

Practices of Translanguaging to Avoid English Speaking Anxiety in Secondary-Level Students

Arun Kumar Kshetree

<https://orcid.org/0009-0006-9658-9308>

arun.kshetree@bumc.tu.edu.np

Rameswar Jyoti

rameshwar.jyoti@bumc.tu.edu.np

Kamala KC

kamala.kc@bumc.tu.edu.np

Prem Raj Pokhrel

prem.pokhrel@bumc.tu.edu.np

Shiva Kumar Gyawali

shiva.gyawali@bumc.tu.edu.np

Baburam Gaire

babu_mpele@kusoed.edu.np

Butwal Multiple Campus, Butwal

Assistant Professor, Department of English Education, Butwal, Rupandehi

Article History: Received 15 June 2025; Reviewed 12 September 2025; Revised 22 September 2025; Accepted 25 November 2025

Abstract

This paper is an exploration of teachers' knowledge about the causes of English speaking anxiety and its solutions focusing on the use of translanguaging pedagogy to reduce speaking anxiety and make the classes more interactive so that the students will be able to communicate in English. The data were gathered from the interviews of purposively selected five experienced English teachers of Butwal Sub- metropolitan City. The study revealed some ways of reducing the speaking anxiety. Among these the main focus was on the use of translanguaging pedagogy but it was found to be keeping the teachers on dilemma of whether to teach English in the monolingual situation or to let students use their mother tongue when they really need it. The findings also suggest that the necessary use of Nepali language in the English classes makes the class more interactive and both students and teachers feel comfortable in communicating difficult concepts using Nepali in the classes. This paper will help the practitioners, curriculum designers and researchers on using translanguaging pedagogy which is not Grammar Translation Method which is out dated.

Keywords: Translanguaging, Speaking Anxiety, Translanguaging pedagogy, Monolingual, Mother tongue

Introduction

Language teaching-learning is simply described as the teaching and learning of the four language skills; listening, speaking, reading and writing. Among these listening and speaking are the primary skills of language which are naturally transferred to the new generation without any schooling but reading and writing require schooling for some time either for mother tongue or the second or foreign language (Bhandari & Adhikari, 2011). Among them, speaking is the most important and difficult productive skill to develop in the

class room. It is very important skill because it is the most used skill to convey message and exchange our insights. Richards (2008) emphasizes that achieving proficiency in speaking is a primary goal for most second or foreign language learners. Speaking can be understood as the oral production of meaningful and intelligible speech used to express thoughts, emotions, and experiences, as well as to share information. It is a multifaceted process that requires cognitive, linguistic, and social competence, as speakers must construct coherent utterances and adapt their language use according to specific social contexts. Furthermore, speaking establishes and maintains interpersonal relationships between speakers and listeners, involving the application of logical, linguistic, psychological, and physical principles suitable for effective communication. Therefore, in teaching speaking, educators should guide learners through systematic stages that foster the development of oral proficiency. To do so effectively, teachers themselves must possess a sound understanding of speaking skills prior to instruction.

Speaking is an important productive skill of language which happens in interactive context. It is an interactive process of communication which is described as feelings of having speaking anxiety as something that leads to frustration and even anger. In the process of learning English, the learners are expected to master over four language skills. Among them, speaking is the most important and difficult productive skills to build in the classroom as Thornbury (2005) says that speaking is so much a part of daily life that we take it for granted. It mainly involves three processes of communication: processing, producing and receiving between the speakers and the listeners that involve speakers and listeners. Basic (2011) defines speaking anxiety as a psychological condition that negatively influences second language learning by hindering learners' ability to enhance their oral communication skills, which are essential for language acquisition. Consequently, speakers must remain conscious and cautious when expressing their thoughts or messages to ensure clarity and effectiveness in communication.

In Nepal, English language is taught from the beginning of schooling as the foreign language and the English language teaching (ELT) learning situation is still not satisfactory as the graduates majoring English also cannot successfully and fluently communicate in English. There may be various reasons for any individual feeling difficulty in speaking English fluently but the society keeps blaming the poor English teaching situation in the schools and they blame the teachers, training programs as well as the curricula for developing communicative competence in the learners (Kshetree, 2018).

The successful teaching of English speaking needs to make the learners speak English fluently in different situations not only in the classrooms but also outside the classroom situations. This requires good training to the teachers and they should be competent enough to teach to make the students capable of communicating in English. In this regard, Harmer (2008) and Ur (1996) identify several fundamental features of effective speaking activities in the language classroom. They emphasize that the students should be provided with ample opportunities to communicate during the time allocated for speaking, ensuring that classroom discussions are not dominated by a small group of talkative students. Instead, all of the students should be encouraged to participate equally in the interactions in the classroom as well as outside the classroom and it is necessary that they contribute in the classroom

communication quite meaningfully. For this it is essential to select engaging and relevant topics for the class to stimulate students' motivation and active involvement in achieving lesson objectives. In the same line to this view, Kareema (2014) describes that the *teacher explaining a new grammar topic can spend up to 60 to 80 percent of the teacher talking time which is something that affects the student talking time* and it seems not good, but the next day when it is time for discussion and practice the student will be using more than 60 to 80 percent time practicing English which is necessary to maximize student engagement and oral proficiency development and it sounds quite good for a language learning class.

Anuradha et al. (2014) , in the similar line, discuss different key principles for effectively teaching speaking skills in English language classrooms. They emphasize that teachers should encourage learners to speak from the very beginning of instruction rather than waiting until students have mastered a specific set of vocabulary or sentence structures. Teachers are advised to be tolerant when learners repeat utterances or provide one-word responses, recognizing these as part of the early stages of language development. Learners should be motivated to communicate actively using whatever English they already possess. Instructors can propose relevant structures, phrases, and words, encouraging students to use them in varied contexts through extensive practice.

In Nepal, the teaching and learning of speaking skill is not taken as the primary ones. The oral skills teaching is not given any importance in Nepal although the national level examination, at the end of grade ten, also has 25 percent of weightage for listening and speaking skill testing. But in the exams most of the students get more than 90 percent scores without being able to communicate orally in English only because it is practical exam (Kshetree, 2018). The reality is that, the teachers themselves cannot speak English fluently in most cases and they do not create situation for the students to speak English in the class as the English classes are dominated by teacher talking time (TTT) mostly and even if any teachers let students time to speak and try supporting the students to communicate or interact in the classes, the students do not speak there as they have speaking anxiety. Not only this, in some private schools as they are labeled to be English medium schools the school administration does not let them speak their first language and they even fine the students for using their mother tongue in the class or school territory which compels the students not to speak at all in place of speaking English due to fear of making mistakes and speaking anxiety.

In common understanding, anxiety is a psychological state characterized by feelings of nervousness or tension, and it functions as an affective barrier in the process of language teaching and learning. Brown (2007) defined anxiety as a subjective sensation of tension, apprehension, and nervousness that arises from the activation of the autonomic nervous system. Similarly, Liu & Huang (2011) noted that anxiety is among the most powerful affective predictors of learners' language performance and competence. They categorized the psychological phenomenon of language anxiety into four domains: academic, cognitive, social, and personal, each influencing learners in different ways. In this context, the classification of anxiety by Ellis (1994) is important to be mentioned who describes three major categories as trait anxiety that refers to a person's general belief to feel anxiety across different situations that influences language learning as well as other many activities in the

social and family contexts. In the same way state anxiety refers to the temporary emotional responses that create fear or tension in some situations of life. But the situation specific anxiety is the one that is consistent anxiety related to particular contexts or some tasks. Thus the sense of fear tension or worries experienced during speaking activities is termed as speaking anxiety. Tianjan (2010) describes that the students in EFL and ESL classes can frequently experience feelings of unhappiness, insecurity, and hesitation while responding to the teachers' questions or expressing their ideas in English, which is termed as *English language speaking anxiety*. Supporting this idea, Milan (2019) also describes that second language speaking anxiety can have a devastating effect on students' speaking performance that can result reduction in both their achievement and engagement in the English classes. So, the anxiety, particularly within EFL or ESL situations can negatively impact students' performance and learning outcomes. In this regard, Horwitz et al. (1986) put forward their idea that speaking is the skill that is most affected by language anxiety.

Review of Literature

Though translanguageing is not very common terminology and the translanguageing pedagogy is also not common in the Nepali education system, many of the English teachers commonly use Nepali while teaching English. There is no sufficient literature in this field in Nepal but there is much better literature in the international academia. In the ESL or EFL classroom contexts the students stay quiet peacefully and seem to be reserved and they struggle fostering the autonomous learning environment where they can think and speak freely in their mother tongue without any fear or anxiety. In this regard Faulin and Soefendi (2013) also found that the students in ELT classrooms hesitate to respond the teachers' questions and communicate and express their views and ideas in the classes as they observed the classes. In fact, in the present situation i.e. 21st century one of the major goals of teaching and learning English is to be able to develop the students' ability to understand things spoken in English and produce English utterances effectively. Unfortunately the actual classroom environment in many EFL or ESL situations fails to balance the language skill development and in the Nepali context the reading and writing skills only are focused, despite the goal of teaching and learning English. Due to the situation of unbalanced skill development in ELT classes it is evident that English speaking anxiety remains the one of the major observable challenges in the students in non-English speaking countries. In this context, Basic (2011) also admitted that speaking anxiety significantly affects second language teaching and learning. Bilal et al., (2013) further added that in many situations, even academically sound students who can perform well in written examinations are also found to be struggling to communicate fluently in English. Such hesitation in the students to speak in the classrooms even in simple interactions is mainly due to the fear of making mistakes which is an experience that is both distressing and frightening. Adding the views of Ellis (1994, as cited in Mesri, 2012) describes speaking anxiety as a situation-specific phenomenon that arises in particular communicative contexts. Personal experiences as both an EFL students and a Nepalese English teacher further reinforce the importance of examining this issue in greater depth.

In fact, the English speaking anxiety is a phenomenon which is multifaceted and very much complex that is developed from various causes and it is expressed in many forms which

can be observed in the physical symptoms of the speakers. The anxiety can be situation specific and can be influenced by different implicit and explicit psychological as well as social factors. A large number of teachers and teacher educators regard speaking anxiety as a kind of subjective emotional behavior which can be a type within the broader range of human emotional disorder. The English language learners are found to have experienced a kind of discomfort and nervousness while they have to speak without any previous preparation in the public situations. In this, Brown (2007) expresses that speaking anxiety can hinder students' performance in the use of language that can lead to concentration difficulties, persistent worry, and a pervasive sense of dread. Likewise, Ahmed (2016) observed that the students generally experience the heightened anxiety in their English classes mainly due to the fear of failure, criticism from friends in the class, grammatical uncertainty, and inappropriate word use while expressing things or responding to the teachers' questions. Building on Milan's (2019) findings, teachers themselves can also act as a significant source of speaking anxiety, as students may perceive their instructors' attitudes and behaviors as contributing factors. Overall, English-speaking anxiety emerges from multiple sources, including fear of public speaking, fear of errors, negative evaluation, low motivation, lack of self-confidence, and sociocultural influences—all of which collectively intensify learners' anxiety during English communication.

In this context, Poudel (2024) states that Nepal is at a peak level to use the English language for the communication of academic ideas, thoughts, knowledge, skills and insights in different national and international academic events and contexts. In the similar line, Phyak (2023) also presents that the current language policy of Nepal has been shifted from a one language, one nation policy to a multilingual education policy with language rights. So, English has perceived the most important language. In 2016, the Ministry of Education has also recognized and realized the towering popularity and craze of English in Nepal and allowed private schools to open as English medium. Though the government of Nepal has been encouraging the teachers towards the English Medium Instruction (EMI) the situation in the English classes as we observed is different and many people and academicians as well as researchers criticize the use of learners' mother tongue and they laugh at the English teachers as teaching English in Nepali which is now a days is not the situation to be criticized in the teaching and learning of English. Many researchers describe the use of learners' mother tongue as the new pedagogy called translanguaging.

Translanguaging refers to the fluent and flexible use of multiple languages by speakers within a single communicative act. Various scholars have conceptualized this phenomenon from different perspectives. García and Li (2014) described translanguaging as the fluid and dynamic linguistic practices of bilingual individuals. In the same way, Vogel and García (2017) try to describe translanguaging as both a theoretical framework which redefines the understanding of bilingualism and multilingualism and as a pedagogical approach which recognizes and applies students' diverse linguistic activities during the learning process. Not only this, Lin and Vaish (2020) also describe translanguaging as a natural way of human communication and define the translanguaging pedagogy as a set of design-oriented principles aimed at fostering bilingual or multilingual language development.

Cummins (2019) on the other hand clarifies the historical development of the concept of translanguaging mentioning that it was first introduced by Williams (2000) in the context of bilingual Welsh-English education program. Later on Gracia (2009) further clarified the advanced concept by framing translanguaging as a lens to understand the dynamic and integrated linguistic practices which are described as the hetero-glossia of the multilingual

individuals. Recently, Singleton and Flynn (2022) also tried to expand the notion by describing the concept of translanguaging as a broader theoretical perspective that transcends its pedagogical origins of using multiple language varieties to facilitate learning. In this way, translanguaging can be described as a pedagogical approach can empower the students to draw upon their complete linguistic repertoires, including their mother tongues, to construct meaning and deepen comprehension during their studies.

In fact, translanguaging can be best described on the basis of whatever Gracia & Wei (2014) describe it. They define it as a linguistic and pedagogical phenomenon that involves a kind of dynamic and strategic use of students' whole linguistic repertoires to support them in meaning-making process, communication and interaction as well as the learning processes. In the same way, Li, (2018) gives a description that extends beyond common code switching by viewing the languages of bilingual or multilingual individuals not as separate systems but as elements of an integrated linguistic repertoire that can be flexibly drawn upon in communication. Likewise, Cenoz and Gorter (2021) also describe that translanguaging acknowledges the fluid, interconnected, and creative ways in which multilingual speakers use language to construct knowledge and express identity. In the ELT classes, as García & Kleyn (2016) describe, translanguaging has emerged as a transformative approach that challenges traditional monolingual norms of language instruction. Instead of prohibiting the use of students' first languages or the mother tongue of the students, translanguaging pedagogy recognizes them as valuable cognitive and cultural resources that can enhance English language development. In this case, Hornberger and Link (2012) illustrate that the teachers may allow students to brainstorm ideas in their native languages in the class before producing English texts or responding to the questions of the teachers or encourage discussions about different issues in the class that draw on multiple languages to promote deeper conceptual understanding. Such practices not only improve the students' comprehension but also foster linguistic confidence and promote inclusivity in the classroom.

In Nepal which is a multilingual community, Phyak (2023) writes that English is taught in the schools and colleges as a foreign language and the Nepalese classrooms often comprise students from diverse linguistic and cultural backgrounds. In such context, translanguaging pedagogy can serve as an equitable pedagogical strategy to bridge linguistic and cultural gaps among the students. It enables the students to access and clearly understand the content knowledge, connect prior linguistic experiences with new language input, and develop positive attitudes toward both English and their native languages. In this matter, Wei (2021) also argues that translanguaging can foster critical awareness among teachers and students about language hierarchies and power relations inherent in traditional English-only or monolingual pedagogies. Consequently, translanguaging in ELT classrooms signifies a paradigm shift from perceiving multilingualism as an obstacle to recognizing it as a valuable resource. This approach aligns with contemporary inclusive pedagogies that aim to empower students by acknowledging their linguistic identities and promoting meaningful engagement in the language learning process.

In this context, Mazzaferro, (2018) suggests that translanguaging pedagogy (TLP) requires teachers to plan their activities in at least two languages, the learners' mother tongue and target language, where reading can be in one language and discussion in the other. For example, TLP in the context of Tarai Region of Nepal can involve teaching of English to the students from a rural community school by deliberately shifting interaction in English and one of the local languages such as Nepali, Tharu or Awadhi. Translanguaging pedagogy can be supportive for students and teachers to enhance understanding of text or learn vocabulary and grammar because this allows them to briskly shift between language of instruction and students' mother tongues (Wang, 2019). However, it requires a teacher to be competent to

manage such a mixed language classroom. I believe that this intervention study will investigate how TLP can be helpful for the students who are learning English as a foreign language.

As the context of teaching English might defer from the context of English as a second language to English as a foreign language, investigating secondary level students' experiences of learning English through translanguaging pedagogy, a meaning making process which involves active engagement of bilingual students to share their experiences and construct knowledge by using two languages (Cenoz & Gorter, 2021). Garcia & Wei (2014) mentions that although it is difficult to determine where students practice translanguaging in real life, schools and communities need to value translanguaging as a legitimate alternative pedagogy to foster foreign language learning. While multilingualism has been accepted as a meaningful pedagogical practice, policy makers should permit the use of translanguaging in bilingual or multilingual classroom as it can support for cognitive, emotional and social development along with linguistic development (King & Bigelow, 2020). Rabbidge (2019) argued that effective implementation of translanguaging pedagogy requires clarity in educational policy and commitment from teachers and administrators to combat monolingual ideologies persistent among practitioners. As translanguaging can be used as a pedagogical practice to teach, learn and test language (Garcia & Wei, 2014), it is reasonable to study the students' experiences of learning English through translanguaging pedagogy.

The language teachers around the world often regard translanguaging as a means to acknowledge and embrace their students' linguistic diversity. Several studies on this issue conducted across various educational contexts have examined the language teachers' perceptions of translanguaging and reported very positive findings. Khairunnisa & Lukmana (2020) conducted a study in Indonesia and it revealed that the teachers held valuable attitudes toward translanguaging and reported to have been employing it flexibly to support students' learning in the EFL classrooms. Similarly, Neupane (2021) accomplished a study in Nepal which concluded that the English teachers were aware of translanguaging practices in their English classes, which frequently occurred naturally during classroom interactions. Nahdzia (2021) in another study found that the teachers favored the application of translanguaging in the language teaching classes, recognizing its effectiveness in achieving subject specific learning goals. Likewise, Yusri et al. (2022) conducted a study in Malaysia and concluded that the teachers maintained positive attitudes toward translanguaging and felt confident in integrating it into their EFL teaching situations. In the same way, a study conducted in Russia by Chicherina and Strelkova (2023) also demonstrated that the teachers placed significant emphasis on translanguaging as a strategy to enhance students' learning outcomes. Thus, all these studies suggest that the teachers generally perceive translanguaging as a beneficial pedagogical approach that promotes language development and deepens students' understanding in English classrooms.

In the recent years the research reports show that the integration of translanguaging in ELT classrooms has been found to enhance both teaching and learning by fostering inclusivity, supporting linguistic diversity, and improving students' comprehension and engagement with academic content. Numerous studies have examined the application of translanguaging, highlighting both its benefits and challenges in language classroom practices. Jones (2017) conducted a study in Wales which concluded that the teachers' had

positive attitudes toward implementing translanguaging as an instructional practice. Similarly, Rosiers et al. (2018), accomplished a study which was conducted in Belgium, found that the translanguaging practices were influenced by group dynamics as well as socio-situational, cognitive, and linguistic factors among the students and the teachers as well as the school environment. In contrast, a study by Yuvayapan (2019) in Turkey revealed that EFL teachers rarely employed translanguaging pedagogy, largely due to institutional constraints and the parental attitudes. In another context, Oliver et al. (2021) also examined translanguaging in Australia and found that although the term is relatively recent, Indigenous Australian communities have long engaged in comparable linguistic practices that effectively supported communication among children from diverse language backgrounds. Likewise, Muguruza et al. (2023), in their study conducted in Spain, found that translanguaging practices were advantageous for both teachers and students, contributing to a more inclusive and effective learning environment. Thus these studies suggest that the adoption of translanguaging can create a dynamic and supportive classroom space that enhances student learning, participation, and engagement.

In this context some teachers and scholars were found to describe *translanguaging* as a regressive practice that resembles the traditional Grammar Translation (GT) Method, while others have regarded it merely as a new label for *code-switching* or *code-mixing*. However, translanguaging differs fundamentally from both the GT Method and code-switching in its theoretical foundation and pedagogical purpose. Whereas the GT Method utilizes learners' first language primarily for translating texts and memorizing grammatical rules (Freeman & Anderson, 2011; Richards & Rodgers, 2014), translanguaging, in contrast, encourages learners to draw upon their entire linguistic repertoires to construct meaning, foster creativity, and provide affective and cognitive support (García & Wei, 2014). Similarly, although code-switching involves alternation between distinct languages for ease of communication, it still conceptualizes languages as separate systems (Poplack, 1980; Auer, 1998). Translanguaging, on the other hand, is grounded in the view that bilingual speakers possess an integrated linguistic system from which they flexibly select features to communicate and learn (Wei, 2018). In the Nepali context, studies (Sharma, 2023; Saud, 2023; Ranjit, 2024) indicate that translanguaging goes beyond mere switching or translation—it is a strategic, inclusive pedagogy that enhances comprehension, reduces speaking anxiety, and affirms students' multilingual identities.

In such situation, we wanted to explore the understanding of the teachers about the causes of English speaking anxiety and the solutions focusing on the use of translanguaging pedagogy in the secondary level English classes. As there are different views regarding the use of learners' mother tongue in the English classes in Nepal we wanted to find out what the English teachers know about translanguaging and its benefits in the learning and using English as a foreign language as well as reducing English speaking anxiety among the teachers and students.

Study Method

This is a case study of four teachers whose ideas give the basic data for the paper. The teachers were purposively selected on the basis of their experience of teaching in model secondary schools and those informants were from Butwal sub-metropolitan city teaching in the secondary level and all were permanent teachers for a long time. Among them three males and a female teacher were the informants for the study. After interviewing them for a long

time, at least two hours for each of them about the idea of using Nepali while teaching English, the necessary data were gathered. After gathering the data, the teachers' views about translanguaging as the solution to speaking anxiety as well as the common ways of solving teaching speaking were found, the ideas were categorized first before starting the thematic analysis and interpretation of the data

Findings and Discussions

After the analysis and interpretation of the data gathered some major findings about the speaking anxiety, its causes and the role of translanguaging to avoid speaking anxiety in the learners of secondary level students are discussed and presented here in this section of the paper.

Causes of Speaking Anxiety

Speaking anxiety is often described as *foreign language speaking anxiety* and it is a pervasive problem in EFL classrooms worldwide, including Nepal. It refers to the feeling of nervousness, apprehension, or fear that learners experience when required to speak in a foreign language (Horwitz et al., 1986). The interviews of the teachers gave some ideas about the causes of speaking anxiety among the students, and the causes are listed as below:

Psychological Factors

Most of the teachers were found to be in the view that the major cause of speaking anxiety lies in students' fear of negative evaluation and low self-confidence as well as fear to be criticized by the teacher in front of the friends. The students worry about being judged by peers or teachers for grammatical or pronunciation errors in the classroom while speaking something as MacIntyre & Gardner (1991) describe. In the Nepali context, as Poudel (2022) found out, the students from rural schools and non-English backgrounds often experience inferiority when compared with those from English-medium schools. Such psychological factors are also the major cause of speaking anxiety in the classes as the teachers expressed.

Linguistic Deficiency

The teachers also described that the students cannot speak English due to linguistic problems like limited vocabulary, weak grammatical knowledge, and inadequate pronunciation skills which are frequently reported as sources of anxiety in line with the findings of Tercan & Dikilitaş (2015). They said that the students often avoid speaking due to fear of making mistakes or not being able to express ideas fluently with good pronunciation. Phuyal (2021) describes the causes for this and write that many EFL students receive limited exposure to English outside the classroom, resulting insufficient language competence and consequently greater anxiety occurs in the class. The teachers also expressed that the teachers themselves are not competent enough to help students become better speakers in the classes which causes speaking anxiety in students.

Traditional Pedagogy

The teachers described that one of the causes of the speaking anxiety can also be the traditional teacher-centered teaching method like the Grammar-Translation (GT) Method which emphasizes grammatical accuracy and error correction over communication skills. This creates an apprehensive classroom atmosphere where students fear being corrected publicly as Bhattarai & Gautam (2020) present in their research paper. The teachers also expressed that the Nepali English classes are dominated by more teacher talking time (TTT)

over the student talking time (STT) which means that the students do not get chance to speak and interact in the classes and the lack of supportive interactional opportunities prevents learners from developing fluency and confidence in English speaking. The traditional teacher centered classes never emphasize oral skills development and they mainly focus on reading and writing skills of English which produce shy students with speaking anxiety as the teachers expressed.

Classroom Environment and Peer Pressure

The informant teachers were found to be in the view that the Nepali class environment was not favorable for the students to fearlessly speaking and expressing in class as the friends laugh and the students have to feel shy. Not only this they said that many teachers criticize the students for not expressing things in English and this makes the students feel guilty of speaking in the class and this makes the students not speak at all in the class than to become fool among the friends and the teacher. In fact, a competitive or unsupportive classroom environment often increases anxiety levels. In this regard, Woodrow (2007) also claims that the learners will hesitate to speak if their classmates laugh at their mistakes or if teachers maintain a strict or judgmental behavior in the class. In Nepalese ELT classes also Phyak (2023) describes that the large class sizes and lack of individual attention worsen this problem.

Cultural and Contextual Factors

The informant teachers also expressed about the cultural mindset of Nepali students and they said that the students by nature do not like to speak and express their views in front of their teachers and especially the girl students do not like to talk in the class publicly. Littlewood (2007) writes that in many Asian cultures, including Nepal, the students tend to value *modesty and accuracy* over *risk-taking* in communication. This cultural norm also leads the students to remain silent rather than risk the embarrassment among the friends and teacher in the class. Moreover, the hierarchical teacher–student relationship common in South Asian classrooms may discourage learners from speaking freely or questioning teachers (Khanal, 2023). This means that the cultural beliefs and understanding in the Nepali students is also a common factor that leads the students towards developing speaking anxiety in the classes among their friends and the teacher in the class. The teachers further added that in some boarding schools the students do not hesitate asking questions and expressing their views in the classes but the students in the government aided schools the situation is different and the students feel fear of speaking and they have much speaking anxiety that leads more TTT in place of STT. Not only this, the teachers also expressed the fact that the common belief at present is that the English classes should be in English and speaking other than English in the class is not acceptable and matter of embarrassment among the friends. This is also a main cause of the speaking anxiety in the English classes of Nepal.

Strategies to Reduce Speaking Anxiety

During the interviews, the teachers not only discussed about the causes of speaking anxiety among the students of secondary level schools, but also about the solutions to reduce the English speaking anxiety in the classes and outside the school environment. In fact, reducing the speaking anxiety requires a holistic approach combining pedagogical, psychological, and linguistic strategies. Some of the ways to reduce the speaking anxiety

which are also supported by research findings which are applicable to EFL and Nepali ELT contexts have been presented in this section as suggested by the informant teachers.

Creating Supportive Classroom Environment

The participant teachers were in the view to change the classroom situation and environment which means that they were found to be in the view that the present situation of the English classrooms is not supportive enough to help students feel easy to express their views without any kind of feeling of fear and anxiety in the class. They claimed that the teachers can lower students' affective filter proposed by Krashen (1982) by creating a relaxed and supportive atmosphere where mistakes are treated as natural parts of learning. Encouraging peer collaboration, using humor, and praising effort instead of perfection fosters confidence as Tuncel (2021) suggests. Thus the teachers suggested a way to reduce English speaking anxiety by creating supportive classroom environment in place of comparing students and criticizing the students for making mistakes in the class.

Promoting Communicative and Student-Centered Activities

The interviews with the informant teachers gave a common suggestion which is similar to the established theory in English language teaching to adopt the communicative approach of teaching English and student centered activities of teaching English. Thus, replacing lecture based instruction with communicative language teaching (CLT), task-based learning, and cooperative activities in English language classes can help learners speak more naturally (Richards & Rodgers, 2014). The teachers also suggested using group discussions, role plays, language games and information-gap like tasks which create authentic situations can also encourage participation without excessive pressure among students.

Developing Linguistic Competence through Gradual Exposure

The teachers were found to believe that the students can develop their speaking skills through their teachers' support to gradually develop the competence of the students providing authentic exposures for them. The teachers should scaffold students' learning by gradually increasing the complexity of speaking tasks. Starting with pair work and progressing to group discussions and public speaking can build confidence over time (Liu & Jackson, 2008). An informant teacher added that some kind of supplementary vocabulary and pronunciation support sessions in the English classes can further reduce anxiety caused by language limitations and the students' linguistic competence needs to be developed as the most important part of teaching as the informant teachers suggested during the interviews.

Providing Positive and Constructive Feedback

One of the most effective ways of reducing fear and anxiety of speaking in the English classes is to practice providing positive and constructive feedback to the students in place of shouting at them, punishing or criticizing the students in the class among their friends as the informant teachers suggested during the interview sessions. An experienced informant teacher said that the corrections to the students' errors should be made with caution and the teachers should be careful enough not to hurt the students by their reactions to the errors or faulty responses. Another teacher added that error correction should focus on meaning and communication rather than form alone. The teachers recommended to use the delayed or indirect feedback that can help students maintain fluency without fear of interruption like whatever Harmer (2015) puts forward. The teachers suggested that the

English teacher should balance correction with encouragement to sustain students' willingness to communicate and interact in the class without fear of being criticized.

Teacher Training for Using Technology

The informant teachers recommended integrating ICT in classroom teaching. An informant teacher said that integrating digital tools such as audio recordings, video clips, and video blogs as well as the language learning apps can give learners a kind of low-stress experience types of platforms for practice in and out of the classroom situations. Peer learning strategies, such as peer interviews or collaborative projects, different kinds of group discussions and pair dialogues practices can reduce the fear of authority judgment and promote mutual support as Yasmin & Sohail (2018) present in their paper which is also recommended by the informant teachers. In Nepal, the government has started providing teachers to integrate the ICTs in teacher trainings of different subjects and levels which is a good sign, but the schools also need to be well equipped to integrate ICT in teaching (TPD handbook, 2016). The teachers need to be trained in psycholinguistic awareness and inclusive pedagogy to recognize signs of anxiety and respond appropriately as Poudel (2024) suggests. In the Nepali context, professional development programs should include components on affective strategies, translanguaging practices, and classroom interaction management.

Incorporating Translanguaging Pedagogy

The informant teachers, in fact, were unknown about the terminology and the translanguaging pedagogy. But when we described the concept in simple words they said that it was really effective and the students can fearlessly express what they know about the concepts being taught, and they can ask what they wanted to be explained by the teacher if they are given the chance to use their mother tongue. One of them said that the other teachers criticize them if they listen them speaking in Nepali and start saying that the English teachers teach English in Nepali. All of the teachers were positive about the use of translanguaging pedagogy to reduce speaking anxiety in the English classes. The recent studies in Nepal show, translanguaging can effectively reduce speaking anxiety by allowing students to use their first language (Nepali or regional languages) as a bridge to English (Sharma, 2023; Saud, 2023). In this regard, Ranjit (2024) also expresses that when the students can clarify ideas or prepare responses in their mother tongue, they gain psychological comfort and linguistic confidence before expressing themselves in English. Translanguaging also affirms learners' identities, promoting emotional safety. Thus incorporating the translanguaging pedagogy in the English classes seems to reduce speaking anxiety.

Although not all English teachers may be familiar with the term '*translanguaging pedagogy*', the informant teachers reported that many educators naturally employ translanguaging strategies to enhance teaching effectiveness and reduce students' difficulties in comprehending course content. According to the informant teachers, the use of the mother tongue of the students in English classrooms offers several advantages: it helps students understand the main ideas of the text being taught more easily, encourages them to express their thoughts and ideas more comfortably without fear and enables teachers to present lessons more effectively and with greater ease using the Nepali language in the English classes. However, despite these benefits, the teachers also presented certain limitations associated with translanguaging. They said that excessive reliance on the mother tongue

could reduce students' exposure to English, foster dependency on native language explanations, and potentially hamper the development of learners' English language proficiency. This means that the use of learners' mother tongue can be a great support for the students to express what they have in their minds and to respond to their teachers and friends in the English classes. Not only this, such culture can also help the teacher describe some complex ideas in Nepali language so that they do not feel that anyone blaming them of teaching English in Nepali.

The findings showed that the participating teachers frequently employed translanguaging as an instructional technique in their ELT classrooms. Both teachers and students were generally comfortable in using Nepali, even in linguistically diverse classes that included students from other language communities, such as Newari and Tharu who could feel easy to understand things explained in Nepali. The teachers reported that they intentionally used Nepali to make learning more meaningful and effective in heterogeneous classrooms composed of students from various cultural and linguistic backgrounds. Not only this, the teachers reported that the translanguaging practices contributed to create a supportive and interactive learning environment in ELT classes, allowing the students to learn English more effectively, respond to the teachers' questions in the language in which they felt most comfortable, and freely express their thoughts and inquiries in the class. In this way, the study observed that both teachers and students in Nepal utilized translanguaging as a practical technique to overcome communication and comprehension challenges in the teaching and learning of English.

The findings of the present study indicate that the teachers generally have positive attitudes toward translanguaging practices in the English classrooms. All informant teachers expressed their interest in learning from their multilingual students, particularly regarding their cultural and linguistic backgrounds. However, from a practical perspective, the implementation of mother tongue education remains limited, as it is not formally mandated by educational authorities. The study also suggests that teachers' perceptions and preconceptions about multilingualism, as well as their future teaching contexts, can be enhanced through increased exposure to practical experiences and a deeper understanding of translanguaging pedagogy. Therefore, translanguaging should be implemented thoughtfully, with careful consideration of students' linguistic repertoires, cultural contexts, and native languages. Although teachers were found to be familiar with the concept and to apply translanguaging intuitively in practice, their understanding often lacked theoretical depth. Furthermore, participants highlighted an ongoing dilemma regarding whether to incorporate students' mother tongues or maintain a strictly monolingual classroom environment. This issue remains a topic of debate and warrants further empirical investigation in future research.

Thus, reducing speaking anxiety among students in the English classes requires contextual adaptation. The students from diverse linguistic and socio-economic backgrounds benefit from classrooms that incorporate communicative activities, translanguaging, and supportive teacher attitudes. The studies conducted in Lumbini and Kathmandu (Phyak, 2023; Sharma, 2023) indicate that students feel more confident and engaged when teachers acknowledge their linguistic backgrounds and provide flexible opportunities for interaction. Thus the efforts to reduce speaking anxiety should not focus solely on linguistic competence but also on fostering emotional empowerment and inclusion for both students and teachers.

Conclusion

This study explored causes of English speaking anxiety in secondary-level English classes in Nepal and the practice of translanguaging in Lumbini province. It also describes the ways to reduce English speaking anxiety in the English speaking classes to make the classes more interactive and to develop their oral skills in English. Similarly, it focuses on the application of translanguaging pedagogy in the English classes to reduce the fear of being laughed at by the friends and being punished by the teacher for speaking Nepali in the English class. We also found that translanguaging, which involves the systematic use of two languages within a particular teaching activity, has proven to be an effective pedagogical approach. It facilitates communication and learning by allowing students and teachers to interchange languages seamlessly. Though the study was limited to the information provided by only five experienced teachers teaching in the secondary level classes of Lumbini province, it can be useful enough for the policy makers, researchers as well as other teachers to be aware of using the students' mother tongue in some situations while teaching English.

References

- Ahmed, N.F. (2016). An exploration of speaking anxiety with Kurdish University EFL learners. *Journal of Education and Practice*, 7(27), 99- 106.
- Anuradha, RV, Raman, G, & Hemamalini, H.C. (2014). *Methods of teaching English*. Neelkamal Publications.
- Auer, P. (1998). *Code-switching in conversation: language, interaction and identity*. Routledge.
- Basic, L.(2011). Speaking anxiety: an obstacle to second language learning? Digitala Vetenskapliga Arkivet, P. 27
- Bhandari, B.M. and Adhikari, Y.P. (2011). *A textbook of English language teaching methods*. Vidyarthi Pustak Bhandar.
- Bhattarai, G. R., & Gautam, G. R. (2020). English language teaching in Nepal: From grammar translation to communicative approaches. *Journal of NELTA*, 25(1–2), 15–30. <https://doi.org/10.3126/nelta.v25i1-2.31871>
- Bilal, H. A., Rehman, A., Rashid, A., Adnan, R., & Abbas, M. (2013). Problems in speaking English with L2 learners of rural area schools of Pakistan. *Language in India*, 13(10), 1220–1235.
- Brown, (2007). Generalized anxiety disorder. www.researchgate.net .
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Cenoz, J., & Gorter, D. (2020). *Pedagogical translanguaging: An introduction*. Cambridge University Press.
- Chicherina, N. V., & Strelkova, S. Y. (2023). Translanguaging in English language teaching: Perceptions of teachers and students. *Education Sciences*, 13(1), 86. <https://doi.org/10.3390/educsci13010086>

- Cummins, J. (2019). The emergence of translanguaging pedagogy: A dialogue between theory and practice. *Journal of Multilingual Education Research*, 9(1), 19–35. Retrieved from <https://fordham.bepress.com/jmer/vol9/iss1/13>
- Ellis, R., & Ellis, R. R. (1994). *The study of second language acquisition*. Oxford University.
- Faulin, A., & Sofendi. (2013). *Cooperative group learning strategy*. Sriwijaya University Press.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., & Kleyn, T. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments*. Routledge.
- García, O., & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Harmer, J. (2008). *How to teach English (Vol. 62)*. Oxford University Press.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261–278. <https://doi.org/10.1080/13670050.2012.658016>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Jones, B. (2017). Translanguaging in bilingual schools in Wales. *Journal of Language, Identity & Education*, 16(4), 199–215. <https://doi.org/10.1080/15348458.2017.1328282>
- Kareema, F. (2014). Increasing student talk time in ESL classroom: an investigation of teacher talk time and student talk time. Conference paper, The fourth International Symposium of SEUSL held on 01&02.08.2014 At: SEUSL, Oluvil, Sri Lanka, Volume: 1
- Khanal, R. (2023). Cultural reticence and learner silence in Nepalese ELT classrooms. *Journal of Language and Education Research*, 3(2), 45–60.
- Khairunnisa, K., & Lukmana, I. (2020). Teachers' attitudes towards translanguaging in Indonesian EFL classrooms. *Jurnal Penelitian Pendidikan*, 20(2), 254–266. <https://doi.org/10.17509/jpp.v20i2.27046>
- King, K. A., & Bigelow, M. (2020). The hyper-local development of translanguaging pedagogies. In E. Moore, J. Bradley, & J. Simpson (Eds.), *Translanguaging as transformation: The collaborative construction of new linguistic realities* (pp. 199–215). Multilingual Matters. <https://doi.org/10.21832/9781788928052-017>

- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Kshetree, A.K. (2018). *Policies, practices and prospects of basic school English teacher training in Nepal*. An unpublished Ph. D. dissertation from Faculty of Education, TU.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- Lin, A. M. Y., & Vaish, V. (2020). Introduction: translanguaging and translanguaging pedagogies. In *Translanguaging in multilingual English classrooms* (pp. 1–14). Springer.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243–249. <https://doi.org/10.1017/S0261444807004356>
- Liu, M. & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. <https://www.researchgate.net/publication/48227260>
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71–86. <https://doi.org/10.1111/j.1540-4781.2008.00687.x>
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review. *Language Learning*, 41(1), 85–117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- Mazzaferro, G. (2018). *Translanguaging as everyday practice* (Vol. 28). Springer
- Mesri, F. (2012). The relationship between gender and Iranian EFL learners' foreign language classroom anxiety (FLCA). *International Journal of Academic Research in Business and Social Sciences*, 2(6), 147.
- Milan, M. C. (2019). *English speaking anxiety: sources, coping mechanisms, and teacher management*. *PUPIL: International Journal of Teaching, Education and Learning*, 3(2), 1–28. doi:10.20319/pijtel.2019.52.0128.
- Muguruza, B., Cenoz, J., & Gorter, D. (2023). Implementing translanguaging pedagogies in an English medium instruction course. *International Journal of Multilingualism*, 20(2), 540–555. <https://doi.org/10.1080/14790718.2020.1822848>
- Nahdzia, S. (2021). Understanding practices of translanguaging pedagogy in ELT classrooms. *NELTA ELT Forum*, 1(1), 1–5. <https://neltaeltforum.wordpress.com/2024/07/01/understanding-practices-of-translanguaging-pedagogy-in-elt-classroom/>
- Neupane, P.P. (2021). Translanguaging in English language teaching. *BMC Journal of Scientific Research*, 4.
- Oliver, R., Wigglesworth, G., Angelo, D., & Steele, C. (2021). Translating translanguaging into our classrooms: Possibilities and challenges. *Language Teaching Research*, 25(1), 134–150. <https://doi.org/10.1177/1362168820938822>

- Paudel, K. (2024). Role of translanguaging in second language education. *English Language Teaching Perspectives*, 9(1-2), 131–138. <https://doi.org/10.3126/elt.v9i1-2.68727>.
- Phuyal, P. (2021). Students' speaking anxiety in English classrooms of Nepalese community schools. *Journal of NELTA Gandaki*, 3(1–2), 87–101. <https://doi.org/10.3126/jong.v3i1-2.42700>
- Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. *Current Issues in Language Planning*, 14, 127–143. <https://doi.org/10.1080/14664208.2013.775557>
- Phyak, P. (2023). Translanguaging as a space of simultaneity: Theorizing translanguaging pedagogies in English medium schools from a spatial perspective. *Modern Language Journal*, 107, 289–307. <https://doi.org/10.1111/modl.12830>
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics*, 18(7-8), 581–618. <https://doi.org/10.1515/ling.1980.18.7-8.581>
- Poudel, K. (2022). Addressing learners' speaking anxiety through inclusive classroom practices. *Journal of English Language and Education*, 7(2), 33–46.
- Rabbidge, M. (2019). *Translanguaging in EFL contexts: A call for change*. Routledge. <https://doi.org/10.4324/9780429439346>
- Ranjit, R. (2024). Translanguaging in higher education: An overview of current status in Nepal. *United Journal of Interdisciplinary Studies*, 1(1), 1–22. <https://doi.org/10.3126/ujis.v1i1.80297>
- Rosiers, K., Van Lancker, I., & Delarue, S. (2018). Beyond the traditional scope of translanguaging: Comparing translanguaging practices in Belgian multilingual and monolingual classroom contexts. *Language & Communication*, 61, 15–28. <https://doi.org/10.1016/j.langcom.2017.11.003>
- Richards, J. C. (2008). *Teaching listening and speaking* (35 4). Cambridge: Cambridge university press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Saud, D. S. (2023). Translanguaging practices in EFL classrooms: Teachers' perspectives from Darchula. *KMC Journal*, 5(2), 59–73. <https://doi.org/10.3126/kmcj.v5i2.58230>
- Sharma, U. N. (2023). Translanguaging as a mediator of learning: Observation in the EFL classes of Nepal. *Education and Development*, 32(1), 23–39.

- Shrestha, P., & Phyak, P. (2022). Translanguaging as a pedagogy of empowerment in English language classrooms in Nepal. *Asian Englishes*, 24(4), 462–479.
<https://doi.org/10.1080/13488678.2021.1903578>
- Singleton, D., & Flynn, P. (2022). Translanguaging: a pedagogical concept that went wandering. *Language and Education*, 36(4), 309–324.
<https://doi.org/10.1080/19313152.2021.1985692>
- Tercan, G., & Dikilitaş, K. (2015). EFL students' speaking anxiety: A case from Turkey. *International Journal of Educational Research*, 1(12), 1–12.
- Thornbury, S. (2005). How to teach speaking. Pearson.
- Tianjan, W. 2010. Speaking anxiety: more of a function personality than language achievement. *Chinese Journal of Applied Linguistics*, 33 (5).
- Tuncel, I. (2021). Reducing foreign language speaking anxiety through supportive classroom practices. *Language Teaching Research Quarterly*, 22(2), 65–80.
- Ur, P. (1996). A course in language teaching practice of theory. (Cambridge Teacher Training and Development) CUP.
- Vogel, S. and García, O. (2017). 'Translanguaging.' *Oxford Research Encyclopedia of Education*, doi:10.1093/acrefore/9780190264093.013.181
- Wang, D. (2019). Translanguaging in Chinese foreign language classrooms: students and teachers' attitudes and practices. *International Journal of Bilingual Education and Bilingualism* 22 (2): 138–149.
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>
- Wei, L. (2021). *Translanguaging as transformation: The collaborative construction of new linguistic realities*. Cambridge University Press.
- Williams, C. (2000). Bilingual teaching and language distribution at 16+. *International Journal of Bilingual Education and Bilingualism*, 3(2), 129–148. <https://doi.org/10.1080/13670050008667703>
- Yasmin, M., & Sohail, A. (2018). Affective strategies, speaking anxiety and EFL performance. *Language in India*, 18(2), 239–254.
- Yusri, N. S., Huzaimi, M., & Sulaiman, M. (2022). Translanguaging in Malaysian ESL classrooms: Teachers' perceptions. *International Journal of Academic Research in Education and Management Sciences*, 10(3), 1–15.
<https://doi.org/10.6007/IJAREMS/v10-i3/12345>

Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678–694.
<https://doi.org/10.17263/jlls.587013>