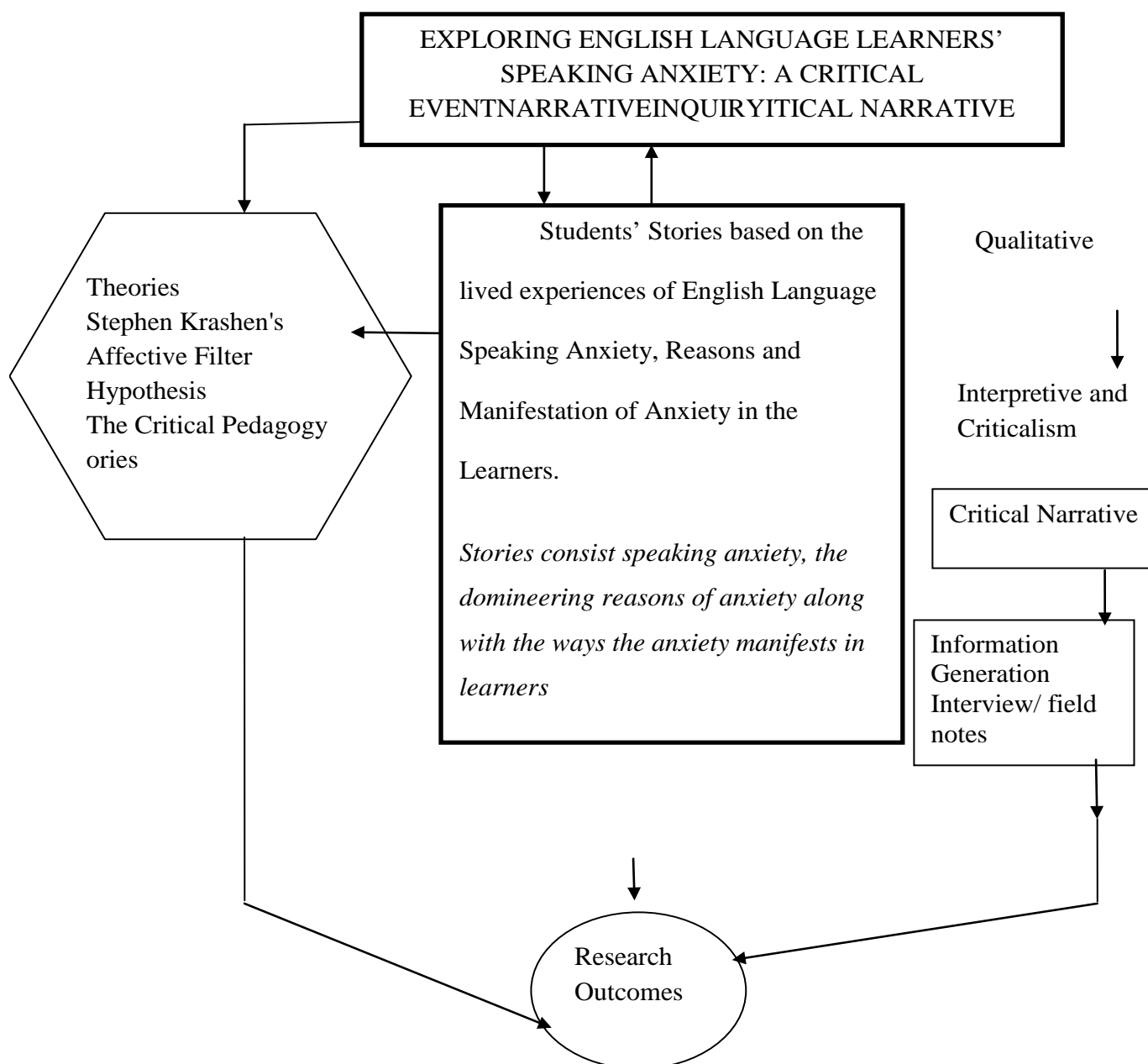
Standing in the research insights of Patton (2015) I believed that each qualitative study is unique and the selection of meaning making approach is also unique, so is mine. I used different literatures along with my critical consciousness to generate the themes or insights from the subjective and critical analysis and interpretation of the juicy data both from emic and etic perspectives. As stated by Saldana (2016) the coding decision for the matching choice of coding methods always depends on the nature of the study, goals, research questions and paradigm. Based on the nature of my research journey I used mixed and matched methods of coding from both first and second cycle which is also supported with the views of Saldana (2016). I used the narrative and elemental methods to code they obtained data. Then I themed the data based on using descriptive and theoretical methods of second cycle of coding as I had a grand tour of data. I evolved from almost being one of them and used the deep insights from learners' subjective experiences, perspectives, and perceptions and my own critical awareness to generate inter- subjective understandings to inform about the ontological and epistemological world views fewer than three major themes.

There is no cookbook or a single correct method or way for qualitative data analysis. There are multiple and diverse ways of analyzing data based on the purpose of the inquiry. While doing it, I followed the three key qualitative strategies proposed by Dornyei (2007, cited in Bharkhuzin et al., 2014) iterative, emergent and interpretive processes. I moved back and forth between the data collection, data analysis and interpretation. I stopped data analysis at the point of saturation when there is no further need of information. I implied emergent, open and flexible research design to bring new insights or details of language learners (Dornyei, 2007, cited in Bharkhuzin et al., 2014). First of all, I gathered all the data obtained from interviews, observation and discussion systematically and edited them to minimize the errors seen in the course of data collection. And then I followed the process of transcribing, coding and categorizing, reflecting, member checking and analyzing (Maxwell, 2012). I made the thematic analysis and interpretation of the coded data using descriptive narrative and reflective techniques to develop the major theme with the use of formal and academic language.

I also utilized a critical event narrative analysis method to analyze and make the sense of the interview data as Mertova & Webster (2020) opined that the method

is essential in identification of critical events in English learning professional practice of my research participants in the academic settings. I explored, identified, and elicited critical events through me through face-to-face interviews with the individuals. I just pinpointed those events which have great impact and profound effect on my storytellers who experienced speaking English anxiety. The shared events in form of stories by my participants were the unplanned, unanticipated, unique, and uncontrolled and were about the change experience or worldview (Fay, 1999). I focused for internal or external causes of English speaking anxiety occur in the process of English language learning practice of my participants in EFL classrooms.

Conceptual Framework



Ensuring Quality Standards

Maintaining quality standards in any research work is a crucial part. There are several debates about the Fixed quality Criteria to maintain trustworthiness in qualitative research (Guba & Lincoln, 2005, cited in Enwore, 2023), as there are diverse ways to ensure it. I have become much more sensitive to give a flavor of quality in my research using multiple modes of inquiry. Furthermore, I as a qualitative inquirer used the quality standards guided by the multi-paradigmatic paradigm, and research method which meet the intention of my research. As my research intent was to seek the core issues and problems of teacher- centric English language classrooms and bring a close understanding by interpreting, reflecting, critiquing and questioning unjust pedagogical practices, I depended on quality standards of interpretivism and criticalism to ensure trustworthiness.

I have used trustworthiness, authentic unjust, pedagogical thoughtfulness and reflectivity as the quality standards of multi -paradigmatic paradigms.

Trustworthiness

Trustworthiness is a quality criterion in qualitative research work. I maintained trustworthiness in my work using three criteria credibility, transformability and dependability proposed by (Guba&Lincoln, 1998 cited in Taylor & Medina 2011). I ensured the quality of credibility with the notion of prolonged engagement and immersion in the fieldwork and participants, to have rich, depth and sufficient understanding between me and my participants. As my core concern was to bring the lived experiences of English language learners on speaking anxiety, I attempted to reflect a true contextual portrait of the learners who have big and bitter stories of speaking anxiety in the ELT classroom.

Similarly, I included the sense of transformability with a thick and full description of the real language classroom context and all the contextual factors impinging on the inquiring (Guba & Lincoln, 2005). Furthermore, I have conveyed the information about the boundaries of the research study to provide easy and additional information for the audience to decide to what extent the research findings are applicable to a similar context.

Authenticity

Authenticity is a measuring rod to evaluate the trustworthiness of narrative research. There are different ways to ensure research authenticity. I adopted the

authenticity criteria of Guba and Lincoln (1989) which prefer for educative authenticity, catalytic and tactical in my research. I tried to achieve these authentications by providing detailed information for the audience to convince them that they told stories are serious and honest.

I also believe my research finding contribute for enhancing a rich understanding in participants about problems causing speaking anxiety and getting insight to overcome through sufficient narrative coherence (Mertova & Webster, 2007). I have a belief that my research will be a milestone for learners about long rooted classroom culture and give strength for future betterment.

Critical Reflexivity

I have done critical reflexivity of my research journey including entire research processes, methods and rereading of phenomena, literature and narratives to maintain critical reflexivity in my research as May & Perry (2014) states that reflexivity involves turning back on oneself in order that processes of knowledge production become the subject of investigation. I critically looked back to the self and reflect on obtained information. I adopted the process of creating, modifying, and imagination envisioning, writing and reflecting on self during the process of study.

Pedagogical Thoughtfulness

Pedagogical thoughtfulness is an equally essential quality criterion of my research since my research aims to explore and create stories and vignettes to draw the attention of concerned authorities to rethink and modify the existing pedagogical practices which are fairly the sources of anxiety for students to speak. I motivated my research participants to engage, realize think and rethink their pedagogical practices (Yusuf, Taylor, & Damanhuri, 2017).

Ethical Consideration

Maintaining ethical consideration is of crucial part and prime importance throughout the research process. I as a narrative inquirer, have become very sensitive about taking ethical issues as my responsibilities which happen in the process of negotiation between I and my participants at all phases of inquiry (Clandinin & Connelly, 2000). I have worked consciously to care about ethical issues in my research work. I honored and valued the feelings and principles of my participants during the inquiry process treated the participants with equal respect and provided equal voices using an open and democratized process in which all of them will feel free to share their stories of pain and pleasure in speaking experiences in the language

classroom. The most sensitive part of my research work is maintaining quality. Quality in research can be maintained diversely. I put my effort to enhance and give a sense of quality in my work. I collected data from multiple sources and methods (Breen, 2007). I also developed a journal to document tasks and memos, field notes and recordings. Moreover, I stressed for the following criteria to ensure quality standards. They are:

Informed Consent

I have maintained the ethical concerns by informing the participants about the purpose and procedures of my research. I have put my honest efforts to build a good rapport through informed consent guidelines.

Right to Withdraw

I have ensured my participants about their right to withdraw their participation from the study at any time if they feel uneasy without any hesitation and fear. There was no compulsion for them to involve without their wills.

Confidentiality and Privacy

Assurance of confidentiality and privacy is the central concern while doing narrative research. I have built trust and done every possible thing to safeguard their right to privacy. I used Pseudo names. The privacy of the research participants has been protected during the journey of research by respecting their right to privacy, dignity and personal feelings of the participants. I used unbiased language against gender, racial, or ethnicity, group, disability or age in writing research.

Chapter Summary

This chapter summarizes the detailed descriptions of the methodological procedures I went through for the quest for knowledge to advance my understanding about the research issue which I aimed to infer. I shed light with the philosophical considerations wherein ontology, epistemology and axiology were discussed. I presented the concepts, reasons and justification for choosing multi paradigmatic stand and critical narrative inquiry as my research method. Unstructured in- depth interviews of the participants were the primary way to draw information about the intuitional narratives to make my confidential thinking and understanding based on their shared stories. Furthermore, this chapter also brought the descriptions of the selection of research site and participants, crafting meaning out of students' narratives and the quality standards adopted along with the ethical considerations have been discussed in this chapter.

CHAPTER IV

EVOCATION OF LEARNERS' NARRATIVES ON ENGLISH LANGUAGE SPEAKING ANXIETY

This chapter is all about the lived experiences and life stories of my research participants they gained during the journey of teaching learning English in Nepalese classrooms context. The chapter gives open space for the four English language learners to offer their voices and views regarding English language speaking skill and speaking anxiety in the form of narratives. I try to delve into the experiences and life world of the four participants to bring and evocate their shared narratives in the course of the interview. Their narratives have been presented into different sub-headings so as to show the patterns as well as to give them a story form. The learners' real voices are also inserted at places where deemed necessary. The chapter ends with my own story which further consolidates the narratives of the participants.

Samir's Profile

Growing UP

Samir is my first participant who is born and brought up in the middle-class humble family of Gulmi district. He is the son of agrarian and somehow illiterate parents who see bright future in the eyes of their son through quality education. He is the EFL learner of grade XII from one of the schools of Tamghas valley. My first meet and greet with him was possible due to the kind cooperation of his English language teacher after my informed consent about the research purpose. I and my participant had a very short but sweet informal talk during the break time of the college in cafeteria. He seemed very bold and cooperative though he had a sort of feeling of fear when I shared the purpose of meeting with him. Even though he was ready to assist me in my study, I asked him to think and reply me about his willingness or unwillingness to participant in my research journey. After two days of interval, I went to the college to confirm his approval for the research journey. This time he was found much more eager to contribute with his ideas and views about the learning scenario of English language classrooms. We had slowly several informal meetings and talks which help us to be very close to each other and more open to everything.

First Step into Education

Samir's first step of education started when he was about to be six in grade one. He had joyful days and better narratives in almost all subjects except English. His experiences of learning English started from ABCD... from grade one. However, he had no realization of pain and fear till grade 5 as he was good student in other subjects. He had a sort of unease and fearful feelings in the hidden corner of his mind which controls him and pushes him back from speaking in English. Compared to present, the early classrooms days were hard and structured. The learners of his time hardly had reading practice in the classrooms. He shared his narratives;

I did not have enough speaking exposures for practice. It has become difficult subject as it is heavily influenced by Nepali language. Large number of the students, unfriendly environment and distant relationship between teachers and students are other major causes of making English difficult and fearful. I feel English as difficult language as it is affected by the influence of mother tongue Nepal. From the early days we had only one period and others are in Nepali. I did not realize the value of English and its difficult nature in learning English. Students were unaware about the importance of English.

Teachers used to teach English translating in Nepali. The learners had passive roles of listener to listen the lecture of the teachers. The teachers used to teach the lesson converting everything in Nepali. He shared many of the learners silently used to listen to the teachers. Students did not show any interest to English. Mostly teachers used to jump into Nepali. We lacked the appropriate schooling about the value and importance of English during early days of schooling activities from the language teachers. Our language teachers were very rigid and traditional and used to think that their duties are to be regular and deliver the content through the lecture method. They lacked the ability to understand the learning psychology of learners in the classrooms. He lacked the appropriate schooling about the value and important of speaking in English. English has become a difficult language due to lack of proper coaching in -early days of schooling. He used to fear in English language classroom. He had inner desire and interest to learn English. But he had always been influenced by an uneasy feeling in mind. The early days of class were hard and fearful.

Hidden Barriers

He recalled and reflected his early days of education full of hidden barriers as he was born and brought in a sort of traditional and teacher-centered classroom

culture. The teachers used to be the sole source of knowledge and authority in the classroom. There used to be a dominant role of teachers. We had to do whatever the teachers say. He had stories of fear and ongoing struggles. He had keen interest of learning English as it is a new way to reach near to get better job. He was well conscious about the increasing demand of English in different fields. It is equally important to adjust in the global market. It is required both in and outside the country. However, English was the most difficult subject for him. He used to be very silent and honest to listen to the teachers. He was supposed as a poor performer and was never given any role to contribute to sharing things in oral form. He never enjoyed the English classroom environment. He shared the hidden realities through his narratives of hidden barriers that negatively affect the speaking skill. He said when teacher asked him to share his ideas in English he had unpleasant feelings. He said,

*I tried but fear distracted me. I felt difficult to share in oral form
The environment of English language classrooms was not favorable for the learners. There were low or no motivating activities for the learners to inspire to share things in oral form in English classrooms. I used to/ am feel uncomfortable and fearful in English period. I had/ have a weak and negative self-image of thinking myself as a weak in English and never got and dared to share things due to a prevalent feeling of fear making mistakes in speech, fear of being teased and laughed at and fear of getting hopeless and negative comments from the language teachers. I never dared to ask any thing in English from that day when my teachers discouraged me when I asked one question which created confusion in me. In response I got attack of bitter words.*

He thought himself as poor performer in English language classroom. He used to suppose himself as weak student in the language classroom and had a sort feeling of fear to share thinking of making mistakes. He had an unpleasant story of English language classroom. He used to be silent thinking that he is poor in English. He had an unpleasant story. One day in the English language class, he asked one question to teacher and in response he got punishment that *teti pani jandainas*. He stated;

Our English language classes were only for name sake and shaped by the determined and designed syllabus. English Language teachers had course content at the heart rather than the extra opportunities which demanded the active and interactive participation of the learners. They mostly used to tell

stories that obviously share the difficult nature of English in the language classroom.

He never got the opportunity of oral sharing in the English language classrooms attempts to coming out of barriers.

Alisha's Profile

Growing UP

Alisha is a passionate and ambitious female college student. She has been living Tamghas, the headquarters of Gulmi with her maternal uncle and aunt. She has her younger sister and both of them are pursuing Bachelor's degrees in English and Nepali Education respectively. She liked English the most. She shared that the public speeches, maternal brother's interest and efforts towards learning English to speak, tourists' visit from foreign land in her hotel. The easy availability of English Newspaper Gorkha Patra attracted her to the English subject. She loves English and has deep interest on it. She always feels pleasure to learn it. As she was my second research participant who has really contributed in my study journey offering her life stories of her learning English in Nepalese classroom contexts? I have had several either informal or semi- informal interviews after my honest effort to build sound rapport with her and a bucket of stories about learning English to speak.

First Step into Education

Alisha has many stories of struggles and adversities which she experienced during her early step of education to till today. However, she put her sincere efforts to recall, revisit, remember and reflect only the most critical narratives in the form of story lines She has been studying English from nursery till today as both compulsory and optional subjects. She loves to learn English and has a keen interest in being smart in it which started from ABCD.... Beside reading, listening, writing she loves to learn speaking in English. So, she has been majoring English thinking to make quality English. Her story of learning English started playing with letters ABCD... from a government school. The environment of the English language classrooms was governed by the direct and heavy influence of mother tongue i.e. Nepali. Teachers used Nepali language to teach English. The learners hardly found teachers using English in the classrooms and with students. Due to that prevalent classroom culture, she developed a negative and weak self-image to judge herself as the weakest students of all in English. She never thought of learning English for multiple purposes. She shared her stories;

Rather I had a traditional concept to study it as a compulsory subject of predefined curriculum to pass. So, my understanding of learning English is to complete a certain degree of education. I took it as a compulsion. The English language teachers had core concerns of completing course and increasing the number of pass students/ pass percentage. I never got a chance to share in English. Teachers' focus was just to complete the course on time. Sometimes we were asked to do reading. They thought that students could not speak and that asking them is just a waste of time.

She has had many tiny incidents in the learning process. She has one very important and unexpected incident when she was in grade 10 which she took as her best and most important turning point of academic life;

They counted me as one of the talented students in the English classroom which really added to my hope for English. I realized that if I had to do much to fulfill the expectation of my teachers. Indirectly I felt that I could do it. I'm taking English as my major subject.

Her stories reveal that English language teachers' judgments on her performance as a bright student had a crucial role to add courage and positive zeal in her to take English as a major subject.

Hidden Barriers

The stories represented by Alisha in the course of many interviews elicit the grounded and hidden ideas that portal social, personal and existential conditions of English language learners in Nepalese classroom. She shared social and cultural stories of English language teaching and learning conditions that she endeavors personally, practically and socially. Her stories clearly presented a picture of traditional language classroom setting where teachers used to be the sole source of knowledge and authority in the classroom. There used to be a dominant role of teachers. We had to do whatever the teachers say. Teaching and learning tradition of my schooling was structured, form focused and syllabus based. Teachers had main target of completing course on time. Among four skills, speaking was the most neglected and ignored part of teaching. There was no diversity in teaching pedagogy. Teaching and explaining the content in Nepali was the prevalent and popular culture and tradition of that period.

I suffered from anxiety and hesitant myself thinking of getting negative evaluation and comments from my teachers and friends. I all the time thought

about the mistakes of grammar, vocabulary and pronunciation. So, I always loved to be a good listener rather than oral contributor. I had the impact of my home culture which always taught me the lesson of being silent. I was familiar with my family advice like you cannot do, let it go etc. I did not feel difficult to read and write but it became the most disliked and uncomfortable for me when I had to speak.

She did not become a book lover of English. She only read English during exam period and she was always unable to score pass mark. She did not have single record of being interested in the English language classrooms. She felt bored in English period. It was the longest period. The absence news of English teacher was the happiest time for us. Only the bright students and counted number of the students were in the top priority of the language teachers. She felt down fall and fear to speak with teachers. She had no single event of sharing her pain and pleasure due to the strict, rigid and unfriendly nature of teachers, lack of closeness and her own self-image. They did not care about the learning psychology of the students. There used to be low or no oral exposures. She had the memory of one incident where she herself felt down feel. It was the time of speech where she could not continue due to the stuck of vocabulary. She quickly jumped to new topic at that time her friends laughed at her. She evoked her views;

I really felt unpleasant I wish not to speak. I felt fear of making mistakes (grammatical, speaking wrongly, lack of confidence) I became totally absent-minded erasing the things I wanted to share by standing but I could not. Even if I try to speak, I forget down feel. I always feel hesitant and insecure in front of teachers and friends. My poor base, negative self- image, negative learning psychology, lack of gender co- existence environment, discouraging words from teachers and friends' teasing behavior and insecure feeling are some of the major things which bothered me from speaking English. There used to be many confusions and queries in my mind but I could not dare to share with teachers.

Manisha's Profile

Growing Up

Manisha is another female research participant whose sharing have become the most important gateways to create better perceptions about the teaching language scene of English language classrooms of her time. She has been studying in grade 12

majoring in English. She is the only daughter of her family who has been brought by her single mother as she has lost her father in moist fight. She has been living with her mother and younger brother in Tamghas, the headquarters of Gulmi. Her mother takes care of her home. She told that she is close to her mother.

Prior to the real conversation for the research, I shared my purpose of asking her for help, and took her consent for the voluntary participation in my research journey. At that time, I found her outspoken. As soon as she listened to my purposes she was ready to be the co- participant and help me with her stories of experiences. She spoke in friendly, confident, and convincing way. She shared her experience openly without any hesitation. However, she did not tell her story in orderly sequence yet she shared only the most important and critical events of her life she remembered.

First Step into Education

In the early days, Manisha used to feel difficult in the English language learning atmosphere. She said she used to be insecure in every minor/ tiny word which obstructed her in learning English. Till grade five she really felt English as the most difficult subject of all because of the frequent used of Nepali by the teachers. She had problem to get sense from the teachers' delivery. She had complex feeling in understanding the meanings;

I could not know what to say or what not to say. I never felt easy to speak English at the beginning. In the first phase of learning, I used to love speaking. I also loved to write. But I love listening most. I also love to listening and speaking

Her guardians' maternal uncle and brother also helped her in her early step of learning. She was guided by her guardian about how to use Google to translate unknown Nepali words into English. As she studied in boarding school, she found it easy like students studying in Nepali medium school find Nepali easy. When she had to deal question paper in English language she thought she could write more in the English language as compared to Nepali. The main reason behind her positive image about English was the implication of English as a medium of instruction in teaching learning field.

Unearthing Manisha's Stories

Manisha has recalled and reflected her childhood days as she was born and brought both traditional and teacher-centered society and modern teaching settings. She shared blended stories of comfortable as well as uncomfortable experiences she

gained in the course of learning English. In her early days of education, she experienced the democratic and participatory learning context. However, later part of her learning steps, she encountered with such teaching environment where the teachers used to be the sole source of knowledge and authority in the classroom. There used to be a dominant role of teachers. They had to do whatever the teachers say. There used to be a few extra-curricular activities. She had the stories of unease;

I felt hesitation and unease. I loved to remain silent. I mainly had the fear of making grammatical mistakes. I used to feel insecure of imperfect or wrong sentences. I also felt fear due to the sense of lack of close connection with teachers. I used to think if I make mistakes I will be scolded by the teachers. There were very limited oral practices. I would not feel free. Rather I had fear or pleasant feeling due to the teacher centric and strict learning context. Teachers were domineering despite their rare facilitation. There was also the lack of closeness between teachers and students. Communication centered on teachers.

Arjun's Profile

Arjun is one of my co- participants of this research journey whose stories contributed to construct the knowledge about learning speaking in English language classrooms. He is a college student and the only son of his parents. He has been studying Bachelor degree and has had lived experiences of struggles in language learning journey.

When I first met him at his college, he seemed cooperative, open and interested to talk to me. I put my request to take his consent and asked him if he was willing to talk to me for a few minutes and he instantly agreed and we began with introduction. I told him my purpose of meeting him and he smiled and asked me to continue. That day, I just tried to make him comfortable talking to me chatting about different issues. I departed from there requesting for availability for the next day. In the next meeting, I started my informal chat just inquiring the details about personal and family, friends, his interests, hobbies intending to build a close rapport with him. Slowly through multiple attempts, we have been naturally drawn to share the stories which help me to bring the critical lens to deconstruct the existing assumptions, practices, and classroom culture of English language classroom of his time.

First Step into Education

He started learning English in her early days of schooling. His parents have been sacrificing their lives to make him the best of the best. He had a good relationship with his English teachers too. He has started his learning journey at Arjun English Boarding. He did not feel difficulty in the early days. Based on his stories he had his first formal class from 3rd grade 4. He started to learn different skills of reading, writing, listening, etc. His stories have become helpful to have better understanding of his early days of schooling. His mother was also a motivating agent for him to use English. His family environment really pushed him to learn to speak English

In the early phase of learning he used to feel uneasy or fear. From grade 1 to 4 he hardly spoke due to the fear of making mistakes and being scolded by the teachers. They used to scold as well as advise for learning English. In the beginning English language class was teacher centered. They used to give much priority to reading and writing. He shared his stories of early days of educational practices;

Later we were given very low chance of oral sharing. We used to ask for dialogue by providing context. We used to blend both Nepali and English languages. Till grade 10 we had structured-based teaching- learning system. The main focus of English language classroom was to teach to context knowledge from the designed course book and complete the course in time. We had very low or no chance of active participation in speaking activities.

Unearthing Hidden Barriers

Arjun has the blended stories of grievances and joys during the course of English language teaching and learning. He had fearful beginnings as he had unease or uninteresting days where he used to struggle to communicate due to different linguistics aspects, teachers' teaching techniques, and other factors. He had days of joys in the early phase of learning which can be understood from his references of the shared stories;

I think and realized too that totally depends on teachers' skills of handling the classrooms. Teachers' teaching techniques/ methodological have direct impact whether to arise interest or borenness in learners. I have experiences of grade 4. I do not disclose the name. I really used to sit and count time with time. English teacher of grade 4 never tried to understand the learning psychology and interests of learners. Though we used to get written

homework, there was no update of home task. The teaching methodology of teachers has a very great role

Despite his initial fears or unease feelings, he determined to learn English as he had loved to learn it. When he reached higher classes, he experienced joys in learning English. He has given much focus to self-practice and self-study. His narratives reflected that language teacher played a vital role to germinate the seeds of interest in learning English speaking.

CHAPTER V

INSTITUTIONAL NARRATIVES OF THE PARTICIPANTS ON EXPANDING IMPORTANCE OF ENGLISH LANGUAGE

In this chapter, I presented the institutional narratives of the EFL learners. I narrated the experiences they shared in the course of the interview and from my informal visit and observation. I divided their institutional stories of experiences into two blended views to recount the experiences accordingly that resound both bitter and better accounts. I also incorporated my research participants' actual voices wherever relevant. I broke down themes of willingness as well as unwillingness of learners to learn English. The interview with the EFL learners gathered experiences which required to be put into narratives in order to make the experiences coherent. For that, I transcribed the responses obtained from the interview answers into narratives and categorized them into main headings: Enlightening Institutional Blended Narratives of the Participants on Expanding Importance of English and Speaking Anxiety.

Institutional Narratives of the Participants on Expanding Importance and Interest of English for Global Opportunities

English has become the language of interest and the dream of many to see and seek diverse career opportunities through it on an international platform. It is the most widely used language, making global communication and collaboration easy. It is an international language (Jenkin, 2006) that enhances the learners to learn civic engagement skills, qualities of global citizens, and awareness about changing social responsibilities (Merrifield & Kai, 2004, cited in Akther, 2022). It has become the language of preference and essence of many to adjust in this digitally changed world. Based on my participants' local voices, many of the students are interested in learning to speak in English even if they have the unease to share orally. From their shared stories participant, Samir reflected an increasing interest in English;

I have an interest in learning English as it is a new way to reach near to get a better job. The increasing demand for English in different fields made me interested in learning English. It is equally important to adjust in the global market. It is required both in and outside the country.

From this story, I can construct my understanding that the demand and interest in English is an emerging need as it opens the possibility of a better job in the global market. It is equally required for both domestic and international life affairs. Along the same line participant, Alisha shared her stories of preference for English;

I am also interested to learn to speak English because it has become the language of value and the diversity of different fields. It has been a bridge to bridge the meaningful existence of people in the present global market. It is a link language to build national and international networking and global society.

I as a researcher can have a better understanding of the unavoidable use of English as it plays a gateway and a link language to gaining international stand and global networking in a global society through the narratives of participant Alisha. It is the language that invites diversity in every part of life. Another participant Arjun also shared the same views on;

Yea, I love to learn English. I often watch English talks, interviews, or shows of great celebrities at national and international levels. I enjoy learning new things from their lessons of life because I want to grab new points from them; I love and like to guide others to learn English speaking.

The above stories of Arjun represent the increasing demand and interest in learning to speak English as the use of English has become unquestionable and unavoidable. It is in our kitchen to classroom to bed rooms that excel new opportunities for professional and personality growth. So, it is clear that the evolving and emerging need for English is the strain of recent time

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The narratives of participant Alisha, I as a researcher can have a better understanding of the unavoidable use of English as it plays a gateway and a link language to gaining international stand and global networking in a global society. It is the language that invites diversity in every part of life. Participant Arjun also shared the same views on; The shared stories of Arjun represent the increasing demand and interest in learning to speak English as the use of English has become unquestionable and unavoidable. It is in our kitchen classroom to boardrooms that excel new opportunities for professional and personality growth. So, it is clear that the evolving and emerging need for English is the strain of recent time.

Institutional Narratives of the Participants on Speaking Anxiety

I used critical narrative lens over the gathered critical events in the form their oral stories of my participants, different institutional narratives have been explored that vividly depicted the academic anxiety as Cassady (2010) stated that learners experience in institutional space. I identified intuitionally blended narratives to deconstruct the existing values, teaching practices, meaning, and challenge of ELCT. I explored Teachers' Stressful Structural Academic Practices, Participants' Narratives on Social Issues, and Participants' Narratives on Linguistics Issues as the key themes under the above heading.

Teachers' Stressful Structural Academic Practices

Teachers' academic practices in language classrooms have a crucial role in either inducing or reducing interest in learning FL. Their academic practices,

management skills, and the choices of pedagogies in the teaching-learning process have prominent roles to facilitate or impede the learning interest and learning psychology of the learners. They are considered the key sources of learning motivation. However, language teachers in our context prefer to adopt structural and form-focused practices in strict and tense classroom settings (Hakim, 2019). There are different situations that can trigger or play the role of evoking speaking anxiety. Rivers (1986) has claimed there are many language teaching classes that have an authoritarian system of teaching. Many languages teachers stress content focus teaching and make the easy choices of traditional grammar-translation and rote methods with a quick shift from L2 to L1 which restricts learners' learning autonomy. The ideas shared in the storylines of my first participant Samir are depicted below.

There were low or no motivating activities for the learners to inspire to share things in oral form in English classrooms. I used to feel and I feel uncomfortable and fearful in English period negative comments from the language teachers. I never dared to ask anything in English from the teacher. When my teachers discouraged me when I asked one question, which created confusion in me. In response, I got an attack of bitter words 'Teti pani jandainas'. From the event of that day, I have had a sort of unease and fearful feelings in the hidden corner of my mind which controls me and pushes me back from speaking in English. Compared to the present, the early classroom days were hard and structured. Language teachers had course content at the heart rather than the extra opportunities which demanded the active and interactive participation of the learners. They mostly used to tell stories that obviously share the difficult nature of English in the language classroom. We had only one period of forty- five minutes, which was governed by teacher-cantered teaching pedagogy and translation followed by a drilling approach to complete the content. Our jobs as students were to listen and copy the answers from the boards. I never got the opportunity of oral sharing in English language classrooms. Very rarely we used to have extra activities in the classrooms in which we used to sing or tell stories in Nepali. Our language teachers were very rigid and traditional and used to think that their duties are to be regular and deliver the content through the lecture method

I advanced my knowledge and understanding of the institutional narratives from the above sharing that the most disturbing and anxiety-inducing aspects have directly been linked to teachers' structurally stressful syllabus-guided practices. The stories of my participants have closely matched with the views of Faqihi (2023) who stated that the strict implementation of content focus curriculum also has a great role to induce speaking anxiety in learners in speaking situations. Limited time bound of forty-five minutes, stressful and demotivating language classrooms, teacher-centered traditional teaching pedagogy, speed of course and stressful classroom activities are the main aspects that enhance anxious feelings in learners. In our context, English is taught only for 45 minutes a day. English-spoken activities are confined to the classroom. It is not used in everyday use. As a result, our students are not communicative. They feel the anxiety to express what they like to express. This system limits the time for students and invites a sort of unease in them to share. The quick comments with demotivating words of the teachers also create anxiety in them. In the same manner, another participant Alisha also contributed with her stories about the culture of structural practices of English language teachers in the process of teaching and learning.

I always loved to be a good listener rather than an oral contributor. I did not feel difficult to read and write but it became the most disliked and uncomfortable for me when I had to speak. I considered English a difficult subject and language and loved to avoid it. The teaching and learning tradition of my schooling was structured, form-focused, and syllabus based. Teachers had the main target of completing a course on time. Among the four skills, speaking was the most neglected and ignored part of teaching. I used to be scared of English and could not score a passing mark till grade nine. During schooling, we never got any language exposure in English to do in the classrooms. We used to listen to the story of the complex nature of English from our teachers which slowly and gradually pushed me back and made my base of English weakened day after day and year by year. I felt downfall and fear to speak with teachers. I had no single event of sharing my pain and pleasure due to the strict, rigid, and unfriendly nature of the teachers. Our language teachers were very rigid and traditional and

used to think that their duties are to be regular and deliver the content through the lecture method...

The above stories of Alisha depicted the rigid concept of teaching and learning in which teachers are supposed as the main source or bank of knowledge (Alrabai, 2016) and active instructors to instruct the students in the class and the students are supposed to be passive listeners, observers, and receivers of the content without raising any queries. Most of the learners are demotivated because of the complex stories shared by the language teachers, teacher-centric teaching methods, and low or no oral exposure in the language classrooms. Teachers' unawareness of the importance of learners' engagement in teaching-learning itself caused discomfort zone for learners. Though there the present design of the English syllabus of the Nepalese context sought communicative practices still the teachers make their learners walk through pages by pages of prescribed textbooks and restrict themselves and their students to following ready-made EFL curriculum (Tanveer, 2007). The learners are expected to be good listeners rather than oral contributors. Arjun, another research participant of this research also stood in the same generalization of the structured and hard methodological choices and practices of the language teachers directly affecting language learning. His lived experiences in English language classrooms are presented here.

I did not have such a boring experience. But I think and realized too that totally depends on teachers' skill in handling the language classrooms. Teachers' techniques/ methodologies have a direct impact on whether to be interesting or boring. I have experience in grade 4. I do not disclose the name. I really used to sit and count time with time. However, we used to get written homework. There was no update on the home task. The teaching methodology of teachers has a very great role. Until grade 10, we had a structured-based teaching-learning system. The main focus of the English language classroom was to teach content knowledge from the designed course book and complete the course in time. We had very low or no chance of active participation in speaking.

Standing in the views of another participant's narratives presented above, I could critically interpret and construct an understanding that teachers' reliance on traditional teacher-centered teaching pedagogies and choices of decontextualized

practices are the major problems of English language classroom context of Nepal that affect learning psychology and interest of the learners. The stories also reflect the classroom culture which encompasses teaching traditions, the position of teachers, and their classroom activities (Chand, 2021). The methodological choices become obstacles to generating feelings of unease in learners to speak. Linking the views of Andrade & Williams (2009) the teachers have the great responsibility and paramount role in causing anxiety for learners to speak in English in the classrooms. Mostly, they show anxiety about speaking and using English in class. Frankly speaking, the reason why they come up with speaking anxiety is their teachers. Immediate corrections of teachers' and peers' comments upon their speaking discourage them to be more proficient speakers we wrongly practice that as a way of convincing them for speaking. We are hooking our students instead of leaving liberal learning. Manisha, another participant also contributed with her social and personal stories experienced in the English language classrooms;

I would not feel free. Rather I had fear or unpleasant feeling due to the teacher-centric and strict learning context. Teachers were domineering despite their rare facilitation. There was also a lack of closeness between teachers and students. Communication centered on teachers. I would not feel free. Rather I had fear or pleasant feeling due to the teacher-centric and strict learning context. Teachers were domineering despite their rare facilitation. There was also a lack of closeness between teachers and students. Communication centered on teachers.

In reference to my participant's social and institutional stories that depict the authoritarian, strict and tense classroom setting (Hakim, 2019) set by the language teachers is one of the pertinent issues of English language teaching and learning. When I played with the shared information critically, I reached in the point that teachers' structural practices, content focus teaching, strict learning atmosphere and traditional autocratic attitudes have great impacts to create a sense of fear in learners. Bridging the ideas of Andrade & Williams (2009) with my data they also found that teachers shoulder a great responsibility, accounting for in causing anxiety for learners.

Participants' Narratives Relating to Social Issues

Social issues refer to the problems that emerge from the learners' learning platforms or classrooms of the institution. During the informal talk with my participants, I generated data related to social issues in the English language

classrooms. Their stories cover the issues of fear of making mistakes, social comparison and immediate correction of the teachers, fear of being teased by the classmates, and irrespective of learners' learning diversity, needs, interests, and learning intelligence. According to Chand (2021) social problems or issues encompass the learners' feelings of fear about negative criticism by the teachers and peers, nervousness, inadequate vocabulary, a sense of grammatical and pronunciation inabilities, and fear of making linguistics mistakes that hinder learners' speaking skill and enhance feeling of discomfort to learn English speaking. The told stories of my participants give a vivid portrait of the traditional classroom setting with traditional teaching culture which is based on one size fits all approach which has created the greatest problem in the classroom (Tomlinson, 2014). The first participant Samir shared his views and experiences by highlighting his tense and highly anxious feeling of unwillingness to take participation in speaking activities in English language classrooms in the form of stories here;

I never dared to share things due to a prevalent feeling of fear of making mistakes in speech, fear of being teased and laughed at and fear of getting hopeless and negative comments from the language teachers. No one felt easy in English classes as it was thought to be the most difficult subject. Student psychology toward English was fearful and negative.

Through my critical interpretation of stories, I can understand and construct knowledge that fear of making mistakes and receiving negative and hopeless comments in the evaluation processes of the language teachers are the most prevailing debilitating (Dörnyei, 2005). His views also highlight that learners feel unease to speak due to their negative and fearful psychology towards English thinking it as the most difficult language to be learnt. His grievances also center on the ideas that his deep concern about social image. He feared of making linguistics mistakes in English speaking classes. He used to feel uncomfortable and hesitant thinking about mistakes which would damage his social image in front of bright learners in the classrooms. It seems common that fear of being bullied causes anxiety to speak. In the same line my second participant Alisha, one of highly tense and anxious learner placed her points about her stories of unwillingness to speak in English classroom activities;

I had a sort feeling of fear to share thinking of making mistakes. I had fear of being teased / bullied from friends. I used to have fear of

getting negative comments from language teachers too. I feel insecure all the time in language classrooms, as I have already had a weak and negative self-image about my status in English. I suffered from anxiety and was hesitant myself thinking of getting negative evaluations and comments from my teachers and friends. I considered English a difficult subject and language and loved to avoid it. I used to be scared of English and could not score pass marks until grade nine. No one felt easy in English class as it was supposed to be the most difficult subject. Student psychology toward English was fearful and negative. English is difficult. They lacked the ability to understand the learning psychology of learners in the classrooms. I lacked the appropriate schooling about the value and important of speaking in English I suffered from anxiety and hesitant myself thinking of getting negative evaluation and comments from my teachers and friends.

The narratives of Alisha were the strong evidences to depict the feeling of anxiety experienced by the language learners. She lacked vocabulary and skill to form sentences; even they were uncomfortable in pronouncing English. Based on the views of Dornyei (2001) negative evaluation, perceived low ability, and negative attitudes towards English classroom the important are experiences that cause feeling of fear to make oral sharing in English classrooms. Arjun also contributed with his stories of the same line;

In the early phase of learning, I used to feel uneasy or fear. From grade 1 to 4 I hardly spoke due to the fear of making mistakes and being scolded by the teachers. Many of my friends and I felt/feel discomfort or uneasy due to the fear of getting possible negative comments from friends and teachers. They also hesitate to be weak in front of others. They feel fear of making mistakes

The above-mentioned information is the reflection of social issues faced by another anxious participant in English language teaching and learning. He has lived stories of fear caused due to different linguistic issues. Weak psychology and low self-image are the most striking issues which pulled and pushed him into a fearful state. He developed hesitation and uninterested to speak in class in front of teachers and peers due to their awareness of being bullied and laughed at in case of mistakes

while speaking. Manisha also had similar stories about English language classroom and speaking English activities.

I loved to remain silent. I mainly had the fear of making grammatical mistakes. I used to feel insecure of imperfect or wrong sentences. I used to think if I make mistakes I will be scolded by the teachers

The shared stories of my participants reflect that many of the English language learners have feeling of unease due to the well consciousness towards some key social issues like fear of making mistakes, and immediate correction with negative comments from teachers. Their stories also illustrate that their sensitiveness about social comparison, evaluation of teachers in front to the class and peers' bullying or negative reactions (Fahiqi, 2023) are the most significant debilitating factors that affect the learning psychology of the learners and give a sense of insecurity and weak and negative psychology. Their stories also add the new understanding the irrespective of learners' learning psychology and learning differences because speaking anxiety. Speaking anxiety can be a result due to the devaluation of students' needs, styles, levels, and interests. Students in Nepalese classrooms are from different backgrounds with diverse intelligence, interests, learning styles, and needs. Students are the real representatives of diverse socio-cultural backgrounds, learning abilities, interests, and styles. Differentiated instruction is regarded as an effective teaching tool to meet the diverse academic needs of learners (Tomlinson, 2004). The teachers mostly devalue and ignore these features of students and go with the conventional way of teaching and dealing with them. When students' needs and interests are not met, they don't show any interest in learning which causes anxiety. They are affected by different linguistic and nonlinguistic variables which push the learners to filter Different affective variables (Krashen, 1985) such as lack of motivation, fear of negative criticism from teachers and students, fear of making mistakes playing disempowering roles and increase level of speaking anxiety in learners. The subjective experiences of my participants are presented here about this theme. In doing so, we are devaluing their aspirations and germinating the seeds of disinterest in them. It has been explored that few teachers attempt to adopt new pedagogies. But still, they are either not well aware of it or bound by structural barriers. Students' readiness, interest, and learning profile shape instruction (Tomlinson, 2001).

Participants' Narratives Relating Linguistic Issues

The language-related obstacles or barriers which happen during the course of English language teaching-learning are considered linguistics issues. They have become the core concern and speaking-inducing factor in the present context of English language teaching-learning. The majority of learners feels tense, increase anxious feelings, and has great difficulty when they are put into the situation of English speaking. Most of the learners learning English as FL or SL are found with weak psychology and low self-image about English. They find English as a difficult subject to learn as Phyak (2016) also supported the same views. They suffer with different linguistic issues like limited vocabulary, fear of making mistakes, negative comments from teachers and peers, pronunciation, spelling errors which also matched with the views of Akhari (2016) and massive use of Nepali language and its influence that seem to be the most prevalent linguistics issues reported in the narratives of my participants. The views of the first participant Samir are below.

It has become difficult subject as it is heavily influenced by Nepali language. A large number of the students, an unfriendly environment and distant relationship between teachers and students are other major causes of making English difficult and fearful. Our English classes used to be replaced and overtaken by the excessive use of our mother tongue (Nepali). Our English language classes were only for name's sake and translation followed by a drilling approach to complete the content. Language teachers themselves did love to use Nepali in the classrooms to teach English. They used to teach English in Nepali. I never enjoyed the English classroom environment because it was no more than a Nepali class.

With reference to the living, telling, retelling, and analyzing supported by Bruce et al. (2016) the above stories of experiences of English language speaking anxiety of my first participant, the learners experience linguistics issues during the course of speaking due to the excessive use of mother tongue that is Nepali as a teaching medium in the classrooms. The heavy influence of L1 and lack of the target language knowledge are the key linguistics factors which directly affects the learners' academic performances blocking their speaking skills as Sulistyowati (2023). If I critically play with the stories of Samir, it can be envisioned that traditional teaching method followed by translation and drills is also equally important issue related to

language classroom that germinates feelings of unease in the language learners. Teachers' easy choice for Nepali language to teach English caused uncomfortable for the learners and demotivated them from English speaking practices and culture. Similarly, my second participant Alisha had also the same stories of linguistics issues, which interfere learning pace, interest, and gives anxious feelings in learners. She shared;

I all the time thought about the mistakes of grammar, vocabulary and pronunciation. English as a difficult subject and language and loved to avoid it. I used to be scared of English and could not score a pass mark till grade nine. Teaching and explaining the content in Nepali was the prevalent and popular culture and tradition of that period. I did not become a book lover of English. I only read English during exam period We used to listen the story of complex nature of English from our teachers which slowly and gradually pushing me back and making my base of English weakened day after day and year by year.

Basing on the shared views of second participant, many learners worry about making grammatical and pronunciation mistakes. This idea is also supported by the research results of (Lui 2006, cited in Sulistyowati, 2023) limited vocabulary knowledge, low level of proficiency, fear of committing mistakes, lack of preparation, imperfect grammar, task difficulty, poor pronunciation, lack of positive understanding are the worries many Nepalese English language learners experience. So, narrative inquiry approach has been seen as an appropriate method to give personal and social justifications (Mertova, 2006) of learners' learning experiences of language classrooms. The critical narrative living stories of English language teachers about the complex nature of English subject and teaching and explaining the content in Nepali was the prevalent and popular culture and tradition also became the sources of creating fear of English speaking. Manisha also contributed expressing her rooted stories of experiences here;

I mainly had the fear grammatical mistakes. I used to feel insecure of imperfect or wrong sentences. I used to think if I make mistakes I will be scolded by the teachers.

This narration gave a panoramic scene of linguistics issues invite speaking anxiety and pushed them back from oral participation. She says thinking about grammatical and syntactical mistakes impacts the learning interest and psychology of

the learners. Many of the learners according to her stories have been found trapped in fear of being scolded by their teachers.

The narratives of participants have proved that many of the learners suffer due to their concerns and consciousness about different linguistics issues that trap them from English speaking. They develop sense of hesitation, discomfort and avoidances. The gathered data shed light on the understandings that different linguistics issues have a great role to cause speaking anxiety in learners. I broke down an understanding that making grammatically incorrect sentences is the most striking issue reflected in the stories of all most all the participants' voices. They further revealed that they were trapped due to their long rooted fearful beliefs about making mistakes which finally resulted to create a low self-image and weak and negative psychology on English language that none of the dared to feel downfall in front of teachers and peers. Their stories give a panoramic view about the excessive use of Nepali language in English language teaching by the teachers also affects speaking skill and give a sense of anxiety to speak. The existing traditional translation teaching culture of ELT demotivated the learners about understanding the place of English in present global time. Teaching and explaining the content in Nepali was the prevalent and popular culture and tradition of that period. Likewise, insufficient vocabulary is also equally remarkable share which becomes the reason for linguistics difficulties and cage them from oral participations in English. They have been found with excessive worries about weak skill of pronunciation that really disturbs their involvement in oral sharing. Limited linguistics knowledge has been reflected as a key issue contributes ELSA and leaves negative impacts in their FLL processes.

Chapter Summary

This chapter contained the blended modes of stories of experiences that one the one hand shows the growing interest of learners for global opportunities and on the other hand reflect the struggling stories of English language speaking anxiety of EFL students. I presented their stories in different two different sections i.e., Enlightening Institutional Blended Narratives of the Participants on Expanding Importance of English and Speaking Anxiety. I critically dived from the very beginning of their life to the date they shared their experiences, which gave me panoramic scene of language classrooms that evokes anxious feeling in learners to speak despite their knowledge about the expanding place of speaking English.

CHAPTER VI

MANIFESTATIONS OF ENGLISH LANGUAGE SPEAKING ANXIETY IN EFL LEARNERS

In this chapter, I have naturally drawn to the shared stories of my participants during the course of informal talk, and unstructured interviews of this research journey, which discussed various ways of English-speaking anxiety manifestations in the EFL learners. The narratives of my participants in this chapter have been directly close to elicit the data to explore the insights on the issue how is speaking anxiety manifested in EFL learners. The quest for seeking the knowledge about the issue, I advanced my horizon of understanding through a close discussion of their perceptions on English speaking anxiety. Based on the shared narratives of the research participants came across various ways of anxiety manifestations in learners through different layers of social, physical, and syntactical forms, which are discussed in detail. Based on the shared narratives of this research participant during interviews, they have manifested their uneasy feelings through different layers of physical, social, and syntactical forms or linguistics forms.

Social Manifestation

Social manifestation of anxiety is supposed to be a frequently happening form of anxiety during speaking. It is the outcome of learners' intimacy and connection with their social world, which is their home, society, and the language classrooms, and varies among students (Cooley, 2007, cited in Hussain, 2019). Based on the view (Kimberley, 2007, cited in Vitasari et al., 2010) social manifestation of anxiety can be caused mainly by learners' unhealthy relationships with classmates, problems with peers, different social barriers, negative self-perception of inadequacy, and family factors. The participants shared their stories of social manifestations of speaking anxiety as the result of socio-cultural barriers. From their views, Alisha shared;

My poor base, negative self-image, negative learning psychology, lack of gender co-existence environment, discouraging words from teachers and friends' teasing behavior, and insecure feeling are some of the major situations which bothered me from speaking English. There used to be many confusions and queries in my mind but I could not dare to

share them with teachers. I was frequently asked to be quiet and be in the room as if I were their daughter and sister. I was instructed to ignore family matters.

From the above-mentioned voice of Alisha, it can be said that an unsound learning environment, peers' behaviors, and negative and insecure feelings influence speaking ability and promote tied tongue. Likewise, family structural culture also seems as a barrier to creating anxiety about speaking. Especially family's socio-cultural background has a major role in students' active interaction. She stated that cultural barriers as Mor & Shalom (2007) viewed that they highly dominate and create hurdles in speaking. Especially girls are found less confident and shy to share as they have been guided by patriarchal rigid concepts and taught to limit themselves to a confined space and words. So, understanding different affective factors like the living circumstances of the learners, personal factors, societal, cultural, protracted educational environment and linguistic aspects and their roles in language learning and educational integration is must to motivate learners in participating in oral activities in the classroom. The language teachers should be very sensitive to accept the learners' empathy and learning psychology.

Physical Manifestation

English-speaking anxiety is a common and visible academic phenomenon experienced by many language learners when communicating in language classrooms and manifested in various forms explicitly. The embodiment of fearful or odd responses and reflection of discomfort and physical symptoms is the physical manifestation of speaking anxiety. It is individual varying from learner to learner. It can be easily and transparently visualized and sensed with the help of manifested symptoms like racing heartbeat, sweating, shortness of breath, foot tapping, trembling, bowing down the head, biting nails, red face, avoiding eye contact, etc. Standing the research insights of (Suparlan, 2021) physical manifestation can be observed as tremors, rapid heart palpitations, sweating, and blushing in students. Physical anxiety is also revealed through the changing behaviors in normal expressions.

Bridging my personal stories of past experiences of English language classrooms context, I mostly used to feel odd or uncomfortable sensations which could be easily observed. The social condition of English language classrooms was rigid, traditional; content focused, and structured which erased the value and interest

of learners. It used to celebrate the structural barriers and provide no place for learners' personal feelings, interests, needs and hopes (Dewart et.al; 2019). During schooling English language speaking context never became comfort zone for me. I had frequent feeling of freezing up, rapid heart racing, shortness of breath, trembling and squeaky voices. My fearful encountering with a strict English language teacher who wanted perfectionism in attempts and traditional classroom setting geared my level of fear or unwillingness to speak in front of other mates or teachers. I have many bitter and better stories of English language learning context of my schooling, one of the most striking events of my language classroom of grade 4 is still fresh in my memories that my language teacher threatened me and my friends to fix nails in my fingernails when we were unable to submit my home task of memorizing words-meanings. That was the very threatening day of my student life which snatched my learning interest and added a sort of unease in me. Since then, I began to have image-protection and avoidance of eye contact with my teachers and friends. I generated consciousness of low self-image which pushed me back and decreased my confidence level gradually. I began to noticing changes in my normal behaviors and lead myself to anxious state of learning English. With passage of time, I began to feel insecure, worry and developed English language classroom as a discomfort zone. I became more sensitive about the reactions and classmates. These experiences added much more fuel to upgrade the level of speaking anxiety in me.

The living stories of my research participants shared the same symptoms as discussed above. My first participant Samir contributed by sharing the following stories of speaking anxiety manifestation way.

Sometimes I used to feel shortness of breath and run out of words to speak. Then I used to look for the responses of my friends and teachers just biting my nails and tapping my foot.

The narrations of Samir clearly depict the physical manifestation of speaking anxiety which is supported by the visibly demonstration of odd or unusual physical performances like biting nails, tapping foot, and missing words to speak. In the same storyline, Alisha my second research participant had the stories of physical manifestation of anxiety.

...Whenever teachers asked me to answer questions, I felt a shaking of my body, sweating, and used to down my head.

Alisha never felt comfortable in English language classroom as she used to be trapped by odd physical sensation like shaking body, sweating and felt down fall and hid her image from the eyes of her peers and teachers. Standing the ideas of Eddraoui & Wirza (2019) many of the learners tend to develop their “face keeping” as the physical manifestation that prevents them from practicing and improving their English language.

Linguistic Manifestation of Anxiety-Ridden Experiences

The linguistic manifestation of speaking anxiety is the most frequently observed form of anxiety. It mainly happened due to the causes of diverse linguistic issues like insufficient grammatical knowledge, lack of vocabulary, fear of making syntactically and semantically wrong sentences, and pronunciation. Many English language learners feel uncomfortable and shy to share queries in speaking form because they develop feelings of uncertainty, insecurity, and self-distrust. Based on the research ideas of Tien (2018) due to the long history of heavy reliance on Grammar-Translation teaching methodology, speaking ‘correct’ English is one of the main concerns when learners have to produce the English language.

The juicy data of the participants and the key ideas that lack grammatical knowledge fear of making wrong sentences, insufficient language proficiency, and incorrect pronunciation. Samir, one of my participants had lived experiences and stories, which demonstrate about the anxiety ridden narratives, caused linguistics issues.

I never got and dared to share things due to a prevalent feeling of fear of making mistakes in speech, fear of being teased and laughed at, and fear of getting hopeless and negative comments from the English language teachers.

Standing in the shared views of Samir, I can personally infer an understanding that many of the English language learners experience speaking anxiety due to some major linguistics issues like fear of making mistakes, bullying from friends, and getting hopeless comments from the teachers during the course of English language teaching and learning.

Alisha, another research participant, also envisioned with the same line of stories which she gained in the journey of English language learning. She said:

I suffered from anxiety. I was hesitant myself thinking of getting negative evaluation and comments from my teachers and friends. I all

the time thought about the mistakes in grammar, vocabulary, and pronunciation. So, I always loved to be a good listener rather than an oral contributor. I had the impact of my home culture which always taught me the lesson of being silent. I was familiar with my family's advice like you cannot do it, let it go, etc. I did not feel difficult to read and write but it became the most disliked and uncomfortable for me when I had to speak. I felt fear of making mistakes (grammatical, speaking wrongly, lack of confidence). I became totally absent-minded erasing the things I wanted to share by standing but I could not.

From the above story lines of Alisha who is highly tensed student of English, there are several reasons and affective factors which directly distract the learners from speaking English. Fear of making mistakes, dominant home culture, and expectation of negative and hopeless comments from teachers and peers and low self-image are the major causes of English speaking anxiety.

In the world views of Manisha who also has the blended form of stories during the processes of learning English in the language classrooms. She contributed with the following narratives.

I feel good and interested to learn English. However, I felt hesitation and unease when my friends laughed at me. I loved to remain silent. I mainly had the fear of making grammatical mistakes. I used to feel insecure about imperfect or wrong sentences. I also felt fear due to the sense of lack of close connection with teachers. I used to think if I make mistakes I will be scolded by the teachers.

In reference to the aforementioned social and cultural stories of English language classroom of my participant Manisha, it can be elicited that the classroom atmosphere was not favorable for learners.

Chapter Summary

Based on the personally, practically and socially conditioned ideas of the story lines of my participants, it has been elicited that English -speaking anxiety is manifested in multiple ways and in different forms in specific context. The learners provided me with an insight that the manifestations discussed in different researches have much close matching to the manifestations experienced by my participants.

CHAPTER VII

CAUSES FOR ENGLISH LANGUAGE SPEAKING ANXIETY

This chapter contains themes based on the domineering reasons behind learners' English-speaking anxiety through the continuous processes of telling, living, and retelling the experiences by students through my thorough critical analysis. I analyzed their experiences based on what they shared with me during interviews. I have also made use of their voices wherever and whenever required. The participants feel that speaking anxiety when they are required to speak in English in a certain context due to diverse domineering reasons and affective factors Krashen (1985) like low self-image, limited oral language exposures, lack of motivation, and so on.

Speaking Anxiety through the Local Voices of the Participants

Teaching English speaking is the most important aspect of language as it links the people of one corner of the world to another with communication process. However, it is affected and disempowered by different forces which create a specific situation of anxiety or fear. Learners prefer to be silent and less interested in the classroom interaction. Some of the domineering reasons or disempowering forces I elicited being grounded in the shared data of my participants (Bruce et al., 2016) during an informal interview setting, they have been struggling with multiple layers of domineering reasons for English speaking anxiety.

Distant Relation between Language Teacher and Student

Teachers are the change agents and change makers in the academic career of students. In regard to English language speaking anxiety, they have a crucial role to support, motivate and reduce their anxiety level (Horwitz, 2008) by helping learners recognize their discomfort. A healthy relationship between teachers and students is always admired and expected to plant feelings of love for school, teachers, and subjects which ultimately eliminates anxiety and improves their academic performance. Based on the view of Horwitz (2008) teachers can help students feel more comfortable with their academic, personal, and social support by respecting their emotional aspects and learning psychology. However, when I sat in the learning world with my language learner participants, I explored the stories of anxiety and discomfort due to the strict, unfriendly, evaluative, and suggestive presence, inability,

and ignorance of teachers about the big role of teacher-student relation and their perfectionist activity strategies (Bhattarai & Basnet, 2022) they apply in the classroom stem the speaking anxiety in learners. In this regard, participants of this research shared stories of anxiety caused due to the relational gap between teachers and students. From their storylines, my first participant Samir opined;

*...I never dared to ask anything in English from that day when my teachers discouraged me when I asked one question which created confusion in me. In response, I got an attack of bitter words 'Teti panijandainas'. From the event of that day, I have had a sort of unease and fearful feelings in the hidden corner of my mind which controls me and pushes me back from speaking in English. Compared to the present, the early classroom days were **hard and structured**.*

Shading the light over the views of Samir which intersect the social, personal, and contextual environment of the English language classroom (Dewart et al., 2019), I advanced my understanding that the distant relationship between the language teachers and the learners, strict nature and perfectionist attitudes of teachers as anxiety triggers that excel anxious feelings in learners. His views also elicit that his bad experiences of embarrassing words, unwanted corrections, judgmental attitudes of teachers, and demotivating (Young, 1994 cited in Debrell and Demirkan, 2015) behaviors from the language teachers lowered his confidence in learning to speak in English.

Similarly, the 2nd participant Alisha also acclaimed the same views that teachers' attitudes and behaviors uphold the anxious feeling in learners;

... I suffered from anxiety and was hesitant myself thinking of getting negative evaluations and comments from my teachers and friends. I always loved to be a good listener rather than an oral contributor. I did not have a single record of being interested in English language classrooms. I felt bored in English period. It was the longest period. The absence news of the English teacher was the happiest time for us. Only the bright students and counted number of students were the top priority of the language teachers. I felt a downfall and fear of speaking with teachers. I had no memory of sharing my pain and pleasure with my English language teachers due to the strict, rigid, and unfriendly nature of teachers, and my psychologically far off relation with them.

To embrace the detailed and depth sharing of Alisha lived experiences; I inferred the idea that teachers' roles are paramount to creating a frightful situation in English language classrooms. According to Abu- Rabia (2004), instructors' attitudes and students' anxiety are negatively and significantly correlated. Ignorance and devaluation of teacher-student relations debilitate learners to adopt the silent culture and push them to be good and passive listeners rather than oral contributors. They could not feel free and comfortable sharing their classroom issues due to language teachers' rigid, strict, judgmental attitudes (Young, 1994 cited in Debrell & Demirkan, 2015) and their lack of closeness with their learners. They feel a downfall and cannot help to feel anxious in the classrooms. My third participant Arjun also contributed with similar views;

I also realized that it depends on teachers' skills in handling the language classrooms. Teachers' techniques/ methodologies have a direct impact on whether they are interesting or boring. I have experience in grade 4. I do not disclose the name. I really used to sit and count time with time. English teachers in grade 4 never tried to understand learners' learning psychology and interests. Though we used to get written homework, there was no update on a home task. The teaching methodology of teachers has a very great role.

The above narratives of Arjun made a clear understanding that teachers' roles, skills, and techniques have a massive impact to leave a lasting negative or positive influence on language learners. Based on the view of Eriksson (n.d.) the relationship and personal links of teachers to their students are very important to make them more relaxed and comfortable in speaking situations. Nepali (2023) also shared that teachers are indeed major determinants of students' English-speaking anxiety. In a similar vein, my 4th participant Manisha shared that;

I also felt fear due to the sense of lack of close connection with teachers. I used to think if I make mistakes I will be scolded by the teachers.

This sharing reflects that teachers' ignorance about the importance of their closeness with learners has a great impact to excel anxiety levels in them. Distant relationships create a gulf in sharing and give a sense of fear and insecurity to learners and slow down the learning process as Mor (2003) tells that teachers' treatment to the students as objects, lack of teachers' skills in nurturing interpersonal communication

and relations, and implementation of curriculum based pedagogical practices play crucial debilitating roles in learners learning setting.

Self-Blame / Self Inferiority

Self is a form of negative or positive experience of different situations specific events and experiences, encountered by the learners during their learning journey. It is a mental image of oneself either high or low. It is recognized as situation-specific which reflects in everyday interaction of language classrooms in the visible forms of one's decisions, reactions and responses, and behaviors (Epstein, cited in Habrat, 2013). Mostly the language learners feel inferior when they are asked to share things in the classroom based on the view of Susilawati (2017 cited in Hutabarat and Simanjuntak, 2015). English language learners reflect their unconfident and uncomfortable situation when they are required to express themselves in front of their classmates as they blame themselves weak and incapable of speaking English. Many researchers claimed that a significant connection exists between self-esteem and academic achievements. Low self-image has negative and high self-esteem always empowers learning attitudes. Rajitha & Alamelu, (2019) also opined that a lack of confidence is a cause of self-distrust and results in low oral performance. When I sat on the shared stories of my participants, I obtained the ontological and epistemological views that low self-image creates stressful and insecure feelings when they are to speak English. The following excerpts obtained from the participants also detailed that self-inferiority is one of the crucial reasons for germinating feelings. Samir contributed with his rich stories;

I used to fear the English language classroom. I used to suppose myself as a weak student in the language classroom. I used to/ am feel uncomfortable and fearful in English period. I had/ have a weak and negative self-image of thinking of myself as weak in English and never got and dared to share things. I have no trust in my oral performance while speaking.

In reference to the views, Samir's sense of low self-image is one of the main affective variables that generate fear which ultimately influences the language learners' language achievements. It becomes a distraction and takes control of the language-learning process. In reference to Narafshan and Noori (2018), low self-esteem projects an anxious state in learners when speaking in English in language classrooms and gives the sense of being lost, self-defeated, and low in the language

classrooms. Similarly, the 2nd participant Alisha shared the stories that reveal the crystal-clear feeling of low self-image. She shared;

I developed a negative and weak self-image to judge myself as the weakest student of all in English. My poor base, negative self-image, negative learning psychology, lack of gender co-existence environment, discouraging words from teachers and friends' teasing behavior, and insecure feeling are some of the major things which bothered me from speaking English. There used to be many confusions and queries in my mind but I could not dare to share with teachers...

Based on the views of Alisha low self-image is a crucial cause of English-speaking anxiety. It is an evaluation of oneself or self-perception, and self-acceptance (Dornyei, and Ryan, 2015) that affects the oral activities of the learners. The stories of Alisha highlighted that low self-image is a distraction that leads the learners to feel lost. It is situational and caused due to different factors like poor base, negative self-image, lack of self-trust, negative learning psychology, and lack of gender co-existence environment, discouraging words from teachers and friends' teasing behavior, and insecure feelings in the language classrooms. Ghazi (2023) stated that it is a negative factor that takes control over the academic performance of learners and generates anxiety and an uncomfortable state in them as Narafshan & Noori (2018) opinioned that a low self-image projects a limited self, a defeated attitude, and a psychologically weak mentality.

Limited Oral English Practices

Limited oral practices in English language classrooms are found as one of the key reasons for speaking anxiety. Liu (2007) also stated that lack of practice in English classrooms provokes speaking anxiety in learners. They show a sort of fear or anxiety when they are asked to speak in class. They shared the common view that learning a language needs a lot of exposure. However, we teachers are still not able to provide students with adequate speaking exposure in the classroom. Furthermore, they said that limited time is one of the causes to limit within a specific boundary. Based on the ideas of the storylines of my participants, I elicited their existing ontology of English-speaking anxiety of them due to insufficient speaking exposure to oral practices. In this reference, Samir shared his insights;

I used to be very silent and honest to listen to the teachers. Learners were never given any role to contribute to sharing things in oral form.

We were active and good listeners and used to love to listen. Our jobs as students were to listen and copy the answers from the boards. I never got the opportunity of oral sharing in English language classrooms. Very rarely we used to have extra activities in the classrooms in which we used to sing or tell stories in Nepali.

From the above sharing of Samir, I developed an understanding that learners did not have any opportunities for oral sharing in English language classrooms. The learners used, to be honest, passive listeners and were busy coping with the readymade answers of the teachers. They hardly had chances for extra activities in the language classrooms. Alisha and Arjun also had similar sharing;

Among the four skills, speaking was the most neglected and ignored part of teaching. I did not feel difficult to read and write but it became the most disliked and uncomfortable for me when I had to speak. In the beginning, English language classes were teacher-centered. They used to give much priority to reading and writing. Later we were given a very low chance of oral sharing. We used to ask for dialogue by providing context.

The above stories played the role of portal to enter into the learning world of language classrooms of the learners to depict their existing reality. It is clearly perceived that language learners feel unease and nervous when speaking in English in class because of limited oral opportunities to perform. Their narratives also shed the flame of knowledge that teachers' focus for geared syllabus and time limit of 45 minutes are also the domineering reasons for speaking anxiety. However, there is an emerging need and urgency for sufficient oral exposure to practice and upgrade the confidence level of language learners. For that, language teachers should be critical to decolonize structured teaching and implementing radical language pedagogy that respects and celebrates language practices that come with students in the English language classrooms.

Traditional Language Classroom Setting

There are different situations that can trigger or play the role of speaking anxiety. The traditional classroom setting is one of the dominant factors that have a massive role to accelerate the level of speaking anxiety in learners. Based on the idea of Kessler (2010), classroom setting directly influences language learners to feel more

anxious, discomfort, and anxiety. River (1986) has made a claim that there are many language-teaching classes that have an authoritarian system of teaching. The rigid concept of teaching and learning in which teachers are supposed as the bank of knowledge and active instructors to instruct the students in the class and the students as passive listeners and receivers of the content without raising any queries. This system limits the time for students and invites a sort of unease in them to share. The quick comments with discouraging words of the teachers also create anxiety in them. Samir also had the same stories;

The environment of English language classrooms was not favorable for the learners. There were low or no motivating activities for the learners to inspire to share things in oral form in English classrooms. I used to feel and I feel uncomfortable and fearful in English period. Compared to the present, the early classroom days were hard and structured. We hardly had reading practice in the classrooms. It has become a difficult subject as it is heavily influenced by the Nepali language. A large number of students, an unfriendly environment, and a distant relationship between teachers and students are other major causes of making English difficult and fearful. Our English classes used to be replaced and overtaken by the excessive use of our mother tongue (Nepali). Our English language classes were only for name's sake and shaped by the determined and designed syllabus. Language teachers had course content at the heart rather than the extra opportunities which demanded the active and interactive participation of the learners. They mostly used to tell stories that obviously share the difficult nature of English in the language classroom. We had only one period of forty- five minutes which was governed by teacher-cantered teaching pedagogy and translation followed by a drilling approach to complete the content. Language teachers themselves did love to use Nepali in the classrooms to teach English. They used to teach English in Nepali.

Standing in my first participant Samir's narratives mostly, they show anxiety to speak using English in class. Frankly speaking, the reason why most language learners come up with speaking anxiety are their teachers, peers, improper teaching styles, and challenging and conditioned classroom (Zia & Norrihan, 2015). Immediate

corrections of teachers' and peers' comments on their speaking performance discourage them to be more proficient speakers. Hard, traditional, and structured teaching environments supported with geared curriculum practices helped to create an uncomfortable learning atmosphere that could become an anxiety-inducing factor (Tsui, 1996, cited in Hakim, 2019). The massive influence of the mother tongue also evokes ESA in learners. In the same vein, Alisha also added her insights;

...teaching and learning the tradition of my schooling was structured, form-focused, and syllabus based. Teachers had the main target of completing a course on time. Among the four skills, speaking was the most neglected and ignored part of teaching. There was no diversity in teaching pedagogy. Teaching and explaining the content in Nepali was that period's prevalent and popular culture and tradition. I did not become a book lover of English. I only read English during exam periods and I was always unable to score pass marks. The content-focused and structured environment helped me to develop a sort of discomfort or unease in me to speak and contribute in the classroom. I developed a negative and weak self-image to judge myself as the weakest student of all in English.

This is in line with the lived experiences and stories of Alisha that the traditional language classroom setting is the major cause of ESA. The students do not like learning speaking skills due to diverse factors like lack of motivation, fear of making mistakes, lack of grammatical knowledge as stated by Abda (2017) From the above-shared stories, I made individual interpretations that demotivated teacher-centered methods, which seek perfectionism (Hakim, 2019), traditional form and content focus, tense classroom settings, and learning arrangements make the teaching-learning atmosphere unsupportive, strict, structured, and taxing for learners. From the close study of the stories shared above, I got the insight that socio-cultural barriers have a great role to create speaking anxiety in students. Modern education practice is largely guided by fixed syllabus and textbook and controlled by teacher-centered and grammar-translation methods provide, less freedom of speaking, and creating such specific situation which creates a barrier for them to speak. Standing in their juicy data, I also understood that the rigid family culture has a great role to disempowering learners to speak. Manisha another participant also contributed with similar stories

about the classroom environment and teachers' roles as the domineering reasons behind anxiety to speak in English.

I would not feel free. Rather I had fear or unpleasant feelings due to the teacher-centric and strict learning context. Teachers were domineering despite their rare facilitation. There was also a lack of closeness between teachers and students. Communication centered on teachers.

This is in line with the lived experiences and observations of Manisha's English-speaking anxiety evoked due to the strict learning context. Constructing meaning through interpretive and critical knowledge paradigms (Gavidia and Adu, 2022), I explored the critical narratives that teachers are the anxiety-inducing factors where both their appearance, way of speaking, and classroom management heavily influenced learners speaking anxiety and create fear or unpleasant feelings which are also mentioned in the research work of Effiong (2016). However, my fourth participant Arjun had mixed and matched stories;

In the beginning English language classes were teacher-centered. They used to give much priority to reading and writing. We were given a very low chance of oral sharing. We used to ask for dialogue by providing context. We used to blend both Nepali and English languages. Till grade 10 we had a structured-based teaching-learning system. The main focus of the English language classroom was to teach content knowledge from the designed course book and complete the course on time. We had very low or no chance of active participation in speaking activities. However, the context of English language classrooms was slowly motivating. To be true or very honest, I was really motivated by our English teacher when I was in grade 6. She all time encouraged me to learn English speaking in her class. Her inspiring and motivational advice to learn English implanted to learn interest in me. She loved, cared for, and motivated by providing different reading materials, and guidelines, and asking questions orally in the classroom too. I don't know whether they see brightness in me or their motivational power as English teachers made me feel easy learning English to speak. The unconditional support, motivation,

guidance, passion, and continuous self-practice help me feel easy. I do practice with my friends.

In reference to the reflexivity of the personal, practical, and social teaching and learning endeavors from shared stories Arjun, I subjectively understood that the educational environment has a massive role to leave a lasting impact on learners learning motivation and interest. Kessler (2010, cited in Timor, 2014) also opined that the classroom setting has a great role to cause discomfort and anxiety in learners for oral performances. The stories also brought insights into the absence of motivation on the teachers' part, improper teaching style, and challenging and conditioned classrooms also nurtured the feeling of unease which directly matched with the idea of Zia and Norrihan (2015). His above-mentioned stories shed light on the past and present changing teaching-learning context of English language classrooms. Compared to the past, the classroom setting has been in priority of language teachers. They seemed to be more critical and sensitive in making the learning environment student-friendly, welcoming, motivating, and student participatory.

Chapter Summary

The shared narratives of my participants strongly presented the idea that speaking anxiety is the most important affective factor which slowdowns the learning pace of the learners and accelerates their level of speaking anxiety. It is affected due to various affective factors or reasons and has a detrimental effect on the oral performance of the English language learners as stated by Melough (2013).

CHAPTER VIII

INSIGHTS, IMPLICATIONS, AND CONCLUSION

This is the final chapter of research which consists of insights, final remarks and implication of the study. The first part of this chapter is about the important insights gained through this whole process of this research journey. In the same vein, the conclusions drawn from the study are another crucial part presented as a second part and the description of insights implications in the final part of this chapter.

Drawing the Insights from the Study

Shedding light on the anxious stories which I gained from my participants in the journey of this research, I inferred the most important insight that many of the EFL learners perceive English language speaking anxiety as the hindrance to their learning and academic performance. Most of them increase anxious feelings when they are put into the situation of speaking because of their linguistic difficulties, negative self-image, teachers' rigid practices and evaluative behaviors, peers' factors, low oral exposures, etc. The study also provided an insight that students seem to enjoy the first few years of school where they learn the very basics of all the subjects but when they step into the higher platforms, they are found more tensed and hesitant to speak in the classrooms.

In the same manner, I could display the pictorial representation of the ontological and epistemological world views of my participants' sociality of English language classrooms through the revisiting, living, telling, retelling, and analyzing through the critical lens of the shared critical narratives. It has also been enlightened that speaking skill is the most neglected and ignored among four skills of language. The teachers do not care about the opportunities of adequate exposures for oral practices. As a result, they find the language difficult to learn. EFL students view the fear of speaking due to the over sensitiveness of the negative experience of teacher's previous treatments and negative evaluation were perceived as English anxiety by the students. Similarly, their own consciousness related to their self also was understood as English anxiety which means they have wider range of experiences and have wider range of perceptions regarding English language speaking anxiety. The situation demanding students to be communicative poses a threat in anxious learners. The

students felt more threatened and anxious in the situations where they were required to speak and write something in English. I used critical narrative lens to delve the critical events of English language learners and visualize the traditional teaching learning setting of the English language classrooms.

Based on the data from the participants, I personally understood that social, linguistic, language classroom settings, strict nature of teachers, negative comments from peers, over consciousness about mistakes etc. trapped them in fear and blocked their confidence level. It has also been realized that language teacher's role is pivotal in infusing language anxiety in the learners. Actions of teachers such as verbal/emotional and physical abuse as well as instant error corrections boosted the anxiety in the students in the long run. Along with this, I got to understand that gender disparity is prevalent in public schools which I got to understand from the sharing of my participants that girls were treated even more harshly than the boys under the same or similar circumstances.

In the same line, I envisioned an understanding by standing in the stories of the participant that students' language speaking anxiety is reflected in quite similar and common ways. Most common physical manifestations include sweating, increased heart beats, biting nails whereas most common linguistic manifestations include inability to remember and utter any words, stammering, speaking too fast, and the most common social manifestations cover the feeling of gender consciousness, intension of avoidance for sharing etc.

Conclusion

The findings of this study are helpful to construct a better understanding and elicit that speaking anxiety is the most disturbing and affective factor to disturb the language learning processes of the foreign language learners. It plays debilitating roles and influences the overall academic performance of the learners. The causes of anxiety in speaking English among EFL students in academic contexts are almost matching senses and happen due to the common reasons like 'lack of confidence' about the English language, 'lack of proper linguistics knowledge about the grammar rules' and 'lack of opportunity for oral practice, teachers' judgmental behaviors, low self-image, influence of home culture, structured and rigid teaching learning activities, fear of making mistakes.

Speaking anxiety is clearly visible and manifested in different forms like physical, linguistics and social when the students experienced any threat of a specific

situations that demands the oral productivity from the learners' parts. However, these manifestations are rarely taken into consideration sensitively by the teacher in order to devise strategies to help anxious students. They keep content as the main concern of teaching learning and honestly still follow the traditional teaching practices. The specific situations that cause anxiety in speaking English among the EFL students in academic contexts are identified as social, linguistics, structural practices of the language teachers, low self-image etc. English language speaking anxiety is the most affective variables that influences foreign language learning and can be experienced by anyone involved in language learning irrespective of age, gender, caste, race, and status. From the study of the stories of the experiences of the English language classrooms of my participants, it can be thought that EFL students are well conscious about the English language speaking anxiety and its impact on their learning. Though they have deep interest, passion and zeal to do well in English, it is their language speaking anxiety that has disturbed them from learning process.

The findings of this study also reflect that the ignorance of learners' psychology by the teacher also plays an astounding role in germinating the sense of fear or hesitation in learners to speak and determines success and failure of language learning. Teachers' structural and rigid practices have close link to create a sense of fear in learners in the time of English speaking context. This study concluded that teachers are indeed major determinants of students' English-speaking anxiety. Teachers' shown behavioral and instructional attitudes have a major role in increasing students' anxiety and apprehension in utilizing the target language orally, which has an impact on their English-speaking performance. Thus, teachers' treatments have a crucial role either accelerate or minimize their feelings of speaking anxiety or fear.

Implications of the Study

This present study is solely based on the stories of struggles and grievances that highlight the deep concerns of the learners about their social and cultural images of the English language classrooms. The derived stories may be the practical insights for all the professional scholars who outwardly or inwardly belong to ELT field of Nepal. The insights gained through this present research is believed to be applicable and leave a great contribution to the area of English language teaching and learning by enriching it with practical and context-based findings of new and innovative teaching speaking approaches. The issues which have been explored in the course of research are important for the ELT teachers to care and consider. Furthermore, this

research is equally crucial, useful and worthwhile for all the ELT practitioners of Nepal to value the key role of learning psychology of the learners in the language classrooms.

The implication of the present study is that language teachers should be aware of the possible presence of language anxiety in their classes, otherwise their teaching methods might be hampered by unwilling learners who experience anxiety. The concerned program or curriculum designers should consider enriching the students' participatory and interactive of activities to encourage learners to feel easy and open in the classrooms. Student centered tasks like presentation, group work, discussion, sharing to be implemented in classrooms by encouraging more cooperative activities that would result in a positive classroom environment. The learners step back to share orally because of the fear of making pronunciation-related mistakes and the feeling of anxiety with regard to immediate speaking instances, as observed in the present study, program designers could consider increasing such practice-based tasks and make students more used to such occasions. Finally, teachers must consider the occasions and difficulties students may face while speaking in the foreign language and try to keep this at the minimum by employing various strategies.

In short, the implications for language teachers need to be considered. Teachers of FL should believe that affective factors like learner anxiety are to be reckoned with at higher levels of language instruction and sensitively. Therefore, they should look upon pedagogical approaches and techniques promoting a relaxed, low-anxiety learning environment as which can be effective pedagogical implication for the English language teachers while dealing with learners at more advanced levels. The teachers should be aware of the possibility that at least some of their learners may experience similar fears and worries as the participants in this study. Awareness of and sensitivity to this issue is the first step to creating a positive, supportive classroom environment, one encouraging co-operation and collaboration rather than competition between learners, one that is a place for learning rather than just demonstrating knowledge. As evidenced by anxious participants' experiences in the study, this is worthwhile to realize the connection of speaking anxiety and over all academic performance of the learners. So, its key implication is to deconstruct the traditional teaching setting and give personal and social justification of their stories through implementation of critical pedagogy in teaching and learning. Therefore, it is suggested that awareness of foreign language speaking anxiety be heightened and

taken seriously by teachers and students alike.

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