

FACTORS CAUSING ANXIETY AMONG YOUNG LEARNERS IN ENGLISH CLASSES (A CASE STUDY AT A PRIMARY SCHOOL IN DUY XUYEN, QUANG NAM)

NHỮNG YẾU TỐ GÂY RA SỰ LO LẮNG CHO HỌC SINH NHỎ TUỔI TRONG GIỜ HỌC TIẾNG ANH (NGHIÊN CỨU TRƯỜNG HỢP TẠI MỘT TRƯỜNG TIỂU HỌC Ở HUYỆN DUY XUYÊN, TỈNH QUẢNG NAM)

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Abstract - Young learners' anxiety in learning English at primary schools has been considered as a psychological issue of their learning process. This article is aimed at studying the factors causing anxiety to young learners in English classes, their effects on language skills and exploring the effective teaching methods to help learners overcome their embarrassment in learning English and gaining higher achievement. This study focused on three main components of anxiety (communication apprehension, test anxiety and fear of negative evaluation). Based on the inquiry of the research, this study combined both qualitative and quantitative approaches to address research questions. The study result showed that the anxiety for fear of disappointing parents in test anxiety was the most adverse factor for young learners. Furthermore, anxiety negatively impacted their learning of listening, speaking, reading, and writing, among which listening and speaking were most affected.

Key words - Anxiety; young learners; foreign language learning; causes of anxiety; English classes

1. Introduction

In Vietnam, according to 2018 General Education Programme issued by Minister of Education and Training [1, p. 8], grade three is the first compulsory phase of learning foreign languages in general, English in particular. However, since there is little exposure to English and native English speakers in Vietnam, many students only have a classroom learning environment to practice their foreign language skills, particularly speaking skills. Many young learners find learning English is not simple and they encounter various difficulties among which foreign language anxiety (FLA) is very prominent one. According to Chen [2], to ensure the success of English education in primary schools, FLA is a significant issue that cannot be ignored. Hence, it is important to explore and reduce FLA in learning English for young learners at this starting stage which a foundation of learning English for young learners later.

For the reasons mentioned above, the study on "factors causing anxiety among young learners in English classes at Duy Hai Primary School in Duy Xuyen, Quang Nam" was conducted. It was to provide a wider range of insights into this affective variable and hopes to find appropriate teaching methods to cope with FLA to improve English learning for Vietnamese young learners in general, grade-

Tóm tắt - Sự lo lắng của học sinh nhỏ tuổi khi học tiếng Anh ở trường tiểu học được xem là một vấn đề tâm lý trong quá trình học tập. Bài viết này nghiên cứu các yếu tố gây lo lắng cho trẻ trong giờ học tiếng Anh, ảnh hưởng của chúng đến kỹ năng ngôn ngữ và tìm hiểu các phương pháp giảng dạy hiệu quả giúp các em vượt qua nỗi bối rối khi học tiếng Anh và đạt kết quả cao hơn. Đề tài tập trung vào ba thành tố chính của sự lo lắng (sự lo sợ khi giao tiếp, sự lo lắng khi kiểm tra và nỗi sợ bị đánh giá tiêu cực). Đường hướng nghiên cứu kết hợp giữa định tính và định lượng đã được áp dụng. Kết quả nghiên cứu chỉ ra rằng cảm giác lo sợ làm cha mẹ thất vọng, một thành tố của sự lo lắng khi kiểm tra, có ảnh hưởng lớn nhất đối với học sinh, và sự lo lắng cũng tác động tiêu cực đến việc học bốn kỹ năng nghe, nói, đọc và viết, trong đó nghe và nói gặp trở ngại nhiều nhất.

Từ khóa - Sự lo lắng; học sinh nhỏ tuổi; học ngoại ngữ; nguyên nhân gây lo lắng; lớp học tiếng Anh

three students at Duy Hai Primary School, Duy Xuyen District, Quang Nam Province (hereafter DH Primary School for short) in particular.

For the above mentioned purposes, the research was conducted with the aim to look for answers to the following three research questions:

- (1). What are the factors causing anxiety in learning English experienced by grade-three students at DH Primary School?
- (2). What are the sources of foreign language anxiety affecting the English learning of grade-three students at DH Primary School?
- (3). How do the primary school English teachers perceive anxiety experienced by their students?

2. Theoretical Background

2.1. Foreign Language Anxiety (FLA)

Anxiety has been identified as one of the biggest challenges facing language learners. Anxiety in Spielberger [3, p.482]'s view is "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension and worry, and by activation or arousal of the autonomic nervous system".

Krashen [4] explained that anxiety related to a foreign

language can be obstacles that prevent information from reaching the language acquisition area in a learner's brain. Horwitz et al. [5, p. 128] defined FLA as a "distinct complex construct of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process". More specifically, MacIntyre [6, p.27] defined FLA as "the worry and negative emotional reaction aroused when learning or using a second language."

This study takes Horwitz et al. [5] definition of FLA as the working definition whenever the term appeared.

Horwitz et al. [5] suggested English classroom may be a making-anxiety environment as it forces learners to interact with the complexities of self-perceptions, beliefs, feelings and behaviors and English learning. Students are quick to form presumptions towards the instructor's and classmates' negative evaluation. With the fear of losing their self-image, students are extremely careful not to make mistakes to the extent they become too cautious and anxious to communicate. Students are held back for over-thinking about their inability to express opinions clearly or correctly through the use of English.

Horwitz et al. [5] developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a tool to assess anxiety levels as evidenced by low expectations for performance and social comparisons, psychophysiological symptoms, and avoidance behaviors.

2.2. Factors causing learners' anxiety in English classes

2.2.1. Communication Apprehension

According to Lucas [7], there are signs of communication anxiety in English Second Language (ESL) learners, which supports the idea that "... people sometimes are anxious and reluctant in communicating with others or in expressing themselves in a foreign language in which they do not have full competence. The students find it difficult to speak in groups or pairs, within or outside the classroom and these difficulties are all "manifestations of communication apprehension" [5, p.127].

Daly [8] finds that apprehensive students in foreign language classes often avoid speaking in front of their peers and they tend to wait until the end of the lecture to ask a question, without raising their hand in the hopes that someone else will do so. The study's finding is that highly communicatively anxious pupils had poorer self-perception levels in English.

2.2.2. Test Anxiety

Test Anxiety has been characterized as "a type of anxiety stemming from a fear of failure" by Horwitz et al. [5] and as "the tendency to view with alarm the consequences of inadequate performance in an evaluative situation" by [9].

Sarason [9] claims that test anxiety is brought on by "intrusive thoughts" like the fear of giving wrong responses, which lessen the attention toward the actual task thus leading to poor performance. Students who are very test-conscious will face a variety of difficulties in the setting of a foreign language class where exams and quizzes are regular.

2.2.3. Fear of Negative Evaluation

This element is described as "the fear of others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would negatively evaluate oneself" by [10].

When it comes to speaking in public or expressing personal beliefs, Aida [11] states that students who are learning a foreign language may choose to engage in fewer activities that expose them to greater judgments from others. Consequently, fear of criticism thrives in the classroom, where teachers serve as critical evaluators.

2.3. Effects of foreign language anxiety on achievement in the target language

With increased attention being given to language learners and their affective factors, language anxiety is the most powerful affective factor in students' language performance by [12]. Students' achievement or performance are impacted by foreign language anxiety.

2.3.1. Listening Anxiety

Vogely [13] attempts to identify the source of listening anxiety in the language classroom and noted that foreign language listening anxiety appeared to be associated with the types of listening input, listening process (strategies and time), and instructional factors, such as in-class practices and tests.

In addition, Vogely's study examines the relationship between learners' listening performance and anxiety, the following factors contribute to anxiety: (1) *the speed of delivery*, (2) *poor enunciation*, (3) *unfamiliar intonation*, (4) *different accents*, and (5) *the length of listening passages*. Moreover, foreign language listening anxiety is negatively correlated with foreign language listening test scores.

2.3.2. Speaking Anxiety

One of the fundamental skills in learning a language is speaking. Speaking also has been recognized as the most anxiety-provoking skill associated with foreign language learning. Palacios [14] reports that speaking causes the most anxiety among the learners. Williams and Andrade [15] discover that students become apprehensive when English teachers ask questions in the classroom.

In a study carried out by Price [16], the researcher found that learner sources of anxiety were as follows: (1) *fear of speaking the target language in front of their peers*, (2) *fear of making mistakes*, (3) *being laughed at by others*. According to Labov [16], students see speaking in class as "high-risk" and "low-gain".

2.3.3. Reading Anxiety

According to Horwitz et al. [5], reading anxiety acts as a "mediating variable that intervenes at some point between the decoding of a text and the actual processing of the textual meaning". Reading anxiety can be defined as a skill-specific anxiety related to reading that stems from the learners as well as from features of the text. Reading anxiety is stemmed from some type of fear such as *fear of failure* and *lack of self-confidence*.

MacIntyre [6] indicates that "when learners feel anxious during reading completion, cognitive performance

is diminished, performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance and so on". In this way, he concludes that reading anxiety negatively affects the reading performance of learners.

2.3.4. Writing Anxiety

Bloom [18] describes writing anxiety as "a term for one or a combination of feelings, attitudes, or behaviors that interfere with a person's capacity to begin, work on, or complete a particular writing job that he or she is cognitively capable of completing".

As suggested by Cheng [19], writing anxiety can be caused by various factors, including a lack of knowledge of the subject matter and spelling rules and a fear of not being appreciated. Affective aspects such as aversion to writing, fear of criticism, and anxiety of being judged were also reported among anxious writers.

Horwitz et al. [5] indicate that students with higher levels of writing anxiety produce shorter compositions, have difficulty concentrating and comprehending information, have trouble in differentiating between the sounds and structure, become forgetful, or even over-study.

Considering grade-three students' English learning as well as the current situation of teaching and learning English at DH Primary School, the author just focused on the main causes of anxiety in English classes in the theory of Horwitz et al. [5] because these are agreed and accepted by many researchers in the field as shown in Table 1 below.

Table 1. *Constructs of Foreign Language Anxiety Across Studies [5, p. 129]*

Year	Author	Names of Foreign Language Anxiety Constructs		
		Communication Apprehension	Test Anxiety	Fear of Negative Evaluation
2005	Hyesook Park, Adam R. Lee	Communication Apprehension	Examination Anxiety	Criticism Anxiety
2011	Mei-ling Lee	Communication Apprehension	Test Anxiety	Fear of Negative Evaluation
2007	VovianaZulkifli	Fear of Communication	Test Anxiety	Fear of Negative Evaluation
2008	ZsuzsaToth	Communication Apprehension	Fear of Inadequate Performance in English Class	Attitudes to the English class

2.4. Young Learners' Characteristics in Language Learning

Teaching English as a foreign language to young learners has been increasingly introduced around the world. As claimed by Cameron [20], teaching English to young students presents a number of challenges, the majority of which are caused by the young learners' distinct characteristics from those of older students. Therefore, it is crucial to consider these characteristics when deciding how to teach a language.

Firstly, according to Cameron [20], young learners tend to learn language indirectly and contextually rather than directly. They are capable of comprehending meaningful messages and require encouragement to communicate in real-world and purposeful experiences. They respond to the

language well through concrete things rather than abstract things.

Secondly, in the view of Brewster and Ellis [21], young learners are active, and they need physical activities in the classroom due to their high levels of energy. They can work with others and learn from others. Children are naturally curious and enthusiastic about new things, which makes them less shy or hesitant to express themselves using their entire bodies.

Moreover, for Cameron [20], young learners have short attention spans, and they are unable to concentrate for extended periods on a task. Even a brief pause between activities may make young children distracted. As a result, they need a variety of speaking and listening tasks.

Finally, another characteristic of young learners found by Slattery and Willis [22] is their ability to learn through repetition and to imitate the sounds of the target language. Children learn about language rhythm, intonation, and pronunciation by listening to stories, songs, and rhymes. They enjoy imitating and are skilled at accurately listening and imitating what they have heard.

Having knowledge of the specific psychology of young learners in foreign language classrooms, teachers can design various interesting approaches to teaching to not only engage young learners in learning but also reduce language anxiety for them.

3. Research Design

3.1. Research approaches

Based on the inquiry of the research, this study combined both qualitative and quantitative approaches to address the affective factors causing anxiety for grade three students in English classes. According to Creswell [23], these approaches were useful for capturing the best of qualitative and quantitative data; moreover, it can avoid the limitation of each single approach.

The quantitative approach aimed to collect the numerical data, and then it was counted, and analyzed statistically through participants' responses to give the conclusion about the reality of teaching and learning at a primary school, the factors causing anxiety in young learners in English classes.

3.2. Research instrumentation

Two instruments namely the questionnaire and the interview were used for collecting data.

The questionnaire was used to collect learners' general perceptions of FLA. It consists of three parts with 17 questions which were written in Vietnamese to make it easy for students to understand. The first part consists of 4 questions about students' perception of learning English in the classroom. These questions indicate students' interest in learning English, their perception of the importance of learning English and their emotion in English classes. The second part with 5 questions asks about the sources of students' anxiety in learning specific skills. The last part includes 8 questions about factors causing FLA for grade-three students in the classroom that they have experienced.

The interview provided opportunities for clarification and explanation of questionnaire findings. There were interviews for teachers and learners. The one for the learners was conducted with 3 questions from the questionnaire. The first question aimed to show the feeling of students in English classes. The next delved into the problems occurring to students in English classes. The last question was used to understand more about learners' fear and difficulty in English learning. Meanwhile, the interview for teachers consisted of 5 questions. The first 2 questions were about nervous feelings of their students in English classes. The next two aimed to elicit the reasons for students' anxiety and the skills that the learners had difficulty in. The last question elicited some teachers' suggestions for helping learners overcome FLA.

3.3. Reliability and validity of the instrument

To ensure the reliability of the questionnaire, all questionnaire items were carefully designed and proof-read by two English teachers at DH Primary School. Then, it was piloted with five student participants randomly chosen among the population. For the validity, the instructions and questionnaire items were written in Vietnamese. The interviews were also conducted in Vietnamese so that the questionnaire informants and interviewees can understand the contents clearly.

3.4. Population, participants, and sampling

3.4.1. Population and participants

There are 150 grade-three students and three English teachers at DH Primary School. Because this population is not so large, the author decided to choose the whole population as participants of this study.

The participants of this study were in two groups: (1) three English teachers who are teaching English at DH Primary School and (2) one hundred and fifty grade-three students at DH Primary School in school year 2022 – 2023.

Table 2. Participants of the study

The participants	Number	Percentage (%)
Male/boy students	72	48
Female/girl students	78	52
	(Total: 150)	
Teachers	3	100

The participants are of the following characteristics. The student participants were students in grade three at DH Primary School in school year 2022 – 2023. They were learning with the 2018 General English Programme issued by the Ministry of Education and Training [1]. They were nine years old and in the same village with different learning experiences and at nearly the same level of English proficiency. The teacher participants were female English teachers who have been teaching English with the 2018 General English Programme [1] at DH Primary School for at least 3 years. Two out of them had the Master degree in TESOL. The left had the Bachelor degree in English Language Teaching.

3.4.2. Sampling

According to statistics from the Department of

Academic Affairs of DH Primary School, there were 150 grade-three students at the school at the time. The author took the entire samples with the total population sampling. The steps were as follows:

- Making the name lists of grade-three students in the school based on the information provided by the Department of Academic Affairs.

- Delivering the questionnaires to all grade-three students at the school with the aid of the English teachers teaching these classes.

The results were 150 samples (n = 150).

3.5. Data collection

The questionnaires were delivered to one hundred and fifty students in grade three. Five from the informants of the questionnaires and three English teachers were picked up for the interview.

First of all, the questionnaires were delivered to grade-three students at DH Primary School to collect the data on their perception of learning English, existing factors causing anxiety in English classes. Next, the author carried out an individual interview with five students randomly chosen and three English teachers at DH Primary School. Students' answers in the interview helped the author clarify the information gathered from the questionnaires. After that, three English teachers were interviewed about their students' perception of learning English and sources of the factors causing student's anxiety in English classes. They also suggested some possible solutions to deal with those affective factors for overcoming anxiety of grade-three students in English classes. Finally, the results from questionnaires were collected, analyzed, and demonstrated in figures for discussion and the interview results from teachers were analyzed.

3.6. Data analysis

3.6.1. Quantitative data analysis

In terms of the quantitative analysis, answers to closed-ended questionnaire questions were counted for percentage calculations. The data were shown through tabular or graphic illustrations for discussion.

3.6.2. Qualitative data analysis

The interviews were conducted for the qualitative data analysis. Note taking techniques were employed to assist the analysis process. The data from the interviews were then examined and evaluated. Since the qualitative data analysis was a very individualized process, the analysis was done from the perspective and experience of the author.

4. Findings and Discussion

4.1. The factors causing anxiety in learning English experienced by grade-three students at DH Primary School

4.1.1. Students' perception of learning English

As shown in Table 3 above, 79% of grade-three students recognized the importance of learning English while 21% of them said "not" when questioned about how important learning English was

Table 3. Students' Perceptions of the Importance of Learning English

The importance of learning English	Students (No=150)	Percentage (%)
Important	118	79%
Not important	32	21%

Table 4 displays the interest in learning English. The statistics coming from the questionnaires completed by the informants show that the number of grade-three students who likes to learn English is 66%. Besides, 34% of them is not excited about learning English.

Table 4. Students' Perception of the Interest in Learning English

The interest in learning English	Students (No=150)	Percentage (%)
Interested	99	66%
Not interested	51	34%

4.1.2. The affective factors causing anxiety in learning English

a. Communication Apprehension

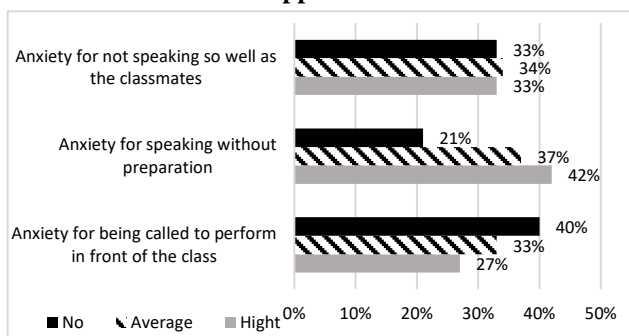


Figure 1. Affective Percentage of Communication Apprehension

The affective percentage of the factors in communication apprehension are presented in Figure 1. The aspect making the students most anxious in language classes is the fact that they have to speak without preparation which occupies 79%.

b. Test Anxiety

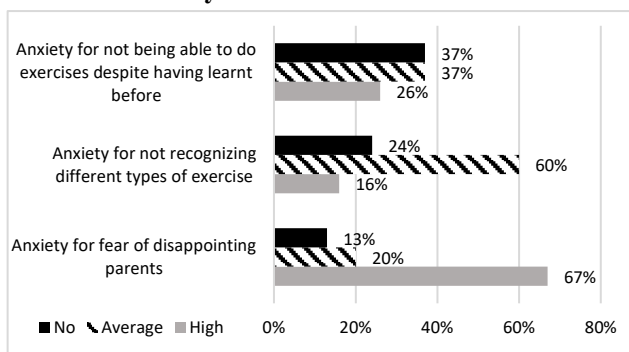


Figure 2. Affective Percentage of Test Anxiety

As shown in Figure 2, a majority of the students manifest test anxiety because they are worried about disappointing their parents if they did not pass the language exams. The proportion of serious level was up to 67% and that of the medium level was 20%. The total of these two percentages is 87% implying that most students' test anxiety is closely related to their parents.

c. Fear of Negative Evaluation

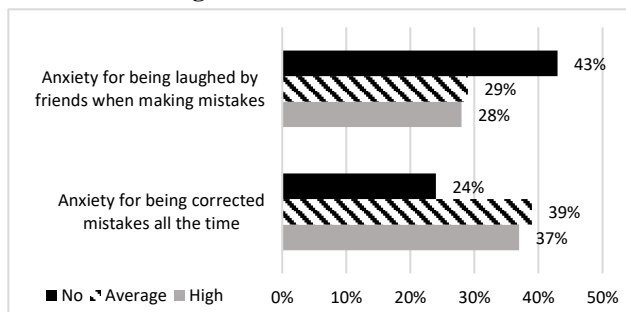


Figure 3. Affective Percentage of Negative Evaluation

As can be seen from Figure 3, the number of learners with the fear of being corrected all the time at the high level is 37% and that of the average level is 39%. The total of these two levels is 76%. The root cause of these anxious students probably derived from the fear of being negatively evaluated. Meanwhile, nearly half of them (43%) were not afraid of making mistakes and being laughed at by friends. They were willing to learn from their mistakes and improve them.

4.2. Sources of foreign language anxiety affecting the English learning of grade-three students at DH Primary School

4.2.1. The sources of FLA affecting listening skill

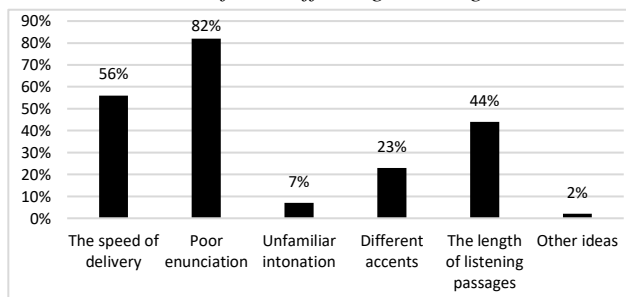


Figure 4. The Percentage of Sources of Listening Anxiety affecting Listening Skill

The data in Figure 4 show that most of the students' main anxiety in listening was the poor enunciation of the words (82%). The quality of pronunciation and sounds in recordings is very important in making a good speech. Students cannot understand the others if their pronunciation is not clear. The speed of delivery (56%), the length of listening passages (44%) and different accents (23%) are also the main choices of students for listening anxiety. Unfamiliar intonation (7%) was thought to contribute to the problem.

4.2.2. The sources of FLA affecting speaking skill

Speaking anxiety did not simply derive from one root; it was caused by a variety of sources of anxiety as shown in Figure 5 below.

The sources causing speaking anxiety in most students are fear of making mistakes (92%), fear of speaking the target language in front of their peers (63%) and fear of being laughed at by others (58%). Other sources also contributed to the speaking anxiety of students with percentage of 4%. From the statistics it can be concluded that fear of making mistakes is the informants' most

serious speaking anxiety for teachers to deal with in their English speaking classes.



Figure 5. The Percentage of Sources of Speaking Anxiety affecting Speaking Skill

4.2.3. The sources of FLA affecting reading skill

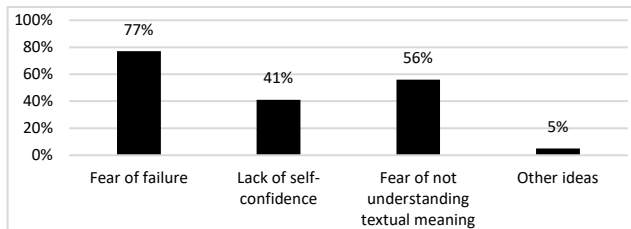


Figure 6. The Percentage of Sources of Reading Anxiety affecting Reading Skill

It can be seen from Figure 6 that the first source of reading anxiety is the fear of failure (77%), then of not understanding textual meaning (56%), lack of self-confidence (41%) and other ideas (5%).

4.2.4. The sources of FLA affecting writing skill

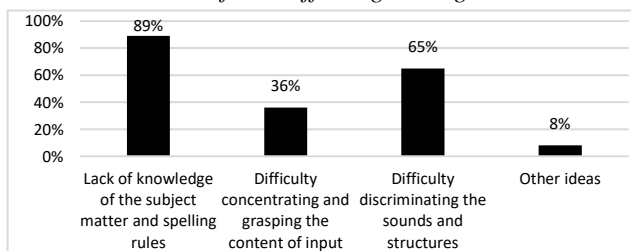


Figure 7. The Percentage of Sources of Writing Anxiety affecting Writing Skill

As presented in Figure 7, the basic source of writing anxiety experienced among students is a lack of knowledge of the subject matter and spelling rules (89%). Having difficulty in discriminating the sounds and structures and difficulty in concentrating and grasping the content of input were chosen by students with percentage of 65% and 36% respectively. 8% of other ideas also contribute to the source of writing anxiety.

4.3. Primary teachers' perception of anxiety in English learning experienced by grade-three students at DH Primary School

4.3.1. Teachers' perceptions of English learning anxiety experienced by grade three students

Most teachers agree that listening and speaking skills make students most anxious in English classes.

From the teachers' point of view, anxious students tend to put their eyes down on the table, perform tasks with pale faces, lower voices, hesitant speed and even not utter any words.

The teachers share that one of the biggest troubles in learning English of students is fear, such as fear of judgement, fear of making mistakes, and fear of not being as good as friends. This affects the psychology of students and makes them uneasy in English classes.

4.3.2. Teachers' suggestions for enhancing motivation to overcome anxiety in learning English for students

a. Suggestions for Teachers

Data from the interviews show that most teacher interviewees think it is necessary for teachers to create a good emotional climate in the class to mitigate students' learning anxiety, especially the anxiety from the fear of negative evaluation. For example, Teacher A and C said, "We should not correct every mistake made by students, but support them when they did." In addition, they suggested that carrying out variety of interesting classroom activities, equipping students with appropriate learning tasks and praising them whenever they completed an exercise well could help remedy their students' negative psychological problems in their English learning. "We can reduce our students English learning anxiety by applying teaching techniques like telling stories, singing songs, playing games and encourage students immediately when they make an effort," said Teacher B.

b. Suggestions for Students

In the interviews, the teacher informants suggested some ways for students' mitigation of their English learning anxiety as follows.

- Being self-confident and relaxing in learning.
- Practising English frequently by yourself and with your friends.
- Listening to evaluation from others with comfort.

The above suggestions show that all teachers appreciated students' self-confidence as a guideline in overcoming anxiety and advised students to practice English more every day.

5. Conclusion and Implications

5.1. Conclusion

First of all, regarding the factors causing anxiety in learning English experienced by grade three students at DH Primary School, the results showed that there were three main factors of foreign language anxiety including communication apprehension, test anxiety and fear of negative evaluation. According to the results from learners' perception, test anxiety was the most highly affective factor (87%). The second most affective factor was communication apprehension, accounting for 79%. The last affective factor was fear of negative evaluation with 76%. In terms of communication apprehension, students felt most anxious when they had to speak without preparation in advance. The thing that contributed most to test anxiety of students was the fear of disappointing their parents for failing exams. Making mistakes and being corrected also made students anxious in English classes since they were afraid of negative evaluation.

The study also indicated the effects of anxiety on

English learning experienced by grade-three students. For the anxiety of specific skills, the study showed different sources of anxiety. Poor enunciation, the speed of delivery and the length of listening passages are causes of listening anxiety. Fear of making mistakes and speaking in front of the class were the main roots of speaking anxiety. Meanwhile, fear of failure and fear of not understanding textual meaning contributed to reading anxiety. The basic source of writing anxiety affecting writing skills was lack of knowledge of the subject matters and spelling rules.

Finally, the study focused on collecting some suggestions from teachers for the teachers and the students to help students reduce anxiety in English classes and learn English better later. All of the teachers understood students' characteristics and psychology, they always tried to innovate their teaching methods, and applied them in their teaching effectively. In addition, teachers also gave useful learning strategies for learners to form learning habits by themselves to gradually improve their English learning.

5.2. Implications

5.2.1. For teachers

Teachers should be aware of the characteristics and psychology of young learners to design learning activities and give feedback relevantly. This would improve learners' learning achievement.

Besides, teachers have to be more creative in using teaching methods for specific skills at suitable levels. Grade-three students at DH Primary School are mostly interested in learning English; however, they feel anxious in English classes. Therefore, teachers have to be patient with their mistakes and motivate them to overcome language anxiety.

Test anxiety is a big problem of most students in learning English with the fear of disappointing their parents' expectations. Teachers should discuss with the parents about giving a reward for students when they try hard instead of putting learning pressure on them.

Lastly, in the situation of students at DH Primary School, teachers have to know that they are too young to determine the purpose of learning English exactly. Teachers should spend time talking to students and listening to their dreams, needs, hobbies and so on. It will provide the teachers with a comprehensive understanding of the students and find out which tips can help them get over anxiety.

5.2.2. For students

Students need to be aware of what makes them anxious, their fear or negative emotions in English learning and share them with teachers. Besides, students should carefully follow teachers' guidance and enthusiastically take part in learning activities to become more confident in themselves.

In addition, a good rapport with the teacher can lead to the better teacher-student understanding which can effectively reduce students' anxiety in the English lessons.

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