

Communication Apprehension in English Learners and its Impact on their Motivation

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Abstract

Learners who experience communication apprehension may try to avoid interpersonal interactions, hampering the language learning process. This experience may hinder learners from performing well in any communicative setting. This study examines communication apprehension (CA) in learners when they speak the English language in classes focusing on speaking and investigates the influence of fear of communication on the learners' motivation. The sample consists of 350 diploma students studying English and 60 English teachers teaching diploma courses. Qualitative data included semi-structured interviews, and quantitative came from a questionnaire. The quantitative data were analyzed using SPSS, while the qualitative data were analyzed thematically. Regression and correlation analyses were performed to determine the effect of CA on learners' motivation. The results showed that communication apprehension exists in learners and affects their motivation significantly, which may slow down their communication skills development. This study has implications for teacher preparation and teacher training in the intersection between motivation and oral skills development.

Keywords: Communication apprehension, affective factor, anxiety, motivation

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Introduction

English has surfaced as a common world language, like a natural language with various other native languages (Cruz- Ferreira & Abraham, 2006). Pakistan is a country with a multilingual society (Tariq et al., 2013), but English has a special place in it (Parveen & Mehmood, 2013). However, students never feel at ease with it and feel anxiety, stress, and apprehension while speaking in it (McIntyre & Gardner, 1991), and because of poor English, students can face failure in their academic and professional fields, resulting in unemployment and disappointment. Apprehension is a natural feeling for learners when speaking a new language. It can be linked to different language skills and singing (McDowell, 1979; McCroskey, 1982), but it is more noticeable when they have to present or speak something in a new language.

In Pakistan, many factors are responsible for substandard education, e.g., low economic resources, ignorance, peer factor, social relations, and family background (Tariq et al., 2013). Rahman (1999), in his survey, concluded that each student wishes to learn English. Still, they face many problems like outdated syllabi, fruitless learning/teaching practices, and old teaching methodologies, making them poor English language performers. The label of achievement is mainly associated with learning English in Pakistan. Those with poor English language skills find it difficult to get a good job and keep themselves in elite circles (Mansoor, 1993). Learners spend approximately 14 to 16 years learning English, mostly studying it as a compulsory subject, but they still face problems in writing, reading, and speaking (Warsi, 2004). Bashiruddin (2003) found that learners do not use it for communicative purposes, which makes them apprehensive of this language. Jalaluddin (2006) concluded that students could not speak English even after studying English for eleven years. Thus, learners are poor at English language skills and are mostly the victims of communication apprehension. The apprehension of speaking in different settings, like in interpersonal gatherings or a community, is a common practice for all people, which they experience at some stage of their life. This apprehension accompanies other related feelings of stress, anxiety, and nervousness (Bodie, 2010). Learners lack confidence while trying to communicate in English, resulting in their lack of participation in language learning practices.

Affective factors are essential for the successful learning of a language. They perform the role of filter for the input received by our mind. Those with a high affective filter learn a language more slowly than those with a low affective filter. Motivation is a significant affective factor

that plays a great role in learning a language, particularly when second language learning is involved. According to Woolfolk (2013), motivation is an inner state of a person which arouses, maintains, and directs his behavior, or it is something that directs to “the reasons underlying behavior” (Guay et al., 2010, p. 712).

Objectives of the Study

The study’s objectives are:

1. To measure communication apprehension in English language diploma students
2. To examine the effect of CA on learners’ motivation.

The Rationale of the Study

Due to the great significance of the English language, it is widely used worldwide for communication. Everyone wants to learn it, especially the learners who are more interested in it for its manifold advantages. At the same time, students are never comfortable with it and feel problems while communicating. They feel scared to use it for communication and avoid it as they do not want to face embarrassment. It affects their performance and grades, which can be a source of failure for them in the future. The negative feelings associated with this language also demotivate them to use or learn it, which is a great hurdle for them to attain success. Therefore, the study aims to check the existence of apprehension in language students and its impact on their motivation to learn the language.

Literature Review

Communication apprehension is the level of fear an individual has while communicating with others (McCroskey, 1977). It has been widely researched since its emergence in 1970 (McCroskey, 1982). Almost 35% of people can feel unlimited levels of apprehension during their communication which results in noteworthy feelings of worry and unease in different communicative settings, and this fear leads to academic, professional, interpersonal, societal, and intrapersonal disruptions and impediments in the progression of life (Shi et al., 2015). The feelings connected to communication fear are a blend of continuous worry in numerous communication settings, or the fear felt in conditions like interviews for a job or public speech (Blume et al., 2013). People

experiencing communication apprehension have been observed to find the link of apprehension related to various contexts at various life stages (Byrne et al., 2012; McCroskey, 2009). People with high CA face many problems as it affects their work performance, interpersonal communication, and professional dealings (McCroskey, 2009, 2011; McCroskey et al., 2001). Patients with extreme CA are unceasingly met by challenges, and the supposed apprehension can, at times, be devastating (Shi et al., 2015). Though fear can also be linked to singing (Andersen et al., 1978) and writing (Daly & Miller, 1975), it is not within the purview of the current study. Therefore, the present study aims to see the students' fear level when communicating in English.

Many researchers have put their efforts into investigating foreign language acquisition and the fears related to it when they communicate in it. However, in Pakistan, communication apprehension is still an under-explored area. Akram (2009) conducted his study using the Personal Report of Communication Apprehension (PRCA). He gathered his data from 35 learners. The study resulted in a strong connection between communication apprehension and achievement. It was also discovered that contestants did not have self-confidence. Furthermore, they felt awkward and embarrassed while talking to others. It was also shown that the lessons where instructors are more leading could generate countless pressures for pupils. The writer proposed that linguistic and paralinguistic features can reduce communication apprehension.

In 2013, Kakepoto et al. researched the level of CA in Pakistani engineering students and found that CA significantly impacted their oral performance and confidence and caused nervousness during their oral presentations. Furthermore, the researchers examined the influence of CA and self-perceived communication competence (SPCC) on the willingness to communicate (WTC) of the learners of Pakistani universities. Results displayed a solid connection between communication apprehension in one language and WTC in a second language. It revealed that SPCC escalates in the second language due to high CA, which also increases WTC in that same language (Shahbaz et al., 2016).

Learning related to the affective side involves students' emotional and motivational dimensions directly linked to learners' learning process. Therefore, the affective side of education is of much value and cannot be ignored easily as this side of learning plays a significant role in language improvement. The theories linked to the cognitive aspect of language learning are insufficient without some consideration given to the affective part of learning a language (Hilgard, 1963, as cited in Brown, 2007). Thus, it is essential to report some of the significant literature related to motivation as it

plays a great role in language learning success or failure. It makes us decide to take or to leave an action (Gredler et al., 2004). As stated by Baily and Garrat, motivation can be intrinsic or extrinsic (as cited in Rehman et al., 2014), where intrinsic motivation comes from inside and involves personal involvement and internal satisfaction of a person. In contrast, extrinsic motivation includes many external factors (Deci et al., 1999).

In their study, Rehman et al. (2014) focused on the significance of motivation for Pakistani learners in learning English. They concluded that motivation is a crucial learning segment and has a significant role in achieving one's goals and aims. Furthermore, in Pakistan, students with extrinsic motivation outnumber those with intrinsic motivation. The learners with integrative motivation want to learn the desired language to have better knowledge of that language and its culture, whereas the students with instrumental motivation have other practical interests such as a good job, salary, and bonus (Rehman et al., 2014).

According to Gardner and Lambert (1972), L2 learning is linked to instrumental motivation to have some benefits in the social and economic fields, but Ellis (1997) argues that motivation is not stagnant and changes from person to person depending on the situation and context. Masgoret and Gardner (2003) specified motivation as the most significant and conclusive factor responsible for foreign language learning. Many studies, like those of Dornyei et al., have shown that performance in a target language can be predicted up to .35 with the help of motivation (Henter, 2014). Therefore, motivation is a significant emotional factor that can affect the course of learning a language and predicts the performance and speed of a student in a changed language.

Methodology

Participants

The research involved both students and teachers as its population. The study population was 465 Diploma level English language students (male and female) at NUML and IIUI. Other institutes also offered the English Language Diploma Course, but their criteria for selecting students differed from the criteria set for this study and thus were not a part of it. Three hundred fifty students (250 males and 100 females) participated in this study. A greater proportion of the sample was chosen from NUML as it consisted of 400 students, a significant part of the study population. Three hundred twenty out of 400 students were chosen from NUML, whereas thirty out of 65 were chosen from IIUI. The teachers' population consisted of 60 teachers, out of which only eight teachers participated in the study.

All were English language teachers and were aware of the problems faced by the learners. Therefore, only eight teachers were included in the study as they were enough to understand the situation better. Twelve students from NUML and six from IIUI were interviewed in order to gain a thorough understanding of the problem at hand. A proportionate sampling technique was used to gather quantitative data, whereas a convenient sampling technique was employed to collect qualitative data.

Instrumentation

The research used a mixed-method approach, using questionnaires and interviews as research tools to collect the data. The mixed-method approach was used to consolidate the results. The questionnaire measured two variables: 1) the presence of communication apprehension (CA) and 2) the learners' motivation for speaking English. The Personal Report of Communication Apprehension (PRCA) (McCroskey, 1977) was used and adapted to measure the presence of communication fear, according to the needs of the study. PRCA is a reliable and valid instrument to investigate a person's CA (McCroskey & Sheahan, 1978). The tool has 24 statements that measure a person's CA in four settings, i.e., group discussion, interpersonal conversation, public speaking, and meetings, but only 22 statements have been adapted to find the level of CA of learners as they seemed more appropriate to know the research problem and the Ph.D. supervisor also approved them. Secondly, 'meeting', the second context for communication of PRCA, was replaced with giving answers to the teacher in English because most of the study participants were unaware of the experience of attending meetings. Second, because most of the study participants were unfamiliar with the experience of attending meetings, "meeting," the second context for communication of PRCA, was substituted with responding to the teacher in English. To measure learners' motivation, the researchers adapted some of the most relevant statements of the Attitude/Motivation Test Battery by Gardner (2004) after discussing them with Ph.D. faculty members. Data from the students were gathered using a five-point Likert scale of the agreement. The first 22 statements of the questionnaire were used to measure the CA of the learners, while the last 12 statements were related to learners' motivation to speak in English. There were 34 items in total. The second tool for the research was semi-structured interviews. Interviews with 18 students were conducted after they completed their questionnaires. Interviews with eight teachers involved questions about the learners' communication apprehension and its impact on their motivation when learning a new language. The reliability of the questionnaire was tested using SPSS, which showed that both variables had good levels of

reliability, with Cronbach Alpha .818 for motivation and .918 for PRCA. The validity of the instruments was checked by five Ph.D. faculty members from several departments. They studied the questionnaire and interview questions. The tools were modified according to the opinions of the Ph.D. faculty members. The tools were also modified, keeping in mind the pilot survey results. After that, a pilot study was conducted at NUML. The research tools were improved further by following the recommendations of the learners and teachers.

The Procedure of Data Collection

A letter was obtained from the university to collect data. The participants were assured anonymity. The data were gathered through questionnaires and interviews after having their permission. Next, using SPSS, the quantitative data were analyzed. Some statements were re-coded due to the nature of the research study, and the results were explained. Interviews were analysed thematically.

Analysis of the Data

The study involves two variables. Communication Apprehension (CA) is the first variable employed to find the presence of CA in learners. In contrast, the second variable is motivation which is an essential affective factor and can perform an active part in the accomplishment or disappointment of students in any situation involving learning. The researchers have identified the absence or presence of CA in learners. Also, the effect of CA on motivation has been investigated in this paper. The data collected through different tools have been analyzed separately and synthesized in the discussion section to get the main results.

Data Collected through the Questionnaire

The data are analyzed to find the absence or presence of CA in learners using SPSS. It has also been used to check learners' CA level in different communicative settings and the correlation between CA and motivation. Additionally, regression analysis has been performed using SPSS to examine the impact of CA on motivation. The results are presented in table 1.

Table 1

Statistics of Learners' CA

	N	Mean	Maximum	Std. Deviation	Minimum
CA	350	3.7679	4.82	.69963	1.45
Valid N (listwise)	350				

Table 1 shows that the average level of CA across 350 students is 3.7679, with a standard deviation of .699. The total value approximates 4, which shows that most learners feel CA while employing English to communicate with someone or use it for numerous other tasks.

Table 2

Descriptive Statistics of Learners' Answers in Various Communicative Contexts

	N	Mean	Maximum	Std. Deviation	Minimum
Group discussion	350	3.7943	5.00	.92564	1.20
Answering teachers in English	350	3.9211	5.00	.90902	1.00
Conversations	350	3.7267	5.00	.92812	1.00
Public Speaking	350	3.6595	4.33	.62402	1.50
Valid N (listwise)	350				

Table 2 shows the means of students' responses in various communicative contexts. The most apprehension-creating setting is giving answers to the teacher in English, with a standard deviation of .909. It has a mean value of 3.9211, which is close to 4. Having a mean of 3.7943 and a standard deviation of .925, a group discussion is the next fear-arousing scenario. With a mean value of 3.7267 and a standard deviation of .928, conversations came in third, while speaking in public is the minimum fear-creating situation resulting in a standard deviation of .624 and a total mean value of 3.6595.

Correlation Analysis

A correlation between CA and motivation has also been found by correlative analysis using SPSS. To find a correlation, Pearson's correlation coefficient was used. The primary purpose of finding a correlation between CA and motivation was to see whether both variables have a positive or negative correlation or whether the two variables have zero correlation. The findings are as under in Table 3.

Table 3
Correlation between Communication Apprehension and Motivation

		CA	Motivation
CA	Pearson Correlation	1	-.961**
	Sig. (2-tailed)		.000
	N	350	350

** Correlation is significant at .05 level (2-tailed).

According to Table 3, communication apprehension is negatively correlated with motivation. This relation is significant because when CA increases, the learners feel discouraged from communicating in English. It shows that communication apprehension has a high negative correlation—up to $-.961$ —with motivation. Wardani (2017) also supported this result and found a negative correlation of $-.476$ between CA and motivation.

Graphical presentation

The relationship between CA and motivation has also been presented through a graph. With a correlation value of $.924$, this graphical representation demonstrates a substantial correlation between CA and motivation.

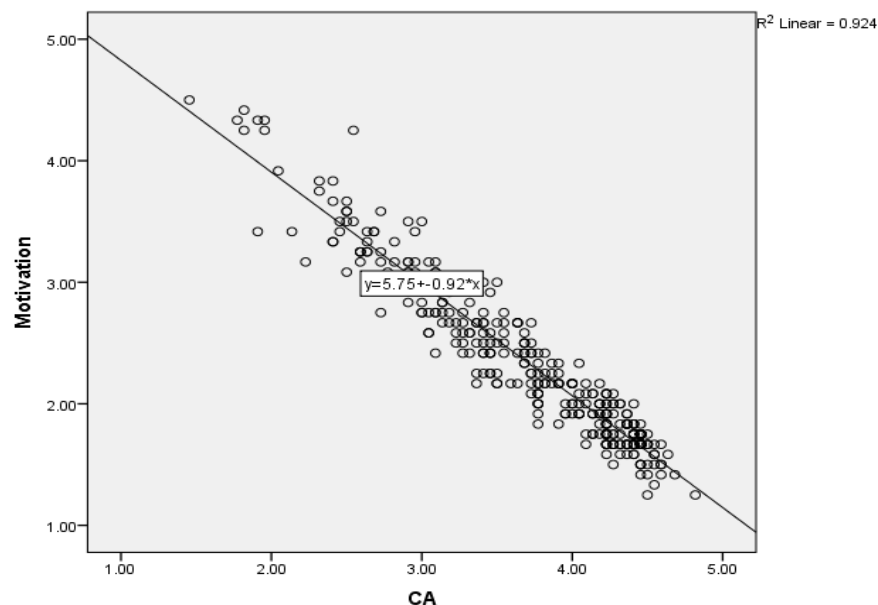


Figure 1. Correlation between CA and Motivation

Figure 1 presents that the variables have a negative correlation as motivation declines with an increase in CA.

Regression Analysis

The regression analysis has been carried out to investigate the effect of communication apprehension on motivation. The influence of CA as an independent variable on motivation as a dependent variable has been obtained. The results are given in table 4.

Table 4

Model Summary of CA's Motivational Effect

Model	Adjusted R Square	R Square	Std. Error of the Estimate	R
1	.923	.924	.18535	.961 ^a

a. Predictors: (Constant), CA

Table 4 shows R Square, which is .924. The R square demonstrates how much CA affects motivation. It illustrates the percentage of variation caused by CA in motivation. Therefore, it can be claimed that CA has a significant impact on motivation up to .924 or 92% change in motivation to speak in English because of CA. This displays that CA is the strongest predictor. It states that other factors may account for the remaining 8% of the motivational change. Thus, the model summary elucidates the significance of CA as an independent variable.

Table 5

ANOVA Table Showing the Predictor's Significance

Model		Mean Square	Df	F	Sum of Squares	Sig.
1	Regression	144.533	1	4207.043	144.533	.000 ^b
	Residual	.034	348		11.956	
	Total		349		156.489	

a. Dependent Variable: Motivation

b. Predictors: (Constant), CA

Table 5 of regression displays the importance of CA as a predictor. The predictor is highly significant, as indicated by the significance value of .000, which is smaller than the level of significance or alpha for the predictor (.05). Finally, it may be concluded that the predictor is

significant because the regression equation, $F(1,348) = 4207.043$, $p = .000$, is significant.

Table 6
Coefficients

		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	T
1	CA	-.920	.014	-.961	-64.862
	(Constant)	5.746	.054		105.725

a. Motivation is the dependent variable

More specific facts connected to communication apprehension and motivation can be seen in Table 6 of the coefficients. It demonstrates how much a change in one variable (CA) can affect another variable (AB) (Motivation). One unit of CA increase will result in -.920 units of the opposite change in motivation, according to the unstandardized coefficient (Beta) value. Additionally, a one-unit drop in CA will cause a.920% positive shift in motivation. The table also shows the significance of the coefficient, which is at .05. The regression analysis shows that CA significantly influences the affective factor, i.e., motivation. It can impact motivation as well as forecast variation in motivation.

Analysis of Interviews

To check the presence of communication apprehension, interviews have also been analyzed, which were taken from eight teachers and 18 learners. The results are as follows:

Presence of Communication Apprehension

Initially, interviews with the teachers and students were studied meticulously to see the occurrence of CA in learners. 'P' is used for interviewees that include both teachers and learners. Both students and teachers confirmed that learners feel apprehension when communicating in English. Many students said that they consider it difficult to use this language for their communication and try to avoid it.

Some participants admitted to having different levels of fear depending on the situation while speaking in English is involved. Participant seven also said that she fears communicating in English up to

40-45% of the time, whereas participant nine stated that her anxiety about communicating in English is around 50 to 55 %. It shows that the fear of speaking in English stays with the learners even if they are good at English and capable enough to use it.

Teachers gave similar responses about the occurrence of communication apprehension in learners. Many said that learners feel much fear and suffer greatly due to it, e.g.,

P22. *Yes, in my opinion, it does exist and it exists for various reasons.* Only one teacher claimed that every learner was not fearful of speaking in English, but most were.

Effect of CA on Motivation

The interviews were analysed for the effect of CA on the learners' motivation, which is a crucial affective factor having an essential role in learning a language. If an individual is motivated, there can be great chances of learning a language, but CA can produce some interference in getting a language by reducing motivation. Students were of the view that CA does influence their motivation. The interviewees stated that they are not interested in studying English and using it for communication due to a deficiency of motivation. They even do not try to speak in it because they do not get adequate practice speaking in English. Hence, whenever they speak in English, they feel shy.

Some learners reported the effect of CA on their motivation, creating barriers for them in their careers because of language problems. One student (participant 7) added that occasionally one could not ask questions due to a lack of motivation. Participant 15 reported that they feel demotivated because they lack adequate support and do not desire to hear English. Many students reported the adverse effects of CA on their motivation and disliked learning and speaking English, some participants said that they are still inspired and want to learn English as they find no other solution. They are aware of the importance of English in their education and workspaces.

Teachers provided mixed responses regarding the effect of CA on learners' motivation. Most of them agreed with the question and said it influences their motivation. Participant 19 believed that their performance is affected badly because of the fear of speaking in English. The stress makes them incapable of speaking in English. Participant 26 stated that CA impacts learners' motivation because of which they feel demotivated while participating on stage and in class. Participant 24 also said that pupils are in their comfort zone if they deliver a topic with the help of something but face problems if the support is withdrawn, feel hopeless,

and avoid their classmates due to apprehension of delivering something in English. Consequently, it results in their demotivation. For participant 25, motivation has a great connection with a healthy state of mind which is possible only if the students are interested in communicating in English. Learners constantly fear saying something wrong, due to which they will have to face embarrassment because their fellows will laugh at them, making them feel demotivated. Furthermore, a student apprehends speaking in English if the whole class is attentive to him/her. On the other hand, he/she feels comfortable if there is some other helping content or when all are not attentive to him/her.

Participant 20 said that CA influences motivation so that it does not entirely stop the learning process but makes it very slow. Initially, the students feel much fear, but they overcome that fear with gradual exercise. Some participants (21 & 22) said that CA could work in both directions. Some students may discontinue learning English because of their negative feelings about their learning and potential, while some control their worries and work persistently, feeling encouraged and motivated after securing optimal output. One of the interviewees (participant 23) said that CA does not influence students' motivation. Students who are good at writing, reading, and listening can easily take help from these skills to control their fear of speaking. According to participant 22, the part of an educator is extremely central. An instructor should encourage and direct his/her pupils and inform his/her learners that it is a commonplace experience to make mistakes and feel anxiety during language learning. One should not be troubled by such experiences.

Results and Discussion

The results of this study show that learners have communication apprehension, making their English learning more challenging and stressful. It impedes the learners and negatively affects their speaking skills because they avoid speaking in English. Communication apprehension prevents learners from achieving their objectives and affects their desires to learn the language or use it for communication purposes.

Presence of CA

From the quantitative analysis, 3.76 was calculated as the mean value of communication apprehension, while .699 was found to be the standard deviation value. On the Likert scale, 4 presented the presence, while 5 meant a strong presence of communication apprehension. Thus, the figure shows that CA exists in the learners of IIUI and NUML, which is a big

issue. The means of CA were calculated in diverse contexts involving communication. Answering teachers' questions turned out to be the most fear-arousing situation. With a mean value of 3.02, giving answers to teachers' queries in English turned out to be the most fear-arousing situation. With a mean value of 3.92,

Many scholars have also tried finding the means of communication apprehension in various communication settings. For example, Huwari and Abd Aziz (2010) got a mean value of 3.50 for public speaking and 3.46 for dyads or conversation. In a different study, Shung (1998) identified that 'meetings' and 'public speaking' were panic-causing settings, showing that communication fear is related to the situation and contexts (McCroskey & Richmond, 1995).

Answering a teacher's questions in English was found to be the most fear-arousing in learners for different reasons, e.g., negative educational experience, slighting by the instructor, fear of errors, shortage of self-confidence, friends' laughter, etc. Group discussion was an equally fear-causing factor, illustrating that students do not feel comfortable in the class settings. Students also experience fear when they are supposed to talk to others in English or a context involving public speaking, showing that CA is context-dependent. The same results related to CA were obtained from qualitative analysis. Both students and teachers admitted the presence of less or more CA in learners depending upon the context. This debate greatly favours the first theoretical proposition offered by McCroskey and Sheahan (1978), according to which verbal CA can vary from individual to individual. Its values can also vary, ranging from extreme to very low levels.

Communication Apprehension and Motivation

Motivation is a great influential factor affecting the learning process profoundly (Henter, 2014). It is a strength that drives a person to learn a language. It enables an individual to act or to quit entirely (Gredler et al., 2004), therefore, it was vital to examine the effect of CA on learners' motivation. The results of the analyses show that communication apprehension greatly affects motivation.

The quantitative analysis demonstrated that communication fear influences learners' motivation to communicate in English. Correlation analysis displayed that communication apprehension has a -.961 opposite correlation with inspiration, showing that extreme CA leads to a decrease in motivation (Wardani, 2017). The same results were also supported by the regression analysis. It exhibited that communication apprehension can

significantly influence learners' motivation. Furthermore, it indicated that communication fear could produce 92% variations in motivation, demonstrating that communication apprehension can significantly affect motivation.

Qualitative analysis also presented that the motivation of the students to speak in English is greatly affected by CA. Many students strongly approved that communication apprehension is a formidable barrier for them in language learning. They feel discouraged and want to give up learning and using English for speaking as they do not wish to face any insult. They consider that CA can affect their self-esteem. However, if, due to lack of motivation, learners stop practicing communicating in English, it can affect learning the language. Several students feel discouraged from learning English as they were unable to accomplish their desires earlier because of CA, and it continuously remains a cause of strain for them. A lack of passion halts them from inquiring about something, and it becomes a hurdle for them to participate in class or group discussions.

Instructors had the same views regarding learners' apprehension of participating in English. They said this apprehension significantly decreases learners' motivation to learn English or to speak in it. One of the teachers said that communication apprehension impacts the students' motivation, due to which the course of learning becomes very passive. Krashen (2013) believed that emotional factors do not affect learning a language directly but slow it down indirectly, creating barriers and preventing new input. In such a situation, the teacher's role becomes vital to inspire students and encourage them to practice the language frequently.

Conclusion and Suggestions

Based on the findings and discussion, it can be said that CA exists in Pakistani learners affecting their motivation and communication skills adversely. The researchers give the following suggestions to deal with the CA of the learners. Firstly, our government should keep an appropriate check on our education system. It should examine the learning materials, the difficulties of the learners, and the instructors' methods of delivering the materials. Additionally, our government should train instructors to tackle communication apprehension in teaching. Secondly, such courses should be offered to teachers that emphasize finding and tackling CA in students. Thirdly, the curriculum should focus on speaking skills along with other skills. Grammar and vocabulary are essential components of a language and can create problems for students if not learned. Therefore, they should be paid proper attention to in language classes. Fourthly,

students should be given enough time to practice and use English because, without practice, they cannot master it. English language practice with family members and friends should be encouraged. Teachers should also play their role in motivating their students to come out of their fears of communicating in English and encourage them for the maximum use of English inside and outside of their classrooms. They should speak English with the learners, which will motivate them to use the language. This study was about students' apprehension and its impact on their motivation concerning speaking in English. A similar study can be conducted to investigate teachers' apprehension while communicating in English. Similarly, emotion is considered a "critical, embodied, and cognitive part" (Bigelow, 2019, p. 516) of teaching and learning, and "emotion and emotion labor are inevitable and integral to teaching and learning" (Lewis & Bigelow, 2019, p. 218). Therefore, a study on the impact of communication apprehension on academic emotion should be conducted.

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