

How to cite the article:

Jeffery, D. (2024). L2 speaking anxiety on L2 acquisition for learners of English and Patwa. *PanSIG Journal*, 10(1), 140–149. <https://doi.org/10.37546/JALTPanSIG10.1-18>

## Research Article

# L2 Speaking Anxiety on L2 Acquisition for Learners of English and Patwa

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### Abstract

This research examined foreign language speaking anxiety (FLSA) in two linguistic contexts: English and Patwa. It explored how Japanese learners acquired these languages. Participants included students, language enthusiasts, and those in immersion programs. FLSA ratings of 25 participants were measured using Guntzville, Yale, and Jensen's (2016) communication measure, while the Common European Framework of Reference for Languages (CEFR) assessed oral proficiency from A1 to C1. Tests were conducted orally, face-to-face. In-depth interviews provided additional insights into participants' L2 learning backgrounds and experiences in various contexts, including classrooms, travel, and cultural immersion. Results indicated that participants with the highest proficiency levels had minimal or mild anxiety in both languages: 88% for English and 100% for Patwa learners. This study offers unique insights into L2 speaking anxiety, particularly comparing standard and nonstandard English varieties.

この研究は、英語とパトワという二つの言語環境における外国語スピーキング不安 (FLSA) を調査しました。日本人学習者がこれらの言語をどのように習得するかを探り、参加者は学校で学ぶ学生、言語愛好者、そして言語・文化浸透プログラムに参加する人々でした。25人の参加者のFLSA評価はGuntzville, Yale, and Jensen (2016) によるコミュニケーション測定を使用して行われ、CEFRのスピーキングテストでA1からC1までの口頭能力レベルを評価しました。テストは対面の口頭で行われ、詳細なインタビューを通じて学習者の背景と経験をさらに理解しました。結果は、最高の熟達度を持つ参加者が両言語で最小限または軽度の不安を示し、英語で88%、パトワで100%でした。この研究は、標準および非標準の英語の種類を比較し、FLSAに関する独自の洞察を提供します。

Anxiety is a primary factor influencing the learning of a foreign language (Horwitz, Horwitz, & Cope, 1986). There are no studies related to foreign language speaking anxiety (FLSA) learning Jamaican Patwa (See Appendix E for key features of Jamaican Patwa). While comprehensive data on the number of Japanese individuals who speak Jamaican Patwa is not readily available, many Japanese encounter Patwa through music (Reggae and Dancehall), cultural events such as the Yokohama Reggae Festival and tourism. Patwa presents a unique opportunity to explore anxiety in a nontraditional context. There is limited comparative research on nonstandard contexts (nonformal and informal languages, including but not limited to dialects, colloquial languages, pidgins and creoles) such as Patwa. This study aims to address this gap by investigating the implications of FLSA in both standard and nonstandard language learning contexts.

## Literature Review

“Since the official establishment of the Japan International Cooperation Agency (JICA) Jamaica Office in 1989, JICA Jamaica has implemented several projects, dispatched over 462 volunteers, and provided training opportunities in Japan to over 650 Jamaicans” (JICA Newsletter, March 2021). As recorded by the Ministry of Foreign Affairs of Jamaica, up to 2020, the number of Japanese nationals residing in Jamaica was 188 (October 2020) and on record in the Embassy of Jamaica Tokyo, Japan, “Over 100,000 Japanese travelers have visited Jamaica in the last fifteen years, mostly for sightseeing, to attend reggae concerts to study English and Jamaican patois” (Embassy of Jamaica, Tokyo, Japan, 2019). The longstanding cultural and educational exchanges between Japan and Jamaica provide a unique context for examining how Japanese learners approach acquiring language skills like Jamaican Patwa, especially when contrasted with the challenges faced in learning English, which is often marked by high levels of anxiety

Anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz, Horwitz, & Cope 1986). It is a topic of much discussion by linguists calling for a multifaceted approach, considering factors such as aptitude, motivation, and anxiety, all of which help to determine the extent to which learners acquire L2 (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991). Specifically, Japanese learners experience high levels of anxiety due to fear of making mistakes and negative

feedback, which hinders their oral communication skills in English. Kaneko (2018) while studying foreign language classroom anxiety, found that it is widespread among Japanese university students, many reporting significant anxiety during speaking activities, particularly in front of peers and instructors. Chahrazad and Kemel (2022) highlighted the significance of understanding the effects of anxiety on language, where the fear of negative evaluation, lack of preparation and limited proficiency is addressed.

Research has been emphasizing interaction, output and sociocultural factors in efforts to mitigate FLSA. Wang and Liu (2024) found that low-anxiety environments with frequent interaction improve fluency among learners. The work highlights the importance of meaningful interaction, where learners can negotiate meaning which helps in developing linguistic skills and reduces anxiety through opportunities to clarify meaning and immediate feedback.

Another theory focusing on output underscores the role of language production in SLA. Chen (2023) demonstrated that structured output accompanied by supportive feedback reduces speaking anxiety and improves learners' oral proficiency. Additionally, the sociocultural approach to addressing anxiety in SLA asserts that collaborative dialogue and scaffolding within a learners Zone of Proximal Development (ZPD) are essential for SLA. Al-Shehri and Al-Qahtani (2024) examined FLSA in Saudi University classrooms, concluding that collaborative and culturally responsive environments significantly reduced learners' anxiety while fostering linguistic growth. Other researchers focused their resources and attention on using online presentations to alleviate anxiety (Shahi, 2016), while peer support and technology have been presented as creative options and solutions to fostering low pressure environments aiming to enhance language outcomes (Jabber & Mahmood, 2020; Wan & Moorhouse, 2024).

While authors like Paugh (2012) examine the interplay between language and childhood and the cultural change within a Caribbean community, more work can be done to investigate FLSA outside of the classroom for Japanese learners or in situations where the target language is non-standard. As suggested by Paugh, exploring how language helps to shape identity and community is crucial.

The longstanding cultural and educational ties between Japan and Jamaica provide a compelling backdrop for exploring language acquisition, particularly the role of anxiety in SLA. While much research highlights the debilitating impact of FLSA in traditional classroom settings, especially for Japanese learners studying English, there is a significant gap in understanding how anxiety manifests in nonstandard language learning contexts, such as Jamaican Patwa.

This review underscores the importance of fostering low anxiety environments, leveraging sociocultural factors and encouraging meaningful interactions to enhance language outcomes. Further research into the intersection of anxiety, identity and community in informal learning settings will deepen our understanding of SLA. As such, this research seeks to answer the following research questions: Is there a connection between FLSA and SLA within the contexts of learning English, and Jamaican Patwa? What are the similarities and differences between factors connected to FLSA and SLA in the contexts of English learners and Patwa learners?

## Methodology

The study employed both qualitative and quantitative approaches that involved using survey questionnaires and interviews, seeking to provide a holistic understanding of the complex phenomenon of FLSA and its effects on second language acquisition in two distinct linguistic contexts.

### Participants

The participants in this study were Japanese learners of English and Patwa. They included former language students, language enthusiasts (people drawn to the language due to personal interest, cultural appreciation, intellectual curiosity, or a passion for linguistic diversity), and individuals who participated in cultural immersion programs. Participants were recruited through referrals from individuals within social and professional circles who knew others' aptitude in both English and Patwa.

### Data Collection

Participants were asked to complete a standardized FLSA assessment questionnaire adapted from the Foreign Language Communication Anxiety (FLCA) scale designed by Guntzville, Yale, and Jensen (2016) to assess FLCA levels. The FLSA scale used in this study is an adaptation of the FLCA, specifically focusing on the apprehension experienced during the verbal interactions in a second language. The questionnaire consisted of 14 questions, seven of which requested demographic data and seven that were used to assess FLSA. The sum of the latter seven questions asked on a scale from 1 (strongly disagree) to 5 (strongly agree) was used to calculate the FLSA levels (see Appendix A). Scores in the range 7–11 were classified as having a minimal level, 12–15 mild, 16–20 moderate and greater than 21 severe. The survey was available to participants for a month and was created using Google Forms and the link was sent to the participants who volunteered to be a part of the research.

### Language Proficiency Tests

Guided by the Common European Framework of Reference for Languages (CEFR), participants were given

speaking tests in both English and Patwa to assess their oral proficiency levels (see Appendix B). Participants were scored and ranked based on their comprehension and responses to the questions in the respective language. They were assessed and ranked solely by the author. The questions were the same for both languages. The tests were done orally, face-to-face and over the Zoom meeting platform.

### Semi-Structured Interviews

In-depth, semi-structured interviews were conducted with all the participants to explore their personal experiences, coping strategies, and perceptions of FLSA in both L2 contexts. The interviews were done face to face and over Zoom. They were conducted in English, Patwa and Japanese. Sometimes, there was a mixture of languages used for clarity and comfort. There were 10 base questions (See Appendix C), and each interview lasted 15-25 minutes.

## Data Analysis

This research focused on both quantitative and qualitative data. The quantitative data were analysed using statistical methods to identify correlations while the qualitative data from interviews provided deeper insights into personal experiences and contextual factors influencing FLSA.

### Quantitative Analysis

The quantitative data comprised of FLSA ratings and CEFR-guided proficiency levels for English and Patwa. Descriptive statistics were used to summarize the data, followed by a correlation analysis to examine relationships between anxiety levels and language proficiency.

#### Descriptive Statistics:

- Anxiety Levels: The participants were categorized into four anxiety levels: minimal, mild, moderate, and severe.
- Proficiency Levels: Proficiency in English and Patwa was assessed using the CEFR scale, ranging from A1 to C1.

#### Correlation Analysis:

- A Pearson correlation coefficient was calculated to measure the relationship between FLSA and proficiency levels in both languages.

### Qualitative Analysis

The qualitative data from semi-structured interviews were analysed using thematic analysis. The interviews were transcribed, coded, and organized into themes that emerged from the participants' experiences and perceptions.

#### Coding and Themes:

- Fear of Negative Evaluation: Many participants highlighted anxiety due to the fear of making mistakes and being judged.
- Cultural Factors: Differences in cultural contexts between English and Patwa learning environments influenced anxiety levels.
- Coping Strategies: Strategies such as constant communication with native speakers, traveling overseas, and self-motivation to produce the language were identified as effective in reducing FLSA.

#### Comparative Analysis:

- The interviews revealed that while both English and Patwa learners experienced anxiety, the nature and intensity of anxiety differed depending on the context of learning and the learners' experiences.
  - English learners often faced anxiety in formal academic and professional settings, where the structured environment, focus on grammar accuracy, and fear of negative evaluation amplified their speaking anxiety.
  - In contrast, Patwa learners encountered anxiety in informal social and cultural contexts. The nonstandardized nature of Patwa presented unique challenges, as learners often had to navigate its varying usage and cultural nuances. However, this was mitigated by the supportive and immersive environment in which they learned. Participants frequently mentioned how cultural immersion, direct interaction with native speakers, and the playful, informal atmosphere surrounding Patwa learning helped reduce their anxiety.

### Integration of Quantitative and Qualitative Data

The integration of quantitative and qualitative findings gave insight into FLSA among Japanese learners. The quantitative data highlighted the inverse relationship between anxiety and proficiency, while the qualitative data provided contextual explanations for these findings. Lower anxiety levels reported by Patwa learners can be attributed to the supportive and informal learning environments compared to the structured and evaluative contexts of English learning.

Qualitative data from interviews highlighted that many participants found learning Patwa easier due to its culturally immersive and nonjudgemental nature. For instance, as noted by one participant, “Jamaican people taught me how to speak Patwa. They don’t accuse you of speaking it wrong, which made it easier to learn,” while another stated that Patwa feels close to his heart. It is energetic and expressive, unlike English, which feels too formal. These remarks emphasize how the informal atmosphere surrounding Patwa learning fosters comfort and reduces anxiety.

Quantitative data further supports this observation, as 100% of Patwa learners at the C1 proficiency level reported minimal or mild anxiety, compared to 88% of English learners at the same level. Moreover, English learners often faced anxiety in formal academic and professional settings, where a focus on grammar accuracy and fear of negative feedback amplified their apprehension. In contrast, Patwa learners benefitted from socially driven contexts, where interaction with native speakers and cultural immersion created relaxed and encouraging environments, mitigating their anxiety

## Results

### Anxiety Levels

Twenty-five participants undertook the FLSA assessment, where 44% recorded minimal foreign language speaking anxiety levels. The second most common level among the participants was mild, which accounted for 32% of the participants. Moderate anxiety levels were reported by 8% of participants, while twice that amount—16%—experienced severe anxiety (see Table 1).

**Table 1**

*Descriptive Statistics of Participants’ FLSA Scores*

Assessment Score	Anxiety Level	No. Participants
7 to 11	Minimal	11
12 to 15	Mild	8
16 to 20	Moderate	2
21 <	Severe	4

### Language proficiency Levels

In terms of English-speaking proficiency, the majority of participants ( $n = 11$ ) were at the B1 level. Seven participants ( $n = 7$ ) were at the C1 level, while three ( $n = 3$ ) were at the A2 level. The remaining four participants ( $n = 4$ ) were classified at the A1 level.

For Patwa-speaking proficiency, 25 participants ( $n = 25$ ) were assessed. Among them, seven ( $n = 7$ ) were at the B1 level, and another seven ( $n = 7$ ) were at the B2 level. The A2 and C1 levels each had four participants ( $n = 4$ ), while three ( $n = 3$ ) were classified at the A1 level

### Research Question 1

Among the 25 participants ( $n = 25$ ) who completed proficiency assessments, 12 ( $n = 12$ ) were classified at the C1 level. Of these, nine ( $n = 9$ ) reported minimal anxiety levels, two ( $n = 2$ ) had mild FLSA, and one ( $n = 1$ ) experienced severe FLSA.

The B2 proficiency level, the second-highest recorded in this study, was attained by seven participants ( $n = 7$ ) learning Patwa. Of these, four ( $n = 4$ ) reported either minimal or mild anxiety levels.

The B1 proficiency level was the most common among participants and represented the mode proficiency level in this study. A total of 14 participants ( $n = 14$ ) at this level reported minimal or mild FLSA, the two lowest levels on the FLSA measure. However, the remaining four participants ( $n = 4$ ) at the same proficiency level exhibited either moderate or severe FLSA.

Overall, results indicate that participants with higher speaking proficiency tended to report lower levels of FLSA, as shown in Table 2.

**Table 2**

*List of Participants' FLSA Scores, English, and Patwa Oral Proficiency*

Participant	Anxiety Level	English Proficiency	Patwa Proficiency
1	Minimal	B1	C1
2	Minimal	B1	B2
3	Minimal	C1	A2
4	Minimal	C1	B2
5	Minimal	A2	B1
6	Minimal	B1	B2
7	Minimal	C1	C1
8	Minimal	C1	B1
9	Minimal	A1	B1
10	Minimal	B1	C1
11	Minimal	C1	C1
12	Mild	C1	A1
13	Mild	B1	A1
14	Mild	C1	B2
15	Mild	B1	B1
16	Mild	B1	B1
17	Mild	B1	A2
18	Mild	A2	A2
19	Mild	A1	B1
20	Moderate	B1	A2
21	Moderate	A2	B1
22	Severe	B1	B2
23	Severe	B1	A1
24	Severe	C1	B2
25	Severe	A1	B2

### Pearson Correlation Results

A correlation calculation was conducted to look at the relationship between Anxiety Level and English Proficiency. The result showed a correlation coefficient of -0.214 with the p-value being 0.305. The correlation between Anxiety Level and Patwa Proficiency showed a correlation coefficient of -0.233 with the p-value being 0.263.

The negative correlation coefficient (-0.214) suggests a slight inverse relationship between anxiety levels and English proficiency; as anxiety increases, English proficiency slightly decreases. The p-value (0.305) indicates that this correlation is not statistically significant at the typical significance level (0.05). Similarly, the negative correlation coefficient (-0.233) suggests a slight inverse relationship between anxiety levels and Patwa proficiency. The p-value (0.263) again suggests that this correlation is not statistically significant at the typical significance level (0.05).

These results indicate that there is a slight inverse relationship between foreign language speaking anxiety and both English and Patwa proficiency among the participants. However, these correlations are not statistically significant, implying that further research with a larger sample size or additional variables might be necessary to draw more definitive conclusions.

### Research Question 2

Participant responses were coded to identify key themes, which are presented in Table 3. Most participants (n = 14) felt that traveling/living overseas played a significant role in addressing FLSA and its connection to SLA. The other major factors connected to both FLSA and SLA were Feedback/Mistake fear (n = 9), Grammar/Semantics (n = 8), National/Individual personality (n = 8) and Teaching methodology (n = 8). Though mentioned, only a few of the participants believed that Cultural familiarity (n = 2) and Prior L2 learning (n = 2) were factors to be considered.

**Table 3**

*Interview Responses: Factors Affecting Anxiety in English*

Factor	Number of Responses
Traveling/living overseas	14
Constant communication	5
Grammar/Syntax	8
Interaction with natives	6
Cultural familiarity	2
Pressure to produce	4
Motivation for learning	5
Prior L2 learning	2
Feedback/Mistake fear	9
National & Individual personality	8
Teaching methodology	8

The patterns and themes that emerged from the interviews regarding learning Patwa were similar except for Language similarities as depicted in Table 4.

**Table 4**

*Interview Responses: Factors Affecting Anxiety in Patwa*

Factor	Number of Responses
Traveling/living overseas	15
Constant communication	7
Grammar/Syntax	3
Interaction with natives	10
Cultural familiarity	12
Pressure to produce	5
Motivation for learning	5
Prior L2 learning	5
Feedback/Mistake fear	2
National/Individual Personality	5
Language similarities	4
Teaching methodology	3

The leading factors that emerged from the interviews for learners of Patwa were recorded as Traveling/living overseas (n = 15), Cultural familiarity (n = 12), Interaction with natives (n = 10) and Constant communication (n = 7). Only two of the participants (n = 2) cited Feedback/Mistake fear as a factor.

As noted in Tables 3 and 4, traveling or living overseas had a significant impact on FLSA and plays a key role in SLA. While grammar and syntax are key to SLA, many of the participants noted that they lacked speaking practice within the classroom setting which stands out as a flaw within L2 teaching in Japan. On the other hand, learners of Patwa acquire the language through cultural immersion and are less negatively affected by FLSA. One participant pointed out that “Jamaican people taught me how to speak Patwa. That is why I can speak it now. The Jamaican culture doesn’t accuse you of speaking wrong patwa, that is why Japanese people learn Patwa so fast.”

Along with cultural assimilation and interaction with native speakers, sharing similarities with the target language is also inherently linked to FLSA and SLA. Participants noted that “*patwa similar to Japanese soun* [Patwa sounds similar to Japanese]” and “I am from Osaka, so I felt like Jamaican people are similar to people from my city.” Additionally, prior L2 learning equips L2 learners with the skills needed to function and overcome challenges in other L2 learning spaces: “After learning English, Patwa is easier for Japanese.” / “*Mi learn Patwa an den mi get english*. [I learnt Patwa and then I was able to acquire English]”.

A less talked about topic in the discourse surrounding FLSA and SLA–learner’s feelings towards the target language–plays a significant role in a learner’s ability to and motivation to acquire the language. Some participants spent time explaining how they felt about English and Patwa:

*If mi talk english in di streets mi fren dem look dung pon me.* [If I speak English in the streets my friends will look down on me]

*it (English) too formal. Mi caan relax.* [It’s too formal. I can’t relax].

*It feel far from mi heart.* [It feels far from my heart].

Patwa has more energy than English when you say things.

## Discussion and Implications

Based on the Correlation Coefficient values (-0.21 for English and -0.233 for Patwa), which show a slight inverse relationship between anxiety and proficiency levels, among the participants with C1 proficiency (88% in English and 100% in Patwa), there is a correlation between FLSA and L2 acquisition. Of the Japanese learners of English, eighty-eight percent (88%) of the top learners with the highest speaking proficiency levels (C1) had *minimal* or *mild* anxiety levels. This aligns with Wang and Liu’s (2024) findings that anxiety environments impact fluency among learners, highlighting the importance of interactive and meaningful communication. This relationship between anxiety and language proficiency warrants a closer examination of how FLSA manifests in classroom settings and its broader implications for SLA.

FLSA in the Japanese classroom context has been found to be a hindrance in some instances. The more relaxed a learner is the more likely it is for that learner to produce the target language. This is consistent with Chen’s (2023) finding that structured output opportunities and supportive feedback reduce speaking and enhance oral proficiency. However, the study also revealed that 12% of the high performers tested for severe FLSA but were able to produce language at the same level as those with less FLSA worries. This indicates that while anxiety can hinder SLA, some learners can overcome. Similarly, FLSA can motivate learners to improve their language abilities, pushing them to practice more and seek opportunities for improvement.

While classroom anxiety poses challenges, external factors such as immersion experiences provide another perspective on reducing FLSA and enhancing proficiency. Traveling/living overseas influences Japanese L2 learners. Interacting with speakers of English while on trips and engaging in meaningful interactions often lead to the creation of output and reduced FLSA levels over time. Al-Shehri and Al-Qahtani’s (2024) assert that emphasizing collaborative and culturally responsive environments reduces anxiety and foster linguistic growth. However, not all L2 learners have the resources or opportunities to travel or live overseas so avenues such as virtual classes providing speaking practice with competent speakers can perform similar functions. For learners who may not have access to immersion opportunities, implementing classroom practices that simulate similar benefits becomes essential.

As can be inferred from Table 3, a solution to FLSA for Japanese L2 learners involves integrating speaking practice more consistently into L2 education. In this way, learners get more opportunities to engage in communication tasks appropriate to their abilities.

Broadening the focus of SLA to nonstandard context introduces a compelling framework for understanding adaptability and cross-cultural competence in SLA. This study highlights the role of adaptability in language learning, demonstrates how to use playful expressions and idiomatic phrases, encourages critical thinking about language norms and examines sociolinguistic factors influencing language learning. It reinforces the fostering of cross-cultural relationships through language. For educators, the study emphasizes the focus on creating learning spaces that promote a positive feedback culture by implementing endeavors such as peer review sessions, setting clear expectations to show that feedback is meant to help improve learning, emphasizing the learning process rather than just the results and enabling learners to self-correct. The distinct motivation and experience of learners studying Patwa offer actionable insights for designing culturally responsive and purpose-driven language instruction.

The research affirmed two reasons why L2 learners of Patwa were able to grasp the language (see Appendix D for more on Jamaican Patwa):

1. a deep understanding of Patwa’s cultural context
2. a simple grammar structure and syntax.

Japanese learners felt that they had to learn Patwa for personal motivation while many of the participants who studied English felt less connected to the language. These findings underline the significance of linking language instruction to cultural and personal relevance, as also emphasized by Wan and Moorhouse (2024). Addressing FLSA in the Japanese context calls for demystifying the target L2 by fostering cultural connections and creating supportive learning environments. Language education should emphasize purpose-driven learning and foster authentic, informal learning contexts.

## Limitations and Future Directions

The sample size was limited. Participants were either Jamaican music or culture enthusiasts, language lovers, or JICA volunteers. Having a sample size that better represented the typical Japanese L2 learner could provide deeper insights. Additionally, most of the participants had experience living or traveling overseas and therefore had some exposure to foreign cultures and had already addressed their FLSA prior to the research. While the proficiency levels varied, the participants were motivated, had an interest in learning the languages and arguably had personalities that do not represent the typical Japanese L2 learner. Future studies examining L2 learners at the beginning stages of English and Patwa would be valuable, as the feedback would be fresher for learners.

## Conclusion

The findings revealed that most participants (88% for English and 100% for Patwa) with the highest proficiency level(C1) tested for *minimal* and *mild* FLSA levels, which suggests that there is a correlation between FLSA and SLA. The research also revealed that the issues impacting FLSA on SLA are similar in both contexts, but the leading concerns differ.

For English learners, the leading factors were traveling/living overseas, fear of feedback/ mistakes, grammar/ semantics, national & individual personality, and teaching methodology. However, for Patwa learners, the primary factors were traveling/living overseas, cultural familiarity, interaction with native speakers and constant communication in the target language.

The study highlighted that while grammar, semantics and teaching methods were significant sources of anxiety for English learners, these were less prominent concerns for Patwa learners, who benefitted from the language's simpler structure and less rigid learning contexts. Additionally, the fear of feedback and making mistakes, a major factor for English learners, was notably absent among Patwa learners. This suggests that the informal and culturally immersive context of Patwa learning fosters a more forgiving environment, enabling learners to focus on communication rather than perfection.

Based on the research findings, it can be concluded that FLSA has both negative (inability to produce output when needed) and positive (making learners aware of weaknesses in efforts to improve) effects on SLA for learners of English. The findings underline the importance of adapting teaching methods and addressing specific learner concerns based on the target language's context and culture norms.

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## Appendix A

### Foreign Language Communication Anxiety Measure

1. I start to panic when I have to speak in the language without preparation (Physiological anxiety)
2. When speaking to a native speaker, I can get so nervous I forget things I know (Physiological anxiety)
3. I worry about speaking in the language, even if I'm well prepared for it (Motivational anxiety)
4. I get nervous and confused when I speak in the language (Physiological anxiety)
5. I get nervous when I do not understand every word in the language (Understanding anxiety)
6. I fear that people will laugh at me when I speak the language (Interactional anxiety)
7. I get nervous when I am asked questions in the language that I have not prepared in advance (Motivational anxiety)

## Appendix B

### CEFR speaking assessment questions (English)

Level	English	Patwa
A1	What is your name? How old are you? Where are you from?	Weh yuh name? yuh a ow much? Weh yuh com from?
	What do you do? Do you study or work? Give details.	Weh yuh do fi a livin? Yuh study or werk? Gimme sum mor details.
	What do you usually have for breakfast?	Weh yuh usually eet fi brekfaas?
	What do you do in your free time	Weh yuh du inna yuh free time?
A2	What do you like doing on weekends?	Weh yuh like fi duh pan weekends?
	Tell me something about your family.	Tell mi supn bout yuh family.
	Do you like watching films?	Yuh like watch movies?
B1	What kind of films do you like watching?	Wah kinda movies yuh like watch?
	Tell me about the area you live in/where you live.	Tell mi bout di area weh yuh live inna/ weh yuh live.
	Do you like music? What kinds of music?	Yuh like music? Weh kinda music?
B2	What is your favourite time of the year?	When a yuh favarit time a di year?
	Why do you like that time of the year?	Why yuh like dat time a di year?
	Some people think extreme weather events are due to climate change. Others are skeptical. What is your personal point of view about this issue?	Sum people tink extreme weada events a because a climate change. Oda people skeptical. Wah a yer persanal pint a view bout dis issue?
C1	What are the advantages and disadvantages of the use of technology (Smartphones, internet, etc.)?	Wah di advantages an disadvantages a di use a technology (Smartphone, internet, etc.)
	Express your views on the urgent action needed to address climate change and discuss potential challenges in implementing effective solutions.	Talk bout yuh views bout the urgent action weh needed fi sort out the climate change problem an weh kinda challenge it ago face fi implement propa solushon.

## Appendix C

### Interview Questions

1. How do you feel when you try to speak English or Jamaican patwa student? Can you tell me about any difficulties you face?
2. Have you ever felt worried or stressed when speaking English or Jamaican Patwa? Can you give examples of a time when you felt this way?
3. What do you do when you feel anxious while learning English or Jamaican Patwa? Do you think your strategies help?
4. Do you feel differently when youre anxious learning English compared to Jamaica patwa? If so, can you explain how they're different?
5. How do you think culture and society affect your speaking in English and in Patwa?
6. Have you noticed anything about how Patwa is spoken that impacts whether you get anxious or not when learning it? Can you give an example?
7. How do you think teachers and schools have helped you with anxiety while learning English and Jamaican Patwa? Did they suggest any specific ways to cope?
8. How do you think anxiety has affected your ability to use English and Jamaican Patwa ? Can you share specific instances?
9. Do you think people treat learners of English differently than those learning Jamaican Patwa? How has this affected your learning and anxiety?
10. Based on your experiences, what advice or ideas do you have for teachers to help learners manage anxiety and improve language learning, especially for English and Jamaican Patwa.

## Appendix D

### Key Features and Examples of Jamaican Patwa

Patwa Phrase	English Translation	Notes
Wah gwaan?	What's going on?	A common informal greeting, similar to "What's up?"
Mi deh yah.	I'm here.	Standard response to "Wah gwaan?" indicating well-being.
Tank yuh.	Thank you.	Pronunciation shows vowel changes typical of Patwa.
Mi a go shop.	I'm going to the shop.	Demonstrates Patwa's use of "a" as a marker for continuous action.
Him cyaan come.	He cannot come.	Highlights the Patwa word "cyaan" (cannot).
Pickney	Child/Children	Derived from the Portuguese word "pequeno," meaning small.
Fi mi book.	My book.	Possessive construction unique to Patwa, replacing "my" with "fi mi."
Run come yah.	Come here quickly.	Expresses urgency, showing the dynamic nature of Patwa syntax.

## Appendix E

### Key Features and Examples of Jamaican Patwa

1. Phonological Features:
  - Patwa often simplifies English sounds, such as "th" being pronounced as "t" or "d."
  - Stress patterns and intonation may vary from Standard English, giving it a melodic rhythm.
2. Historical Context:
  - Jamaican Patwa is an English-based creole language influenced by West African languages, Spanish, Portuguese, and French due to Jamaica's colonial history (Cassidy & Le Page, 2002).
3. Cultural Significance:
  - Patwa is not only a mode of communication but also a marker of Jamaican identity and pride, often used in music, poetry, and daily interactions.