

Chapter 4

Findings of the Study

4.0 Introduction

In the previous chapter, we provided an account of the research design, the context of the research study, the tools and instruments used in the study, and the data collection and data analysis procedures used in the study. The current chapter will report the detailed analysis and interpretation of the data collected in this study. The chapter will also provide an account of the techniques and procedures adopted for organizing, coding, and processing that data in order to answer the research questions posed in the first chapter section 1.7.

The present chapter discusses the results of the study in three different phases. The first phase deals with the findings obtained from the pre-intervention data; the second phase, explains the findings obtained from the intervention data and the third phase, discusses the findings obtained from the post-intervention data.

4.1 Findings from the pre-intervention phase

The present section aims to present the findings obtained from the two quantitative tools- Foreign Language Classroom Anxiety Scale (FLCAS) and the learner questionnaire; and the two qualitative tools - classroom observations and learner semi-structured interviews. The following section discusses the findings obtained from the FLCAS.

4.1.1 Learners' responses to the FLCAS

The primary aim of the FLCAS was to understand learners' language speaking anxiety levels and identify the influential factors for high anxious learners' language speaking

anxiety. First, the scale was administered to 40 ESL learners. Next, the learners' responses were first quantified by using the coding criteria (see section 3.4.1.1) and later to decide learners' language speaking anxiety levels they were categorized by using frequency distribution and class intervals. The following table presents learners' serial numbers and their obtained scores on the FLCAS.

Table 4.1 Learners' scores on the FLCAS

Sr. No.	FLCAS Score	Sr. No.	FLCAS Score
1	148	21	151
2	122	22	123
3	64	23	148
4	139	24	60
5	134	25	109
6	152	26	135
7	69	27	156
8	153	28	48
9	119	29	113
10	144	30	147
11	124	31	51
12	150	32	155
13	140	33	118
14	129	34	71
15	138	35	126
16	77	36	137
17	117	37	123
18	53	38	149
19	145	39	104
20	67	40	125

The results presented in the table 4.1 indicate that all the 40 ESL learners responded to the FLCAS.

The basic level of statistical analysis suggests that the lowest learner score on the scale was 48 and the highest was 156.

Table 4.2 presented below provides a detailed analysis of the learners' scores by showing the learners' performance on FLCAS in the form of learner groups, learner score range, the total number of learners in each group and the percentage. The findings suggest that the lowest learner score on the scale was 48 and the highest was 156. Thus, learners' levels of speaking anxiety were determined by following the highest and the lowest learner scores, the frequency distribution and the class intervals. As can be seen in the table, there were 25 learners' who scored between 121 and 156, 6 learners' who scored between 85 and 120, and 9 learners' who scored between 48 and 84. Based on this analysis and the Horwitz (1986) principle i.e. the higher the score the higher the anxiety level, the learners' who scored between 121 and 156 were categorized as high anxious learners, those who scored between 85 and 120 were categorized as moderately anxious learners, and those who scored between 48 and 84 were categorized as low anxious learners. The following table shows the final analysis of three learners' groups with the score range and the total number of the learners' in each group.

Table 4.2 Learners with different levels of anxiety

Learner groups	Score range	Total number of learners' in each group	Percentage
High Anxious Learners	121 to 156	25	62.5%
Moderate Anxious Learners	85 to 120	6	15%
Low Anxious Learners	48 to 84	9	22.5%

The results presented in the table 4.2 show that out of 40 learners 25 learners (62%) experienced high anxiety in the English classroom, 6 learners (15%) experienced moderate anxiety, and 9 learners experienced (22%) low anxiety in their English class. This signifies that the majority of the learners are highly anxious in their English class. According to Horwitz (1986), high anxious learners are the learners who do not seem to have the ability to control their fear or anxiety like the moderate and low anxious learners do and therefore there is a strong need for intervention which would help the high anxious learners in gaining control over their language speaking anxiety.

4.1.1.1 Sample selection

After categorizing learners' into three categories, we decided to continue our study with the high anxious learners. As the focus of the study was on identifying the problems related to high anxious learners and helping them overcome those, the 25 high anxious learners comprised the sample of our study.

4.1.2 Findings from the learner questionnaire

A questionnaire was administered to the learners in the sample. The purpose of administering the questionnaire was two-fold. First, it was to understand the profile of the

learners and, second, to identify the influence of the five factors on the learners' language speaking anxiety.

4.1.2.1 Learner profile

The first part of the learner questionnaire explored the demographic information of the learners. The following sections outline the findings obtained from the from the learners questionnaire part I.

4.1.2.1.1 Age

The learners in the sample were in their late teens. As they were neither young teenagers nor mature adults, they were considered young adults. Therefore, these learners have been considered as the young adult learners in the study.

4.1.2.1.2 Gender

There were 11 male and 14 female learners in the study.

4.1.2.1.3 Medium of instruction

They were from rural areas of Maharashtra state where Marathi was the main language of communication. All of them pursued their schooling from Marathi medium schools.

4.1.2.1.4 Exposure to English

All the learners in the sample had studied English for 11 years but they very rarely used English in their classrooms and they never used English outside their classroom. This suggests that they had very limited exposure to the English language.

4.1.2.1.5 Reasons for studying English

All the learners seem to be aware of the importance of learning English. 52% of the sample pointed out that learning English was important for their higher education, while 48% of the sample felt learning English would help them to get good jobs in the future.

To summarize, the sample selected for the study had 25 young adult learners. There were 11 male and 14 female learners in the study and they pursued their schooling from the regional medium schools. Further, though they had 11 years classroom exposure to the English, they very rarely used English in their classrooms and never used English outside their classroom. They were from the rural areas of Maharashtra state and were learning English for their higher education and for getting good jobs in the future. The second part of learner questionnaire investigated the influential factors of language speaking anxiety. For the ease of data analysis, the influential factors from learner questionnaire and the influential factors from FLCAS were together considered for the factors analysis. The following section describes the findings obtained from the factor analysis.

4.1.3 Influence of factors on the learners language speaking anxiety

(FLCAS and LQ)

In order to determine the influence of the factors form FLCAS and learner questionnaire a factor analysis was performed. The learners' responses to the influential factors were mainly quantified by using the coding criteria mentioned in the chapter 3 (see section 3.4.1). The following table 4.2 presents the factor analysis of the learners responses obtained from the FLCAS and the learner questionnaire. The information included in the table mainly describes the serial number, considered influential factors of language speaking anxiety, learners' obtained score on each factor, the total score of the each factor, and the level of influence of each factor in the form of percentage.

Table 4.3 The influential factors of language speaking anxiety.

Sr. no	Language speaking anxiety factors	Obtained score	Total score	%
1.	Communication apprehension	1190	1375	86.55%
2.	Test anxiety	333	375	88.80%
3.	Fear of negative evaluation	659	750	87.87%
4.	Teacher support	891	1000	89.10%
5.	Learner involvement	831	1000	83.10%
6.	Classroom environment	894	1000	89.40%
7.	Learner previous language learning experience	742	1000	74.20%
8.	Learner beliefs about speaking English	904	1000	90.40%

As is evident from the findings presented in the table above, all the factors that were considered (in FLCAS and Learner questionnaire) seem to have strong influence on the learners' language speaking anxiety. The percentage scores of these factors, obtained from the factor analysis were all above 74 percent. However, there was a variation in the results as factor 6 (Learner previous language learning experience) with 74.20 percent was the lowest and factor 8 (Learner beliefs about speaking English) with 90.40 percent was the highest. These factors were also analyzed in detail for their level of influence during the analysis of the data obtained from classroom observations and interviews. The following section describes the findings obtained from the classroom observation data.

4.1.4 Findings from the classroom observation

The aims of the classroom observation were: i) to observe high anxious learners' verbal and non-verbal behaviour in the classroom context ii) to carry out further possible probe into the influential factors of language speaking anxiety, and identify the activities that

create language speaking anxiety in the learners and iii) to determine whether the selected learners were situation specific anxious or personality trait anxious. To investigate these issues, we carried out 15 classroom observations of English and 5 classroom observations of Marathi. In this way, the findings obtained from FLCAS and learner questionnaire were checked against the observation data. It should be noted that the classroom observation findings reported in this section also include the interpretations of post-class conversations carried out with the high anxious learners. These interpretations are italicized and put in brackets to differentiate them from the description of classroom observation analysis.

The present section of the chapter describes the findings of the high anxious learners' verbal and non-verbal behaviour captured in pre, while and post class. The primary reason for documenting high anxious learners' non-verbal behaviour in the classroom was to find out the learners' state of mind. Apart from these, it also discusses the findings related to the teacher activities, teacher instruction, teacher support to the high anxious learners, high anxious learner involvement in the class, and the classroom environment. The present section would also provide a comparative analysis of the data obtained from the English and Marathi classroom observation.

4.1.4.1 High anxious learner verbal and non-verbal behaviour (pre-class)

The first important finding of the English classroom observations revealed that during the pre-class time all the high anxious learners were found sitting on the back benches (*When they were asked about this, they stated that they had the fear that their teacher would ask them questions and they would have to answer them in English. Therefore, in order to*

avoid such situations they used to sit on the back benches). The pre-class observation and the post-class interaction with HALs revealed that HALs were highly anxious about the English class and that made them occupy the last benches before the English class.

However, the finding in the Marathi classroom was in stark contrast to the above finding. The finding of the pre-class Marathi classroom observation revealed that the sitting position of all the HALs' was not the same as found in the English class. A majority of them occupied the front seats, some of them were sitting in the middle and very few of them were sitting at the back (*When asked why they had changed their sitting positions, they stated that they did not feel nervous while speaking in their Marathi class*).

The second important finding of the English pre-classroom observation was that most of the HALs were sitting sadly with several serious expressions. For instance, the first serious expression that was found was most of the learners were sitting quietly on their respective benches. None of them interacted with their friends or classmates. Typically, any ordinary students are found to be talking to their friends before the class, but in the case of the HALs it was not found. For example, during classroom observations HALs like HAL 2, HAL 14, HAL 11, HAL 12, HAL 1, HAL 8, HAL 19, HAL 23, and HAL 16 were sitting quietly. (*When inquired about the reason they said that they felt nervous about their English class and that's why they were thinking about the negative things that might happen in the class*).

A second serious expression that was found among the HALs was putting their head on the bench and palm on the face. Some of the HALs like HAL 25, HAL 24, HAL, 13, and HAL 18 were sitting by putting their heads on the bench (*when asked for the reason HAL*

25, HAL 24, and HAL 18 said that they don't like their English class. Further they stated that English is a very difficult subject for them. HAL, 13, said that he was having a headache). This again revealed that HALs were anxious about their English class. Some others like HAL 4, HAL 21, HAL 9, HAL 7 were found putting their palms on their faces (when asked for reasons some of them stated that before their English class they got the feeling of something bad approaching them, so to avoid such feeling they did such acts).

A third uneasy expression that was found among the HALs was playing with something such as pens or a piece of cloth. HALs like HAL 23, HAL 14, HAL 11, HAL 12, HAL 10, and HAL 19 were playing with their hand kerchiefs while some others were playing with their pens (when asked about it almost every one stated that they were feeling nervous before their oral presentation. So to get rid of the nervousness they were keeping themselves busy with these acts.). Thus, the act of playing with pens and hand kerchiefs suggest that HALs were nervous and anxious before their English class.

However, clear contrasting findings were obtained from the pre-class Marathi classroom observations. The findings revealed that a majority of the high anxious learners were talking to their friends and none of them was sitting apprehensively. For instance, in one of the pre-class Marathi classroom observations HAL 2, HAL 9, HAL 13, HAL 7, HAL 19, HAL 23, and HAL 25 were happily talking to their friends. Here basically they were chit chatting and cracking some jokes with their friends and none of them was sitting quietly before the Marathi class. Similarly, acts like putting head on the bench, putting hands on the face were also not found in these observations. This indicates that the high anxious learners were happy and joyful before the Marathi class.

4.1.4.2 High anxious learners' verbal and non-verbal behaviour (While-class)

The first important finding of the while-classroom observations revealed that during the class time almost all the high anxious learners were speaking in broken English. They were unable to use the words in the proper order and their speech was not coherent. Similarly, while speaking they were using a lot of pauses and pause fillers. So, whenever the high anxious learners were getting stuck or unable to recall a word or sentence structure, they were using pauses and pause fillers (like Um.... Uhaa....., aaaa.....). Many times these pauses were so long that their teacher had to stop them. The problem with their speaking was that there were many pauses and pause fillers than the English words or structures and that's why perhaps their teacher used to get angry with them. Apart from that there were some learners like HAL 5, 18, 13, and 24 who used their mother tongue when asked to speak in English in the class.

In contrast, the finding of the while-class Marathi classroom observation revealed that while speaking, none of the high anxious learner was speaking in the broken voice and all of them were speaking confidently in the Marathi class. Further, there were no instances where learners used a lot of pauses and pause fillers while speaking in the Marathi classroom. It seemed that they were much confident while speaking in the Marathi class.

The second important finding was that many high anxious learners were stuttering and hesitating while speaking in the English class. For instance, when the teacher asked HAL 22 and HAL 9 to talk about their family in English, both of them spoke in low voice and no one could understand what they were saying (*When asked about the reason for speaking in low voice, they stated anxiety as the reason.*). Further, when the English

teacher asked HAL 8 and HAL 5 to explain the meaning of a paragraph both of them were found stuttering.

Nevertheless, the findings of the while-class Marathi classroom observation were very different. A majority of the high anxious learners' were audible to the entire class. Further, they were not stuttering and hesitating while speaking in the Marathi class.

The third important finding was that a majority of the high anxious learners were found shivering while speaking in the English class. It was not just the physical shivering that they were undergoing but along with that their voice was also fluttering. Further, it was also found that there was sweat on their forehead and they were cracking their finger-joints. For instance, when HAL 8 and 23 were asked to answer a question, they were literally shivering, their voice was not clear, and there was sweat on their face (*when asked about the reason, they stated that it was due to fear of speaking in English in the class.*).

On the contrary, the findings of the while-class Marathi classroom observations have revealed that none of the high anxious learners' was shivering, sweating, and cracking their finger-joints while speaking in the Marathi class. Instead they were very confident while speaking and it seemed that they were enjoying their Marathi classroom participation far better than English class.

The fourth significant finding was that many high anxious learners were less attentive in the English class. This came into the focus when their teacher asked them to respond to their lesson related questions. For instance, when the teacher asked HAL 5 to explain the meaning of the fifth paragraph of the lesson, the learner could not respond and also could

not locate the paragraph in the text. He started flipping the pages of the textbook and after a while stood silently. The post-class interaction with him revealed that he could not follow the lesson and therefore he started thinking about his upcoming festival (*I could not understand the English class, so I was thinking about the upcoming festival*).

However, in the Marathi classes, no such instances were observed. The high anxious learners were very much attentive and could answer all the questions of their teacher.

The fifth and final finding of the while-classroom observation was that most of the learners avoided classroom participation and none of them asked any questions for clarification of doubts. They were actually not interested to participate in any kind of classroom activities. Therefore, perhaps whenever their teacher asked them to participate in classroom activities, they resisted that by showing their avoidance behaviour. For instance, in some of the classes when their teacher asked HAL 5, HAL 18, HAL 9, HAL 22, HAL 2, and HAL10 to speak on a topic that they liked, they just stood up silently. They did not make eye contact with their teacher and most of them were either staring on their bench or inside their English textbook. The same behaviour was also found in the other high anxious learners.

In contrast, the findings of the while-class Marathi classroom observations showed that all the high anxious learners were actively participating in the classroom activities. For instance, some of the HALs like HAL 1, HAL 22, HAL 24, HAL 13, HAL 8, HAL 3, and HAL 17 answered the teacher's lesson related questions. Then, others like HAL 4, HAL 25, HAL 10, HAL 15, and HAL 19 explained the meaning of the word or the meaning of the paragraph to the class. Apart from that high anxious learners like HAL 20, HAL 11,

and HAL 6 summarized what they learnt in the class. So overall, during these classroom observations it was found that HALs were actively participating in the classroom activities. They were no more anxious and nervous like in the English class. Further observations revealed that a majority of the HALs were asking their doubts to their Marathi teacher. This reveals that the HALs were very much confident in their Marathi class as they were not feeling anxiety in their Marathi subject class.

4.1.4.3 High anxious learners' verbal and non-verbal behaviour (post-class)

The findings of both English and Marathi post- class observations disclosed similar findings. In both post-class sessions all the high anxious learners were found happily conversing with each other. Some of the HALs were found chit chatting, some of them were cracking jokes, and some of them were even happily beating their benches as well. This indicated that in both the post-class sessions all the high anxious learners were happy and joyful.

4.1.4.4 Overall classroom environment of English class

This section discusses the findings of overall classroom environment of the English class. It begins with presenting the findings of the teacher activities and teacher instruction; then it describes the teacher support given to the high anxious learners; later it reports the high anxious learners' involvement in the class and, finally it comments on the overall classroom environment.

4.1.4.5 Teacher activities and teacher instruction

HALs English classroom observations revealed that their English teacher's instruction with regard to speaking activities was minimal. The textbooks did not have any inputs to prepare the learners for the speaking activities and the teacher who was supposed to provide those was also not in a position to do so as he is not trained in English language teaching. He mainly asked them to make oral presentations in the class. In addition, he asked them to answer his questions based on the text. (*When asked about the reasons for conducting oral presentations, the teacher stated that it was a part of their curriculum, and the learners of 12th class had to do an oral examination. So to give them practice they conducted oral presentations thrice in an academic year.*). While responding to the teacher activities HALs seemed very nervous and anxious. That's why they either avoided participating in the activities or participated with the anxiety symptoms like use of broken English, shivering while speaking, absentmindedness.

4.1.4.6 Insufficient teacher support to the high anxious learners

Another finding of the classroom observation revealed that there was very less teacher support and encouragement given to the high anxious learners. The teacher mainly taught from dais and he never moved in the class. While teaching he interacted mostly with the front benchers who were clever and low anxious and only sometimes with the high anxious learners. For instance, in every class the teacher asked only two to three HALs questions while he was constantly interacting with low anxious learners.

The teacher always pointed out learners' errors because of which HALs tried to avoid responding to the questions or participating in the activities. This shows that the teacher

paid much attention to learners' errors than their feeling of nervousness, and this was a source of anxiety. For instance, when the teacher asked HAL 8 to read aloud a paragraph from the lesson, HAL 8 was finding it difficult to read. The teacher here instead of giving him time, support, and encouragement, scolded him for his poor abilities in reading English. Then in another case when HAL 19 was answering the teacher's question related to the lesson, the learner was speaking in his broken voice. Here the teacher instead of giving him support and encouragement, he was correcting every word that the learner was speaking, as a result of which after saying some words HAL 19 kept quite. This actually discouraged the HALs in talking part in the classroom activities.

Similar observations were found during the oral presentation classes. Here the teacher could not provide support and encouragement to the HALs. Instead he corrected the HALs errors, and then sometimes scolded them for their bad performance. For instance, when HAL 6 was making a presentation, he was speaking in a low voice, and he was shivering as well. The teacher instead of encouraging him interrupted him to correct his mistakes and gave a negative feedback in Marathi "*when will you learn English, after your marriage!!*" The same thing happened with HAL 14. During his oral presentation the teacher was correcting his every mistake. This actually discouraged HALs from taking initiative for speaking. Another example of the same kind was found when HAL 23 was making an oral presentation. As the learner was unable to speak in English, the teacher got angry and scolded him. This indicated that there was less teacher support and encouragement to the high anxious learners.

4.1.4.7 Inadequate high anxious learner involvement

As stated above, the teacher was mostly interacting with the low anxious learners, and he paid very less attention to the high anxious learners. (*When asked about this, the teacher said that he was not aware of this fact. Further he stated that he was not doing it consciously*). So most of the times, he used to involve clever learners in the classroom interactions. As a result most of the HALs felt neglected and were lost in their own thoughts. They spent their time by looking out of the class. For instance, HAL 2, HAL 24, HAL 14 were engrossed in their own thoughts while the teacher was teaching. Similarly HAL 10, HAL 3, and HAL 21 were found looking out of the class. This illustrates that there was less HALs involvement in the class, and because of which learners could not get good or proper opportunities to face their fear of language speaking.

4.1.4.8 Anxiety-provoking classroom environment

Another finding of the classroom observation revealed that the classroom environment present in the class was not learner friendly and comfortable for the high anxious learners. In the class, high anxious learners never received any kind of encouragement from their teacher or their classmates. Instead of that they got teasing and punishments. On the one hand, their English teacher was always explicitly correcting their errors in the class and was scolding them for their poor performance and poor English pronunciation. On the other hand their classmates were teasing and laughing on their performance. Thus, in their classroom there was no appreciation for their attempts at using English. Further, their teacher never motivated them for using English in the class. Since, there was less

language exposure for these learners, they could not perform well in the English classroom, and as a result they were reluctant to speak in the English class. Thus, these findings indicate that the high anxious learners' classroom environment was very anxiety- provoking for them.

To summarize, the findings obtained from the English classroom observation suggested that the high anxious learners were highly anxious while speaking. Furthermore, the findings also confirmed that the high anxious learners had insufficient teacher support in the class. Then, it revealed that there was inadequate learner involvement in the class, and finally it indicated that the English classroom was very anxiety provoking for the high anxious learners.

The findings obtained from the English and Marathi classroom observation indicate that the high anxious learners did not experience language anxiety while speaking in their Marathi class. On the contrary they were very nervous and anxious in their English class. Thus, the findings suggest that the HALs were not personality trait anxious learners but situation specific anxious learners. The following section discusses the findings acquired from the learners' semi-structured interviews.

4.1.5 Findings acquired from the learners' semi-structured interviews

During the interviews, the learners of the study described their reactions to the anxiety-provoking factors and the impact the factors had on their speaking performance, and also shared some of the ways in which they would like to learn English in their classroom. The following sections outline the major themes which emerged from the analysis of the interview transcripts.

4.1.5.1 Anxiety while speaking in the English class

All the learners of the study confirmed that they experienced anxiety while speaking in the English class. The anxiety was the result of them becoming self-conscious when they were required to speak in English in the classroom. For instance, one of the high anxious learners said,

I feel very anxious when I speak in the English class. While speaking my heartbeat increases and I feel very conscious about myself (HAL 6).

Inability to comprehend teacher talk

It was found that a majority of the high anxious learners were frightened when they could not understand what their teacher said in English. They stated that their inability in comprehending their teacher's language also made them anxious about their English class. For instance, the following quote depicts the view presented by one of the high anxious learners.

I don't understand what my teacher says in the English class and that makes me so nervous that sometimes I really feel that I will fail in the English subject (HAL 15).

This shows that the learners low language proficiency in speaking and listening made them very anxious about their English class and therefore they could not do well in their English class.

4.1.5.2 Expectations that others would evaluate negatively

A majority of the learners' felt that they were worried a lot about making mistakes in the English class and kept thinking that their peers and teacher would point out their mistakes while speaking in English. While elaborating on this issue, a large amount of the learners stated that they were so preoccupied with negative thoughts about their mistakes that they started avoiding participating in the class and preferred to be silent in the classroom. The following quotation from HAL 18 captures the essence of the above mentioned finding

Truly speaking, I have a big fear of making mistakes and therefore most of the time I worry about my mistakes and start thinking that my teacher will identify my mistakes and scold me for that. Similarly I also feel that my friends will tease me and they will laugh at my mistakes. (HAL 18).

The above extract implies that the high anxious learners had the fear of making mistakes in the class and their thoughts about peer and teacher negative evaluation made them more anxious about their performance in the English class.

4.1.5.3 Fear of failure

Fear of failing in the subject was another big concern for almost all the high anxious learners. While responding to this issue majority of the learners said that English tests (both oral and written) usually made them nervous and worried about the results of failing in the subject. One of the learners described his experience of fear of failure as,

During the English tests I am never at ease. There is always some sort of tension. During English tests I keep on thinking that I will fail in the subject and my father will scold me for that. (HAL 9).

Further, a large number of learners also mentioned that the more they studied for the English test, the more nervous and confused they got. For instance the following quote from the HAL 3 describes the learners' feelings towards the English test.

During my exams, I usually study hard to get pass marks in the English test. So during the exam I spend sleepless nights to understand what is written in the English textbook but the more I study for the exam the more I get confused about my reading. If I close the book and start to recall what I have read nothing comes to my mind. Sometimes I get wrong answers on my readings as well. So I often get the feeling that I am going to fail in English. (HAL 3).

The above findings confirm that the fear of test or the fear of failing in the exam was another influential factor for learners' language anxiety.

4.1.5.4 Lack of teacher interest and encouragement

Learners said they had a feeling that their teacher was less interested in them. According to them, their teacher most of the time demonstrated his interest in the low anxious learners and showed a lack of interest towards them and their performance. One of the anxious learners described his experience in the anxious voice and said that their teacher never helped him when he was facing difficulties while speaking English. For instance, while responding to the issue he said,

While speaking in the English class, our teacher never listens to me with interest. He pays very little attention to my English and never gives me enough time to finish my speaking. (HAL 7).

Further, many learners expressed the view that they received very less support and encouragement in the class. Commenting on this issue one participant said that so far he had not received any encouraging words from his English teacher. On the contrary, he

stated that his English teacher scolded him for his English. The following quotation depicts the view expressed by HAL 21

My English teacher does not encourage me to use English in the class. Whenever I try to speak in the class, he corrects all my mistakes and gets angry with me. Therefore, I try to avoid such activities in the class (HAL 21).

The findings make clear that the teacher's lack of interest and encouragement made high anxious learners psychologically weak and created the negative feeling that they cannot possibly learn to speak in English. This suggests that lack of motivation and encouragement from English teacher strongly causes language anxiety in the learners.

4.1.5.5 Less speaking opportunities

While responding to the issue of speaking opportunities in the English class, a majority of the learners stated that very often they did not get the opportunities to speak in the English class. According to them most of the time, their teacher provided these opportunities to the clever learners and praised them for that. However, whenever the high anxious learners got speaking opportunities, the teacher pointed out their mistakes and provided negative feedback to them which lead to anxiety and nervousness in the high anxious learners. For instance, one of the high anxious learners described his views as,

In our English class, our English teacher generally asks the clever students to speak in English. He rarely asks me to do that and whenever he asks me to speak in English he scolds me for my mistakes. Therefore I really get anxious while speaking in the English class. (HAL 2).

In the similar vein, a large number of learners felt that their teacher never considered their ideas and suggestions in the class. According to them he listened to them, corrected their mistakes, and later asked clever learners to express their views. He never considered their views as good for the classroom discussion. This actually made learners nervous about their performance in the class. The following quote from HAL 19 depicts the above mentioned findings

In the class I actually don't give my ideas and suggestions but by chance if teacher asks me to give my ideas in the class, he just listens to it and later without any discussion moves to another learner. So my ideas and suggestions are generally not heard in the classroom. (HAL 19).

The above findings indicate that less speaking opportunities, negative feedback on the learners speaking performance, and unequal treatment to the learners caused anxiety in the learners.

4.1.5.6 Lack of peer support

There was a generalized sense among the high anxious learners that their classroom was not a good place for them to speak in English in the classroom. The reason they sighted for this was that their classmates never encouraged them to use English in the classroom. While elaborating on this view, some of the learners said that their classmates teased them for their broken English; while others pointed out that their classmates insulted them by pointing out their mistakes outside the class. One of the high anxious learners described his view on this issue as,

When I try to speak in English nobody supports me. Instead of supporting, my classmates make fun of my poor English. My teacher never encourages me to speak English. Instead, he always scolds me for my mistakes. Therefore I feel that my classroom is not a good place for me to speak in English. (HAL 10).

This suggests that the lack of peer support in the classroom causes language anxiety in the high anxious learners.

4.1.5.7 Irrational beliefs about speaking English

The interview findings revealed that the learners of the study had a variety of irrational beliefs about speaking English. The first irrational belief that was found during the interview was that learners uniformly believed that speaking English was very difficult task for them. The learners said that they had been learning English for the last eleven years, but they could not speak English in the class. Other learners stated that to speak English they must learn everything about English and that's how they would be able to speak good English, but since they did not know much about English, they believed that it was impossible for them to learn English. For instance, the following quotation from HAL 9 illustrates the above finding

I think to speak English I need to know many things in English. For example to speak in English I need to know many English words, then I need to know many sentences, then I need to know how to combine the sentences while speaking English. But unfortunately I don't know much of these therefore I think that speaking English is an impossible task for me. (HAL 9).

The second irrational belief that was found among a majority of the learners was that they should not say anything in English until they can say it correctly. When they were asked about the reason for such a belief, many of the learners said that other learners made fun of their incorrect English and that's why they thought they should not say anything until

they could say it correctly. The following quote depicts HAL 25's views about the irrational belief

I think, I should not say anything in English until I can say it correctly because when I make mistakes my teacher and my classmates not only laugh at me but they also understand that I don't know how to speak in English. Therefore I think it is better to keep quiet till I get everything right. (HAL 25).

The third irrational belief that the learners had was that they should speak English without any pause. When they were asked to provide a rationale for such a belief, they said that for them speaking English with a lot of pauses was a bad sign and the learner who speaks like that would always face the problem of ridicule and therefore they should speak fast without long pauses. For instance, the following illustration from HAL 3 elucidates the above findings

I think I should not speak English with many pauses. It is not a good sign of speaking English. I think I should speak fast and without any errors. If I speak in English slowly with errors then my teacher will scold me and my other classmates will laugh at me. Therefore, I think while speaking in English I should not pause too many times and for too long. (HAL 3).

The fourth irrational belief that was found was that all the learners believed that while speaking in English they should speak with excellent pronunciation. For them their inability to speak with excellent pronunciation would never allow them to speak in English in the class. When they were asked to provide the reasons, most of them said that speaking English with improper pronunciation would create bad impression in the classroom. For instance, the following quote from HAL 12 explicates the above findings

I think, while speaking English I should speak with excellent pronunciation because if I speak with bad pronunciation, then nobody will listen to me (HAL 12).

The above findings suggest that the learners were preoccupied with their irrational beliefs about speaking English in the class. These beliefs made them emotionally weak and their classroom environment made these irrational beliefs more concrete in the learners mind. Therefore most of the high anxious learners found it difficult to speak in English in class.

4.1.5.8 Unpleasant previous language learning experience

During the interviews, majority of the learners pointed out that their previous language learning experience was unpleasant and very anxiety provoking. While describing their unpleasant experience, one high anxious learner said that her English teachers used to correct her mistakes all the time and used to punish her for making mistakes and from that point she became very much afraid of the English subject. Another learner described his previous language learning experience as very monotonous and boring. While elaborating on his experience he stated that he never enjoyed language learning in the past.

Another learner said that his previous language learning experience was very depressing. While illustrating this point, he mentioned that he never got good marks in English and as a result of which his teachers and parents used to scold him a lot. This created a lot of fear about English in his mind. The above mentioned learners' experiences clearly indicate that the learners had experienced distressing language learning experience for the last eleven years and even now it is the same condition with them. The following quote of HAL 8 depicts the learners' unpleasant previous language learning experience

My previous language learning experience was very bad. My English teachers used to point out my mistakes. They used to give me various punishments for

my mistakes. Similarly my classmates used to laugh at me. Therefore from the beginning itself I started feeling anxious about my English. Because of this, I tried to avoid participating in the classroom. (HAL 8).

This shows that the learners' pessimistic previous language learning experience was another influencing factor for their language speaking anxiety.

4.1.5.9 Activities that created anxiety in high anxious learners

After probing the influential factors that caused language speaking anxiety in the high anxious learners, they were asked to provide the activities that create anxiety in them. All the learners felt that making oral presentations was the most anxiety provoking activity for them. Further, a large number of the learners mentioned that explaining the meaning of the passage or the stanza to the class was another most anxiety provoking activity for them. Answering teacher's questions in the class was third most anxiety provoking activity for them. For instance, the following illustration from HAL 21 elucidates the above findings

I think I feel very anxious during oral presentations in my class. After that ummm.... I feel anxious while explaining a text to the teacher. Then I also become very nervous while giving answers to the teacher in the class. (HAL 21).

Thus, the above findings indicate that giving oral presentations, explaining the meaning of a text or the stanza to the class, and answering teacher's questions in the class were the most anxiety provoking activities for the high anxious learners.

4.1.5.10 Impact of language speaking anxiety on the learner performance

After probing the activities that created anxiety in the learners, they were asked to state the impact of anxiety on their speaking performance. The findings revealed that language speaking anxiety had a negative impact on their oral performance. For instance, the following illustrations from HAL 5, HAL 9, and HAL 18 elucidates the above finding

Whenever I speak in English in my class, I feel very nervous. During that time I forget everything that I know and my mind goes blank. So I think anxiety has negative impact on my speaking performance. (HAL 5)

While speaking English in my class I get anxious and because of that I shiver while speaking. While speaking, I speak whatever comes to my mind. Moreover, I take a lot of time to speak some words in English. So because of these things I feel that anxiety has bad impact on my English speaking. (HAL 9)

Generally, I don't speak in my English class, but because of the oral tests it has become compulsory for me to speak in English in my class. So whenever my teacher asks me to speak I speak but while speaking I have seen that I feel very fearful. And due to that fear most of the times I speak very few words and keep quite. So I think that the anxiety is not good for my English performance. (HAL 19).

The above findings indicate that the language speaking anxiety had a negative impact on the high anxious learners speaking performance.

4.1.5.11 Suggestions for reducing language speaking anxiety

After probing the impact, the learners were asked to provide suggestions for reducing their language speaking anxiety. The findings revealed that their language anxiety could be reduced by

- Teaching them the words and structures useful for speaking in English in the class

- Giving them practice in speaking English
- Making them feel calm and cool in their English class
- Not scolding them for their mistakes
- Teaching English in play- way method
- Reducing their stage fear

The above findings indicate that high anxious learners mostly wanted a good, friendly, and supportive classroom environment to reduce their language speaking anxiety. The above suggestions given by the high anxious learners were considered while planning and implementing the intervention of the study.

4.1.5.12 Overall findings of pre-intervention data

This section presents the overall findings obtained from the pre-intervention phase. To do so, the findings obtained from each tool were triangulated with the rest two tools (for instance, findings obtained from FLCAS were triangulated with the findings obtained from classroom observation and learner interview). In this way it was possible for us to maintain the validity and reliability of the results obtained from these tools.

The overall findings from the pre-intervention data such as FLCAS, learner questionnaire, classroom observation and learner interview suggested that to a greater extent the following factors strongly influenced the high anxious learners' language speaking anxiety.

- Communication apprehension
- Test anxiety

- Fear of negative evaluation
- Insufficient teacher support
- Inadequate learners' involvement
- Anxiety-provoking classroom environment
- Learner irrational beliefs about speaking English
- Negative previous language learning experience

A further probe into the impact and the activities of language speaking anxiety revealed that language speaking anxiety had a negative impact on the learners speaking performance and learners' anxiety levels increased when they found themselves in classroom activities like making oral presentations, explaining the meaning of the passage or the stanza to the class, and answering teacher questions in the class. The following sections outline the findings obtained from the intervention data.

4.2 Intervention and findings from the intervention phase

The findings obtained from the pre-intervention phase mainly served the base for the planning and implementation of the intervention. The intervention of the study was carried out in the form of 49 teaching sessions with one hour class every day. The intervention was mainly conducted in the same college but their own classroom was not utilized for it. The researcher took special permission from the principal of the college to utilize their computer lab for the intervention. The rationale for using this computer lab was as follows: it was spacious, had an overhead projector and movable chairs which helped the researcher in organising pair work, group work, and various language activities. The intervention was carried out by the researcher himself. He had a good

amount of language teaching experience and his professional qualification was M.A. B.Ed. (English).

4.2.1 Tasks, Activities, and instructions planned for the intervention

Based on the data received during the pre-intervention phase, we designed around 40 activities for use during intervention. However, based on the learners' feedback in the class, we modified some of the activities while implementing it. For instance, during an activity on *expressing hobbies and interest* some learners took more time for learning the structures. Therefore to give them more practice, the researcher had to extend the activity to the next class.

At the initial stage of the intervention, we planned a class orientation for the learners and together (researcher and the learners) designed some rules to be followed during the intervention. Through this orientation class, we were hoping that the learners would be aware of their role in the intervention and the inputs that they would receive in the intervention.

To reduce high anxious learners' fear of negative evaluation, we designed five tasks. The primary aim of these tasks was to make high anxious learners realize that mistakes are part of their life and they should try to learn from their mistakes.

Subsequent to these initial activities, we designed 30 activities (for sample see appendix V) to address the anxiety provoking factors like communication apprehension, insufficient teacher support, and inadequate learner involvement. The activities designed for the intervention were basically planned on the basis of the learners textbook. Through these tasks and activities, we mostly taught them vocabulary related to the functions, various

functions of English such as greeting, describing physical appearance, expressing likes, and dislikes, expressing hobbies and interest, talking about favorite things, and finally giving short presentation on the simple topics like my family, my best friends, my college, my village etc.

The rationale behind teaching them English functions was that as a part of their board examination the learners had an oral test of 20 marks in which they were mainly asked to give a presentation on topics like my best friend, my college, my family, my brother, my sister, my father, my mother. Similarly, in their regular classrooms, their teacher sometimes used to ask them (without teaching them how to prepare the presentation) to speak on any topic. He used to do it because he thought that it would provide some practice to the learners. As a result of which during their presentations most of them used to keep mum while others used to say a few sentences in their broken English. Therefore keeping the rationale in mind we planned to teach them various functions of English and prepared them for their oral presentations.

While planning these tasks and activities, we designed worksheets and handouts. These worksheets and handouts had simple instructions, pictures with language input to support learners understanding, and blank space to practice the language input. By designing these worksheets and handouts, we were hoping that it would help them in learning the language inputs. While planning these tasks and activities, as suggested by McCoy (1976), we incorporated systematic guided practice [pair work => group work => classroom presentation]. Along with that to make them familiar with stage speaking, we designed some language games by incorporating music into it. With these language games, we were hopeful that such games would gradually reduce the learners' stage fear

and motivate them to use English in the classroom. Apart from these things, after finishing each activity, we also made charts and posters for each function and placed it on the classroom walls. By doing that we were hopeful that prolonged eye contact with the charts and posters would help the learners in recalling the taught language input.

4.2.2 Methodology used

The implementation of the intervention plan was not a fixed one. It was tentative and got modified on the basis of the learners' performance, their on the spot needs and their feedback on the tasks and activities. While implementing the intervention, the PPP (Presentation, Practice, and Production) methodology of teaching was employed and the following stages were used to carry out the intervention.

- Presentation stage

The chief aim of the presentation stage was to elevate high anxious learners' interest in the class and introduce the target language to them. To do so, the learners' were first exposed to warm-up activities and later they were introduced to the target language. For instance, in the one-hour session, we exclusively kept 5-10 minutes slot for the warm-up and fun activities (see section 4.2.3.5). The primary aim of these activities was to create a congenial atmosphere in the class for language learning. Later, the learners were introduced to the target language. In the target language, we mainly introduced the learners to various words and phrases required to speak on different topics such as giving self-introduction, express likes- dislikes, describing family, friends, and college. Apart from that, they were introduced to the various structures in which these words and phrases can be used. The rationale for selecting and teaching these functions was as

follows: firstly, the activities in the textbooks were based on these functions, and secondly, as a part of the oral examination the learners were expected to make oral presentations on different topics. Therefore we taught them these functions and prepared them for their oral examination. To give one example, while teaching them greetings and how to talk about their location the learners were introduced to the following phrases like:

Table 4.4 Greeting inputs

Greetings	Greeting time	Introducing phrase	Place
Hi / Hello,	good morning good afternoon good evening	I am Mohini I am Shivam Myself Pallavi Myself Amol This is Shashikant This is Tanishka	I am from Satara I come from Koregaon I stay in Phaltan

- Practice stage

In the practice stage, the high anxious learners were provided various opportunities to practice the newly taught language items in a controlled way. For instance, while teaching greetings and how to introduce themselves to their friends, the learners were asked to practice the above mentioned language structures with their partners first. Later, they were asked to move in the class and practice the same language structures with at least ten of their classmates. Subsequently, they were asked to practice the same language structures in groups of four to five and finally, to reduce learners' stage fright in using these structures the learners were given practice through language games. This kind of

practice not only enhanced learner experience in using language in the classroom but also gradually assisted them in becoming proficient in the English language.

- Production stage

In the production stage, the high anxious learners were asked to use the learned language items in the real life situations and they were given practice in it. The primary aim of this stage was to provide learners with opportunities to personalize the learned language items.

At the end of the class, the teacher-researcher collected learners' feedback on each session. This was done through the post- class interactions. After each session, the teacher -researcher carried out these interactions and the primary aim of these interactions was to see whether the instructions, activities, and input used in the session was helping learners in learning language and reducing their language speaking anxiety. Based on the learners' feedback on the session, the teacher-researcher modified the instructions, tasks and activities and worksheets planned in advance. So the learners' feedback on each session helped us in planning and deciding the next session. The following section describes the various strategies that were used in the intervention phase.

4.2.3 Intervention strategies used during intervention

Although these strategies were planned in advance based on the feedback from the sessions they were modified, reshaped, and used while conducting the next sessions. The following is the detailed description of strategies used during the intervention.

4.2.3.1 Making ground rules for English class

As stated in the pre-intervention findings, learners were teasing each other while speaking English in the class. Therefore considering this as a prominent problem, in the first class, we together (with learners' full participation) made a list of rules to be followed in the English class and declared that everyone in the class would follow these rules. The following are some of the rules that were prepared during the class.

- We will carefully listen to each other in the class.
- We will not tease or laugh at anyone who makes mistakes while speaking in English as without making mistakes we do not learn a language.
- We will not make fun of anyone inside or outside our class.
- If I am unable to speak in English in my group, I will take help from my friend.
- I will help my group members in doing their tasks and activities.
- I will always try to say something in my class.

Because of these rules, it was observed that gradually there was a change in the learners' behaviour. Learners were no more found teasing each other either inside or outside of the class. Instead of that they started focusing their attention on learning and supported and encouraged each other.

4.2.3.2 Use of bilingual instructions

While conducting the activities and tasks the teacher - researcher mainly used the bilingual method (English and Marathi) for providing instructions to the learners. The primary reason for doing so was their background and their proficiency level. These learners were mainly from the rural background and all of them had low proficiency in English. As their proficiency was low the teacher researcher allowed learners' to use their mother tongue for tasks and activities which focused on providing psychological support to the learners. However, learners were required to use English for speaking tasks. Therefore, considering the background and the learners' proficiency level, we used bilingual method as a resource for delivering instructions during the intervention phase.

4.2.3.3 Helping learners overcome their psychological barriers

The third intervention strategy that was used was creating learners awareness about their irrational beliefs about speaking English. This was one of the important strategies that the teacher-researcher planned during the intervention. We designed five tasks to make the learners aware of their irrational beliefs about speaking in English. In these tasks, learners were mainly given five to six questions (per task) for discussion in the class. These questions were mainly designed around the irrational beliefs that the learners had about speaking in English. For instance, high anxious learners believed that to speak in English they should know everything about the English language, and then they also believed that they should always speak in English without any pause. As stated earlier, five tasks were used to make them dispel their myths about speaking in English.

However, to illustrate, we will provide details pertaining to the first task. The first task revolved around the following questions:

1. What do you think about your mother tongue (Marathi)? Is it easy or difficult? Why?
2. Do you know everything about your mother tongue?
3. Do you consider yourself a proficient user of your mother tongue?
4. Do all native Marathi speakers speak fast in Marathi? Do you think speaking fast always is an indicator of good language proficiency?
5. Do all Marathi speakers use the same pronunciation?

In this task, learners were first asked to discuss these questions in their groups and later they were asked to provide their group opinion to the class. Later, as part of group discussion, to create learner awareness, the teacher-researcher provided many context related real examples to the learners and made them realize that whatever they believed as pre-requisites for speaking in English were actually myths and not real. So in this way, the remaining four tasks were used. The instructions and the discussion of these tasks happened in the learners' mother tongue (Marathi). The primary aim of the five tasks was to convince them of the fact that the beliefs they had about speaking English were not appropriate. At the end of these tasks, learners said they were now clear about language learning. With these tasks, a great obstacle to English language learning was removed.

4.2.3.4 Creating learner awareness in avoiding negative evaluation

The fourth intervention strategy that was used during the intervention was creating learners awareness in avoiding negative evaluation. To do so the teacher-researcher made the high anxious learners aware of the fact that mistakes are a part of learning and they should not worry about the negative evaluation. To increase learner motivation in learning English, these tasks were designed on the motivational videos like *Learn from Your Mistakes* (<https://www.youtube.com/watch?v=Allj0mBXIjU>), *positive attitude is everything* (<https://www.youtube.com/watch?v=pTgOLLmTQI0>). In these tasks, learners were supposed to watch the videos and discuss several questions given to them. For example, in one of the tasks the high anxious learners were shown the video “positive attitude is everything” and they were asked to discuss the following questions in their groups.

1. What is the theme of this video?
2. What are the small kids doing in this video?
3. How do they react to the mistakes that they do?
4. What do we do when we make mistakes in English?
5. How can we change our feelings towards our mistakes?
6. What is the moral of this?

After this, they were asked to provide their group opinion. During the discussion the teacher-researcher made them understand how their thoughts of negative evaluation hamper their learning process and how they can avoid such thoughts. The instruction and the discussion of these tasks happened in the mother tongue.

To create such awareness, in the second class we asked the learners to discuss the following questions:

- How do we learn to ride a bicycle?
- How do we learn swimming?
- How do we learn to play any game?

(To enable learners' full potential to express their views the discussion was carried out in the mother tongue)

These questions triggered a very good discussion on the mistakes and through this the learners were made aware of the fact that the mistakes were part of learning and so they should never worry about negative evaluation. Instead of that, based on the discussion, they came to the conclusion that they should take control of their negative thoughts and work on improving their speaking skills.

4.2.3.5 Use of five minute fun activities

In the one hour session, we exclusively kept 5-10 minutes slot for the fun activities, where both teacher- researcher and the learners mostly had fun by listening to music, songs, jokes, stories, movie dialogues from their classmates, or doing physical activities in the class. Through these activities learners were mainly asked to either listen to the music or perform their favorite [song, tell joke, memorable experience, movie dialogue, share their special quality in the class (some learners were able to sing songs) and perform their favorite act etc.] things in the class. The primary aim of these activities was to create positive and learner friendly atmosphere in the class and make them feel free

and happy for the upcoming class. While doing these activities learners had the freedom to use the language of their choice. Thus, these activities encouraged learners' classroom participation and increased their level of confidence.

4.2.3.6 Providing comprehensible language input to the learners

The sixth intervention strategy that was used was providing comprehensible language input to the learners. The language input that was selected and used for the intervention was designed by keeping learners needs and language proficiency in mind. The language input given to the learners was purely in the form of the worksheets, handouts, charts, and posters. During the intervention, every learner received a copy of worksheet or handout and after each activity, the teacher-researcher made charts and posters of the structures used in these activities and placed in the class. These things helped learners in recalling the language structures taught in the class and helped them in storing it in their long term memory. The language input given in these worksheets and handouts was not either too difficult or too easy for the learners. Similarly, these worksheets and handouts had impressive pictures and good amount of space for writing and practicing the input orally with their partner and in their group, which created a lot of interest and motivation for learning the language input given to them. The space provided in the worksheets helped them in working on their own language and the same language inputs helped them in giving guided speaking practice in the class. As a result of this, during the classroom activities most of the times learners used to get so much involved in these activities that they used to ask the teacher-researcher to continue the class for some more time. Overall during the intervention, the learners were happy to work with such language inputs.

4.2.3.7 Giving systematic language practice to the learners

The seventh intervention strategy that was used was giving systematic language practice to the learners. During the intervention, the high anxious language learners were mainly asked to practice the given language input in pairs and groups. To enable learners learn language inputs, they were asked to practice the language input twice or thrice. Then, they were asked to produce their own sentences in the given context by using the learnt structures. The teacher-researcher monitored their progress and helped them whenever they needed help.

After giving them ample language practice, the teacher- researcher conducted some language games. For instance, in one of the language games learners were asked to practice structures of “expressing likes and dislikes” in a big circle. In this game learners were asked to stand in a big circle. In the middle, the music system was placed and there was one softball, and one small box which had chits containing a task based on the topic ‘likes and dislikes’. In this game learners had to pass the ball on while the music is on and the learner who has the ball when the music is stopped had to pick up one chit from that box and do the task. During such kinds of language games, learners enjoyed the music, participated well in the games and they also got practice in using language in front of others. Although at the beginning, a few learners were shy and hesitant but when they realized that they will not be laughed at if they make mistakes and their views were valued in the class, then they started participating in these games. Thus these language games made them use language in front of everyone without being self-conscious. Also, the use of music while conducting language games created a lot of enthusiasm in the

learners. Therefore they forgot their fear of speaking English in the class and participated wholeheartedly in the language activities.

4.2.3.8 Giving teacher support in planning and practicing new language

information

The eight intervention strategy that was used was giving teacher support in planning and practicing new language information. While teaching and giving speaking practice to the learners, teacher-researcher realized that while working on the new language input learners were struggling in terms of the words and structures. Therefore when the learners were working on the tasks, the teacher-researcher was constantly moving around the learner groups and providing them the help required. For instance, when the learners were working on the task of expressing their favourite things, some learners were unable to get the English words for their favourite things. So during that time the teacher-researcher provided them the English words and helped them in completing their task. Apart from this, while moving in the class the teacher-researcher realized that there were some learners who were little anxious in speaking in the group. So, in this case, the teacher-researcher personally participated in their group and motivated them by providing positive feedback on their performance. In this way the learners got encouragement and they started participating in their group. In this way, the teacher-researcher was constantly giving teacher support to the learners.

4.2.3.9 Providing learners psychological support

The ninth intervention strategy that was used during the intervention was providing psychological support to the high anxious learners. The findings of the pre-intervention

stage indicated that due to the language speaking anxiety, most of the learners were mentally and psychologically weak and to overcome this problem, it was necessary for the teacher-researcher to provide learners psychological support. The psychological support was given in terms of individual counseling, motivation, and positive feedback. For this, the teacher-researcher used to conduct one to one counseling sessions with the learners and he used to encourage them to use English in the class. He used to give small prizes like pens, notepads to those who participated willingly in the classroom activities and to those who used to make a good attempt at speaking English. To encourage the learners for using English in the class he used to avoid anger and punishments and give positive feedback to the learners' patiently.

4.2.3.10 Creating positive and learner friendly atmosphere in the class

The tenth intervention strategy that was used was creating a positive and learner friendly atmosphere in the class. To do so, the first thing that we did was the change of their regular classroom. For this, we took special permission from the principal and selected their computer lab for our intervention. We selected this lab because it was nicely painted with the color combination of white and yellow. Then it had sufficient movable chairs and room for the learners to move in the classroom. Similarly, it also had an overhead projector which we used during our intervention. During the intervention, we kept our classroom neat, clean, well organized, and covered the classroom walls with some inspiring messages and quotes, which ultimately had a positive impact on the learners' minds.

Another thing that was done to create a positive and a learner friendly atmosphere in the class was the use of pleasant greeting with a smiley face and the use of 5-minute fun activities. In every class, the teacher-researcher used to greet learners in a pleasant mood. He used to show his enthusiasm by smiling and making good eye contact suggesting that he had total confidence in each learner's individual potential for success. In the fun activities, learners were primarily asked to move in the class, identify something, make a list of something, play some games, do some funny physical exercise, act something, sing etc. For instance, in one of the classes learners were asked to move in the class and make a list of learners' birthdates month-wise. During this activity, it was found that all the learners were enjoying with each and every one of them taking part in the activity. Such kinds of activities not only helped in increasing their confidence but also created a positive and learner friendly atmosphere in the class.

One more thing that was done to create a positive and learner friendly atmosphere in the class was calling learners by their names, showing interest in their work, and showing the caring attitude towards them (both inside and outside the classroom). So during the intervention sessions, the teacher-researcher mostly used to call learners by their first names. He used to show his interest in the learners work by visiting, encouraging, and giving positive feedback to them. Then he always showed caring attitude by enquiring about them and their parents.

4.2.3.11 Use of posters, charts, videos, and music with language games

The eleventh intervention strategy that was used during the intervention was the use of posters, charts, music, videos, and language games. During the intervention, the teacher-

researcher prepared colorful posters and charts on the language input that was taught to the learners. The primary aim of these posters and charts was to keep learners constantly in touch with the language input taught in the class. Due to these charts and posters, it became easy for the learners to recall and reproduce the language input taught to them.

4.2.3.12 Teaching techniques of deep breathing and positive self-talk

The twelfth intervention strategy that was used during the intervention was techniques of deep breathing and positive self-talk. To reduce the learners' language speaking anxiety while speaking in English in the class, the teacher-researcher taught them two techniques namely deep breathing and positive self-talk. While teaching the technique of deep breathing the teacher-researcher showed them how to breath deeply and when it should be done. After the demonstration the learners were asked to practice the same and share their experience with the class. Then while teaching the technique of positive self-talk he provided learners some positive inspiring statements and asked them to create some other statements and use them while doing self-talk. Further, he also explained them the benefit of the positive self-talk and asked to use it for their English class.

4.2.3.13 Avoiding explicit error correction and offering positive feedback on the learner performance

The thirteenth intervention strategy that was used was avoiding learners' explicit error correction and offering them positive feedback on their performance. During the intervention, the teacher-researcher avoided learners' explicit error correction. He corrected only those errors which hampered other learners' comprehension. This error correction was done individually and not in the group or in front of the class. This was

done because the findings of the pre-intervention revealed that learners were afraid of their error correction and that's why they were not participating in the class. Therefore to encourage their participation the explicit error correction was avoided. Along with that the teacher-researcher offered positive feedback on the learners' oral performance. So while giving feedback the teacher-researcher used good and positive words for the learners' performance and encouraged them to use more English in the class. The impact of these positive feedbacks was that most of the learners started voluntarily taking part in the language activities.

4.2.4 Findings from the reflective journal

During the intervention, to understand the effectiveness of the intervention, the teacher-researcher maintained a reflective journal and conducted post-class interactions with the learners. The aim of this section is to report the findings obtained from the reflective journal. However, it should be noted that to get the clear picture of the findings, the findings of the reflective journal have been juxtaposed with the interpretations of post-class conversations that were carried out with the high anxious learners. The following are the findings obtained from the reflective journal and the learner post-class interactions.

4.2.4.1 Enjoyable and stress-free language learning experience

The first and one of the important findings of the reflective journal was that the intervention provided learners' enjoyable and stress-free language learning experience. It was observed that the learner friendly relation that the teacher-researcher maintained during the intervention created a pleasant atmosphere in the class and therefore all the

learners enjoyed doing the speaking tasks and activities. The use of pair work and group work created less anxiety provoking situations for them and built confidence in them, as a result of which they could use English freely without worrying about mistakes. Similarly, the use of music, videos, worksheets, and language games made them happy and enthusiastic for learning and using English in the classroom. They were seen happy and enthusiastic while participating in the classroom activities. This can be well supported by the example of learners who wanted to extend the class timings from one hour to two hours. During the post-class interactions when the learners were asked about the intervention classes, they said that for the first time they felt very happy and comfortable in the English classes. They stated that for them learning English had always been a serious and fearful learning experience. However, in these English classes the language learning experience was so enjoyable that they forgot that they were learning English

4.2.4.2 Growth in the learner classroom participation

The second finding obtained from the reflective journal was that there was growth in the learners' classroom participation. In the pre-intervention stage, it was observed that the high anxious learners' participation in their English class was very low, however during the intervention it was observed that all the learners were participating well in the classroom activities. During the intervention it was observed that every one of the high anxious learners participated well in the tasks, activities, and classroom discussions and shared their feelings and thoughts. Further, they wholeheartedly provided their feedback on these tasks and activities to the teacher-researcher. The learners' growth in the participation can also be seen through the completion of their homework. A majority of them completed their homework on time and shared it with the class. All the learners

listened attentively in the class and also asked questions to clear their doubts. Further, learners' growth in the participation can also be seen through their interest in voluntarily responding to the classroom activities. For instance, during the intervention the teacher-research had rarely required to force the learners to participate in the classroom activities. During the post-class interactions, when the learners were asked to share their feelings about the classroom participation, they stated that due to the fear of speaking they always had the feeling that they would never participate in any classroom activities. However, during the intervention, they felt very happy and relaxed while participating in the various tasks and activities. Further, a majority of the learners explained that due to the happy and relaxed feeling created by the teacher in the class, the learners developed a notion that missing opportunities to participate in the class would be a very bad idea for them.

4.2.4.3 Increased learners' language fluency

The third finding obtained from the reflective journal was that there was a significant change in the learners' language fluency. As the findings of the classroom observation indicated that (see section 4.1.4.2) the high anxious learners' language fluency was very low and due to which they could not speak in the English class. However, during the intervention, the language input taught in the stress-free environment, and then the oral practice given over a period of time helped learners in developing their fluency in using English in their classroom. In the intervention, it was observed that the high anxious learners were able to understand and use the everyday expressions like greetings, farewells, apologies etc. Similarly they were also able to ask and answer questions about their personal details without many pauses and pause fillers.

Apart from that the learners were also able to describe their and others (their friend, family members) physical appearance, express their likes-dislikes, talk about their favorite things, give self-introduction, talk about their best friend, family, their college etc. It was also observed that to participate effectively in the classroom activities, the learners were able to speak in the sufficient structural accuracy and vocabulary. So due to the comprehensible language inputs and stress-free classroom environment the learners' fluency increased and they gained confidence in using English in their classroom.

The post-class interactions with the learners revealed that the learners were happy to see that now they could speak English in the classroom. During the interaction, they said that as compared to pre-intervention phase their ability to use English in the class had significantly increased. Now they no longer speak in the low voice and do not use many pauses while speaking in English. Further, they stated that while speaking they got sufficient words and phrases to speak. Before the intervention they felt that they would not be able to speak in English in the class. But after observing their own growth in their spoken English they felt very satisfied.

4.2.4.4 Growth in the learner confidence

The fourth finding that was obtained from the reflective journal was that there was growth in the learners' confidence. In the pre-intervention, it was observed that the high anxious learners were shy. They did not show any interest towards the classroom activities. Most of the time, they kept quiet and very rarely made eye contact with the teacher. They never voluntarily took part in the classroom activities and those who were forced to do that were found shivering and mumbling. However, during the intervention,

it was observed that the learners were voluntarily taking part in the classroom activities. They were no longer seen quiet in the classroom. They were taking the necessary risks for leaning to speak in English and while speaking in English they were not mumbling and shivering. It was also found that they were loud and clear while speaking in English class. Moreover they were asking their doubts to the teacher-researcher and while speaking in English there was eye contact with the teacher-researcher. The post-class interactions with the learners indicated that they were surprised to see the growth in their language use. While talking about this issue, they stated that they never thought that they would speak so nicely in the English class. They said this was mainly possible because of the language inputs provided by the teacher through handouts and wall posters. Further, they mentioned that their confidence in speaking English in the class had significantly increased. Some learners pointed out that as compared to the pre-intervention; they were better equipped and confident to use English in the class.

4.2.4.5 Development of interest and motivation in the learners

The last finding that was gained from the reflective journal was that learners developed a kind of interest and motivation towards using English inside and outside the classroom. As stated earlier, during the intervention, it was observed that almost all the learners were speaking in English in the classroom. However, it was also found that some of the high anxious learners started speaking in English even outside the classroom. For instance, during the college assembly, break time, casual meetings, some of the high anxious learners were found exchanging greetings in English. Further, they started using some common English words and phrases which they had picked up from the inputs provided in the class. Although the learners were unable to carry out full-length conversations in

English, they could manage their conversations with the limited vocabulary that they had. One day even the principal of the college experienced the same and appreciated the teacher-researcher for his efforts in creating interest and motivating the learners to use English.

During the post-class interactions, when the learners were asked how they felt about speaking in English outside the classroom, learners stated that they felt very happy as now they had the courage to speak in English even outside the classroom. When asked about their fear of negative evaluation, learners mentioned that as they had started considering mistakes as learning opportunities for them, they no longer felt anxious about their fear of negative evaluation.

The above findings from the reflective journal and the learner post-class interactions indicated that the intervention succeeded in providing a pleasant and stress-free language learning experience to the high anxious learners. It reduced their language speaking anxiety and assisted in developing their confidence and fluency in using English inside and outside the classroom.

4.3 Findings from post-intervention phase

The primary aim of the post-intervention data collection was to see the impact of the intervention on the learners' language speaking anxiety and determine the various measures that would be useful in dealing with such problem. In order to achieve this aim, the FLCAS was again administered to the high anxious learners' and semi-structured interviews were carried out with them and the teacher of English who observed the teacher-researcher's classes during intervention. Moreover, to determine the impact of the

intervention, a t-test measure was performed with the learners' pre and post-intervention scores on the FLCAS. The following sections delineate the findings obtained from the t-test measure and interviews.

4.3.1 Findings from the Paired t-test/ repeated measures

After the intervention, the learners' responses to the FLCAS were obtained and then the responses were compared with the pre-intervention data in the form of a t-test. The following table provides the detailed description of the learners' scores on the pre and post-intervention of FLCAS.

Table 4.5 Paired t-test

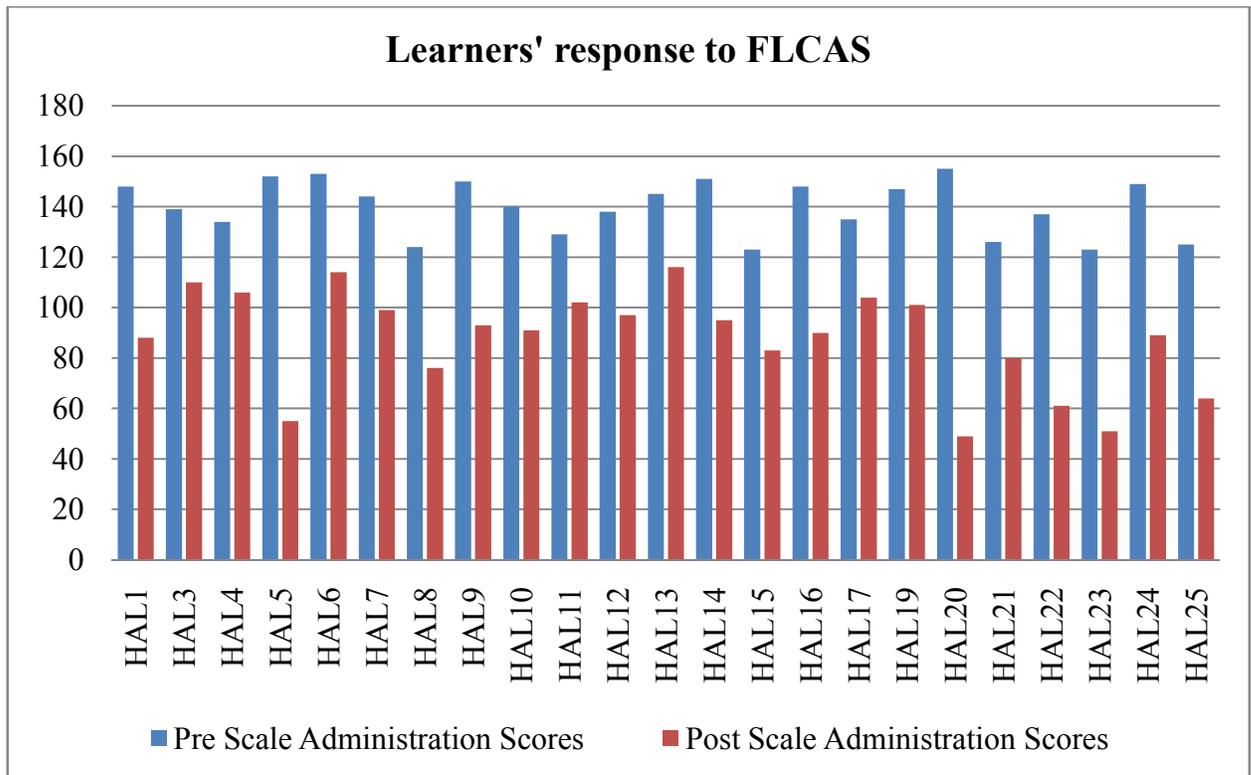
Group	Pre-intervention FLCAS Scores	Post-intervention FLCAS Score
Mean	139.78	87.57
SD	10.68	19.88
N	23	23

From the table 4.5, it can be observed that the mean score of FLCAS for pre-intervention is 139.78 and the SD is 10.68. This suggests that the highest score and the lowest score in the group have diverted (+) or (-) 10.68 from the mean score. The mean score of FLCAS for post-intervention is 87.57 and the SD is 19.88. This suggests that the highest score and the lowest score in the group have diverted (+) or (-) 19.88 from the mean score.

Thus, we can note that there is a difference of 52.21 between the pre and post-intervention mean scores. Therefore, to see if the difference between the pre and post-intervention mean score is statistically significant or not a paired t-test was done. The

output of the paired t-test showed that the difference between the pre and post-intervention mean score i.e. 52.21 was significant at 0.0001 level, which is extremely significant. Thus, the difference of 52.21 between the pre and post-intervention mean score suggests that the intervention given to the learners has reduced their language anxiety levels at the significant degree, proving that the intervention has been successful. The following bar graph of learners' individual performance on the pre and post - administration of FLCAS provides the complete picture of the impact of the intervention.

Bar graph 4.1 Learner response to FLCAS



From the bar graph 4.1, it can be observed that the high anxious learners' pre-intervention scores on FLCAS significantly varied from the post-intervention scores on FLCAS. As it can be observed from the bar graph, the highest post-intervention score on the FLCAS

was 116 and the lowest was 49. This indicates that the high anxious learners' language anxiety has been reduced to a greater extent and it has reached the moderate level of anxiety. This confirms that the intervention provided to the high anxious learners has succeeded in reducing the anxiety levels.

4.3.2 Findings from the learner semi-structured interviews

The present section describes the findings obtained from the learners' post-intervention interviews. The aim of this qualitative tool was to (a) understand the overall impact of the intervention on the learners' language speaking anxiety and (b) to obtain feedback on the usefulness of the intervention strategies used in this study.

4.3.2.1 Overall impact of the intervention on the learners' language speaking anxiety

While describing their language learning experience, a majority of the high anxious learners stated that their language learning experience was very nice and pleasant. They no more felt anxious while learning English. They learnt English in a very friendly manner. They described the language learning experience as very different and unique and they stated that till then they had never experienced such language learning experience. For instance, the following quotes illustrate these findings

My experience of learning English was very good. I had a lot of fun in these classes. (HAL 1)

I was not anxious while speaking in English. (HAL 14).

I think I enjoyed the English classes very nicely. (HAL 25)

My learning experience of English was very much different. In these classes we played language games, we had fun activities, and we spoke

English with our classmates. (HAL 15)

I think the language learning experience was very different and I never knew that I could learn English in this way.(HAL 6)

Subsequently, when the learners were asked to elucidate the impact of the intervention on their language speaking anxiety, each and every one of the learners stated that intervention had not just assisted them in eradicating their language speaking anxiety, but helped them in gaining confidence while speaking in English class. While elaborating on this point, most of the learners said that because of the intervention, they developed a range of vocabulary to express themselves in English. Further, they pointed out that due to the intervention, they could greet, introduce themselves, and talk about many topics such as their likes and dislikes, families, college, best friend. They could also make an oral presentation by standing in front of the class. For instance, the following quotes from HAL 1 HAL 9 and HAL 20 reveal the above findings

I think now I don't feel very anxious while speaking in the English class. Now I know many words and phrases in English. I can introduce myself in English and I can also talk on familiar topics. (HAL 1)

I know many words and sentences in English which are used in communication. Now my English is better. This gives me confidence. So I feel that these classes have been extremely good for reducing my language speaking anxiety. (HAL 9)

Earlier, I used to be very anxious while speaking in English class and because of which I could not speak even a sentence in English. Sometimes I used to be wordless and sometimes I used to feel that I will not be able to speak English in my life. But now it is not the case. Language games and language inputs have made me confident. Now I can speak good English. I can introduce myself in English. I can greet my friends in English. I can give a speech on my family. So I think that the English classes have helped me in reducing my language speaking anxiety and increasing my speaking ability. (HAL 20)

In the light of above findings, it can be concluded that the intervention succeeded in providing a very joyous and enjoyable language learning experience to the high anxious learners. It also assisted them in eradicating their language speaking anxiety and helped them in gaining confidence while speaking in English.

4.3.2.2 Learner feedback to the intervention strategies

In order to determine the intervention strategies that had helped learners in reducing their language speaking anxiety, the high anxious learners were asked to ponder over their language learning experience. The following section delineates learners' feedback on the intervention strategies that were used in the study.

4.3.2.2.1 Intervention strategy 1: Making ground rules

The first intervention strategy that was found during the learner post-intervention interviews was making ground rules for English class. Almost all the learners stated that the ground rules which were made for the English class helped them in reducing their language speaking anxiety. While elucidating the efficacy of class rules, they stated that because of these rules many of their classmates stopped laughing at their English. Further, they also mentioned that most of the learners even stopped teasing them and this encouraged them to take necessary risks for using English in the classroom. The following quotes from HAL 6, HAL 9, HAL 12, and HAL 23 reveals the above findings

Before teaching us how to speak in English, sir and we all students made some rules to be followed in the English class. Because of these rules, all my classmates stopped laughing and teasing me. Moreover, they started supporting me whenever I was speaking in English. (HAL 6)

I believe that those classroom rules have helped me in reducing my language speaking anxiety. (HAL 9)

I think due to these rules everybody stopped making fun of my English and therefore I could start speaking in English class". (HAL 12)

I think it is because of the ground rules my language speaking anxiety has gone down. (HAL 23)

The above findings reveal that the ground rules that were made for the English classes helped learners in reducing their language speaking anxiety.

4.3.2.2.2 Intervention strategy 2: Providing comprehensible language inputs

All the learners stated that their language speaking anxiety was reduced due to the comprehensible language input that was given to them. While explicating on this intervention strategy, learners stated that the language input that was given to them had a lot of pictures and images which assisted them in quickly grasping the information provided in the input. Further, they pointed out that the teacher-researcher's elaborative speech on the each task and the use of bilingual method made input very comprehensible for them. Moreover, some of the learners also mentioned that the inputs that they received from various speaking activities helped them to easily store the language inputs in their long-term memory, and they were able to retrieve them when required. For instance, the following quotes from HAL 7, HAL 15, and HAL 21 reveals the above findings.

Ummm...To make us understand what we have to do in the class sir used to explain it in two languages. That made it easier for me to understand sir's instructions and act accordingly. (HAL 7)

In every class, sir used to come with different papers. These papers had many colourful pictures with English words and sentences. These pictures helped me to understand these words and sentences and that's why I could confidently participate in the classroom activities. (HAL 15)

While conducting classroom activities and language games sir explained everything in a very simple language and because of this I could understand what I had to do in the language activities. (HAL 21)

The above findings indicate that comprehensible language inputs not only helped learners in gaining their confidence in learning and using the language but also helped them in reducing their language speaking anxiety.

4.3.2.2.3 Intervention strategy 3: Giving systematic practice

(Pair work \rightleftarrows Group work \rightleftarrows Speaking in front of the class)

The third intervention strategy that the learners identified was systematic practice in using language. A large number of learners stated that the systematic language practice assisted them in reducing their language speaking anxiety. While elucidating on the intervention strategy, they stated that during the intervention, they were not asked to speak immediately to the class but were first asked to learn, practice with their partners, then in a small groups and then finally they were asked to speak to the class. As they elaborated on the efficacy of this strategy, it became evident that speaking in English with a partner provided them security from negative evaluation and boosted their participation in the class. The group work provided them confidence and courage in using English in front of some learners. Several learners also mentioned that the pair work and group work helped them in building the courage for giving oral presentations in their class. The following quotes from HAL 10, HAL 17, and HAL 22 capture the above findings

Throughout the English classes, sir gave us a good amount of practice in using English. At the initial stage, he asked us to speak with the partner,

then he asked us to speak in the small groups and then finally he asked us to speak in front of the class. This provided us a very good practice of speaking in English and I think that this also helped me in reducing my language speaking anxiety. (HAL 10)

I got a lot of practice in using English with my partner. I also practiced English in the small groups and finally, I spoke in front of the class. This actually offered me a very good practice in using English and as a result of which my language speaking anxiety was reduced. (HAL 17)

In these two months, sir never asked us to speak immediately in front of the class. He first asked us to use English with our partner that protected me from other learners' bad comments and teasing. Then, he asked us to practice the same in a small group. I think the practice I had with my friend made me confident and encouraged me to use English in the small groups. And then finally at the end, he asked us to speak in front of the class. So in this way, I got a lot of practice in using English. So I think because of pair work and group work my speaking anxiety has gone down. (HAL 22)

The above findings indicate that the systematic practice (in terms of pair work, group work and speaking in front of the class) assisted learners in reducing their language speaking anxiety. The findings suggest that the systematic practice not only gave them a good amount of practice in using English in the class but also boosted their confidence in speaking English. Similarly, it encouraged their classroom participation and assisted them in taking necessary risks for using English in the class.

4.3.2.2.4 Intervention strategy 4: Use of posters, charts, music, videos, and language games

The fourth useful intervention strategy that was found by the learners was the use of posters, charts, music, and language games. All the learners stated that the use of posters, charts, music, and language games assisted them in reducing their language speaking anxiety. They stated that the charts and posters that were used and kept in the class assisted them in learning the language inputs throughout the intervention. As they were

on the classroom walls, it was easy for them to read and retrieve the language inputs any time in the class and therefore, because of this the inputs became part of their knowledge and therefore while speaking it was possible for them to reproduce the language with less language speaking anxiety.

Further, they said that the music and the language games that were used during the intervention assisted them in reducing their language speaking anxiety. According to them the music reduced their anxiety and made them happy and cheerful in the English class whereas the language games created a lot of interest and enthusiasm in the English class. For example, the following quotes from HAL 1, HAL 6, HAL 19, and HAL 25 reveals the above findings

I feel charts, music, and language games helped me a lot in reducing my language speaking anxiety. Because of these things, I never felt anxious while participating in the English class. The use of music and language games created interest in me and I felt very happy and enthusiastic. (HAL 1)

I believe that there were many things that have helped me in reducing my language speaking anxiety. I feel that the music and language games have created positive energy in me and because of which I could focus my attention on learning English. (HAL 6)

My participation in the language games made me cheerful and energetic. The music that was used in these games never made me worried about my anxiety. (HAL 19)

After teaching every activity, sir used to put nice posters and charts in our class. So, due to these posters and charts, it became easier for me to remember what sir taught us in the previous classes. So because of these things English became easier for me and I could speak in English. Then, while teaching sir used to ask us to participate in the language games. I think, the language games also made me joyful and created a lot of curiosity in me for speaking English in the class.

(HAL 25)

The above findings indicate that the use of posters, charts, music, and language games in the class did not just help in reducing learners' language anxiety but they also assisted in developing learners' interest and enthusiasm for using English in the class. Moreover it also promoted learner classroom participation in a massive way.

4.3.2.2.5 Intervention strategy 5: Offering learner friendly feedback to the learner

A majority of the learners stated that the positive and learner friendly feedback that was offered during the intervention assisted them in eradicating their language speaking anxiety. While explicating on the usefulness of this intervention strategy, learners stated that the teacher- researcher never pointed out their language errors in front of their class. He always corrected their errors without letting them know that he has corrected their errors. Further, they stated that the feedback that they received on their performance was very much timely and positive. While elucidating on this point, many learners pointed out that while giving feedback to them the teacher-researcher always affirmed what they did well and this boosted their confidence and created positive feeling in them. Learners also mentioned that while giving feedback the teacher-researcher used soft tone and voice and never got angry on them. The following quotes from the HAL 3, HAL 8, HAL 12, and HAL 16 reveals the above findings

In the English class sir never got angry on my mistakes, instead of that he always used softer tone of voice while speaking with me and it made me feel so better that I forgot my anxiety.(HAL 3)

I think while teaching English sir did not point out my mistakes in front of my class. He always made me aware of my mistakes when I was working alone and sometimes in my group. (HAL 8)

Sir never scolded me for my mistakes. He always saw good things in my performance and praised me for that. He always corrected my mistakes

without hurting me and that's why I felt better while performing in the English class. (HAL 12)

I know that I make many errors while speaking in English but even though sir did not get angry on me. He always corrected my errors in soft voice and encouraged me by pointing out the good thing that I did during my performance. (HAL 16)

The above findings indicate that the positive and learner friendly feedback assisted learners in reducing their language speaking anxiety. The findings suggest that the learner friendly feedback created trustworthiness in the learners and that's why they could confidently take part in the classroom activities.

4.3.2.2.6 Intervention strategy 6: Creating learners awareness in avoiding negative evaluation

The sixth intervention strategy that was found useful by the learners was creating learner awareness in avoiding negative evaluation. While talking about the utility of this strategy the high anxious learners stated that through these English classes they understood the fact that mistakes are part of learning and nobody in this world learns without making mistakes. Therefore gradually they developed a feeling that they should not be worried about their mistakes that they made while speaking in English but the improvement that they need to achieve in using English. They also stated that due to the English classes they stopped thinking about their mistakes and started learning from their mistakes. As a result of which their language speaking anxiety was lowered and they stated participating in the classes. When they were asked about their negative evaluation a majority of the learners motioned that they just avoid those people who deliberately make fun of their English. While elaborating on this point they asserted that since everybody in the class

was made aware of the negative side of the negative evaluation now nobody teases or makes fun of each other's English. Instead of that they encourage their classmates for using English in the class and try to learn from their mistakes. The following quotes from the HAL 12, HAL 18, HAL 21, and HAL 24 capture the above findings

Before these classes, I was really worried about my mistakes in English and that is why I could not participate in the English class. But now I have stopped thinking about my mistakes and I always look forward to learn from my language mistakes. (HAL 12)

I think due to the English classes I understood that we learn from our mistakes and for the first time I realized this when I stopped worrying about my mistakes in speaking and focused my attention on the learning. So I think because of this my language speaking anxiety has come to the lower level. (HAL 18)

Before these English classes most of the learners used to make fun of my broken English. Because of this I became anxious about my mistakes and very rarely spoke in my English class. But when I understood that we should avoid people who discourage us by such acts, I got encouraged for learning English and from that time I avoid those who make fun of my broken English and as a result of this now I don't feel very much anxious while speaking in English. (HAL 21)

Since sir has made us aware of the bad effect of negative evaluation nobody laughs at my poor English. So now I don't feel anxious while speaking in English class. (HAL 24)

The above findings reveal that creating learners' awareness in avoiding negative evaluation helped them in taking control of their language speaking anxiety and assisted them in reducing it to the lower level.

4.3.2.2.7 Intervention strategy 7: Creating positive and learner friendly atmosphere

in the class

The seventh intervention strategy that was found during the learners' post-intervention interviews was creating a positive and learner friendly atmosphere in the class. While

responding to the teaching strategy, all the learners stated that the positive and learner friendly atmosphere in the class assisted them in reducing their language speaking anxiety. While explicating on the usefulness of the strategy they said that the teacher-researcher's friendly behaviour established a sense of affinity in them. According to them while teaching the teacher-research always began his class with the pleasant greeting and a lot of enthusiasm. This created a friendly atmosphere in the class. Further, most of the learners said that while teaching, the teacher-researcher involved all the learners in the classroom activities and gave sufficient time for them and because of this their confidence in using English increased.

While responding to the strategy many learners said that the teacher-researcher took interest in all learners and listened to every one of them. According to learners this created likeness in them and lowered their language speaking anxiety. Further, learners stated that the teacher-researcher did not teach them from the dais like their English teacher did. Instead of that he stayed among them and provided all the possible help to them. This creased a pleasant atmosphere in the classroom and because of that all the learners felt happy for that. While explaining this point further most of them mentioned that the teacher did not scold them or punish them for their mistakes. Instead of that he encouraged them for using English by providing positive feedback about their performance. For instance, the following quotes from HAL 14, HAL 16, HAL 18, and HAL 19 shows the above findings

Sir always began his class with a lot of interest and happiness. When I experienced this I became so happy that I forgot my anxiety and started thinking that I will always be happy in my class. (HAL 14)

While teaching, sir used to be very friendly with me. He never punished me for my mistakes and he never scolded me for that reason. He always encouraged me by showing good things about my performance. So I think because of his encouraging behaviour my fear of speaking English has gone down. (HAL 16)

In every class sir paid attention to me and he always encouraged me to contribute something to the classroom activities. This made me very happy in the English class and I think this reduced my language speaking anxiety. (HAL 18)

While participating in the classroom activities sir gave sufficient time to me. He always listened to me with interest and never interrupted me. These things really helped me in reducing my language anxiety. (HAL 19)

The above findings reveal that the positive and learner friendly atmosphere in the class helped learners in reducing their language speaking anxiety.

4.3.2.2.8 Intervention strategy 8: Providing learners psychological and linguistic

support

A large number of learners stated that the psychological and linguistic support that they received during the intervention assisted them in reducing their language speaking anxiety. While explaining the usefulness of the strategy, a majority of the learners said that individual counseling sessions that were conducted during the intervention assisted them in overcoming their fear of speaking in English. Further, elaborating this point some of the learners said that the counseling sessions acted as key medicine for reducing their anxiety. In addition that, a majority of the learners said that the motivation and the encouragement that they received in the English class also helped them in overcoming their language speaking anxiety.

Further, while talking about the worth of the linguistic support most of the learners stated that during intervention the teacher-researcher used to help them in planning and

performing their language tasks and activities. Similarly, they also stated that while speaking whenever they used to get stuck or go blank, the teacher-researcher used to help them by giving them necessary words, and structures in English. According to them this timely help not just helped them in completing their task in hand but also assisted them in reducing their language speaking anxiety. The following quotes from HAL 1, HAL 7, HAL 20, and HAL 25 reveals the above findings

Um...aaa..... Sir's supportive nature in the class has helped me in reducing my language speaking anxiety. For example, One-day sir was teaching us about how to express our likes in English. During that time, I did not know the English word for **पेरु** (Guava) and I was struggling, and he noticed that and told me the English word for **पेरु** (Guava) and helped me with the sentence. I don't know how he realized that I was facing some problem. (HAL 1)

Whenever I was hesitant, he used to support me by saying 'yes you can do it', 'it's not difficult for you', and 'you can speak English'. So from time to time he used to give me such mental support and because of this, I think I could start taking active part in the class. (HAL7)

Sir used to meet me every day and ask me why I don't participate in the class, and how I can improve my vocabulary in English. In these meetings, I used to talk about my feelings of language anxiety and sir used to give me some suggestions. I think, these sessions have played an important role in reducing my language speaking anxiety. (HAL 20)

While speaking in English, I always used to forget words and sometimes I used to forget everything but during that time sir without scolding would provide me the words and structures that were needed for my language performance. So I feel his assistance really helped in reducing my language speaking anxiety. (HAL 20)

The above findings indicate that the psychological and linguistic support that was given during the intervention assisted learners in reducing their language speaking anxiety.

4.3.2.2.9 Intervention strategy 9: Dispelling learners' irrational beliefs about Speaking English

The second last useful intervention strategy that was mentioned by the learners was dispelling learners' irrational beliefs about speaking English. During the interview, most of the learners stated that the tasks that were used in the intervention helped them to get rid of their irrational beliefs about speaking English. While discussing this issue, many learners stated that while teaching, the teacher-researcher cleared many of their false impressions about speaking English. They pointed out that before intervention; they believed that speaking in English was most difficult and challenging task for them. They also believed that they should not speak in English until they could learn to speak in correct English. According to them during the intervention their false impressions were dispelled and they became hopeful about learning English.

While elaborating on the efficacy of the intervention strategy most of the learners' mentioned that due to the intervention their false impressions about speaking English were cleared and because of which they became optimistic about their learning English and that's how it assisted them in reducing their language speaking anxiety. For instance, the following quotes from HAL9, HAL 13, and HAL 17 reveals the above findings

I think earlier, I had many false notions about speaking English and because of that I felt very anxious. I never participated in the classroom activities. But when I attended sir's classes I understood that whatever I believed about English was my mistake. So I feel that this realisation played an important role in reducing my language speaking anxiety.

(HAL 9)

Previously, I thought that speaking in English was a difficult and challenging job for me. Therefore, I always blamed myself and kept quiet in the class. But during the English classes sir made me realize that learning to speak in English is not a very difficult job. From that time I

became hopeful about my speaking and started learning English. So I believe that this awareness has helped me in reducing my language anxiety. (HAL 13)

Before these classes, because of my poor English I thought that I will not be able to speak in English. So I felt very nervous about it. But because of the English classes, I understood that even I can learn English and that's how I started feeling happy about my English. (HAL 17)

The above findings indicate that creating learners' awareness about their irrational beliefs about speaking English assists them in reducing their language speaking anxiety.

4.3.2.2.10 Intervention strategy 10: Teaching techniques of deep breathing and positive self-talk

Almost all the learners stated that deep breathing and positive self-talk techniques assisted them in reducing their language speaking anxiety. While explaining the efficacy of the intervention strategy, a majority of the learners said that the sessions conducted on the deep breathing exercise assisted them in reducing their language speaking anxiety. They pointed out that the deep breathing exercises created freshness in them and made them ready for the classroom speaking performance and because of it they could wholeheartedly participate in the classroom speaking activities.

While describing the utility of the positive-self talk, a majority of the learners said that the classes conducted on the positive-self talk created a positive impact on their mind and established a confidence in them. As a result of which their language speaking anxiety lowered down and they did well in the classroom activities. As they talked about the positive self-talk, it became clear that positive self-talk created the optimistic feeling in

their mind and made them active about their classroom speaking performance. The following quotes from HAL 3, HAL 11, and HAL 22 reveals the above findings

I think the deep breathing exercises and the positive self -talk statements have worked well in reducing my language speaking anxiety. (HAL 3)

While teaching sir taught us some sentences and asked us to say it loudly in the class. After the practice I found some change in me. Because of these sentences, I felt positive about my presentation and I started believing in my ability to do well in the classroom presentations. So I think this has helped me in reducing my language speaking anxiety. (HAL 11)

In my opinion feeling positive about ourselves and the deep breathing exercises really made me to take control of my language speaking anxiety. (HAL 22)

The above findings indicate that teaching techniques of deep breathing and positive self-talk helped learners' in reducing their language speaking anxiety.

4.3.3 Findings from the teacher semi-structured interview

This section reports the findings obtained from the teacher interview. During the intervention, the English teacher was asked to observe the classes and after the intervention the teacher was interviewed to study the effect of the intervention from the teacher's perspective. The following sections describes the findings obtained the teacher interview.

4.3.3.1 Impact of intervention on the learners' language speaking anxiety

During the interview, the teacher was asked to comment on the impact of the intervention on the learners' language speaking anxiety. While responding to the question, the teacher stated that the intervention had helped learners in reducing their language speaking

anxiety and lent a hand in improving their language speaking abilities. While elaborating on this point, he said that before the intervention, the high anxious learners were not confident, they were shy, nervous, and very rarely spoke in the English class. However, during the intervention they started speaking in English and gradually became confident in it.

While talking about the positive impact of the intervention, the teacher mentioned that he had noticed a good growth in the learners' speaking abilities; the teacher stated that the in the intervention learners were able to describe about their physical appearance. They were able to talk about their likes-dislikes in English. They were able to talk about their favorite things in English. They were able to give their introduction in English. In addition to that he also pointed out that due to the intervention the learners were able to talk on the topics like my family, my best friend, my college etc. The following quotes from the teacher interview reveal the above-reported findings.

I think your workshops have really made a positive impact on the learners' language speaking anxiety. Before those workshops that you did in the classroom, they were not so confident in their responses. They were shy, unconfident, but now they quickly give responses to the questions and they also participate in the classroom. Even those students who were not ready before are ready to speak in English now. So I have observed this change in the students.

During the workshops, I have also noticed improvements in the learners' language speaking abilities. Previously they very rarely spoke in the English class, but now they can give their physical descriptions in English. They can talk about their favorite things, likes-dislikes. Now, they can even make short oral presentations. They can talk about familiar topics like my family, my best friend. So I think that these workshops have also developed learners speaking skills.

In the light of above discussion it can be concluded that the intervention had a positive effect on the learners' language speaking anxiety and assisted them in enhancing their language speaking abilities.

4.3.3.2 Teacher feedback to the intervention strategies

Later, the teacher was asked to provide his feedback on the intervention strategies. While responding to the question, the teacher stated that classroom rules that were made in the class really worked well for reducing learners' language speaking anxiety. Further, he pointed out that awareness raising classes helped learners to understand their false impressions about learning English and that is how they became optimistic towards speaking English. In addition to that he motioned that comprehensive language inputs and, learner friendly feedback given to the learners assisted them in learning and recalling the language input while speaking in the English class. Later, he said that the learner friendly atmosphere in the class, the use of language games music, charts, handouts, pair work, and group work made learners enthusiastic about learning English and created motivation in using English in the class. Further he pointed out that positive self-talk, deep breathing exercises, acceptance of learners as they are, linguistic and psychological support in learning and using English, worked in well in reducing learners language speaking anxiety. Further, talking about the usefulness of these measures, the teacher said that he himself started implementing these techniques in his other classes and to a great extent it benefited his learners a lot. The following quotes from the teacher's interview indicate the above-reported finding.

In these workshops, I observed that the rules made in the class stopped learners from teasing each others, and that's how they became less anxious while speaking in English.

During these classes, I also observed that your awareness raising class also helped them in developing positive attitude towards using English.

I think, techniques like classroom rules, keeping learner friendly atmosphere, use of language games, use of pair work and group work, techniques of positive self talk and deep breathing, your acceptance of learners as they are, support in learning, use of music charts and handouts, and creating awareness in the learners irrational beliefs helped in reducing learners language speaking anxiety. Now I am also using these techniques in my other classrooms. They are very good and useful. They are proving very fruitful for my students.

The above findings indicate that intervention strategies like classroom rules, helping learners to dispel their irrational beliefs about speaking English, keeping learner friendly atmosphere in the class, the use of language games, pair work and group work, teaching techniques of positive self- talk and deep breathing, acceptance of learners as they are, support in learning and using English, the use of music charts and handouts, helped learners in reducing their language speaking anxiety.

4.4 Conclusion

To summarize, in this chapter, we first reported the findings obtained from the pre-intervention data i.e. FLCAS, learner questionnaire, classroom observation, and learner interviews. Then, we have shed light on the intervention planning, implementation, methodology used for carrying out the intervention, intervention strategies used in the intervention, learner response to the intervention and the findings obtained from the reflective journals.

Later, we reported the findings obtained from the post-intervention data i.e. FLCAS (comparison of pre and post scores – t-test/ repeated measures), learner interviews, and teacher interview. In the next chapter, we will provide a detailed discussion of the findings that we have obtained from the study.