

LANGUAGE ANXIETY AND ITS EFFECTS ON SECOND LANGUAGE ACQUISITION

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Annotation: *This study investigates the concept of language anxiety and its impact on second language acquisition (SLA). Language anxiety, a type of performance-related stress specific to language learning, can greatly influence a learner's motivation, self-confidence, and overall success in mastering a new language. The research examines various psychological, social, and situational factors that lead to language anxiety, including fear of negative judgment, communication anxiety, and low self-worth. It also considers the effects of anxiety on the development of essential language skills—listening, speaking, reading, and writing. Additionally, the study outlines effective strategies that both educators and learners can employ to reduce anxiety and enhance learning outcomes. By focusing on the emotional aspects of SLA, the research offers valuable insights and practical recommendations for more supportive language learning environments.*

Keywords: *language anxiety, second language acquisition, foreign language learning, communication apprehension, learner motivation, affective factors, language skills, language education, classroom environment, psychological barriers.*

ЯЗЫКОВАЯ ТРЕВОЖНОСТЬ И ЕЕ ВЛИЯНИЕ НА УСВОЕНИЕ ВТОРОГО ЯЗЫКА

Аннотация: *В этом исследовании изучается концепция языковой тревожности и ее влияние на усвоение второго языка (SLA). Языковая тревожность, тип стресса, связанного с успеваемостью, характерный для*

изучения языка, может значительно влиять на мотивацию учащегося, уверенность в себе и общую успешность в освоении нового языка. В исследовании изучаются различные психологические, социальные и ситуативные факторы, которые приводят к языковой тревожности, включая страх негативного осуждения, коммуникативную тревожность и низкую самооценку. Также рассматривается влияние тревожности на развитие основных языковых навыков — аудирования, говорения, чтения и письма. Кроме того, в исследовании излагаются эффективные стратегии, которые могут использовать как преподаватели, так и учащиеся для снижения тревожности и улучшения результатов обучения. Сосредоточившись на эмоциональных аспектах SLA, исследование предлагает ценные идеи и практические рекомендации для более благоприятной среды изучения языка.

Ключевые слова: языковая тревожность, усвоение второго языка, изучение иностранного языка, коммуникативное опасение, мотивация учащегося, аффективные факторы, языковые навыки, языковое образование, среда в классе, психологические барьеры.

TIL TASHVISHI VA UNING IKKINCHI TILNI O'ZLASHTIRISHGA TA'SIRI

Annotatsiya: Ushbu tadqiqot til tashvishi tushunchasini va uning ikkinchi tilni o'zlashtirishga (SLA) ta'sirini o'rganadi. Tilni o'rganishga xos bo'lgan ishlash bilan bog'liq stressning bir turi bo'lgan til tashvishi o'quvchining motivatsiyasi, o'ziga ishonchi va yangi tilni o'zlashtirishdagi umumiy muvaffaqiyatiga katta ta'sir ko'rsatishi mumkin. Tadqiqotda til tashvishiga olib keladigan turli xil psixologik, ijtimoiy va situatsion omillar, jumladan, salbiy fikrdan qo'rqish, muloqot tashvishi va o'zini past baholaydi. Shuningdek, u tashvishlanishning asosiy til ko'nikmalarini - tinglash, gapirish, o'qish va yozishni rivojlantirishga ta'sirini ko'rib chiqadi. Bundan tashqari, tadqiqot tashvishlarni kamaytirish va ta'lim natijalarini

yaxshilash uchun o'qituvchilar ham, o'quvchilar ham qo'llashi mumkin bo'lgan samarali strategiyalarni belgilaydi. SLA ning hissiy jihatlariga e'tibor qaratgan holda, tadqiqot yanada qo'llab-quvvatlovchi til o'rganish muhitlari uchun qimmatli tushunchalar va amaliy tavsiyalarni taqdim etadi.

Kalit so'zlar: *til tashvishi, ikkinchi tilni o'zlashtirish, chet tilini o'rganish, muloqotdan qo'rqish, o'quvchi motivatsiyasi, affektiv omillar, til ko'nikmalari, til ta'limi, sinf muhiti, psixologik to'siqlar.*

In the realm of second language acquisition (SLA), psychological influences are key determinants of a learner's success and progression. Among these, language anxiety stands out as one of the most impactful and extensively researched emotional challenges. It is characterized by feelings of nervousness, fear, or unease specifically tied to learning or using a second or foreign language. Unlike general anxiety, language anxiety is context-dependent and can significantly impair a learner's performance and willingness to engage in communication.[1]

Studies have demonstrated that elevated levels of language anxiety can undermine learners' self-confidence, limit their classroom participation, and obstruct the development of core language skills such as speaking, listening, and writing. Many learners, driven by the fear of making errors or being evaluated by others, may develop avoidance behaviors, lose motivation, and experience slower progress in language learning.

This introduction lays the groundwork for a comprehensive exploration of the causes, consequences, and potential remedies for language anxiety. By gaining a clearer understanding of how this emotional factor affects the learning process, educators and researchers can offer more effective support and foster more encouraging and productive language learning environments.[2]

Language anxiety is a complex and multi-dimensional issue that stems from a variety of psychological, social, and educational influences. It is generally

categorized into three main components: communication apprehension, fear of negative evaluation, and test anxiety. Each of these factors can individually or collectively hinder a learner's ability to effectively acquire and use a second language.

Communication apprehension refers to the fear or discomfort associated with speaking in public, particularly in a language that is not one's native tongue. Learners often feel nervous or even panicked when asked to speak in class, worried about being misunderstood or ridiculed. This fear is often intensified in formal educational settings where precision and correctness are heavily emphasized.[3]

Fear of negative evaluation involves an excessive concern about being judged by others—whether peers, teachers, or native speakers. This can make learners overly self-conscious and reluctant to engage in language activities. Even when they know the correct response, these learners may choose to remain silent to avoid possible embarrassment.

Test anxiety pertains to the stress and nervousness experienced during language assessments, including speaking exams and written tests. Learners suffering from test anxiety may find it difficult to perform to the best of their abilities due to the pressure of being evaluated.[4]

Evidence from research and classroom experience shows that language anxiety has a strong negative effect on second language learning, especially in situations requiring spontaneous oral communication. Students who experience high levels of anxiety often report feelings of inadequacy, fear of making mistakes, and social discomfort, all of which contribute to reduced classroom participation and hindered language development.[5]

A central challenge many learners face is the internal struggle between the desire to communicate and the fear of being incorrect. This emotional tension frequently results in avoidance behavior, such as refraining from speaking or engaging in discussions, despite having the necessary knowledge. Anxiety can block performance, not due to a lack of competence, but because of mental and

emotional barriers.

The classroom environment also plays a critical role in shaping the experience of language anxiety. Supportive, low-pressure classrooms are linked to reduced anxiety and more effective learning. Teachers who foster open communication, build a sense of community, and give constructive feedback are more likely to nurture confident and successful language learners. In contrast, environments that are overly strict or focus excessively on error correction can exacerbate stress and increase anxiety.[6]

Furthermore, research indicates that language anxiety is not experienced equally among all students. Personal factors such as introversion, past negative learning experiences, cultural norms, and language proficiency levels all influence how learners perceive and cope with anxiety. Beginners, in particular, are more prone to anxiety during speaking tasks and tests.

Key Findings:

- **Performance Impact:** Learners with high language anxiety consistently underperform in speaking and listening tasks, regardless of their actual proficiency.
- **Decreased Motivation:** Anxiety reduces intrinsic motivation, lowers engagement in class, and increases the risk of discontinuing language studies.
- **Slower Progress:** High-anxiety students often progress more slowly due to limited practice, especially in communicative activities.
- **Helpful Interventions:** Techniques such as collaborative learning, peer support, encouraging feedback, humor, and educational games have proven effective in lowering anxiety and enhancing learning outcomes.

The evidence confirms that language anxiety poses a serious challenge to effective second language acquisition. However, through thoughtful teaching strategies and a greater awareness of learners' emotional needs, its detrimental effects can be minimized. With the right support, learners are better positioned to achieve their full potential in mastering a new language.

Language anxiety is a significant emotional factor that can greatly impede

the process of acquiring a second language. This study highlights how anxiety—especially during speaking and listening activities—can lower learners' confidence, reduce their classroom involvement, and slow down language development, even when they have sufficient linguistic competence. Emotional challenges such as fear, embarrassment, and self-doubt can overpower cognitive skills, resulting in poor performance and decreased motivation.

Crucially, the effects of language anxiety differ from one learner to another. Factors such as personality traits, past educational experiences, classroom dynamics, and the teacher's approach all influence how anxiety is experienced. As a result, effectively addressing language anxiety requires a comprehensive strategy. This includes fostering a relaxed and supportive learning environment, offering positive reinforcement, promoting peer interaction, and incorporating anxiety-reducing methods into language instruction.

Recognizing the role and impact of language anxiety enables educators and researchers to provide better support for learners in overcoming these emotional challenges. Doing so not only enhances language acquisition but also strengthens learners' self-esteem, persistence, and interest in continued language learning. Ongoing research and creative instructional strategies will be key to reducing the impact of language anxiety and ensuring more effective and inclusive language education.

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