

**Interventional Approaches for Mitigating Students' Oral Communication
Apprehension in Tertiary Level Students and Frequency of Creating a
Psychosocial Learning Environment**



Noshin Tasnim Hassan

193013030

Department of English and Humanities

Spring 2024

**Interventional Approaches for Mitigating Students' Oral Communication Apprehension in
Tertiary Level Students and Frequency of Creating a Psychosocial Learning Environment**

A Thesis Submitted to
The Department of English and Humanities
University of Liberal Arts, Bangladesh

In Partial Fulfillment
of the Requirements for the Degree of
BA in English

Noshin Tasnim Hassan
193013030
Thesis Supervisor: Mehek Chowdhury

Spring 2024

CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



Mehek Chowdhury

Lecturer

Department of English and Humanities

DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

A handwritten signature in black ink, appearing to read 'Noshin', with a long, sweeping vertical stroke above the first letter.

Noshin Tasnim Hassan

193013030

Department of English and Humanities

Dedication

I would like to dedicate this thesis to the ones who have always supported and loved me - babeshes - even during the times when I made it difficult for them to do so. And to the best teacher ever – Miss Rahat Nilofer – who would've been immensely proud to see me here.

Acknowledgements

Firstly, I would like to thank my supervisor, Mehek Chowdhury, for believing in me when I could not and for her constant words of encouragement, support and patience.

Secondly, I would like to thank the first teacher with whom I stepped into my undergraduate journey and under whose guidance I am hitting this milestone - Miss Nadia Rahman. I probably would not have survived the last nine months without her incessant encouragement.

Furthermore, I am immensely grateful to Dr. Haseeb Irfanullah for teaching me the nooks and crannies of research and for helping me look at the term “research” from an angle that’s prolific as well as intriguing. And to all my wonderful teachers who agreed to sit down with me and contributed to my research, a mere thank you is not enough.

Last but not the least, I would like to thank DEH for moulding me into the person I am today and for introducing me to some of the most profound teachers I could have encountered and some of the best people as batch mates that I could have asked for.

Table of Contents

Abstract	ii
Chapter 1 Introduction	1
Chapter 2: Literature Review	4
Chapter 3: Research Methodology	10
Chapter 4: Findings	12
Chapter 5: Discussion	24
Chapter 5: Conclusion and Future Recommendations	33
References	34
Appendix	37

Abstract

Oral Communication apprehension is a common phenomenon in Bangladeshi tertiary educational institutes. As a result of the Private University Act 1992 enforcing the English language on students, students have been made to speak in English in classrooms despite them not being fluent at or comfortable with it, leading to Oral Communication Apprehension. Since the focus has always been on reading and writing, speaking skills of students often get neglected along with their underlying anxiety when it comes to their oral communication skills. Although several methods have been introduced to help mitigate it, this study investigates the interventions used by tertiary level teachers to improve students' level of oral communication apprehension and as a result, create an educational setting - a psychosocial learning environment founded by Fraser - conducive to their psychological and social well-being inside the classroom. The study uses a mixed method approach, consisting of interview questions, a survey questionnaire and classroom observation. A total of 11 teachers participated in the study and their responses were used to gather information about the magnitude of creating a psychosocial learning environment as an outcome of using interventional approaches such as cooperative learning and teacher interaction strategies amongst others. The findings revealed the approaches used by teachers to deal with students' oral communication apprehension and create a psychosocial learning environment. The study provides insights into the usage of these approaches and their effect on the tertiary level students of Bangladesh.

Keywords: Communication Apprehension, Psychosocial Learning Environment, Interventional Approaches

Chapter One

Introduction

1.1. Background of the Study

According to the Private University Act 1992, “classroom instructions in all the private university to be completely in English” (Akteruzzaman & Islam, 2017) and students are expected to talk in English inside the classroom. However, several students suffer from what is known as oral communication apprehension. It was coined by James McCroskey as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (1984). Students often tend to have specific anxieties around tasks which are related to school such as they might feel pressured to do well academically which might instill a sense of anxiousness within them.

Al Mamun (2021) suggested that in order to reduce oral communication apprehension in the tertiary level classroom, students have to be given the chance to speak and listen. He emphasized on “opportunities for the teachers to get pedagogical training as they can play the most important role in helping the students overcome anxiety” (p.57). Saleheen (2011) proposed that interventional approaches like communicative activities are used as a way for students to “practice their communication skills meaningfully in different contexts and by taking on different roles” (p. 236). He cited Paulston and Bruder (1976) to justify the benefits of using social formulas and dialogs, community oriented tasks, problem-solving activities and role plays in order to achieve communicative competence and reducing oral communication apprehension as a result. Majority of the teachers “found these activities to be effective and stimulating for students” (p. 241)

Psychosocial learning environment is an uncommon development in Bangladesh. Founded by B.J. Fraser, several social and psychological factors can have an impact on learning and on the educational setting, such as peer interactions and motivation which helps shape a student's learning experiences as well as their outcomes. As per Zaid et al. (2020), the level of psychosocial environment consists of factors such as students' cohesiveness, lecturer's guidance, students' involvement, task orientation, cooperation, and equity. Additionally, Saeed et al. (2015) concluded that "students' cohesiveness, involvement, task orientation and teacher support significantly contribute in reducing communication apprehension".

1.2. Problem Statement

It has been suggested that when it comes to university students, many teachers do not take into account students' anxiety when it comes to communicating orally in English due to several reasons such as time constraint and the pressure to finish the course syllabus in due time. When they are enrolled in a particular course, "they are offered only to develop their English but most of the times no systematic steps are taken to reduce their anxiety" (Mobarak, 2020, p. 33). This takes a toll on such students who suffer from this despite being familiar with the language for a long time. Furthermore, with the absence of a psychosocial learning environment which includes factors such as perceived emotional support from teachers and loneliness among peers at school (Tvedt & Bru, 2023, p. 2), academic achievement of some students gets hampered which evidently leads to anxiety and therefore, communication apprehension. However, there is no study on this in the context of Bangladeshi tertiary level classrooms yet. Therefore, this study aims to fill this research gap.

1.3. Research Objective

To identify different teaching approaches employed by Bangladeshi tertiary level teachers in reducing communication apprehension amongst students and how often they are being used in classrooms and as a result, whether a psychosocial learning environment is created.

1.4. Research Questions

1. What are the interventional approaches adopted by Bangladeshi tertiary level teachers in order to mitigate communication apprehension amongst students who exhibit it?
2. What is the frequency of application of these methods in tertiary level classrooms in Bangladesh, and what is the extent to which a psychosocial learning environment is created as a result of using such methods?

1.5. Significance of the Study

This research may facilitate tailoring approaches that help teachers to tackle the level of oral communication apprehension exhibited by students and create a learning environment that provides them with supportive relationships, emotional safety and well-being, and collaborative learning amongst others.

1.6. Limitations of the Study

Several limitations had to be considered while conducting this study. As the sample size was small and drawn from a single educational institution, the findings may not be applicable in other institutions with different instructions and characteristics. Also, due to a shortage of time, the long-term effects of strategies to reduce oral communication apprehension of students and creating a psychosocial learning environment in classrooms were not assessed.

Chapter Two

Literature Review

2.1 Reducing Communication Apprehension

2.1.1 Cooperative/Collaborative Learning

Khader (2009) suggested that activities like jigsaw and think-pair-share were implemented to enhance cooperative learning. Students were given some material within groups and were asked to figure out “what is important and how to teach it” (p. 205). Each student then went to different groups and taught the materials. They were then paired up and shared their thoughts with each other before moving onto sharing “their responses with other pairs, other teams, or the entire class” (p. 205). Students had to “individually consider an issue or problems and then discuss their ideas with a partner” (p. 205). One group was taught using traditional methods and the other using cooperative learning. Results showed that the “oral communication apprehension among the students who were taught by cooperative learning was less compared to those taught by traditional methods of teaching” (p. 212).

Similarly, Nagahashi (2007) stated that “structured cooperative learning activities may be effective in reducing language anxiety by providing a non-threatening, supportive environment in which to develop language skills” (p. 56). In face-to-face interactions within a group, “each member is encouraged to participate, help others succeed, and learn from each other” (p. 56). Interventional approaches like group work and pair work were assigned to students. The Foreign Language Classroom Anxiety Scale by Horwitz and Cope and a questionnaire were used. Results showed that “majority of students seemed to enjoy and benefit from the experience of working

with their partners and group members” (p. 61). However, implementation of longer interventional strategies was suggested to “produce a greater reduction in the levels of language anxiety that students are experiencing” (p. 61).

Furthermore, Topçu and Basbay (2020) said that students’ anxiety is said to decrease with the aid of group activities such as “providing talking among students and support group” and “playing games” (Saunders and Crookall, 1985, pp. 6-30 as cited in Topçu and Basbay, 2020, p. 1185). Therefore, there is a necessity for “an indirect student-centred attempting strategies such as discussion, role-play, dialogue and solving a problem and communicative methods including speaking strategies and group work which provide students exposure to input” (Demirel, 2007; Dornyei and Thurrell, 1994, p. 41; Willis, 1996 as cited in Topçu and Basbay, 2020, p. 1185). A mixed method approach was used using the Foreign Language Anxiety Scale and The Attitudes Towards English Course scale in order to determine the impact of cooperative learning on the students’ anxiety level. Students have experienced confidence and joy due to this; it has taught them how to start a conversation and speak confidently. Additionally, they feel that group work makes the environment less stressful and “more enjoyable” (p. 1192).

2.1.2 Teacher Interaction Strategy

Lee and Ng (2010) said, in a teacher-fronted strategy teachers initiate a conversation and students respond, followed by questions from the teacher. It is implemented heavily in order to break the ice in the initial levels. A learner-oriented strategy has the least teacher talk. Students are given the chance to work with each other on tasks leading to “student-student interaction” (p. 306). Passive learners are said to benefit from this “as their motivation to participate may increase because of the peer support and negotiation of meaning they are engaged in” (Kennedy,

1996; Garrett and Shortall, 2002 as cited in Lee and Ng, 2010). Two lessons were conducted using these strategies. Student participation chances were minimal in the first lesson. Teachers had to constantly ask questions in order to generate responses from students. For the second lesson, “learner-centred speaking activities such as oral presentation and role-play” (p. 309) were used which proved to “promote participation and avoid group conflicts in a group discussion” (p. 311). Furthermore, “facilitator-oriented strategy could serve as a type of scaffolding support to ensure participation in and the smooth running of learner-centred activities” (p. 312).

2.1.3 Interventions, Preparation and Special Training

According to Shanahan (2013), communication apprehension can be reduced by relaxation exercises. Students can be trained to “perceive public speaking as ‘non-threatening’ rather than ‘threatening’ and should reduce the fear associated with public speaking” (Ayres et al., 2000, p. 24 as cited in Shanahan, 2013, p. 5). Cognitive modification concentrates on the speaker’s ideologies and “attempts to alter the way a person views the communication task and decrease any perceptions of threat of punishment” (Allen et al., 1989 as cited in Shanahan, 2013, p. 5). Shanahan also claimed that “visualisation allows the speaker to imagine a successful completion of a communication assignment” (p. 5). Pedagogical approaches “focus more directly on the communication tasks and seek to reduce the apprehension felt by concentrating on the communication competence required to communicate effectively” (p. 6). This includes training of skills and actual public speaking. A mixed method approach was taken to conduct this study using McCroskey’s PRCA-24 scale, and results suggested that “students are typically most comfortable in the one to one context (mean 14.9)” (p. 10).

2.2 Reducing Communication Apprehension in Bangladesh

2.2.1 Learner's Willingness to Communicate

Alam et al., (2022) mentioned factors such as “class size, vocabulary stock, teachers’ behavior, classroom environment, L2 anxiety, lack of actual pronunciation, shyness, peers’ attitude, fear of making mistakes, etc.” (p. 3) enhance “L2 learners’ WTC” (p. 3). These can “positively enhance learners’ language learning zeal and reduce anxiety” (p. 3). Communicative approaches and visualisation have been suggested to implement in order to improve students’ willingness to communicate. Moreover, “boosting learners’ WTC makes them self-regulated learners where teachers need to monitor them less” (p. 4). Teachers must be positive around their students and directly involved with them. A non-random sampling method was used to carry out observation and interviews along with a questionnaire. Results showed that students’ WTC depended on the classroom environment; therefore, teachers have to ensure that students are made comfortable within the classroom and are well acquainted with their peers.

2.3 Psychosocial Learning Environment

2.3.1 Self Efficacy

Afari (2013) cited Bandura (1986): “students are more likely to have an incentive to learn if they believe that they can produce the desired outcomes” (p. 95). Teachers must take into account that the learning environment and student outcome can have positive effects on self-efficacy, which can be constructed using “student cohesiveness, task orientation and investigation” (p. 96). The academic self-efficacy scale was used to check “the extent to which students have confidence in their academic competence” (p. 97). It was deduced that “a student’s self-efficacy positively affects engagement and effort and is important to learning” (Aldridge & Fraser, 2008; Bandura,

1989; Velayutham, Aldridge, & Fraser, 2011; Zimmerman, Bandura, & Martinez-Pons, 1992 as cited in Afari, 2013).

2.3.2 Supportive Classroom Environment

Shanahan (2013) also pointed out that “the creation of a supportive and positive classroom environment” (p. 6) can reduce oral communication apprehension. He cited Booth-Butterfield (1988) who suggested that student anxiety can be toned down by “manipulating the context (interpersonal, group, classroom, public speaking), by motivating the student (varying the grade available for the communication activity), and making the setting more friendly (setting up a communication situation with a friend or stranger)” (p. 7). The classroom environment has to be made familiar since the presence of an unknown classroom has higher chances of increasing oral apprehension.

2.4 Psychosocial Learning Environment in Bangladesh

2.4.1 Classroom Climate/Environment

Alam et al. (2022) alluded that the rote style technique and grammar-based teaching “create an adverse environment where learners hardly get any scope of doing oral practice” (p. 11). A classroom that is well organized “creates a congenial environment to learn L2” and the role of peer interaction “makes a positive classroom environment that motivates learners to learn enthusiastically, fosters enjoyment and ‘reduces anxiety of the learners’” (Peng, 2012; Khajavy et al., 2018 as cited in Alam et al., 2022, p. 11). Sitting next to friends creates a familiar environment for the students. The ambience has to be made friendly enough for the students to feel comfortable enough to speak in the foreign language. It has to be active and exciting enough

since the lack of it can lead to students not paying attention or sleeping in class. Questionnaires, interviews and classroom observations, results suggested that the classroom environment has to motivate them to “learn English in their next classes” (p. 13). The use of “communicative instructions rather than grammar-based teaching/learning style” is expected to enhance the classroom environment.

2.4.2 Teacher-Student Relationship

Urmee (2011) stated that teachers should “increase their levels of tolerance regarding students’ mistakes in classroom responses” (p. 324). Equal attention amongst students will improve the teacher-student relationship and “create an overall positive environment in the classroom” (p. 324). Teachers should try to evaluate student responses positively initially before moving on to “discuss the mistakes” (p. 324). Everyone should be given a chance to speak rather than having the bright students dominate the class discussion. They are expected to hold question answer sessions with the students to “find out if they have grasped the idea and to check how well they can express it” (p. 325). Such a classroom environment is proven to “eliminate low motivation, little self-confidence and high anxiety” (p. 326).

However, as per Nagahashi (2007) the need for further research arises as the number of opportunities and how often they are made for students to “develop speaking skills in small, supportive groups of their peers” (p. 61) and whether it “improves overall learning success” (p. 61) is unknown. However, this aspect is still unexplored in a Bangladeshi context along with how often a psychosocial learning environment is created.

Chapter Three

Methodology

3.1 Research Design

Qualitative research “used to gain an in-depth understanding of human behaviour, experience, attitudes, intentions and motivations, on the basis of observation and interpretation, to find out the way people think and feel” (Ahmad et al., 2019, p. 2829). A quantitative research “produces numerical data and hard facts” (p.2829). Using a mixed method, the study aims to find in depth answers from teachers regarding the approaches they use to reduce oral communication apprehension in students and create a psychosocial learning environment in Bangladeshi university classrooms. The framework used - psychosocial learning environment - pioneered by B.J. Fraser is defined as “the link between the psychological development of a student and its interaction with the social environment” (Che Ahmad et al., 2013 as cited in Jamaluddin et al., 2021).

3.2 Participants

The participants include teachers only. For the survey and interview, a total of 11 teachers were selected randomly from the Department of English and Humanities and Center for Language Studies. Teachers from these two departments are likely to possess experience to teach communication skills since their classes tend to focus on exchanging ideas and thoughts. As they are directly involved with designing the class materials, their responses can aid in providing valuable insights into the practicality of interventional approaches that help students who struggle with oral communication apprehension and to what extent it contributes to create a

psychosocial learning environment, where students feel safe, supported and motivated to express themselves and have a meaningful bond with their teachers and peers.

3.3 Data Collection Procedure and Instruments

The research was conducted through interviews, a survey questionnaire and classroom observations to collect an ample amount of data. The interview consisted of nine questions, some of which were taken and adapted from Inada (2021), whereas the questionnaire included seventeen items with slight modifications; it was based on the classroom management questionnaire by Diaz et al. (2018). The questionnaire is used to elicit information from the teachers on how frequently they create a psychosocial learning environment. To achieve an in-depth understanding of this, in-person classroom observations were made. A total of 6 classes were observed with the help of a self-made checklist that included points such as the classroom environment, teacher behaviour, and interventional approaches implemented by teachers. Data for the interviews and survey was collected in person as well as via google forms, and with the permission of teachers, the in-person interviews were recorded.

3.4 Data Analysis

The quantitative data will be converted into percentages to better understand the frequency of creating a psychosocial learning environment in classrooms. The responses were collected in the form of a Likert Scale (scale of 4). The interviews were transcribed. Overall, the qualitative data was divided into four sections: teachers dealing with students facing oral communication apprehension, executing strategies to produce a psychosocial learning environment, frequency of creating a psychosocial learning environment, and data collected from classroom observations.

Chapter Four

Findings

4.1 Teachers Dealing with Students' Oral Communication Apprehension

All the teachers responded affirmatively when asked if they had experienced students who had a hard time speaking up in both English and Bangla. Even though Bangla is their first language and it is a given that students will be comfortable speaking in it, some of them are still very shy and according to the type of topic, students' level of anxiety and response to certain situations varies a lot. It was important for teachers to include activities that students of different ethnicities could relate to. 91% of the teachers had students who had a hard time speaking English in class whereas 9.1% said they usually do not come across such students as they teach second and third year students, who are expected to communicate without issues. 9.1% said that it is usually because students do not have many opportunities to express their ideas in schools and colleges as much. According to 9.1% of the teachers, this is usually faced by students who come from Bangla medium backgrounds since there is a shift in the medium of instructions - from Bangla to English - which makes them anxious.

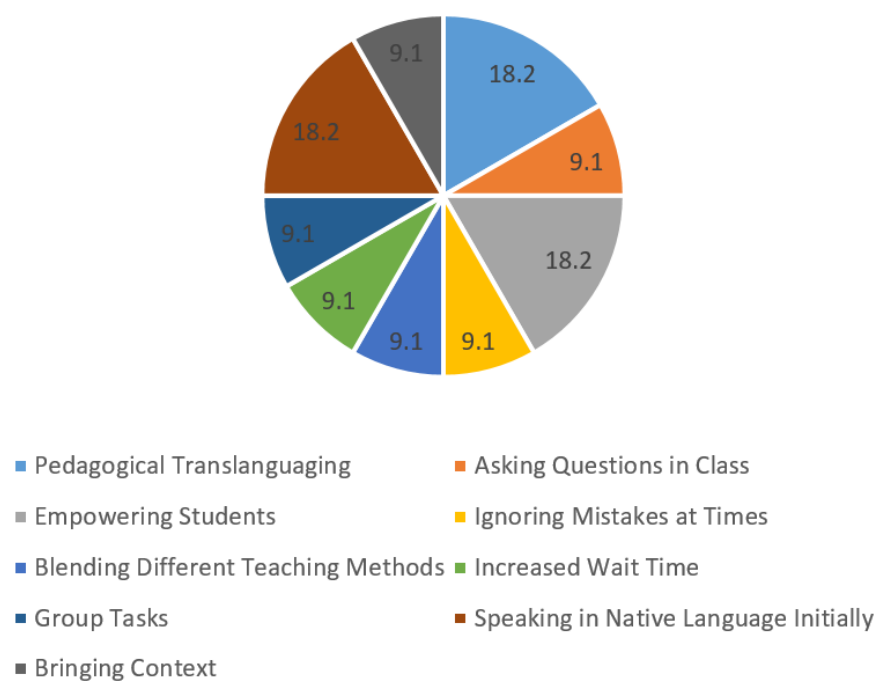


Fig. 1 Teaching Approaches Used to Address Students' Oral Communication Apprehension

The figure above shows that in terms of teaching approaches used to address students' level of oral communication apprehension, 18.2% said they resorted to mixing Bangla and English languages, which is also known as pedagogical translanguaging. 9.1% said they constantly asked questions in class, initially the confident ones so that the students facing OCA get some time to prepare their responses. 18.2% tended to encourage and make their students feel empowered by engaging them in classroom activities as much as possible; they even ignored their mistakes sometimes but made sure to mention the areas that needed improvement without taking any student's name in particular. 9.1% said blending different methods of teaching works such as grammar translation method, audio-lingual method, and communicative language teaching. They also mentioned that the type of classroom pedagogical method they use depended on the type of students. Another 9.1% gave the students a specific time duration in which they had to express

their thoughts in English and assigned group tasks to solve worksheets. 18.2% of the teachers initially let their students speak in Bangla or sometimes in the regional dialect, and gradually added ideas in English. 9.1% of them brought in context in the classroom in regards to the Bangladeshi social aspect along with one or two-word answers and pair work.

Such activities were incorporated by 45.5% of the teachers in almost all of their classes, whereas 18.2% said it depended on the topic taught. Another 18.2% tended to use these strategies frequently up until midterms. However, 9.1% of the teachers carried out such activities only when they saw their students struggle to communicate and used translanguaging for giving instructions only. Most of the time, teachers were motivated to adapt their teaching strategies according to their students' needs. A selective approach was taken a few times in order to adapt certain teaching methods depending on the topic whereas some teachers' strategies depended on the term progression. The frequency of using certain strategies depended on student observations.

According to 36.3% of the responses, participation and engagement are vital for improving their oral skills. 9.1% suggested that it can mean more activity for students. A similar percentage of teachers insinuated that students seemed to enjoy engaging with their classmates but when it came to participating in solo speaking activities, they were unable to contribute. Moreover, they would ask students with a high oral communication apprehension to give their opinion to them directly rather than making them speak up in front of the class, followed by feedback. 9.1% of the teachers viewed scaffolding as an important incorporation in classrooms. Likewise, 9.1% responses gave it away that students with speaking anxiety did not participate at all and believed

in perfection rather than making mistakes and learning from them. Lastly, 9.1% of the participants believed that a respectful classroom environment should be provided.

4.2 Strategies to Produce a Psychosocial Learning Environment

54.5% of the teachers had limited ideas on what a psychosocial learning environment is based on the terminology. 9.1% believed that it meant getting to know the students better and assessing them constantly and monitoring their psychological connection to their learning. Making students relate better and feel confident by grouping them with others who have the same issues initially was suggested by another 9.1% of the participants. The remaining 27.3% responded that it was an environment where students felt psychologically motivated and not feel downtrodden, where the teacher understood a student's psyche, needs and background, and why they were attending a particular class, and where all students felt welcomed to learn and share their thoughts.

Creating such an environment was very important for students with oral communication apprehension as per 45.5% of the responses. It was a prerequisite to a modern day classroom according to 9.1% of the teachers while another 27.3% believed in creating a friendly environment where students are encouraged to ask questions and convey their concerns. 9.1% of the teachers resorted to reiterating information and also refrained from mentioning in class if a topic will be difficult to understand.

When it came to implementing any specific measures in order to cultivate a psychosocial learning environment, 9.1% responded that they did not have any particular course of action. 36.4% of the participants took friendly measures. Moreover, 9.1% of them ensured that a

comfort zone was created for students to feel like themselves but also participate, and encouraged students coming from outside Dhaka to take pride in their dialect which can show in their speech and make them feel shy to speak in class. 9.1% of the teachers resorted to journals and articles which can help them understand their students better and using translanguaging which they amalgamated with real life ideas. They also found group work or pair work to be helpful. The same percentage of teachers respected each students' individuality and were patient with students who tended to behave in a disruptive way, and tried to promote group, collaborative and project-based learning. They also encouraged student participation and acknowledged those who do so alongside providing support to struggling students by meeting them one on one during consultation hours.

4.3 Frequency of Creating a Psychosocial Learning Environment

	Rarely	Sometimes	Often	Always
Take into account different learning styles when preparing the lesson.	-	9%	9%	82%
Establish routines for group work when needed.	-	36.4%	36.4%	27.2%
Use different types of seating arrangements depending on the type of activity students are assigned to do.	9%	27.3%	36.4%	27.3%

Assign advanced students as assistants to help weaker learners in the completion of their tasks.	9%	18.2%	45.5%	27.3%
Respond to students' answers using verbal praise, e.g. Brilliant! Nice job!	-	-	18.2%	81.8%
Respond to students' incorrect answers validating students' participation, e.g. good effort, that's partially correct.	-	9.1%	9.1%	81.8%
Finish the class with an oral reflection activity about the lesson.	-	18.2%	27.3%	54.5%
Learn about different types of students' personal and social needs e.g. using 'getting to know each other' activities and questionnaires	-	27.3%	54.5%	18.2%
Incorporate students' personal interests into teaching.	-	45.4%	27.3%	27.3%

Encourage creativity and self-expression in students.	-	18.2%	18.2%	63.6%
Interact with students as individuals.	-	18.2%	36.4%	45.4%
Learn students' names to recognize them as individuals.	-	9%	45.5%	45.5%
Conduct activities to reinforce a sense of collaboration among students.	-	9%	36.5%	54.5%
Teach students to work together cooperatively towards academic goals.	-	18.2%	18.2%	63.6%
Promote respect for cultural diversity in the classroom.	-	9%	9%	82%
Help students become aware of their own thinking/perception.	-	9%	18.2%	72.8%
Use humor to encourage student participation.	-	18.2%	27.3%	54.5%

Fig. 2 Survey Questionnaire Results

Looking at the statistics, teachers who considered using different learning styles always had the highest percentage - 82%. A significant number of respondents - 36.4% - established routines for group work sometimes as and often whereas a smaller percentage - 27.2% - did so always.

Different types of seating arrangements were used according to the activity and were done often by teachers - 36.4%. Advanced students were often assigned to help out weak learners - 45.5%.

Around 81.8% of the time teachers always resorted to verbal praise. Majority of the teachers always finished the class with an oral reflection activity about the lesson - 54.4% - which suggests that it was a common phenomenon in English and language classes. Most of them often learned about the different personal and social needs a student has - 54.5%. A sizable percentage of teachers sometimes incorporated their students' personal interests into teaching - 45.4%.

63.6% always encouraged creativity and self-expression in students. A significant portion of teachers always interacted with their students as individuals - 45.4%.

45.5% of the time teachers learned their students' names often. 54.5% of the teachers reported that they always conducted activities to create a sense of collaboration among students. When it came to working cooperatively towards academic goals, 63.6% of the responses suggested that it always takes place. Majority of the teachers always promoted respect for cultural diversity in the classroom - 82%. A major portion of teachers always assisted their students in becoming aware of their thinking or perception - 72.8% - by engaging them into thoughtful conversations about a particular topic or text. Humor was a commonly used tool by teachers as 54.5% times it is employed always.

4.4 Classroom Observation

4.4.1 Classroom Environment

A classroom that focuses on the psychological and social aspects of a student is essential for creation of Fraser's Psychosocial Learning Environment.

In Class A, the seating arrangement was somewhat congested and slightly messy but it was not of that much importance to the teacher and the students since the teacher focused on interacting informally. The classroom environment was created in such a way so that the students were comfortable. As the class size was small, the noise level was very low with moderate lighting. Audiovisual aids such as the projector and speakers were available and the former was in use throughout the class. The overall atmosphere was welcoming. In the first class, the teacher did not create any opportunities for student collaboration but engaged with the students throughout. However, group work was implemented in the second class.

In Class B, the lighting was bright enough with minimal noise level. Some of the students were sitting by themselves, although the majority of them seemed to be sitting with friends or acquaintances. Audiovisual aids were available and the visual aids were in use, and the overall atmosphere was welcoming, calm, and supportive. Although, no opportunities were made for student collaboration and the students were left to go through the materials themselves quietly. Despite the environment being welcoming, it did not encourage enough students to share their input with the teacher.

In Class C, there was availability of audiovisual aids and visual aids were in use. The seating arrangement was not systematic, rather the students were scattered all over the room. The overall atmosphere was calm along with the perfect amount of lighting and noise level as the teacher was visible and audible from the very back. However, there were no opportunities for student

collaboration which further did not give students any opportunity to talk and get to know each other.

In Class D, most of the students sat together. In the second class, however, only a few students sat by themselves and scattered all around the classroom. The lighting and noise level were viable; the teacher could be heard and seen from the back and although the atmosphere was welcoming, there were not any opportunities for students to collaborate. Both audio and visual aids were available and in use.

4.4.2 Teacher Behavior

Teacher behavior plays a vital role in alleviating students' oral communication apprehension and creating a supportive learning environment.

In Class A, the teacher mostly used verbal communication to engage with the students. There were a few instances where non-verbal communication was used such as eye contact with the students, nodding as a form of encouragement when students spoke up, gestures and nonchalant facial expressions. Opportunities were created for students in all six classes and only some students participated without any hesitation. For instance, in Class A, after finishing a text, the teacher gave students the floor to share their opinions but it was the same students who kept participating. The teacher used supportive language and encouragement. While some students were struggling to convey their thoughts, the teacher addressed it by asking simple questions. Humor was incorporated but the teacher-talking-time was high in both the sessions as a result of the teacher reading the text out loud himself rather than having students read out portions of the

text out loud for the class to hear, and not many opportunities were created to increase student-talking-time. However, once TTT decreased as a result of group discussion, STT increased.

In Class B, throughout the class, the teacher kept engaging with the students with the use of verbal communication and asked them simple questions about the text, to which a few students responded. Again, the TTT remained high during the class. No matter how much the teacher tried to engage the students in a conversation, the class discussion was mostly conducted by the teacher because students barely spoke.

In Class C, the teacher made sure to engage with the students through class discussions. Verbal communication as well as non-verbal communication such as hand gestures to emphasize on particular points were used by the teacher. Moreover, supportive language was also used when a student asked the teacher to explain a topic again to which the teacher responded “sure” in a friendly, approachable manner before going on to explain it a second time. But the class had a high TTT.

Similarly, in Class D, the teacher’s engagement with students was very high along with verbal communication. Non-verbal communication from the teacher such as hand gestures and nodding were present. The teacher did make opportunities for students to talk; a question was asked but only a few answered despite there being around 30 students. Most of them chose to stay silent and let the teacher lead rather than contributing. However, the teacher’s wait time at times was too short for the students to think and respond. Moreover, the teacher would end up answering the questions himself. Engagement with the students was high towards the end of the lesson. Again, TTT was very high and even when opportunities were created for students to participate,

they barely talked until the teacher pushed them further with more questions. With the use of supportive language, the teacher acknowledged students and their contributions.

4.4.3 Interventional Approaches Aimed at Reducing Oral Communication

Apprehension

Interventional approaches are crucial as they are one of the tools to help students overcome their fear of speaking. Involvement with students plays a vital role in Fraser's framework.

The teacher employed storytelling often in Class A and shared his experience with the class to increase participation. This resulted in increased participation amongst students. Active learning techniques were implemented as the teacher put students in groups for a discussion where everyone had to participate. Despite this, in groups of 4, 3 students seemed to speak more while the fourth student did not seem very interested in participating.

Code switching and humor was used in Class B. Once the teacher began to incorporate humor, the rate of participation increased. Students spoke up when the teacher used Bangla. Other than that, they were merely listening to the lecture without adding any input. Active learning techniques were incorporated a few times where the teacher asked students to think about the genre of the text which led to a conversation amongst the teacher and students.

Although no active learning techniques were used in Classes C and D, the teacher did resort to storytelling and humor often which the students seemed to enjoy. However, in the latter class, the teacher highlighted a paragraph and asked students to retell it either verbally or in writing but then went on to explain it himself. The chances of students to participate were quite low.

Chapter Five

Discussion

Within the framework of the Psychosocial Learning Environment, this study explores the domain of strategies implemented by Bangladeshi tertiary level teachers to reduce oral communication apprehension in students. The results provide information on how teachers deal with students who suffer from anxiety while conveying their thoughts verbally and create a congenial learning environment that focuses more on the relationship they have with their students and peer interaction.

As per the finding, students face oral communication apprehension while speaking in both Bangla and English because of the lack of psychological factors such as self-confidence and motivation amongst others, which is why Fraser suggested that teachers should take into account each students' individuality when it comes to their level of anxiety and incorporate teaching strategies accordingly. Adding to this, as the students were bilingual - trilingual in some cases due to differences in ethnicities - it was important for the teachers to include activities and relevant content that recognizes the different cultural backgrounds since doing so might make students feel more comfortable. Students who did not participate at all lacked confidence or were not comfortable enough to express themselves since there is an underlying fear of getting judged by classmates if they are unable to communicate as fluently as others. The language barrier also played a role since students usually hesitate to speak up if their proficiency level is not high enough. As one of the teachers resorted to directly asking questions to students who have a high oral communication apprehension and providing feedback immediately, it made students gain confidence.

A lack of opportunities for students to express themselves means an absence of inclusive classroom environments where students feel confident to participate. It hampers their critical thinking skills and the ability to articulate their ideas can be affected. As a result of a shift from Bangla medium to English medium, the challenges students faced were different from students who were originally from English medium. Since their whole academic life consists of a curriculum that emphasizes the Bangla language, shifting to a private university can be nerve wracking for some of them. Additional support and resources such as multimodal learning resources, language support programs, and peer support helps such students to become confident and comfortable enough to use the language and lead to camaraderie which eliminates feelings of isolation which can result from speaking anxiety. Cenoz and Gorter (2021) cited Lewis, Jones & Baker (2012, p. 643) to define pedagogical translanguaging as “a pedagogical practice which deliberately switches the language mode of input and output in bilingual classes” (p. 3). The possible implications of pedagogical translanguaging include reduced anxiety and higher participation. As students will be using their native language it will create a familiar zone for them where they will be comfortable speaking and feel supported. This encourages increased participation as students will be able to express themselves more effectively and contribute to class discussions. Students who had issues communicating in Bangla and English were mostly shy or not proficient enough in either language, which restricted them from speaking up. As a result of using pedagogical translanguaging, not only did the teacher acknowledge their students’ linguistic diversity but also created an environment where students were free and comfortable to communicate their feelings in their preferred language.

Through the findings, it was evident that oral communication apprehension is a common phenomenon in tertiary level students as opposed to the common view that adults do not face

such issues. Communication apprehension does not only arise when a foreign language is brought into the equation; rather, one can very much face anxiety while communicating in their native language since this fear of speaking up stems internally which can have an impact on their psychological well-being. By giving students time to think about their responses, teachers ensure a stress-free classroom environment rather than making it difficult for students to speak. When teachers sometimes ignore their students' mistakes, it creates a healthy environment for them where they will feel safe to share their thoughts despite being wrong. It also empowers them which is a form of positive reinforcement and by doing so students will be motivated to communicate gradually. Using different methods of teaching promotes an inclusive classroom and flexibility as different students might need different ways to learn the same content based on their needs. Therefore, catering to those needs helps build an all-encompassing environment.

If students are given a specific time limit to speak in English just to the teacher rather than in front of the entire class, students gradually build their confidence before responding to a question. As this creates a less intimidating environment, students with oral communication apprehension benefit from it and participate without hesitation. It also mitigates the pressure and ensures participation. By allowing students to speak in their native language, teachers respected their students' comfort zones when it came to language which eased them down. Contextual conversations with one or two word answers and pair work made students feel connected to the topic of discussion and helped them make meaningful conversations which they personally found relatable, therefore it was easy to talk about such topics resulting in reduced anxiety. Moreover, using one or two-word answers meant more participation even from students who usually did not participate since they did not have to construct full sentences.

Scaffolding is a teaching method which leads the teacher to withdraw support gradually and allows students to become more competent via themselves or peer support. Sometimes, teachers understand that students may learn better from their counterparts better, that too without any hesitation or fear. This can have a great impact on students' level of oral communication apprehension and enable them to participate without inhibitions. Students who resorted to perfectionism in their way of speaking and as a result did not communicate with the teacher or their peers at all have their minds wired around a certain structure. This can inherently hamper their creativity and refrain them from trying out something new. However, with supportive teachers and peers, students can be themselves. In a respectful classroom environment, where other students do not make fun of the ones who struggle to communicate orally, participation and engagement will increase as students will feel motivated to speak despite their flaws.

As for the psychosocial learning environment, students will never be able to gain confidence if they are not provided with a safe classroom environment. Rather, a classroom where students will flourish and can speak up, even if it is not as good or fluent as others, without being intimidated by the skills of their peers can have a drastic effect on students since it can be motivating. Getting to know the students better only builds a stronger relationship between the teacher and students, and it can ultimately motivate students to bring out the best in themselves. If a student knows that their teacher values their bond and takes into account their needs in the classroom, it will enhance their sense of belonging. When a classroom environment is adaptable, students will be encouraged to convey their concerns to their teachers more effectively; therefore, anyone facing any issues can find it easier to communicate with their teachers. This is not limited to students with oral communication apprehension, but to all the students in a class who face a diverse range of challenges. Students who had to go through participation and

engagement with their peers felt a bit ashamed of themselves, but their responses were always welcomed and acknowledged by the teacher followed by changes or incorporation that might be needed to enhance their answers. Since peer interaction did not involve a teacher directly, students were more relaxed while exchanging ideas. Although some students were shy to talk in the class, the teacher ensured a welcoming atmosphere and recognized their contributions, which indicated a supportive environment as students could make mistakes without fearing or being ridiculed. Teachers who reiterated information ensured that students who have missed out on some information do not feel left out, and refrained from demotivating them by mentioning the difficulty level of a topic which induces anxiety in some students. Creating a friendly environment meant that students felt heard and understood, and thought that it was essential to improve learners' understanding and their motivation to learn. By taking such measures, students had easy access to them and could participate and contribute without having second thoughts.

When teachers introduce a variety of teaching strategies into the classroom, they are acknowledging that every student will not learn the best through one particular method; rather, in order to meet their diverse needs, teachers have to take into account different learning styles so that all students feel involved. Therefore, they take into account careful planning before providing students with materials. Once students feel satisfied with this, it can enhance their motivation. Group work encouraged communication and collaboration amongst students which fostered an environment where students felt respected and confident while engaging with their peers. Interacting with their peers can also help form a social relationship between them which is necessary for students as it can help them open up more. Seating arrangements are often changed depending on the activity; when a teacher puts students together strategically with other students who can potentially help them out, it improves the teacher-student relationship as the teacher

exhibits understanding for particular students by doing so. As different students get to interact with each other in every class, a sense of community is developed within the classroom rather than having particular groups of students sitting together in each class.

When advanced learners are put together with weaker students, it encourages positive peer relationships and results in cooperation and collaboration and the creation of a supportive learning environment where students can learn from each other. Consistent affirmation helps motivate students positively and create a conducive learning environment. It motivates students to keep up their efforts as well as positively reinforce them to do so in the future, which improves teacher-student relationships. Oral class reflections meant that teachers were dedicated to making their students think critically about the materials studied. In a classroom where creativity and self-expression are important, students have a positive learning environment where they can be themselves, and by interacting with them as individuals results in better teacher-student relationship and a better understanding of the student's needs. Learning about students' needs and incorporating their personal interests in teaching led to more participation and engagement, even in students who were hesitant to speak and an increase in student output. Moreover, Afari (2013) cited Fraser (2007, 2012) "the quality of the classroom environment in schools is a significant determinant of student learning" (p. 91) meaning that the creation of a friendly environment can have several positive implications, for instance help develop a positive student-teacher relationship. When teachers understand their students by showing empathy and encouragement, it can help students feel connected to the class and improve their emotional well-being as it can promote positive feelings within them such as happiness and acceptance. When students know that their teachers know their names, they feel acknowledged and it builds a good rapport among them and the teachers.

Through collaborative and cooperative learning, students gain social skills which help them reduce their fear of speaking and the ability to effectively collaborate with their peers. Teachers also felt the need to create an inclusive learning environment where students from different ethnicities are respected and felt a sense of belonging. A huge number of teachers help students develop self-reflective skills which can help them understand their own thought processes and improve their cognitive skills. Moreover, with the use of humor, lessons were made more enjoyable, which increased student motivation and participation.

A classroom that focuses on the psychological and social aspects of a student is essential for creation of Fraser's Psychosocial Learning Environment. In Class A, the teacher focused on informal interactions among the students which indicated the messy seating arrangement. The classroom environment was created in such a way so that the students were comfortable. With moderate lighting and technological support available, the environment ensured a positive and welcoming setting. As collaborative work was implemented in the second class only, it suggested a shift towards more interactive activities used to trigger critical thinking in students. As some students were sitting by themselves in Class B, it suggested that peer relationships were not that strong among the students. Therefore, it is deduced that students who might have oral communication apprehension in the class do not have any emotional support from their peers, which can lead to even less oral output from them. With friends around or even acquaintances, it becomes somewhat easier to participate but when that aspect is absent, students tend to get more anxious. Moreover, without any student collaboration, the students were left to go through the materials themselves quietly, which made it difficult to understand who might suffer from speaking anxiety. Despite the environment being welcoming, it did not encourage enough students to share their input with the teacher. Similarly, in Class C, students were sat randomly

mostly by themselves and lacked the sense of forming peer relationships. To top that, since there was no student collaboration, it further did not give students any opportunity to talk and get to know each other. Although the classroom environment was congenial in Class D, the student-student relationship was not very strong. This aspect goes unnoticed at times since teachers are usually focused on finishing the syllabus.

Teacher support is one of the most crucial aspects in a classroom according to Fraser. As the teacher's behavior was cordial and non-verbal gestures of encouragement were used in Class A, many students participated without any inhibitions. This proves that a teacher's behavior is crucial for a student to open up and express themselves. As the teacher stuck to concise verbal communication, it gave clarity to the students and they seemed to understand the discussion better as participation increased. Use of supportive language and humor elicited more responses from the students as they began to feel comfortable speaking in front of class. The teacher was careful while addressing students' concerns while they were unable to express themselves and was patient throughout the sessions. Since TTT was high, it was difficult to understand how many students had oral communication apprehension. If this had been incorporated, it would have been easier to figure out the rate of students with a high apprehension. Students have to be given the floor and opportunity to speak.

Similarly, in Class B, TTT was quite high since the students did not participate despite being given the chance to speak. This was because no specific interventions were used to address or mitigate students' level of oral communication which would have motivated the students to participate. With a high student engagement in both Classes C and D, the teacher ensured to build a positive relationship with them, which can potentially make the students feel seen. But

TTT in both classes remained very high. A teacher's friendly behavior instills a sense of calmness within students when they realize that it is completely fine for them to express their concerns regarding certain topics.

Storytelling and sharing one's own experiences kept the students engaged and relaxed since the conversation was not related to academics directly. It evoked certain emotions in a few students who were motivated to contribute to the class discussion and there was a short group discussion on it with a high number of students - even the ones who had not participated before - providing their input. The reason why some students still refrained from taking part in group discussions was because they did not find the task engaging enough as they resorted to their phones or simply kept quiet.

Using active learning techniques was helpful since students were asked to share their thoughts in a few words which increased participation. But with the absence of it in Classes C and D, the chances of students to participate were quite low. However, participation rates would have increased if the teacher had provided a longer wait time for students to come up with answers since it is difficult for some students to come up with a comprehensible response over the top of their heads.

Chapter Six

Conclusion and Future Recommendations

From this study, firstly, it is clear that more research needs to be conducted on a Psychosocial Learning Environment. A few of the participants have suggested that teachers should be given training on how to understand a student's psyche and psychological, social and emotional needs when it comes to being inside a classroom. Therefore, workshops can be organized within an institution that teachers from different departments can attend in order to work with their students better.

Secondly, teacher-talking-time has to be reduced in order to increase student participation as well as find out which students are struggling with oral communication apprehension. While reading a text, each student can be asked to read a paragraph out loud and then holding a discussion on it can be effective if participation from all students can be ensured since students should be given more opportunities to talk about the course material itself. This can be followed by positive reinforcement such as acknowledging their thoughts so that students know that they can always share their thoughts in the classroom.

Lastly, more opportunities for the students to speak should be created in all classes, especially literature ones, as it seemed to lack. Small activities could be carried out throughout the class where teachers can ask each student to give their opinion on a particular topic in order to increase participation. For those who struggle with oral communication apprehension, the teacher can start with asking questions which can be answered in one or two words and then gradually move into longer responses.

References

- Abdul Malik, M. A., Adnan, M., Abdul Rahman, A., Mohd Noor, M. R., & Mayidin, M. B. (2016). Assessing the Relationship between Psychosocial Learning Environment and Higher Order Thinking Skills. *Journal of Mathematics and Computing Science (JMCS)*, 2(2), 20-27.
- AFARI, E. (2013). 5. THE EFFECTS OF PSYCHOSOCIAL LEARNING ENVIRONMENT ON STUDENTS' ATTITUDES TOWARDS MATHEMATICS. *Application of Structural Equation Modeling in Educational Research and Practice*, 91(114), 91.
- Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative v/s. quantitative research-a summarized review. *J. Evid. Based Med. Healthc.* 6(43), 2828-2832. 10.18410/jebmh/2019/587.
- Akteruzzaman, M., & Islam, R. (2017). English, Education, and Globalisation: A Bangladesh Perspective. *IAFOR Journal of Education*, 5(1), 185-206.
- Alam, M. R., Ansarey, D., Abdul Halim, H., Rana, M. M., Milon, M. R. K., & Mitu, R. K. (2022). Exploring Bangladeshi university students' willingness to communicate (WTC) in English classes through a qualitative study. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 2.
- Al Mamun, M. A. (2021). English Language Anxiety of Tertiary Level Learners in Bangladesh: Level and Sources. *English Language Teaching*, 14(11), 49-60.
- Cenoz, J., & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge University Press.

- Díaz, C., González, G., Jara-Ramírez, L. I., & Muñoz-Parra, J. A. (2018). Validation of a classroom management questionnaire for pre and inservice teachers of English. *Revista Colombiana de Educación*, 75, 263-286.
- Ferdous, F. (2012). A case study of first-year non-English undergraduate students' English learning anxiety in Bangladesh. *Journal of Education and Practice*, 3(9), 1-11.
- Inada, T. (2021). Teachers' Strategies for Decreasing Students' Anxiety Levels to Improve Their Communicative Skills. *English Language Teaching*, 14(3), 32-41.
- Jamaluddin, N. S. A., Kadir, S. A., Alias, S. N., & Abdullah, A. (2021). A Review of Psychosocial Learning Environment. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 801-805.
- Khader, F. (2011). The effect of cooperative learning strategy in the reduction of the oral communication apprehension. *International Journal of Humanities and Social Science*, 1(14), 204-217.
- Lee, W., & Ng, S. (2010). Reducing student reticence through teacher interaction strategy. *ELT Journal*, 64(3), 302-313. 10.1093/elt/ccp080.
- McCroskey, J. C. (1984). The communication apprehension perspective. *Avoiding communication: Shyness, reticence, and communication apprehension*, 13-38.
- Mobarak, K. (2020). Reasons for English language speaking anxiety among students in private universities of Bangladesh. *Journal of Education and Social Science*, 16, 35-40.
- Nagahashi, T. L. (2007). Techniques for reducing foreign language anxiety: Results of a successful intervention study.

- Saeed, M., Iqbal, M. Z., Saleem, K., & Islam, M. (2015). Managing Language Learning Anxiety through Psychosocial Classroom Learning Environment. *Pakistan Journal of Social Sciences (PJSS)*, 35(1).
- Shanahan, D. (2013). High oral communication apprehensives: How can students be helped to reduce their fear of public speaking? *Irish Journal of Academic Practice*, 2(1), 9.
- Shayeeekh-Us-Saleheen, M. (2011). Teachers' Awareness and Current Practice of Communicative Activities in Bangladeshi Universities. *Crossings: A Journal of English Studies*, 3(1), 235-250.
- TOPÇU, E., & BAŞBAY, M. (2020). The Impact of Collaborative Activities on EFL Learners' Speaking Anxiety Levels and Attitudes. *Cukurova University Faculty of Education Journal*, 49(2).
- Tvedt, M. S., & Bru, E. (2023). Completion of upper secondary education: Predictions of the psychosocial learning environment and academic achievement. *Learning and Instruction*, 88. <https://doi.org/10.1016/j.learninstruc.2023.101824>.
- Urmee, S. I. (2011). The role that affective states play in tertiary level second language classrooms in Bangladesh: A private university scenario. *Stamford Journal of English*, 6, 315-331.
- Zaid, C. M., Saputra, J., Ismail, Z., Othman, M. A. U., Ab Majid, M. R., & Abdullah, N. A. C. (2020). The Nature of Psychosocial Environment in Arabic Classroom among Malaysian Public Universities. *Journal of Talent Development and Excellence*, 12, 2990-2998.

Appendix

Note 1

Interview Questions:

1. Have you had any experiences where students have a hard time speaking English in class?
2. Have you had any experiences with students dealing with oral communication apprehension?
3. Can you describe any teaching methods you have used to address students' level of oral communication apprehension?
4. How often did you incorporate such activities or exercises?
5. What are your thoughts on participation and engagement among students who may struggle with oral communication apprehension?
6. How do you feel about student collaboration, teamwork and peer support? Have you ever used any strategies to encourage it?
7. Could you tell me a bit about your current standing of a psychosocial learning environment?
8. What are your thoughts on creating a psychosocial learning environment where students feel safe, supported and motivated to communicate orally?
9. Do you take any specific measures to cultivate a psychosocial learning environment?

Note 2

Classroom Observation Checklist:

Classroom Environment:

- i) Physical setup of the classroom - seating arrangement, lighting, noise level
- ii) Availability and functionality of audiovisual aids
- iii) Opportunities for student collaboration
- iv) Overall atmosphere - welcoming, supportive, or intimidating?

Teacher Behaviour:

- i) Non-verbal communication
- ii) Verbal communication
- iii) Use of supportive language and encouragement
- iv) Engagement with students
- v) Use of instructional strategies aimed at oral communication apprehension
- vi) How long is the teacher talking?
- vii) Is the teacher creating enough opportunities to increase student talking time?

Interventional Approaches:

- i) Identification of specific interventions aimed at reducing oral communication apprehension
- ii) Implementation of such interventions

iii) Effectiveness of such interventions

iv) Are active learning techniques incorporated?

v) Is there a variety of strategies presented for reducing oral communication apprehension?

vi) Are resources provided to support students in overcoming this apprehension?