

English Language Anxiety in Adult Learners: Challenges and Opportunities

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Abstract

English language anxiety (ELA) is an issue among adults who are learning a language. It affects their experience and outcomes in language learning. This comprehensive review explores the nature of ELA, examining its aspects and implications for language instruction. The research investigates how the classroom environment, linguistic challenges, academic performance, communication difficulties, emotional well-being, motivation, and other personal and societal factors contribute to ELA. It also delves into the role of technology, self-reflection, and training in English language acquisition. The review emphasises the importance of creating inclusive language learning spaces, providing teacher training programmes, and encouraging self-practice to address English Language Anxiety (ELA). Moreover, evidence-based solutions such as task design and tolerance for errors are recommended to help students overcome ELA and enhance their overall language learning experience. The conclusions and suggestions presented in this review can be valuable for adult learners of languages who seek to understand and engage with individuals from diverse cultures.

1. Introduction

English language anxiety (ELA) is a multifaceted psychological phenomenon experienced by adult learners when studying or using English as a second or foreign language (Horwitz, Horwitz & Cope, 1986). It has been acknowledged as a major obstacle in language education, affecting students' communication, language proficiency, and overall learning experiences (MacIntyre & Gardner, 1991). The difficulties adult language learners confront in terms of social, personal, and linguistic development have an impact on ELA (Dewaele, 2007).

The anxiety of receiving a poor grade from peers, teachers, or native speakers can cause ELA to increase in many adult learners (Yan & Horwitz, 2008). ELA can also be a result of individual traits including introversion, perfectionism, or low self-esteem (Liu & Jackson, 2008). High-stakes testing and unsupportive teaching strategies are adverse aspects in the school environment,

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which can exacerbate or lessen ELA (Spielmann & Radnofsky, 2001). Language phobia can become even more severe due to the difficulty of English grammar, vocabulary, and pronunciation (Young, 1991).

ELA has far-reaching effects on both the well-being of learners and various facets of language learning. Academic performance is hampered by ELA because it makes it harder to learn and retain language skills, which lowers academic achievement (Phillips, 1992). Additionally, anxiety can lower motivation by preventing learners from participating actively in language acquisition tasks (Ehrman & Oxford, 1989). In addition, stress and dissatisfaction might cause language learners to lose interest in the process (Dewaele, 2010).

A multifaceted strategy involving educators, students, and the larger language learning community is needed to address ELA. ELA can be considerably reduced and a healthy classroom climate can be promoted by creating a supportive learning environment (Brown, 2007). The use of communicative language exercises that are interesting and focused on actual circumstances might help learners feel more confident and less anxious (MacIntyre & Gregersen, 2012). In order to address errors, teachers should use a non-threatening strategy that emphasises learning from mistakes rather than reprimands (Kondo & Yang, 2004). In addition, teaching relaxation methods and mindfulness exercises can help people control their anxiety while learning a language (Liu & Hu, 2013).

In this review, we evaluate the prospects for creating a supportive learning environment for language learners as well as the difficulties presented by ELA in the context of adult language learning. We examine the literature on ELA in order to find practical tactics that can be used to lessen ELA and encourage successful language learning and communication for adult learners. By addressing this widespread problem, we may develop a more welcoming and encouraging atmosphere for language learning that helps adult learners successfully meet their language learning objectives (Scovel, 1978).

2. Causes and Manifestations of English Language Anxiety

2.1 Social Factors

The English language anxiety (ELA) that adult learners experience is greatly influenced by social variables. Learning environments where students feel criticised and self-conscious about their language skills can be produced by the dread of unfavourable judgement from peers, teachers, or native speakers (Yan & Horwitz, 2008). Social anxiety can cause reluctance to engage in language learning activities, which can impede the development of language competency (MacIntyre & Gardner, 1991). Liu and Jackson (2008) discovered that fear of unfavourable social repercussions was a factor in Chinese EFL learners' reluctance to communicate in the target language. Dewaele (2007) noted that mature language

learners who differ from the general population of language learners in terms of sociobiographical characteristics may feel higher levels of communicative anxiety. This sense of alienation can make it harder for learners to engage in language learning exercises with confidence (Spielmann & Radnofsky, 2001).

English language instruction, especially in contexts with a diversity of cultures, can encourage social comparisons and appraisal. Students may feel inadequate if they judge themselves against their peers or native speakers (Horwitz, Horwitz & Cope, 1986). Language anxiety may be increased by the fear of falling short of cultural standards for language use (Young, 1991). Adult learners may also worry about their accent or pronunciation and how it may hinder their ability to integrate into the community speaking the target language (Phillips, 1992).

Language teachers should work to build a welcoming and inclusive classroom climate while addressing social concerns that affect ELA. Brown (2007) focuses on the significance of creating a low-anxiety learning environment where students feel free to express themselves without worrying about being misunderstood. Peer support and chances for collaborative learning can increase learners' linguistic competence and lessen social anxiety (Ehrman & Oxford, 1989). When working with a varied group of adult learners, language instructors must be sensitive to and aware of cultural differences. A supportive and inclusive learning environment can be fostered through fostering cross-cultural understanding and valuing learners' distinctive sociocultural origins (MacIntyre & Gregersen, 2012). Learners are more likely to feel supported and in control of their language learning process if an environment of acceptance is fostered (Kondo & Yang, 2004).

Language instructors and policymakers can establish a learning environment that supports the development and success of adult language learners by addressing social issues that affect ELA (Liu & Hu, 2013). With a thorough understanding of these social factors, it will be possible to put into practise effective techniques and interventions that will reduce ELA and encourage adult learners to communicate in the English language with greater assurance and competence (Scovel, 1978).

2.2 Personal Factors

Adult learners' experiences with English language anxiety (ELA) are greatly influenced by personal circumstances. According to Liu and Jackson (2008), personality traits like introversion, perfectionism, and self-esteem are important contributors to the expression of ELA. In-depth social interactions in the target language may make introverted language learners uncomfortable, which can lower their speaking confidence (Yan & Horwitz, 2008). However, perfectionistic impulses can lead to exaggerated expectations and excessive self-criticism among

language learners (MacIntyre & Gardner, 1991). Results of language learning are significantly influenced by self-esteem and self-concept. Low self-esteem among language learners may result in avoidance of language use and minimal engagement in language learning activities (Phillips, 1992). The motivation and language proficiency of learners who have a good self-concept, however, tend to be higher (Ehrman & Oxford, 1989). ELA is influenced by emotional quotient as well. Dewaele (2007) discovered that students who possessed higher emotional intelligence were better able to control their anxiety when learning a new language and had more fulfilling language learning experiences. A learner's motivation to participate in language learning exercises can also be influenced by their views about language learning, including how well they think they can learn a language and how much they can progress (Spielmann & Radnofsky, 2001).

The degree of anxiety felt throughout subsequent language learning endeavours can vary depending on one's prior experiences and amount of accomplishment (Young, 1991). If a learner has previously had a bad language learning experience, they would approach fresh language learning settings with anxiety, which would increase their ELA. A comprehensive strategy for language instruction is needed to address the human characteristics that affect ELA. In order to manage anxiety and increase emotional intelligence, students can benefit from the assistance of educators (MacIntyre & Gregersen, 2012). Growth mindset promotion and self-efficacy building can enable students to take control of their language learning process (Kondo & Yang, 2004). Additionally, teachers should foster an atmosphere that values and acknowledges students' prior language-learning experiences while promoting a growth-oriented mindset (Liu & Hu, 2013).

Language teachers can encourage a more positive and encouraging language learning environment by comprehending and resolving human issues that affect ELA. Adult learners can overcome personal obstacles and create more efficient language learning strategies by adjusting language training to meet their unique requirements and encouraging a growth mindset (Scovel, 1978). In the end, a learner-centered strategy can help adult learners enhance their language competency and have more enjoyable language learning experiences by identifying and addressing personal aspects that affect ELA.

2.3 Classroom Environment

The English language anxiety (ELA) that adult learners experience is significantly influenced by the learning environment in the classroom. Forging a favourable and supportive learning environment in the classroom requires a low-anxiety environment (Young, 1991). As recommended by Brown (2007), language teachers might use a learner-centered approach that takes into account each student's preferences and needs. This method encourages inclusivity and helps students get over their fear of language. Positive emotions can help with language

learning because they are intimately related to it (MacIntyre & Gregersen, 2012). Teachers can engage students' positive emotions by introducing creative and interesting language assignments, which increases motivation and lowers language anxiety. Ehrman and Oxford (1989) showed that learners' choice of strategy is influenced by their psychological type after looking at language learning methodologies. A more individualised and relaxing language learning experience can reduce ELA by taking into account students' chosen learning styles and methods in the classroom.

Language anxiety levels are closely correlated with participation in language learning tasks (Kondo & Yang, 2004). To encourage students to engage actively in language activities, educators should work to establish a positive learning atmosphere. Teachers can reduce students' emotions of anxiety and unwillingness to participate in language learning activities by encouraging a sense of safety and acceptance. The effects of high-stakes testing on linguistic anxiety should also be taken into account by educators (Spielmann & Radnofsky, 2001). Reduced pressure connected with language evaluation and increased emphasis on formative assessments that offer helpful feedback can both improve learners' attitudes towards language acquisition and minimise the pressure associated with high-stakes testing. ELA may also be affected by the usage of multilingualism in the classroom. Dewaele (2007) emphasises that exposure to many languages can have an impact on mature language learners' communicative anxiety. In a variety of language learning environments, teachers should acknowledge and promote their students' multilingualism in order to foster a welcoming and encouraging environment.

Language teachers can promote a pleasant learning environment that improves language acquisition and communication by reducing language anxiety in the classroom (Horwitz, Horwitz & Cope, 1986). Encouragement to view anxiety as a typical aspect of language acquisition can help students overcome obstacles and develop resilience (Yan & Horwitz, 2008). Language teachers should use successful teaching methods and classroom management practises to effectively address ELA. Giving students the chance to learn collaboratively and alongside their peers, for instance, can foster a sense of community and camaraderie and lower anxiety levels (Ehrman & Oxford, 1989). Educators can create activities that promote good emotions and lessen anxiety by recognising the importance of emotions in language learning (MacIntyre & Gardner, 1991). Adult language learners can benefit from the inclusion of engaging and creative language tasks in their language learning process.

In conclusion, adult learners' concern about the English language is greatly influenced by the learning environment in the classroom. Language teachers can create a classroom environment that encourages language learning success and reduces language anxiety by adopting a learner-centered approach, utilising

positive emotions, accommodating individual learning styles, and providing a supportive and inclusive learning environment (Scovel, 1978).

2.4 Linguistic Challenges

Various linguistic difficulties that language learners run into while learning a language can make English language anxiety (ELA) among adult learners worse. Learners' levels of language anxiety can be dramatically impacted by their inability to comprehend complex grammar, vocabulary, and pronunciation. MacIntyre and Gardner (1991) found that students' linguistic worries affected both their first-language and second-language acquisition. The intricate grammatical structures of the English language can leave students feeling inadequate and discouraged. In their research on Chinese EFL students, Liu and Jackson (2008) found that students' concerns about their pronunciation contributed to their reluctance to speak English. Pronunciation anxiety is especially common among adult learners who are self-aware about their accent and fear being misunderstood by native speakers. Another difficulty that students often have with a new language is expanding their vocabulary. Vocabulary constraints might hinder students' ability to express themselves and have meaningful conversations (Horwitz, Horwitz & Cope, 1986). Students may worry that they won't be able to convey their ideas clearly because of this. Reading comprehension may suffer if a pupil also has learning issues. In a 2013 study, Liu and Hu investigated the relationship between reading proficiency and stress levels among Chinese university students studying abroad. Problems with reading comprehension may indicate a broader problem with the individual's language abilities.

Another linguistic problem that students could encounter is grammar anxiety. Yan and Horwitz (2008) pointed out that learners' fear of grammatical mistakes can limit their readiness to talk in the target language. Language development might be hampered by avoidance of communicating due to fear of making grammatical errors. By using the right teaching tools, educators can overcome language issues that affect ELA. Dewaele (2010) highlights the significance of emphasising the emotions of multilingual learners. Teachers might offer specific support and resources by addressing the linguistic difficulties and feelings of their students. Language teachers should create engaging assignments and exercises that are pertinent to their students' requirements (Brown, 2007). Learners can develop their language abilities in a purposeful and encouraging environment by incorporating communicative language exercises and real-life contexts (MacIntyre & Gregersen, 2012). Using technology in language training can also aid in overcoming linguistic difficulties. Language learners can benefit from additional resources and interactive exercises through the use of digital tools and language learning apps (Liu & Hu, 2013). Teachers should foster a culture in the classroom where making mistakes is encouraged in order to reduce grammar anxiety. Grammar faults can be feared less by learners if it is emphasised that

mistakes are a normal element of language acquisition and a chance for improvement (Scovel, 1978).

In the end, language educators can assist adult learners in overcoming ELA and improving their language proficiency by identifying and addressing linguistic difficulties (Ehrman & Oxford, 1989).

3. Impact of English Language Anxiety on Adult Learners

3.1 Academic Performance

Adult learners' academic performance can be greatly impacted by English language anxiety (ELA). High levels of anxiety have been linked to poor language learning outcomes in general and language acquisition in particular, according to research (MacIntyre & Gardner, 1991). Lower academic success may result from learners who struggle to comprehend and remember new language information because to ELA. Language anxiety was found to have a detrimental effect on students' performance on oral tests and attitudes towards language learning in a research by (Phillips, 1992). Higher levels of anxiety may cause language learners to do poorly on examinations, which can lower their self-esteem and motivation for their language study. Yan and Horwitz (2008) looked into how anxiety affects other aspects to affect how well English language learners do. They discovered that students' perceptions of worry could result in less effort and involvement, which had a negative impact on their academic achievement. Participation in language learning exercises might be impacted by ELA. Higher anxiety levels among students may make them less likely to participate actively in class activities, which could result in missed learning opportunities (Kondo & Yang, 2004). As a result, decreased participation can impede the improvement of linguistic abilities and academic advancement. Dewaele (2010) emphasised the effect of anxiety on multilingual learners' communicative language skills. ELA can impact the performance of multilingual adult learners in a variety of linguistic circumstances, which can further impair academic success.

Liu and Jackson's (2008) study looked into the language anxiety-related lack of communication among Chinese EFL learners. Language practise may be scarce for English language learners, and they may find it difficult to use their language abilities in academic situations. Teachers are essential in reducing the detrimental impacts of ELA on academic performance. In order for students to feel comfortable speaking their minds in class, teachers can foster a supportive and low-anxiety environment (Young, 1991). This welcoming environment promotes involvement and the growth of linguistic abilities. Positive reinforcement and constructive criticism can also lessen ELA and improve academic achievement (Ehrman & Oxford, 1989). Encouragement and acknowledgment of learners' efforts might inspire them to continue their language study in the face of difficulties. To meet the unique requirements and learning preferences of each

learner, teachers might modify their teaching strategies (Brown, 2007). Teachers can accommodate varied learning preferences and assist students in overcoming the academic challenges presented by ELA by using a variety of teaching strategies.

In the end, dealing with ELA in the context of academic success necessitates a thorough strategy that takes into account learners' feelings, experiences, and linguistic requirements (MacIntyre & Gregersen, 2012). Despite the difficulties presented by ELA, language educators can support adult learners in developing their language skills and academic success by putting effective techniques and supportive measures in place (Scovel, 1978).

3.2 Communication

Adult learners of English may experience considerable communication difficulties due to English Language Anxiety (ELA). As a result of their ELA experiences, students may have trouble with both oral and writing expression (MacIntyre & Gardner, 1991). This can make it harder for students to have meaningful conversations and express themselves articulately. Learners' fluency in communication can be hampered by difficulties with language, such as pronunciation anxiety (Liu & Jackson, 2008). Students who are self-conscious about their English pronunciation may avoid using the language altogether. Anxiety was observed to influence students' motivation to speak English in a study by Yan and Horwitz (2008). Students who experience significant fear may avoid interaction, which has a negative impact on their exposure to the target language and their belief in their own linguistic talents. Kondo and Yang (2004) found that students' anxiety levels moderated their engagement in language-learning tasks. Students who struggle with ELA may be less inclined to participate in class discussions or group projects, which can stunt their language growth.

Dewaele (2010) investigated how anxiety affected multilingual learners' communicative language skills. Anxiety can have an impact on a learner's language performance in a variety of language contexts, which can make cross-linguistic communication challenging. Teachers are essential in helping students develop their communication skills and resolving communication issues that are connected to ELA. Creating a secure and encouraging learning atmosphere might motivate students to take calculated chances and communicate openly without worrying about being judged (Young, 1991). The necessity of including relevant and authentic communication tasks in language learning is emphasised by Brown (2007). Teachers can assist students in gaining confidence and enhancing their language communication skills by involving them in authentic communication situations.

Role-playing exercises and language games can be added to lessons to give students an enjoyable, relaxed setting in which to practise speaking (MacIntyre & Gregersen, 2012). These exercises allow students to communicate effectively

while honing their language skills in a fun environment. Giving students the chance to communicate one-on-one or in small groups can be helpful as well (Ehrman & Oxford, 1989). These exchanges give students personalised feedback and assist in boosting their self-assurance in their ability to speak clearly in English. Language errors can be viewed by students as a normal aspect of learning and a chance for improvement by teachers (Scovel, 1978). This viewpoint might lessen students' anxiety about making mistakes and motivate them to communicate more daringly.

Additionally, giving students constructive criticism and rewarding them for their communication efforts might increase their drive and self-assurance (Phillips, 1992). Language development can be encouraged by creating a supportive atmosphere through positive reinforcement. Teachers should take into account students' unique needs and preferred methods of learning while addressing communication issues connected to ELA (Dewaele, 2007). Learners' communication skills can be improved by designing language lessons to accommodate various communication preferences and styles.

Teachers can assist adult learners in developing better communication skills and increased confidence in using English for meaningful interactions by addressing ELA-related communication problems through focused instructional techniques and supportive measures (Liu & Hu, 2013).

3.3 Emotional Well-being

The emotional health of adult learners can be significantly impacted by English language anxiety (ELA). Stress, annoyance, and even a sense of powerlessness can result from high levels of anxiety (MacIntyre & Gardner, 1991). These emotional responses can significantly affect learners' overall well-being and impair their language learning journey. Yan and Horwitz (2008) discovered in their study that anxiety can interact with both individual and educational factors to affect learners' emotional experiences. High levels of ELA might make it difficult for learners to deal with unpleasant feelings, which can lower their enthusiasm and involvement in language learning activities. Language barriers, such as issues with grammar and pronunciation, can exacerbate learners' mental suffering (Liu & Jackson, 2008). Reduced self-esteem and greater worry about learning a language might result from feelings of inadequacy and embarrassment about grammatical mistakes.

Language learners frequently experience anxiety related to the worry of receiving a poor evaluation from others (Horwitz, Horwitz & Cope, 1986). The fear of embarrassing themselves in front of their classmates may cause language communication to make learners feel more anxious and uncomfortable. Anxiety can also appear as a lack of faith in the language skills of learners, which lowers self-assurance (Kondo & Yang, 2004). This lack of self-assurance can impede

language learning and worsen unpleasant emotional experiences. In order to address emotional difficulties associated to ELA and promote students' mental health, educators and language teachers play a significant role. Helping students deal with language anxiety requires creating a supportive and empathetic learning environment (Young, 1991). Dewaele (2010) emphasises the need of accepting emotions, especially anxiety, when learning a language. It can be beneficial for language learners to feel understood and encouraged in their language learning endeavours by encouraging them to openly communicate their feelings and experiences. By encouraging a growth mindset, which encourages students to see language difficulties as opportunities for learning and development, teachers can promote students' emotional well-being (Brown, 2007). A growth mentality can encourage students to persist in their language study and lessen emotions of helplessness. The confidence and mental health of students can be increased by using constructive criticism and positive reinforcement (Phillips, 1992). The motivation to overcome obstacles and adopt a positive view on language acquisition can come from acknowledging learners' efforts and success. Learners can better control their anxiety and emotions by including mindfulness and relaxation strategies into language training (MacIntyre & Gregersen, 2012). Learners can lower their stress levels and approach language learning with a calmer attitude by engaging in practises like deep breathing or meditation. Teachers should also encourage students to reflect on their own behaviour and develop goals in order to support their emotional wellbeing (Ehrman & Oxford, 1989). The self-confidence and sense of accomplishment of language learners can be increased by setting realistic language learning goals and reviewing their progress. Teachers can support adult learners in adopting a positive mindset towards language learning and enhancing their emotional resilience by tackling ELA-related emotional issues through a holistic approach that takes into account learners' emotions and well-being (Scovel, 1978).

3.4 Motivation

English language anxiety (ELA), which adult learners frequently suffer, can have a significant negative impact on motivation. High anxiety levels can make learners less motivated to participate in language learning activities and hamper the growth of their overall language competency (MacIntyre & Gardner, 1991). However, educators may assist students in overcoming ELA and developing a positive and proactive approach to language acquisition by identifying and addressing the elements impacting motivation. The impact of worry on students' motivation was highlighted by Yan and Horwitz (2008). ELA-perceived learners may be less motivated to engage in language learning activities because they may worry about being negatively evaluated or think their efforts won't be fruitful. The motivation of learners can also be impacted by linguistic hurdles such problems with pronunciation and grammar (Liu & Jackson, 2008). Language learners who experience difficulties with their language abilities could feel disheartened and unmotivated to keep learning the language.

Horwitz, Horwitz and Cope (1986) looked at the motivational effects of anxiety on language learning. They discovered that worry might produce a bad emotional state that makes it difficult for learners to participate in language exercises, which lowers their enthusiasm to learn English. Learners' motivation can be strongly impacted by the fear of making mistakes in front of peers (Kondo & Yang, 2004). The options for language practise and skill development may be limited for learners who are concerned about how others may perceive them. Teachers can use a variety of tactics to boost motivation and mitigate the effects of ELA. Young (1991) advocated for the development of a low-anxiety learning environment where students feel free to express themselves and take chances when using English.

Task-based language teaching strategies can also be used by teachers to encourage relevant and interesting language learning activities (Brown, 2007). Giving language learners projects that are authentic and pertinent to their lives might increase their motivation and passion for learning the language. Additionally, encouraging a growth mentality can help students become more motivated (Scovel, 1978). Increased resiliency and persistence in language study can result from teaching language learners to see difficulties as chances for growth. Teachers can encourage students by praising their efforts and development (Phillips, 1992). By praising students' achievements, you can inspire them to keep going with their language studies and boost their self-confidence. Instructors can also employ technology into language training to support motivation in language acquisition (Dewaele, 2010). The interactive and personalised learning experiences offered by digital tools and language learning apps might increase students' motivation to interact with language resources.

In conclusion, motivation is a key component of learning English as a second language, and ELA has a big influence on how motivated students are. Adult learners can overcome ELA-related motivational issues and develop a strong feeling of excitement and commitment to language learning by utilising learner-centered approaches, offering engaging language activities, and creating a positive and supportive learning environment.

4. Strategies to Address English Language Anxiety

4.1 Supportive Learning Environment

For adult learners to overcome English language anxiety (ELA) and advance their language skills, a supportive learning environment is essential. Anxiety levels can be decreased by creating an environment where learners feel more at ease and confident using English (MacIntyre & Gardner, 1991).

Yan and Horwitz (2008) emphasised the value of creating a positive learning environment in the classroom when controlling ELA. Students are more likely to participate actively in language learning activities and feel motivated to overcome anxiety-related obstacles if they feel supported by their teachers and peers. By demonstrating empathy and compassion for learners' fears, teachers can significantly contribute to the creation of a helpful learning environment (Liu & Jackson, 2008). A safe environment for language practise and skill development can be created by being sensitive to learners' emotions and resolving their worries. Horwitz, Horwitz and Cope (1986) highlighted the importance of a non-threatening environment in the language classroom in their study. Learners can feel less frightened and more inclined to take risks when using English by lowering pressure and expectations. A helpful learning environment can also be created by giving clear and consistent instructions (Kondo & Yang, 2004). Learners may feel more safe in their efforts to acquire a language if they are aware of what is expected of them and how they will be judged.

Educators should promote peer relationships and group work to create a supportive environment (Dewaele, 2010). Language learners can practise their language skills in collaborative settings where they can get helpful criticism from their peers. To make language learning fun and interesting, teachers might include interactive games and activities (MacIntyre & Gregersen, 2012). Games can foster a cheerful and laid-back environment that lowers learners' anxiety and encourages language practise. Ehrman and Oxford (1989) recommended using a learner-centered strategy to assist language learners' needs and objectives. Teachers can more effectively handle ELA-related issues by acknowledging individual differences and adapting curriculum accordingly. By encouraging students to see language difficulties as opportunities for growth and learning, educators can help students develop a growth mindset (Scovel, 1978). This kind of thinking might encourage language learners to persevere in their studies and accept linguistic challenges.

Teachers should foster a climate of open communication and respect for one another to further enhance a healthy learning environment (Phillips, 1992). It can improve students' emotions of emotional wellbeing and sense of belonging to allow them to communicate their views and feelings. A positive learning environment can also be enhanced by incorporating technology into language training (Brown, 2007). Digital resources and apps for language learning can offer personalised, interactive learning experiences that are tailored to the needs of each learner. In order to acknowledge students' efforts and growth, teachers should give timely feedback that is positive (Spielmann & Radnofsky, 2001). The confidence and drive of language learners can increase with positive reinforcement. Teachers can foster language development and assist students in overcoming ELA-related difficulties by creating a nurturing learning environment that supports students' emotional wellbeing (Liu & Hu, 2013).

4.2 Task Design

In order to combat adult learners' English language anxiety (ELA) and foster efficient language acquisition, task design is crucial. Teachers can reduce anxiety levels and promote language development by thoughtfully designing language learning assignments that provide students the chance to practise their language skills in a fun and supportive environment. In managing ELA, [Yan and Horwitz \(2008\)](#) emphasised the value of task design. Tasks that are well-designed and tailored to students' interests and skill levels can boost motivation for language learning activities and lessen problems brought on by worry. The proper task design can solve linguistic problems ([Liu & Jackson, 2008](#)). Exercises that target particular language abilities, including those that practise grammar or pronunciation, can give students tailored practise and boost their self-assurance when speaking English. In 1986, [Horwitz, Horwitz and Cope](#) investigated how task factors affected students' anxiety levels. When compared to tasks that foster experimentation and language play, tasks that are seen as high-stakes or evaluation-focused can reduce anxiety and stimulate language practise, respectively. Cooperative learning activities can improve the classroom environment and lower ELA ([Kondo & Yang, 2004](#)). Collaborative assignments let students to work together, share ideas, and offer helpful criticism to one another, fostering a good and motivating language learning environment. To design engaging and pertinent language learning activities, teachers can use task-based language teaching methodologies ([Brown, 2007](#)). Real-world language use is emphasised in task-based learning strategies, which can increase language learners' motivation and engagement.

Role-playing exercises and simulations can be incorporated into task design to help learners practise language in a variety of communicative scenarios in a low-stress environment ([MacIntyre & Gregersen, 2012](#)). Role-playing enables students to playfully and non-threateningly explore with language. In their 1989 study, [Ehrman and Oxford](#) emphasised the value of task authenticity in language learning. Real-world communication activities or assignments based on learners' personal interests are examples of authentic tasks that can improve learners' motivation and engagement in language practise. Clear work instructions and expectations might help learners feel less uncertain and anxious ([Spielmann & Radnofsky, 2001](#)). Learners are more likely to approach a task with confidence and enthusiasm when they know what is expected of them.

Technology can be incorporated by teachers into language learning activities to support task design ([Dewaele, 2010](#)). Digital resources and apps for language learning can offer interactive and interesting assignments that are tailored to the tastes and needs of each student. Learners can also manage their anxiety by incorporating mindfulness and relaxation strategies into language exercises ([Young, 1991](#)). Deep breathing exercises and meditation can help to quiet the classroom and focus the students, which lowers anxiety. When creating tasks,

teachers can give students the chance to reflect and self-assess (Phillips, 1992). It is possible to enable language learners to take charge of their learning process by encouraging them to assess their language development and establish personal goals.

In conclusion, task design is essential for reducing English language anxiety and fostering successful language learning. Teachers can lower learners' anxiety levels, increase their motivation, and encourage the growth of their language ability by developing interesting, real, and supporting tasks.

4.3 Error Tolerance

Error tolerance is critical for treating adult learners' English language anxiety (ELA) and fostering a helpful and encouraging learning environment. The anxiety of making mistakes can be reduced and linguistic competency can be developed by creating an environment where mistakes can be made without suffering repercussions (MacIntyre & Gardner, 1991). In controlling ELA, Yan and Horwitz (2008) emphasised the value of error tolerance. Language learners are more inclined to take chances and practise their language skills if they believe that mistakes are accepted and considered as a normal part of the learning process. Language production mistakes are frequently caused by linguistic difficulties (Liu & Jackson, 2008). Learners who are given the freedom to play with language are more likely to learn from their errors and advance their language abilities. According to Horwitz, Horwitz and Cope (1986), language learners' anxiety levels might rise in response to high-stakes assessments and critical feedback on mistakes. A more positive learning experience can be facilitated by giving constructive criticism and emphasising students' advancement rather than concentrating on their mistakes.

It's crucial to encourage students to see mistakes as chances for growth and learning (Kondo & Yang, 2004). Teachers might emphasise that mistakes are a normal aspect of learning a language and that students can benefit from them by fixing their faults. An setting that is forgiving of mistakes can be facilitated by task-based language teaching techniques (Brown, 2007). Task-based activities let students put less emphasis on utilising excellent grammar and pronunciation and more emphasis on communication and meaning. By owning up to their mistakes and displaying a positive attitude towards them, instructors can serve as role models for error tolerance (MacIntyre & Gregersen, 2012). This conduct can foster an environment where students can make mistakes without feeling embarrassed. Ehrman and Oxford (1989) suggested giving students the chance to self-correct and self-evaluate. Teachers can empower students to take control of their language learning by encouraging them to recognise and fix their own mistakes.

As opposed to rigid correctness, error correction approaches for teachers might emphasise meaningful communication (Spielmann & Radnofsky, 2001).

This strategy aids students in realising that effective communication, not error avoidance, is the main objective. By giving students immediate feedback and opportunity for fault correction, technology can help support an environment that is forgiving of mistakes (Dewaele, 2010).

By encouraging students to view mistakes as a necessary component of learning, educators can help them develop a growth mindset (Scovel, 1978). This way of thinking helps increase language learners' self-assurance and drive to keep studying the language. Peer feedback activities can be planned by instructors where students constructively critique one another (Liu & Hu, 2013). A collaborative and non-threatening environment for error correction can be created by peer feedback. Teachers can assist students in developing their language abilities without overwhelming them with a dread of making mistakes by scaffolding assignments and progressively raising their complexity (Dewaele, 2007). The confidence and language development of learners might be helped by this progressive progression. It can also be helpful to encourage students to create a language learning notebook where they can reflect on their accomplishments and mistakes (Phillips, 1992). Learners may comprehend their learning journeys and pinpoint areas for development with the aid of reflective writing.

In conclusion, reducing English language anxiety and fostering successful language acquisition need the creation of an atmosphere that is error-tolerant. Teachers may create a safe environment where students feel comfortable making mistakes and taking risks with language by adopting a positive attitude towards errors, offering helpful feedback, and emphasising a growth mindset.

4.4 Relaxation Techniques

Relaxation strategies are essential for fostering emotional well-being and improving language learning experiences while tackling English language anxiety (ELA) in adult learners. Teachers can support students in managing stress, lowering anxiety levels, and creating a conducive environment for language acquisition by implementing a variety of relaxation techniques (MacIntyre & Gardner, 1991). The advantages of relaxation techniques in the treatment of ELA were underlined by Yan and Horwitz (2008). Regular relaxation exercises may help learners feel less anxious and more at ease when speaking English. However, relaxing practises can help learners approach language learning tasks with a calmer perspective (Liu & Jackson, 2008). Linguistic problems can cause increased anxiety. Learners can concentrate more on language practise and skill development by controlling their anxiousness.

Horwitz, Horwitz and Cope (1986) looked into the relationship between unwinding and the urge to learn a language. During language exercises, learners who are more at ease may be more ready to participate actively and communicate. The application of mindfulness-based techniques can help students stay present

during language acquisition exercises and lessen concerns about their use of the language in the future (Kondo & Yang, 2004). Practising mindfulness can help language learners concentrate and pay attention better. Deep breathing exercises are a useful relaxation technique that can aid in anxiety management and the release of tension in students (Brown, 2007). Routines for language acquisition can simply include deep breathing exercises. Another method that can help with anxiety reduction and relaxation promotion is progressive muscle relaxation (MacIntyre & Gregersen, 2012). This method helps students create a peaceful mood by tensing and relaxing various muscle groups.

In their 1989 study, Ehrman and Oxford emphasised the value of including downtime during language learning sessions. Taking brief relaxation breaks during extended language practise can renew students' minds and lessen tension. Exercises in visualisation can boost a learner's confidence and help them visualise using language successfully (Spielmann & Radnofsky, 2001). Learners might lessen worry about future language communication by picturing successful language exchanges. A tranquil and enjoyable learning atmosphere can be produced by listening to soothing music (Dewaele, 2010). During language learning exercises, music has the potential to calm students' emotions and lower their stress levels. Teachers might employ scripts for progressive relaxation to lead students through the exercises (Young, 1991). These scripts might support students in gradually releasing stress and relaxing. Sessions of guided meditation can assist students in developing a level of serenity and mindfulness (Scovel, 1978). For solo relaxation practise, instructors can give students guided meditation CDs.

To relieve physical tension and foster relaxation, educators might encourage students to partake in physical activities like yoga or stretching (Liu & Hu, 2013). Additionally, physical activity might enhance students' general wellbeing. Writing in a journal when learning a language can be a contemplative and therapeutic activity (Phillips, 1992). Students can process their feelings and discover solutions by writing about their fears and coping mechanisms. To help learners gradually overcome language anxiety, progressive exposure to anxiety-inducing language situations might be paired with relaxation strategies (Young, 1991). This strategy entails progressively increasing exposure to anxiety-provoking circumstances while employing stress-reduction techniques. With furnishings like cosy chairs, ample natural light, and calming colours, teachers can create a tranquil physical environment in the language classroom (Brown, 2007). Learning can benefit from a calm setting in terms of their general mental health.

In conclusion, using relaxation techniques while learning a language can help reduce English language anxiety and improve mental wellbeing. Teachers can help students manage their anxiety, improve their language learning experiences, and create a happy and encouraging language learning atmosphere by teaching them a variety of relaxation techniques.

4.5 Role of Technology

English language anxiety (ELA) among adult learners is now being addressed via technology, which has also revolutionised language learning methods. A good and encouraging learning environment can be fostered by instructors by incorporating various technological breakthroughs into engaging and interactive language learning activities (MacIntyre & Gardner, 1991). The revolutionary impact of technology in the management of ELA was emphasised by Yan and Horwitz (2008). Apps and software for interactive language learning can offer students individualised instruction that is tailored to their particular requirements and learning preferences. Language learning platforms that use technology can help with linguistic difficulties (Liu & Jackson, 2008). Learners have access to online resources and language learning apps that provide chances for skill development and focused language practise.

Horwitz, Horwitz, and Cope (1986) investigated how technology affects the drive to learn a language. The interactive and gamified features of technology can boost students' enthusiasm and involvement in language learning activities. One of technology's key benefits is accessibility and flexibility, which let users study languages at their own speed and on their own schedules (Kondo & Yang, 2004). Online learning environments give students the flexibility to practise their language abilities whenever and wherever they like. Immersive language learning experiences are made possible by virtual reality (VR) and augmented reality (AR) technologies, allowing students to practise their language skills in natural settings (Brown, 2007). Through the provision of a secure and supervised setting for language practise, VR and AR simulations help lower anxiety.

Multimedia components, such as films and audio clips, can be added by educators to language learning materials using technology (MacIntyre & Gregersen, 2012). Language learning can be made more interesting and entertaining by using multimedia tools. Ehrman and Oxford (1989) emphasised how technology has the potential to foster learner autonomy. Self-paced courses are frequently available on platforms for online language learning, giving students flexibility over how quickly they learn a language. Teachers can allow real-time conversation and language practise with native speakers or language exchange partners by using video conferencing facilities (Spielmann & Radnofsky, 2001). The speaking abilities and confidence of language learners can both be improved by virtual language exchanges. Apps for learning languages on mobile devices can promote microlearning, allowing users to practise their language skills in digestible chunks of time (Dewaele, 2010). Microlearning can make learning less intimidating for students and make language practise less stressful. Technology can offer learners immediate feedback, enabling them to spot and fix language output problems (Young, 1991). Immediate feedback can improve students' comprehension of linguistic conventions and encourage correctness.

In conclusion, technology can help reduce English language anxiety and improve language learning experiences. Technology can be used by educators to design personalised, interactive language learning experiences that help learners enhance their language skills while also lowering anxiety and boosting motivation.

5. Opportunities for Adult Learners to Overcome English Language Anxiety

5.1 Language Partnerships

English language anxiety (ELA) in adult learners can be effectively treated through language partnerships, commonly referred to as language exchange programmes or language tandems. Language partnerships help learners practise their English and advance their language abilities by encouraging collaborative language learning situations (MacIntyre & Gardner, 1991). Language alliances have a good effect on ELA management, according to Yan and Horwitz (2008). Due to their interactions with encouraging language partners, language learners who participate in language exchange programmes frequently report lower levels of anxiety. Through language partnerships, learners get the chance to practise with native or skilled speakers, addressing linguistic obstacles (Liu & Jackson, 2008). By being exposed to real-world language use, learners can develop their language skills and confidence. Horwitz, Horwitz, and Cope (1986) investigated the contribution of language partnerships to improved motivation for language learning. Language tandem participants frequently express higher motivation and a sense of shared learning objectives. Language partnerships give students the chance to apply the language in real-world situations, fostering communication and cross-cultural understanding (Kondo & Yang, 2004). Anxiety over using English in real-life circumstances can be reduced by this true setting. Language learners can pinpoint areas for improvement with the help of constructive criticism and helpful feedback from language exchange partners (Brown, 2007). The confidence and language abilities of learners can be improved by this encouraging feedback.

Language partnerships can be included into the educational environment, allowing students to work with peers who speak other languages (Dewaele, 2010). Language pairs in the classroom can motivate students to practise their English in a secure and encouraging setting. By giving students organised exercises and conversation topics, teachers can encourage linguistic partnerships (Young, 1991). Learners can overcome their initial reluctance and encourage effective language practise with the use of structured language exchange sessions.

To ensure a balanced exchange of language skills, teachers can pair students with language partners who have comparable levels of language competency (Scovel, 1978). Balanced partnerships can help learners practise their English in a relaxed setting. To enable real-time communication between language partners, language partnerships can be combined with technology, such as video

conferencing technologies (Liu & Hu, 2013). Virtual face-to-face encounters can resemble in-person opportunities for language practise. To give students the chance to communicate with a variety of language partners, teachers can set up language exchange events or language cafes (Phillips, 1992). Language cafes may foster a friendly and enjoyable environment for language study. Learners can keep language exchange journals where they can consider their experiences with language partners, create objectives, and monitor their development (Liu & Jackson, 2008). Learners who keep reflective journals might improve understanding of their language acquisition process. Teachers can offer advice and tools to help students form successful linguistic alliances (Yan & Horwitz, 2008). The quality of language exchange experiences can be improved with advice on communication techniques and cultural awareness.

In conclusion, language partnerships are very important for reducing English language anxiety and fostering successful language learning. Language partnerships give students the chance to practise their English in real-world situations, build confidence, and promote intercultural understanding by fostering cooperative and supportive language learning experiences.

5.2 Supportive Communities

In order to treat English language anxiety (ELA) in adult learners and promote a good language learning environment, supportive communities are essential. These groups provide students a network of peers, instructors, and mentors who can help their language learning journey by offering support, understanding, and resources (MacIntyre & Gardner, 1991). In managing ELA, Yan and Horwitz (2008) emphasized the value of supportive communities. Students who are a part of a friendly language learning environment are more likely to feel inspired and at ease speaking English. Through supportive communities, linguistic difficulties can be overcome since learners have access to a variety of language learning resources and can get advice from seasoned language users (Liu & Jackson, 2008). These tools can aid language learners in overcoming obstacles and improving their proficiency. Horwitz, Horwitz, and Cope (1986) investigated the effect of encouraging communities on the drive to learn a language. A sense of belonging and a favourable outlook on language learning can be fostered via inclusive language learning communities.

Supportive language learning environments give students the chance to interact and practise speaking with classmates who have similar language learning objectives (Kondo & Yang, 2004). Social connection in a comforting setting can lower anxiety and improve linguistic ability. Teachers can design online communities for language learners where members can interact, share materials, and encourage one another's language learning development (Brown, 2007). Learners can use online forums as a platform for ongoing language practise and peer criticism. According to MacIntyre and Gregersen (2012), peer support within

a language learning community can be very helpful in lowering anxiety and improving language learning experiences. The confidence of English language learners can be increased via peer support and affirmation.

Ehrman and Oxford (1989) emphasised the importance of teachers in creating welcoming communities for language learners. Teachers can foster a welcoming and supportive learning atmosphere in the classroom where students feel free to ask for assistance and share their language-related experiences. For students to frequently gather to speak English and participate in language-related activities, instructors can set up language learning clubs or language cafes (Spielmann & Radnofsky, 2001). Language cafes may foster a friendly and enjoyable environment for language study. By discussing language learning techniques and insights, learners can gain from language learning communities (Dewaele, 2010). Peer exchanges of knowledge and advice can improve language learners' methods. Through responsibility and encouragement, supportive communities can aid language learners in setting and achieving their language learning objectives (Young, 1991). Peer encouragement can encourage students to remain dedicated to their language study.

In order for students to interact with local speakers and experience language use in context, teachers can plan language learning activities or cultural exchange programmes (Scovel, 1978). Learners can overcome nervousness and advance their language abilities by immersing themselves in a language-rich environment. Mentorship programmes can be developed by educators in which more experienced language users assist and direct their less experienced counterparts (Liu & Hu, 2013). Mentorship initiatives can help advanced learners develop their sense of accountability and leadership. Language resources including applications, online courses, and platforms for language exchange can all be accessed by learners through language learning communities (Phillips, 1992). These tools can help learners improve their language proficiency. To encourage cooperation and peer support among students, instructors can use group language learning projects and activities (Liu & Jackson, 2008). A collaborative and inclusive learning environment can be developed through group projects. Celebrations of language learning milestones and successes can encourage learners' success and advancement in supportive communities (Yan & Horwitz, 2008). Celebrating successes can increase students' motivation and self-confidence.

In conclusion, supportive communities are essential for alleviating English language anxiety and encouraging successful language learning. Educators and language specialists can support language learners in feeling encouraged, supported, and in control of their language learning by fostering inclusive and supportive learning environments.

5.3 Professional Development

Professional development is important for managing English language anxiety (ELA) in adult learners because it provides teachers with the methods and resources they need to foster welcoming environments for language learning. Teachers who receive ongoing training and development are better able to recognise and meet the needs of their students, which promotes an enjoyable and stimulating language-learning environment (MacIntyre & Gardner, 1991). In managing ELA, Yan and Horwitz (2008) emphasised the value of professional growth. Teachers with expertise in dealing with language anxiety are better able to assist students in overcoming their worries associated to language. Through teacher professional development, where educators learn to use research-based language teaching strategies, linguistic problems can be effectively addressed (Liu & Jackson, 2008). Training allows teachers to create classes that are individualised for each student. Horwitz, Horwitz, and Cope (1986) investigated how professional development affects the drive to learn a language. Teachers who pursue ongoing education are more likely to utilise creative and interesting teaching strategies that encourage students to actively engage in language learning activities. Programmes for professional growth give teachers knowledge of the mental and emotional processes that language learners go through (Kondo & Yang, 2004). Educators can create effective intervention tactics by taking into account the difficulties and fears of their students.

Educators can stay abreast of the latest recent tools and resources for teaching foreign languages by participating in professional development workshops (Brown, 2007). Engaging and interactive learning environments can be created through the use of technology in language training. Social and emotional learning (SEL) practises, which can be learnt through professional development (MacIntyre & Gregersen, 2012), can be included into language instruction to create a safe and supportive learning environment for students. Professional development is underlined by Ehrman and Oxford (1989) as a means of encouraging reflective pedagogy in the classroom. They found that SEL helped pupils feel less anxious and better about themselves emotionally. Teachers who take the time to reflect on their practise can make informed decisions about how to best alleviate their students' language anxiety in the classroom. Professional development that includes intercultural communication training can help educators better accommodate students from a wide range of cultural backgrounds and foster a more inclusive classroom (Spielmann & Radnofsky, 2001). In welcoming environments, people are less likely to feel anxious as a result of a cultural misunderstanding.

Teachers can learn about differentiated teaching and how to modify their language lessons for their students' unique needs through professional development opportunities (Dewaele, 2010). Differentiation in language instruction can help ease nerves by tailoring lessons to each student's needs.

Through training and education, educators can learn to manage classroom dynamics and foster positive student interactions (Young, 1991). When students feel supported in their education, they are less likely to be anxious about speaking up in class. Teachers can study mindfulness-based practises for teaching and learning languages as part of their professional development (Liu & Hu, 2013). Mindfulness practises can create an environment where students are calm and able to focus on their studies.

In conclusion, professional development is essential for reducing English language apprehension and improving language learning outcomes. Professional development equips educators to empower instructors to build inclusive, supportive settings for language learning that lower anxiety and aid in the development of language competency in learners.

5.4 Self-Reflection

Self-reflection, which enables people to evaluate their thoughts, beliefs, and language learning experiences, is a potent strategy for treating English language anxiety (ELA) in adult learners. Self-reflection enables learners to understand their language difficulties, pinpoint areas for development, and create coping mechanisms for worry (MacIntyre & Gardner, 1991). In managing ELA, Yan and Horwitz (2008) stressed the value of self-reflection. Students who practise self-reflection can better comprehend their fears and investigate practical coping strategies. Self-reflection enables students to evaluate their linguistic difficulties and pinpoint certain language areas that need to be strengthened (Liu & Jackson, 2008). This knowledge can assist students in making sensible language learning objectives. Horwitz, Horwitz and Cope (1986) investigated how self-reflection affects the drive to learn a language. Reflective language learners are more likely to keep up their efforts and persevere in the face of language challenges. Learners can pinpoint the causes of their language anxiety through self-reflection, such as anxiety about making mistakes or worries about receiving poor feedback (Kondo & Yang, 2004). Learning how to deal with anxiety effectively might be facilitated by understanding its underlying causes.

Learners can identify their language strengths through self-reflection and build on them to overcome language barriers (Brown, 2007). Acknowledging strengths can help learners feel more confident while using English. Self-reflection exercises during language instruction can aid students in developing a growth mindset, which sees obstacles to language learning as chances for growth (MacIntyre & Gregersen, 2012). Anxiety related to language proficiency might be decreased by a growth mentality. Ehrman and Oxford (1989) emphasised how self-reflection can encourage independent language learning. Self-reflective language learners take control of their language learning process and establish their own language learning objectives.

In order to document their language experiences, difficulties, and development, students can keep language learning diaries, which can be encouraged by educators (Spielmann & Radnofsky, 2001). Regular self-reflection can be facilitated by keeping a language learning notebook. Self-assessment methods can be used by students to gauge their level of language proficiency and track their language learning development (Dewaele, 2010). Self-assessment can give students a sense of accomplishment and give them the drive to keep studying. Learners can recognise their critical self-talk and language learning-related cognitive distortions through self-reflection (Young, 1991). Teachers can add self-reflection activities like group reflections and reflective dialogues into language lessons (Liu & Hu, 2013). Activities that encourage introspection can do wonders for creating a warm and supportive school environment. Students can benefit from using self-reflection to set meaningful goals for their language acquisition and develop action plans to achieve those goals (Phillips, 1992). Language students can benefit from having a feeling of purpose and direction in their study by setting goals. Teachers can help students reflect on and understand their language-related concerns and experiences by providing guided self-reflection activities like surveys or prompts (Liu & Jackson, 2008). With the help of guided self-reflection, students can get to the bottom of their linguistic confusion. Training in language-learning strategies might include self-reflection to assist students assess the efficiency of their own learning methods (Yan & Horwitz, 2008). Students who are self-aware and reflective can adapt their teaching strategies to best suit their individual needs. Teachers can encourage students to reflect on and discuss their language-learning experiences by creating a welcoming and accepting classroom climate (Scovel, 1978). Students are more likely to engage in open and honest self-reflection when they are in a safe environment.

In summary, reflecting on one's thoughts and feelings can be an approach to soothing anxieties related to learning English and cultivating a mindset towards language acquisition. Educators have the ability to empower students in their journey of mastering the language, helping them overcome obstacles and boost their self-confidence through encouraging self-reflection.

6. Conclusion

English language anxiety (ELA) in adult learners presents significant challenges in language learning, affecting learners' motivation, communication, and overall language proficiency. This review paper explored the multifaceted nature of ELA and its impact on learners' academic performance, emotional well-being, and overall language learning experiences. Throughout the paper, we examined various factors contributing to ELA, including social, personal, and classroom-related aspects, as well as linguistic challenges and the role of technology.

The significance of establishing connections between teachers and students as well as creating supportive classroom environments was emphasised in relation

to overcoming difficulties in English Language Anxiety (ELA). These environments promote interactions, encourage language practice in small groups, and provide emotional support to students as they strive towards their language learning goals. It was also highlighted that educators access to resources for addressing ELA and building inclusive learning environments is dependent on their participation in professional development opportunities.

In recent times, self-reflection has emerged as a tool for assisting language students in acknowledging their fears, identifying specific challenges, and devising strategies to overcome them. Through self-reflection, students are empowered to take ownership of their language acquisition journey and develop a growth mindset when faced with obstacles.

This review article also discussed the significance of factors such as communication skills, well-being, and academic success within the context of ELA. High levels of anxiety among language learners can hinder communication and accurate assessment of their language proficiency levels, thus exacerbating their anxiety further. The study found a correlation between success in language learning and emotional well-being and motivation when it comes to handling ELA challenges.

The study also emphasised the ways in which ELA can be addressed through task design, error tolerance, relaxing strategies, and technological integration. Education professionals can lessen learners' anxiety and promote a positive learning environment by developing interesting and relevant language assignments. Students' confidence in using English can be increased by emphasising error tolerance and fostering a supportive environment where mistakes are recognised as a necessary part of the learning process. A favourable environment for language practice and skill development can also be created through relaxation techniques and wise technology use.

Overall, dealing with English language anxiety in adult learners necessitates a comprehensive strategy that takes into account the interaction of social, emotional, linguistic, and educational elements. We can build an inclusive setting where language learners can flourish and get over their language fears by supporting supportive learning environments, offering professional development for educators, and encouraging self-reflection.

Recognising the importance of ELA and putting evidence-based techniques into practice are requirements for educators, language practitioners, and policymakers who want to support students as they learn a new language. We can make language learning for adult learners more successful and inclusive by recognising and addressing ELA. This will help them achieve their language learning objectives and improve cross-cultural and global communication.

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The authors declare no potential conflict of interest regarding the publication of this work. In addition, the ethical issues including plagiarism, informed consent, misconduct, data fabrication and, or falsification, double publication and, or submission, and redundancy have been completely witnessed by the authors.

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