Overcoming Foreign Language Anxiety (FLA)
(Part 2: Impromptu Approach with PREP Framework)
外国語不安の克服 (2)

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Abstract

This study is a follow-up to previous research on Foreign Language Anxiety (FLA) in discovering practical and effective ways to overcome students' anxiety levels towards the English language. The primary goal of this work is to empower students to explore a wide range of learning methods that can help boost their confidence in using English. The research was conducted in the autumn of 2023 and involved thirty-seven students in the university's mandatory essential English communication course. The study explores why the method was used and provides examples of its implementation. The communication activities in this study focused on teaching students how to organise their opinions or ideas logically and convey their thoughts more confidently in English through drills on answer patterns. At the end of the semester, feedback was collected from the students to evaluate their experience and thoughts after completing the course.

本研究は、FLA（*Foreign Language Anxiety*）に関する前回報告の続報であり、学生の英語に対する不安を軽減する効果的な方法を見つけることを目的としている。この取り組みが、様々な学習方法を模索する手助けとなることを目指す。調査は 2023 年後期に実施され、大学の必修科目である英語コミュニケーションコースの受講生 37 名を対象とした。*Impromptu approach* をどのように取り込み活用したか報告する。コミュニケーション演習は回答パターンのドリルを参考に、学生が自分の意見やアイデアを論理的に整理し話せるようにした。結果、自信を持って自らの考えを伝える事に効果的であった。学期の終わりに、3 問のアンケート（内 2 つは自由回答方式）でコース終了後の意見や考えの調査を実施し、効果を確認した。

Keywords: Foreign language anxiety (FLA), Impromptu, PREP framework, communication

Background

Many students struggle with using the English language, when asked to provide their opinion or answer a question in English, they often respond with "I do not know", "I cannot", or remain quiet. Interestingly,

when the same question is asked in Japanese, it also takes most students time to respond with an answer or opinion. While some students still rely on memorising vocabulary and grammar rules, new English language interaction classes have been introduced to encourage more dynamic and spontaneous communication. At the tertiary level, students are expected to communicate their opinions logically, using appropriate gestures and body language in verbal and non-verbal interactions. For many years, confidence remains a significant barrier for most students who need more practice to hone their speaking skills.

Numerous studies have emphasised the importance of developing critical thinking and the ability to provide logical and well-organised answers in both a foreign language and one's native tongue. Researchers have placed their focus on instilling thinking skills and the ability to express oneself accurately, logically, and in an organised manner. According to a study by Harizaj and Hajrulla (2017), many EFL (English as a Foreign Language) teachers are concerned about their students' critical thinking abilities. When students learn to use the language accurately and effectively, they also improve their critical thinking skills. The study points out that by developing critical thinking skills, students can enhance their communication skills in various situations, including vocabulary usage and identifying the purpose behind communication.

Teaching English speaking skills can be more challenging in an EFL (English as a Foreign Language) environment than in an ESL (English as a Second Language) environment. In EFL classrooms, students usually learn English as a subject and do not use it for communication outside of the classroom. Therefore, it is essential to allocate more time to communication activities, as suggested by Suban (2021). A further study by Batang in 2016 also highlighted that speaking is vital to foreign language learning and teaching. However, the significance of speaking has not been emphasised for a long time, as the traditional technique for teaching speaking is through repetitive methods such as "repeat after me" or memorisation. Learning a foreign language can be challenging too, and students often face various obstacles that hinder their progress. These obstacles can be internal or external, such as their background, environment, study materials, learning approach, and the lack of opportunities to apply their knowledge.

Based on observations, there are three categories of students when it comes to their attitudes towards learning English. The first category consists of highly motivated students who are eager to improve their English language skills. They actively participate in class activities, complete their assignments on time, and demonstrate confidence in using English. These students not only excel in their studies but also cultivate interests and hobbies related to foreign languages. For instance, they watch dramas or movies in

English, listen to songs in foreign languages, and are interested in overseas cultures. In short, these students use every possible opportunity to enhance their English skills.

The second category is the neutral group. This group does not exhibit a strong interest or desire to improve their English language skills, but they do not show any hatred towards the language either. They participate passively in-class activities and complete assignments on time. However, even after completing the course for one semester, their confidence in using English does not show significant positive changes. The third category is the opposing group. The opposing words used here are not meant to discredit the students of this group but to describe their reluctance towards the English language. Students in this category often harbour dislike and hate towards English, believing it is unnecessary for their daily life or future. They do not participate well in communication activities in class, fail to complete assignments, and perform poorly on tests. They often form groups with similar characteristics and may disrupt the learning process of other students in class.

The Impromptu approach

Interactive speaking is a critical skill that enables individuals to engage in conversations with others using their language skills quickly and without hesitation. It, too, enables speakers to deliver their message effectively and be understood (Kaharuddin, 2021). The ability to speak fluently is a dynamic process that involves producing, receiving, and processing information in real time. Such communication is spontaneous, open-ended, and subject to change, influ-enced by various factors such as context, the characteristics and background of the person being spoken to, the atmosphere, and the purpose of the conversation (Batang, 2016). Kaharuddin (2021) believes that while many people admire English speaking skills, acquiring these skills in a foreign language can only be done gradually.

Impromptu speaking can be a helpful tool for students, equipping them with the communication skills and vocabulary usage they need to succeed. By learning how to organize their thoughts and ideas into coherent sentences, students can significantly improve their ability to convey their message effectively. Studies have also shown that impromptu speaking is highly beneficial for students, as it helps them develop their listening and speaking skills, including using non-verbal communication effectively (Sekkal, 2020). Participating in impromptu speaking activities can enhance listening and comprehension skills, enabling students to speak English fluently and accurately (Henderson, 1982).

In the same study, Henderson used impromptu speaking techniques to improve the English

communication skills of advanced students. He emphasized that delivery techniques, such as extemporaneous speaking, debate, or oratory, teach students to form their thoughts and views logically and convey them clearly and accurately. However, his study on the advanced group showed a surprising phenomenon where, despite being proficient in English, there is still room for improvement for many students to become more accustomed to expressing their views or ideas and preparing to do so in English. The main principle of impromptu speaking is that the conversation must take place over a certain period, thus allowing students to refine their skills over time. Incorporating impromptu speaking into their curriculum fosters students to become effective communicators, better listeners, and more confident speakers. Impromptu speaking can help advanced English learners become more confident in their communication skills. However, it can be challenging to introduce impromptu speaking techniques to elementary students who still need help with English fluency.

Purpose of the study

This study aims to investigate the effectiveness of different teaching techniques in reducing foreign language anxiety among students.

Objectives

To track student progress throughout the semester and gather feedback through impromptu speaking assessments.

Significance of the study

This research aims to investigate whether impromptu speaking techniques can help students reduce their foreign language anxiety levels. Based on the feedback provided by the students at the end of the semester, the instructor can make necessary improvements and modifications to this approach for future use.

Research Question

Can techniques for impromptu speaking help students improve their English speaking skills, gain more confidence, and make progress?

Procedure

This study was conducted during the fall semester of 2023 and focused on an English communication course that was mandatory for first-year university students with a basic level of proficiency. The course
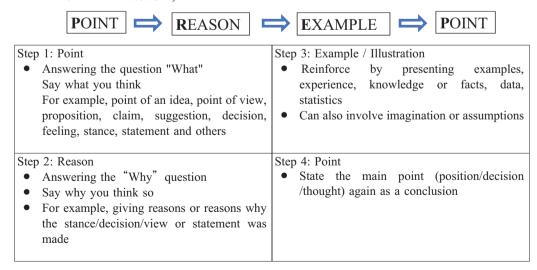
used an impromptu speaking technique customised according to the students' level. Each session covered various topics, beginning with an introduction, then an explanation of the development process, and concluding with a reinforcement test. New vocabulary related to the theme discussed in the class was introduced to students and aimed to present as many vocabularies as possible that they already knew and had learned. The new vocabularies were also applied to help them formulate answers. After the introduction, the session proceeded with shorter, fun questions about the theme addressed to each student. Students were given ample time to formulate their answers, this is to avoid nervousness if asked to answer questions spontaneously.

In every session, students were asked to answer questions orally to build their communication confidence and to check their pronunciation. Throughout the semester, students were given multiple trainings, followed by six tests (four written and two oral) to assess their progress. Two oral tests were conducted individually in the middle and end of the semester. At the end of the course, the students' scores were analysed, and feedback was collected through questionnaire. The course aimed to help students improve their English communication skills, and the impromptu speaking technique was tailored to their ability level to ensure that they received the best possible support.

Suggested speaking formats

In the introduction process, students are introduced to the PREP framework, a simple technique to convey thoughts, views, ideas and to respond

The PREP framework;

POINT ⇒ REASON ⇒ EXAMPLE ⇒ POINT

Step 1: Point • Answering the question "What" Say what you think For example, point of an idea, point of view, proposition, claim, suggestion, decision, feeling, stance, statement and others	Step 3: Example / Illustration • Reinforce by presenting examples, experience, knowledge or facts, data, statistics • Can also involve imagination or assumptions
Step 2: Reason • Answering the "Why" question • Say why you think so • For example, giving reasons or reasons why the stance/decision/view or statement was made	Step 4: Point • State the main point (position/decision /thought) again as a conclusion

Step 1: The "P" POINT.

In this section, students are trained to give a single-point answer to each question topic. After receiving and comprehending the question topic, students must take a stance and decide within a specific time frame. Initially, due to a lack of confidence in English, students might remain silent for an extended period or claim they need help understanding the question. After determining the students have grasped the question topic, they are initially asked to perform the thinking process in their native language.

Taking a stance in any situation is crucial to nurturing a student's logical and critical thinking abilities. The first step is to state the main point of their thoughts, regardless of whether it is expressed in a foreign language or not. Students feel more comfortable expressing their ideas and taking a stand in Japanese. Once they have identified the main point, they are then asked to translate it into a foreign language using simple vocabulary or basic sentences that they can create. This process may take time compared to conveying thoughts in one's native language.

This training aims to help students become familiar with foreign languages so that they can eventually think in them. To answer questions, students are instructed to start sentences with *"I think..."*. While the exact starting phrase may vary depending on the question asked, practicing this format helps students overcome the difficulty of starting an answer or making a statement. Questions are purposely designed to be short and easy for the students to understand, with a Japanese translation provided to aid comprehension. The purpose of the exercise is not to test the depth of a student's English language skills but to build their confidence in using English to communicate.

Example 1 (Step 1)
- *Question: "How do you feel today?" (今日の気分はどう？)*
- *Student's answer: 良い → Good*
- *Answer sentence: I am feeling good today.*

Example 2 (Step 1)
- *Question: "What makes you feel nervous?"*
- *Student's answer: 人前で話す → Public speaking*
- *Answer sentence: **I think** public speaking makes me feel nervous.*

Step 2: The "R" REASON.

The students are first asked to express their thoughts or position in English. Afterwards, they are given time to present the reasons behind their stance. At this point, students are allowed to answer in Japanese and then translate their responses into English. The phrase they are asked to memorize for this step is ***"This is because,"*** which will help them to begin explaining their reasons clearly.

Example 1 (Step 2)

- *Question:* "*How do you feel today?*"
- *(Step 1) Student's answer:* 良い → *Good*
- *(Step 1) Answer sentence: I am feeling good today.*
- ***(Step 2) Student's answer:* 朝ご飯食べました → *ate, breakfast***
- ***(Step 2) Answer sentence: This is because I ate a good breakfast this morning.***

Example 2 (Step 2)

- *Question:* "*What makes you feel nervous?*"
- *(Step 1) Student's answer:* 人前で話す → *Public speaking*
- *(Step 1) Answer sentence: I think public speaking makes me feel nervous*
- ***(Step 2) Student's answer:* 注目されたくない → *centre of attention, dislike***
- ***(Step 2) Answer sentence: This is because, I don't like to be the centre of attention.***

Step 3: The "E" EXAMPLE.

The third step involves providing examples or supporting statements to reinforce the second step. In this part, students can give an imaginative or hypothetical statement. To start a sentence giving an example, they can use phrases like ***"for example"*** or ***"for instance"***. On the other hand, phrases such as ***"according to"*** and "based on" are used to start a notification sentence or give a reference, and the phrase ***"if"*** to begin a hypothetical sentence.

Example 1 (Step 3)

- *Question:* "*How do you feel today?*"
- *(Step 1) Student's answer:* 良い → *Good*
- *(Step 1) Answer sentence: I am feeling good today.*
- *(Step 2) Student's answer:* 朝ご飯食べました → *ate, breakfast*
- *(Step 2) Answer sentence: This is because I ate a good breakfast this morning.*

- *(Step 3) Student's answer: お腹空いた、機嫌悪い → hungry, feeling bad*
- *(Step 3) Answer sentence: If I skip the breakfast, I would feel bad.*

Example 2 (Step 3)

- *Question:* "*What makes you feel nervous?*"
- *(Step 1) Student's answer: 人前で話す → Public speaking*
- *(Step 1) Answer sentence: I think public speaking makes me feel nervous*
- *(Step 2) Student's answer: 注目されたくない → centre of attention, dislike*
- *(Step 2) Answer sentence: This is because, I don't like to be the centre of attention.*
- *(Step 3) Student's answer: 発表、緊張 → presentation, nervous*
- *(Step 3) Answer sentence: For example, I feel nervous when I have to give a presentation to the class.*

Step 4: The "P" POINT.

To conclude, students are asked to restate the central point from Step 1 to reinforce the listener's understanding. The conclusion can begin with phrases like *"So"* or *"In conclusion."*

Example 1 (Step 4)

- *Question:* "*How do you feel today?*"
- *(Step 1) Student's answer: 良い → Good*
- *(Step 1) Answer sentence: I am feeling good today.*
- *(Step 2) Student's answer: 朝ご飯食べました → ate, breakfast*
- *(Step 2) Answer sentence: This is because I ate a good breakfast this morning.*
- *(Step 3) Student's answer: 食べてない、お腹空いた、→ hungry, feeling bad*
- *(Step 3) Answer sentence: If I skip the breakfast, I would feel bad.*
- *(Step 4) Answer sentence: So, I'm feeling good today.*

Example 2 (Step 4)

- *Question:* "*What makes you feel nervous?*"
- *(Step 1) Student's answer: 人前で話す → speaking in public*
- *(Step 1) Answer sentence: I think speaking in public makes me feel nervous.*
- *(Step 2) Student's answer: 注目されたくない → centre of attention, dislike*
- *(Step 2) Answer sentence: This is because, I don't like to be the centre of attention.*

- *(Step 3) Student's answer: 発表、緊張 → presentation, nervous*
- *(Step 3)Answer sentence: <u>For example</u>, I feel nervous when I have to give a presentation in the class.*
- ***(Step 4) Answer sentence: <u>So, speaking in public makes me feel nervous.</u>***

Here are examples and outline answers using the complete PREP format. Optionally, students use the question sentence "*How about you?*" as a connecting tool to continue the conversation further.

Question:	Student's answer:
How do you feel today?	*I <u>think</u> I am feeling good today. <u>This is because</u> I ate a good breakfast this morning. <u>If</u> I skip the breakfast, I will feel bad. <u>So</u>, I'm feeling good today. How about you?*
Question:	Student's answer:
What makes you feel nervous?	*I <u>think</u> speaking in public makes me feel nervous. <u>This is because</u>, I don't like to be the centre of attention. <u>For example</u>, I feel nervous when I have to give a presentation in the class. <u>So</u>, speaking in public makes me feel nervous. How about you?*

Themes relate to experience or lifestyle (easy to understand and answer)

According to Henderson (1982), the speech content should depend on chronological development, and students respond based on their level of knowledge; the situations that students are familiar with further help them frame their responses to the questions posed. To help a student with low English proficiency, impromptu speech exercises in class should focus on simple topics related to the student's experiences and environment. The questions should be engaging and attractive to the students, encouraging them to use the language. Asking difficult questions may discourage them from using the foreign language. A new topic is introduced at the beginning of every class session, followed by the exercise questions based on that day's theme. Some questions are taken from the book "Intuitive Grammar English Training: 100 Topics" by Nakayama et al., published in 2017.

Example1: Theme: Personality

Related questions:

1. What type of personality you like the most?

2. How would you describe your own personality?

3. Do you like people who are serious or an easy going?

4. How would you advise your friend with bad personality?

5. Which is important, personality or the appearance?

Example 2: Theme: Emotions

Related questions:

   1. Can you control your emotions well?

   2. Are you an introvert or an extrovert?

   3. What makes you feel very good?

   4. What is the best way to deal with anger?

   5. When you are feeling down, what would you do?

Speed thinking training

When it comes to impromptu speaking, the ability to generate and communicate thoughts and statements quickly is essential. However, asking elementary-level students to give spontaneous speeches can be overwhelming, as it can increase their fear and anxiety about speaking English. Therefore, students are trained by being given more time to think and deliver their answers orally. The time is gradually shortened on a question-by-question and session-by-session basis to help students get accustomed to preparing their speech answers within a short period. The goal of this speed-thinking training is to help students answer oral questions effectively in various situations, which is a successful outcome. In Henderson's 1982 study, it was found that the Impromptu technique is a difficult task, despite its seemingly easy appearance. Even for native speakers, responding to a question on a topic in a logical and organized manner can be quite challenging. For second language students, it is important to have proper preparation and methods to use this approach effectively. Henderson suggests that students should use the preparation time to create a functional and engaging speech.

Strengthening the Conjunction

The compare and contrast method helps students to focus on a single aspect each time. According to Henderson's study in 1982, the expository method can be helpful where the main point is presented and followed by detailed explanations such as giving examples and reasons. One of the easiest ways to explain the reasons for supporting a particular position is by using a conjunction like ***"this is because"***, ***"because"*** introduces clauses of cause and reason. In step 2 (Reasoning), students should remember to start their answer with the simple conjunction ***"this is because"***. In step 3, apart from using the phrase ***"for example"***, the conjunction ***"If"*** is used to express possible or impossible situations or conditions, including outcomes, whether real or imagined (Cambridge Dictionary). Of course, students may also use other words and expressions that convey the same meaning.

Vocabulary reinforcement

At the high school level, students are required to take English lessons and memorise a significant amount of vocabulary. Specifically, to pass the EIKEN Grade 2 exam, students typically need to memorise around 4000 vocabulary words. However, if they plan to pursue their studies at certain universities, they may need to memorise 6000 or more words. The traditional method of memorising vocabulary involves purchasing a textbook with thousands of English words and Japanese translations and explanations. Students are then expected to memorise the vocabulary and be evaluated accordingly (Motomi, 2020).

Memorizing a large amount of vocabulary can be helpful for students who already have a good command of the English language. However, for those with a low level of proficiency, memorizing vocabulary is not an effective way to improve their mastery of the language. Some students may become disinterested in learning English altogether. In this study, students were instructed to recall vocabulary related to the theme taught on a particular day. This exercise was intended to strengthen the students' vocabulary and increase their comprehension of the subject. During the exercise, students were asked to list as many vocabularies as possible related to the given topic. Additionally, they were provided with new vocabulary to aid their learning.

This approach helped students to quickly understand and use new vocabulary, enabling them to express their thoughts and opinions in English more effectively. For example, in a lesson about personality, students are asked to come up with a list of vocabulary words related to the theme before being given questions related to the topic. The students might brainstorm words such as kind, friendly, shy, cheerful, and quiet. They will then use these vocabulary words together in class when constructing their answer sentences.

The tests

The course consists of four written and two oral exams, with a total of six tests. Three randomly sampled answer sheets from one of the written tests are shown below, which may contain errors related to grammar, vocabulary, word order, and other aspects.

Example 1

Student 1

1. How do you feel today?

I am feeling good today.
This is because I could wake up early today.
If I don't wake up early though, I couldn't study English.
So, I am feeling good today.

2. When you're feeling down, what would you do?

I think I listen to music when I am feeling down.
This is because I like listen to music.
For example I listen to "RADWIMPS" a lot.
So, I think I listen to music when I am feeling down.

3. What is the best way to deal with anger?

I think the best way to deal with anger is to sleep.
This is because I can forget the anger.
For example I sleep a lot on bad days.
So, I think the best way to deal with anger is to sleep.

4. Are you an introvert or an extrovert?

I think I am an introvert.
This is because I like to stay at home.
For example I like to play game at home.
So, I think I am an introvert.

5. Can you control your emotions well?

I think I can control my emotions well.
This is because I don't get angry.
For example when I am angry, I can hold it in.
So, I think I can control my emotions well.

Example 2

Student 2

1. How do you feel today?

I'm feeling bad today.
This is because, I'm going to work part-time today.
If I don't have to go to a part-time job, I want to sleep.
So, I'm feeling bad today.

2. When you're feeling down, what would you do?

I think I'll listen to music.
This is because, it makes me feel better.
For example, I often go to karaoke when I feeling down.
So, I think I'll listen to music.

3. What is the best way to deal with anger?

I think I'll talk my mother.
This is because, my mother understands me.
For example, I feel angry, my mother listen to me.
So, I think I'll talk my mother.

4. Are you an introvert or an extrovert?

I think I'm an extrovert.
This is because, I often go out on holidays.
For example, I go shopping with my friends.
So, I think I'm an extrovert.

5. Can you control your emotions well?

I think I can control my emotions well.
This is because, I don't usually get angry.
For example, I don't get angry when my friends break promises.
So, I think I can control my emotions well.

Example 3

The Questionnaire

The purpose of the questionnaire is to determine students' views and the effects they feel after completing the course.

このアンケートは、今後の授業の改善を目的として実施するとともに、みなさんがこの授業を通じて学習したことを振り返るためのものです。

1. Are you experiencing any sense of personal growth through this course?
   この授業を通じて、自身の成長が実感できましたか？（選択必須）
   1. とてもよくあてはまる　　Strongly agree
   2. どちらかといえばあてはまる　Agree
   3. どちらともいえない　Neutral
   4. どちらかといえばあてはまらない　Disagree
   5. まったくあてはまらない　　Strongly disagree

2. Please provide a detailed description of the growth you experienced.
   具体的に成長を実感したことについて、記入してください。

3. Please provide your feedback on the class by listing down what you liked about it and what could be improved.
   授業を受けて良かったことや改善を希望する点を記入してください.

Question one uses a 5-point Likert scale to measure whether students experience personal changes after learning the PREP framework. The questionnaire results indicate that most students experienced development changes during the course.

Question 1: Are you experiencing any sense of personal growth through this course?

Strongly agree	21
Agree	14
Neutral	2
Disagree	-
Strongly disagree	-
Total	37

Questions 2 and 3 are open-ended questions that require respondents to provide additional explanations about the developmental changes they have experienced. This study analyzes the response to the second question to understand the changes students have undergone after following this approach.

The findings related to Question 3, which seeks to understand the opinions of students about the benefits they have gained from this course and the changes they would like to see in the course, will be discussed in future studies to refine the methodology used in this study.

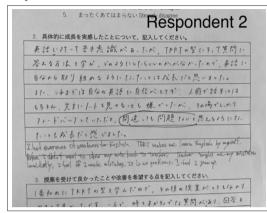| *Question two: Please provide a detailed description of the growth you experienced.* |
| --- |
| *Question three: Please write down what you liked and what can be improved in the class* |

Students' feedback on question 2

Using the sampling method, ten student's feedbacks were chosen randomly from a group of 37 respondents.
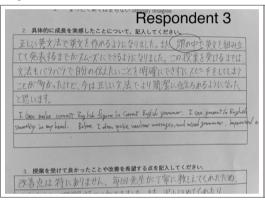
Respondent 1

Respondent 1 expressed confidence in conveying thoughts using the PREP speaking format and answering questions spontaneously in English.
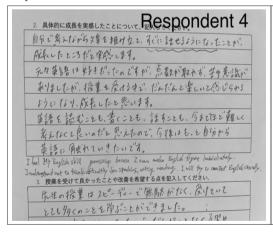
Respondent 2

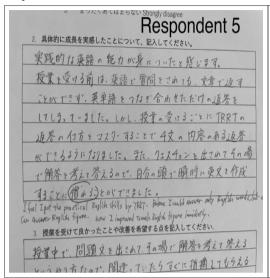|	Respondent 2 has been aware of his weaknesses in the English language for some time. However, by learning the PREP format, he has become more proactive in his learning process. Previously, he felt hesitant about sharing his answers due to his fear of making mistakes. Nevertheless, with frequent feedback, he has developed a positive attitude towards making mistakes. He believes that they help him learn and improve his language skills.

Respondent 3

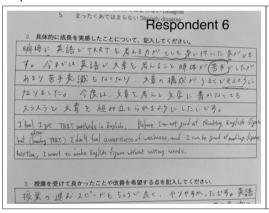|	As per the statement of Respondent 3, he used to feel uncertain about his grammar and thoughts while expressing himself in English through speeches, despite his fluency in the language. However, he now asserts that he can construct grammatically correct sentences and convey his ideas effectively in English by using simple language.

Respondent 4

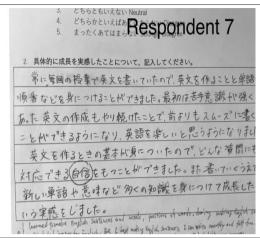|	According to the report of Respondent 4, he experienced personal growth when he was able to construct English sentences while simultaneously organising his thoughts. Initially, he found reading, writing, and speaking in English to be challenging, but he soon realized that they were manageable obstacles. He has an intention to keep working on improving his English skills in the future.

Respondent 5

According to Respondent 5, he has recently acquired the ability to use English effectively. Previously, he struggled to answer English questions appropriately and could only combine some vocabulary to form incomplete sentences. However, after learning the PREP format, he has been able to structure his answers well. Furthermore, he has now become confident enough to answer English questions spontaneously, indicating an improvement in his ability to construct English sentences in his mind.
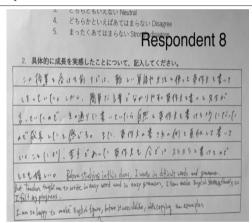
Respondent 6

Respondent 6 has utilized the PREP format to organize and structure the conversation's content. Previously, he had difficulties in writing English sentences, but now he feels that he has overcome the challenge and wants to enhance his skills in creating English content.
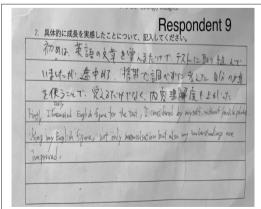
Respondent 7

Respondent 7 has been practicing drafting English sentences and structuring them with proper word order in class. This continuous practice has resulted in him feeling more advanced and confident in expressing his thoughts in English. He is also happy to have learned the language. By mastering the basics of formulating his ideas in English, respondent 7 is confident that he can answer any question in English in the future. Moreover, he feels successful in his progress towards learning new vocabulary, which has expanded his knowledge.
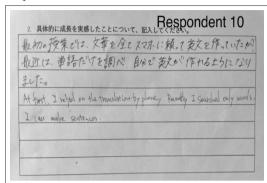
Respondent 8

As per Respondent 8, he used to write sentences in English using complex vocabulary in the past, which made it hard for others to understand. However, he has now realized that using simpler words and sentences makes the content more accessible and easier to comprehend. This approach has helped him to use the English language more naturally. Additionally, he mentioned that he could structure his responses better by referring to sample answers and felt that his English language skills had improved.

Respondent 9

Based on the testimony of Respondent 9, he used to rely on memorizing answers to pass tests. However, over time, he discovered that he no longer required electronic tools for translation. He became able to express his thoughts in English without any assistance, which was a significant improvement for him.

Respondent 10

	Initially, Respondent 10 heavily relied on electronic devices to translate each answer. However, he recently realized that he only used electronic devices to search for vocabulary dictionaries and could form English sentences independently without relying on electronic devices for translation.

Suggestions

Focus on improving conversational skills rather than just memorising difficult vocabulary

Students ' confidence in their abilities is nurtured through positive recognition of their responses and the use of appropriate vocabulary. They prefer to receive reinforcement rewards and feedback on every test they take, as this helps them track their progress and get feedback for every level of improvement. Additionally, students are constantly reminded that making mistakes in language learning is expected and nothing to be ashamed of. Like in learning mathematics, mistakes are opportunities for progress.

Continuous drilling on the use of a simple and easy-to-remember framework

The PREP framework is an effective tool to teach students how to structure their ideas and answer impromptu questions. Despite being a simple four-step process, the framework proves to be extremely useful for students who are learning English as a second language. Regular drills are essential for students to improve their ability to construct responses to questions on a given topic. These drills require students to prepare answer outlines, respond to questions, and present their answers orally in English.

Utilizing one's native language in learning a foreign language can be beneficial

According to the study results, students feel more at ease when they have a fixed framework to follow during English lessons to construct their answers. The PREP speaking format has been translated into TRRT, which has the same meaning in Japanese. The students find it easier to remember this format in Japanese, which gradually helps them build their self-confidence in using the language. This resembles how mathematical students learn and memorize formulas to solve math problems.

T (tachiba 立場) stands for POINT

R (riyu 理由) stands for REASON

R (rei 例) stands for EXAMPLE

T (tachiba 立場) stands for POINT

Employing one's mother tongue to acquire a foreign language can benefit the students. By utilizing one's native language, learners can better grasp the nuances and complexities of the target language. In addition, it can ease communication barriers and facilitate a deeper understanding of cultural nuances.

Arrangement of the answerer's turn

When presenting their answers orally, highly confident students are often asked to go first in the presentation session as they can set an example for other students. According to Henderson (1982), asking the most confident students to give the previous answer can help other students feel less intimidated by the task. This can make them more willing to take on the challenge when it is their turn.

Conclusion

Various learning methods have been explored as part of the efforts to help students overcome their foreign language anxiety. Although the students in this group are still improving their language skills and may not yet be able to deliver a perfect and eloquent English speech, the results of the feedback questionnaire suggest a positive change in their attitude towards learning English. Previously, some of them felt lost and lacked direction in learning the language, but now they have gained the confidence to address their weaknesses and feel self-assured about speaking English. This study emphasizes the importance of adhering to grammar and other language rules essential for learning a language. Learning a foreign language can be anxiety-inducing, and students require encouragement and support to learn from their mistakes and move towards the next level. Once they gain confidence in using the language, they become proactive in improving and mastering their language skills. Language is a communication tool that humans use to convey thoughts and intentions, ask questions, and share knowledge. When a person feels afraid, worried, or lacks confidence in using a language, it eventually becomes difficult for them to master it. As Henderson (1982) described in his study, the focus should be on students' ability to converse, and what needs to be emphasized is the effort to build statements in response to other statements. The study will continue to explore better ways and approaches to helping students overcome their English language difficulties.

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