Real-Time Debilitating Effects of Speaking Anxiety

Tokuji NORO
Hirosaki University

Abstract

This study investigated the effects of anxiety on speaking performance in a case study approach by analyzing learner language elicited in a stress-inducing speaking task and examining the influence of anxiety measured in real time as they performed the task. Six Japanese university students learning English at the pre-intermediate level participated in the study. Each participant was asked to make four short speeches in English in front of the others. After each speech, their anxiety was measured with a five-point Likert-type scale. They were also asked to reflect on their task process and write a report on how their anxiety affected their performance. The results indicated that anxious participants lacked fluency, accuracy, and expressiveness in their speeches. For future research, increasing the number of participants and refinement of measurement of anxiety as well as more control of learner characteristics were considered to be necessary.

1. Introduction

The process of second/foreign language (L2/FL) learning almost inevitably provokes anxiety in learners, though its intensity and the nature of its influence may vary with each individual learner. Of the four language skills, speaking seems to be the most vulnerable to anxiety since it is the “most threatening aspect of foreign language learning” (Horwitz, Horwitz, & Cope, 1986, p. 132). Discussing the origins of language anxiety, Maclntyre (1999) predicts that “the single most important source of language anxiety seems to be the fear of speaking in front of other people using a language with which one has limited proficiency” (p. 33).

Research efforts to examine the influence of L2/FL speaking anxiety have proliferated since the groundbreaking work of Horwitz et al. and have yielded abundant evidence of its debilitating effects. Most of the research, however, has been conducted with a view to empirically proving the validity of speaking anxiety as a predictive factor of success in language learning by analyzing the relationship between academic grades and self-rated anxiety in speaking classes (e.g., Phillips, 1992; Woodrow, 2006; Hewitt & Stephenson, 2011). There is little research done which examines the influence of anxiety on speaking performance in real time. Thus, the dynamic mechanism of anxiety debilitating cognitive processing of L2/FL speaking has yet to be fully elucidated.

In a series of research projects to reexamine L2/FL listening anxiety on the basis of the psychological stress theory framework, the present author has presented evidence to prove the
real-time debilitating effects of listening anxiety and its circular mechanism (Noro, 2009a, 2009b, 2010, 2011). It was suggested that part of the coping process against listening anxiety such as use of clarification requests was likely to be compromised by speaking anxiety, causing further debilitation of listening comprehension and the ensuing listening anxiety. Therefore, speaking anxiety should not be approached just as another affective variable in L2/FL speaking per se, but it should be seen as a significant key to resolving and understanding the overall circular mechanism of language anxiety and its influence on L2/FL oral communication.

As part of this exploration, the present study aims to illuminate debilitating effects of L2/FL speaking anxiety by analyzing learner language elicited in a stress-inducing speaking task and examining real-time influence of the anxiety on it. The following two research questions are directly addressed:

1) How is L2/FL speaking anxiety aroused and fluctuated?
2) How does L2/FL speaking anxiety debilitate cognitive processing of speaking?

This research was designed as a pilot study to provide some basic data for a future full-fledged research project leading to a certain kind of generalization about L2/FL speaking anxiety. As a research method, a case study approach was adopted for the exploratory and hypothesis generation purpose. As such, inferential statistical analysis is not available due to the relatively small number of participants, though it does make use of descriptive statistical analysis to make comparisons between the participants.

2. Method

2.1 Participants

Six Japanese university students (3 males and 3 females) learning English as a foreign language took part in this study. Their English proficiency was mostly at the pre-intermediate level.

2.2 Materials and procedures
2.2.1 Speaking task

The participants were asked to make four short speeches extemporaneously in front of the others, taking turns to speak on each of the following topics: 1) Self-introduction, 2) My Hometown, 3) Education in Japan, and 4) My Future Dream. The participants were given one minute to prepare their speech at the same time before each topic. Topic 1 was chosen as being easy enough for the participants to relax themselves. Topics 2 and 4 were supposed to be in accordance with the participants’ proficiency level, while Topic 3 was of an advanced level and expected to be challenging enough to induce stress in the participants. It was planned that, by analyzing participants’ speech performance on Topic 3, which would most likely arouse the severest stress, and comparing it with the performance on the other presumably less
stress-inducing topics, the real-time debilitating effects of anxiety would emerge. Comparing their performance on Topic 2 and Topic 4 was also expected to yield somewhat contrasting results between the two, because it was possible that some participants would stay anxious after experiencing rather severe stress on Topic 3. In order to increase the participants’ arousal of anxiety, it was announced that they would be asked to make comments on each other’s speeches afterwards and that their performance would be evaluated at the end of the speech session.

2.2.2 Measurement of speaking anxiety

A five-point Likert-type scale ranging from 1 (Almost none) to 5 (Strongly felt) was prepared to measure the participants’ speaking anxiety in real time. Each participant was asked to rate his/her nervousness, anxiety, confusion, irritation, frustration, and disappointment immediately after he/she finished each speech. The mean score of these ratings was considered to indicate the level of the participant’s speaking anxiety for each speech.

For measurement of the participants’ more trait-like anxiety about speaking activities in class, another anxiety scale focusing on oral communication was developed by the present author, following the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) (see Appendix). The measurement of the participants’ oral communication anxiety was conducted before they set about the speaking task.

2.2.3 Reflective report on the task performance process

The participants were asked to reflect upon their task process and report in a written form on their perceived difficulties of the task, the arousal and fluctuation of their speaking anxiety and its influence on their task performance, and their coping against speaking anxiety. Content analysis of the entries was conducted to triangulate interpretations of the quantitative data.

3. Results and Discussion

3.1 Task performance and speaking anxiety

The participants’ task performance and their real-time speaking anxiety were examined in order to explore both common tendencies and unique characteristics among the participants regarding the arousal process of speaking anxiety and the mechanism of its debilitating effects on cognitive processing of speaking. Table 1 shows the overall task performance and real-time speaking anxiety of each participant through the four topics as well as his/her trait-type oral communication anxiety. For analysis of the task performance, the number of words spoken per minute, percentage of error-free T-units, and total word counts in them were calculated to assess the participants’ fluency, accuracy, and expressiveness respectively. Speaking anxiety aroused during the task was also analyzed to see its real-time fluctuation and influence on the performance.
Table 1

Summary of Task Performance and Anxiety

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>OC. anxiety</th>
<th>WPM</th>
<th>Per. of Ef. T-unit</th>
<th>WC. in Ef. T-unit</th>
<th>Sp. anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>3.28</td>
<td>61.11</td>
<td>90.00</td>
<td>51</td>
<td>2.83</td>
</tr>
<tr>
<td>Student B</td>
<td>3.84</td>
<td>31.38</td>
<td>77.78</td>
<td>30</td>
<td>5.00</td>
</tr>
<tr>
<td>Student C</td>
<td>4.28</td>
<td>32.00</td>
<td>66.67</td>
<td>27</td>
<td>4.67</td>
</tr>
<tr>
<td>Student D</td>
<td>3.80</td>
<td>47.81</td>
<td>80.00</td>
<td>41</td>
<td>5.00</td>
</tr>
<tr>
<td>Student E</td>
<td>3.92</td>
<td>27.27</td>
<td>100.00</td>
<td>20</td>
<td>3.33</td>
</tr>
<tr>
<td>Student F</td>
<td>2.80</td>
<td>27.07</td>
<td>87.50</td>
<td>31</td>
<td>2.67</td>
</tr>
<tr>
<td>M</td>
<td>3.65</td>
<td>37.77</td>
<td>83.65</td>
<td>33.33</td>
<td>3.92</td>
</tr>
<tr>
<td>SD</td>
<td>0.48</td>
<td>12.55</td>
<td>10.48</td>
<td>10.04</td>
<td>1.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 2</th>
<th>WPM</th>
<th>Per. of Ef. T-unit</th>
<th>WC. in Ef. T-unit</th>
<th>Sp. anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>67.02</td>
<td>37.50</td>
<td>30</td>
<td>2.17</td>
</tr>
<tr>
<td>Student B</td>
<td>27.50</td>
<td>81.82</td>
<td>45</td>
<td>4.67</td>
</tr>
<tr>
<td>Student C</td>
<td>19.39</td>
<td>55.56</td>
<td>22</td>
<td>4.00</td>
</tr>
<tr>
<td>Student D</td>
<td>34.00</td>
<td>44.44</td>
<td>21</td>
<td>4.17</td>
</tr>
<tr>
<td>Student E</td>
<td>15.61</td>
<td>54.55</td>
<td>34</td>
<td>4.67</td>
</tr>
<tr>
<td>Student F</td>
<td>29.11</td>
<td>71.43</td>
<td>49</td>
<td>3.67</td>
</tr>
<tr>
<td>M</td>
<td>32.11</td>
<td>57.55</td>
<td>33.50</td>
<td>3.89</td>
</tr>
<tr>
<td>SD</td>
<td>16.77</td>
<td>15.10</td>
<td>10.59</td>
<td>0.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3</th>
<th>WPM</th>
<th>Per. of Ef. T-unit</th>
<th>WC. in Ef. T-unit</th>
<th>Sp. anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>47.67</td>
<td>42.86</td>
<td>23</td>
<td>4.00</td>
</tr>
<tr>
<td>Student B</td>
<td>24.17</td>
<td>55.56</td>
<td>35</td>
<td>4.67</td>
</tr>
<tr>
<td>Student C</td>
<td>19.61</td>
<td>33.33</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td>Student D</td>
<td>37.30</td>
<td>30.77</td>
<td>27</td>
<td>4.33</td>
</tr>
<tr>
<td>Student E</td>
<td>14.50</td>
<td>33.33</td>
<td>22</td>
<td>4.67</td>
</tr>
<tr>
<td>Student F</td>
<td>34.76</td>
<td>50.00</td>
<td>37</td>
<td>2.00</td>
</tr>
<tr>
<td>M</td>
<td>29.66</td>
<td>40.98</td>
<td>26.00</td>
<td>3.95</td>
</tr>
<tr>
<td>SD</td>
<td>11.33</td>
<td>9.30</td>
<td>8.41</td>
<td>0.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 4</th>
<th>WPM</th>
<th>Per. of Ef. T-unit</th>
<th>WC. in Ef. T-unit</th>
<th>Sp. anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>32.89</td>
<td>37.50</td>
<td>28</td>
<td>4.00</td>
</tr>
<tr>
<td>Student B</td>
<td>34.04</td>
<td>72.73</td>
<td>60</td>
<td>3.33</td>
</tr>
<tr>
<td>Student C</td>
<td>12.99</td>
<td>16.67</td>
<td>6</td>
<td>4.17</td>
</tr>
<tr>
<td>Student D</td>
<td>42.60</td>
<td>41.18</td>
<td>68</td>
<td>3.33</td>
</tr>
<tr>
<td>Student E</td>
<td>26.74</td>
<td>75.00</td>
<td>47</td>
<td>3.67</td>
</tr>
<tr>
<td>Student F</td>
<td>36.34</td>
<td>83.33</td>
<td>67</td>
<td>2.17</td>
</tr>
<tr>
<td>M</td>
<td>30.93</td>
<td>54.40</td>
<td>46.00</td>
<td>3.45</td>
</tr>
<tr>
<td>SD</td>
<td>9.29</td>
<td>24.09</td>
<td>22.53</td>
<td>0.65</td>
</tr>
</tbody>
</table>

Note: OC. anxiety = oral communication anxiety (scores ranging from 1 to 5); WPM = words spoken per minute; Per. of Ef. T-unit = percentage of error-free T-units; WC. in Ef. T-unit = total word counts in error-free T-units; Sp. anxiety = speaking anxiety (scores ranging from 1 to 5).

As the mean value of each measurement shows, the overall task performance gradually declines through the first three topics until Topic 4, when the performance recovers to a certain degree; in fact, the mean measurement of the word count in the error-free T-units for Topic 4 marks the highest, suggesting the possibility that some participants suddenly became very talkative after their “silent period” with Topic 3. It is easily surmised that they just “lost their voice” when they were asked to talk about education in Japan, which would require rather specialized knowledge including technical terminology. Then they were suddenly sent back to their “everyday world” and were given a familiar topic like My Future Dream, which most probably triggered them to talk!

Their real-time speaking anxiety fluctuated in a similar manner; that is, their anxiety stayed rather strong until Topic 3, after which it was somewhat alleviated. Again, it is not very difficult to imagine that, after they were literally “relieved” of the burden of talking about a rather unfamiliar
topic, they were naturally made feel relaxed and comfortable. It should be quite logical to reason that the participants’ fluctuating anxiety and their task performance are closely related, most probably in the form of interacting each other.

The task performance represented by the data in Table 1 can be traced to the participants’ reflective written reports as well. Their overall lack of fluency and expressiveness seems to directly stem from their insufficient vocabulary and inability to retrieve necessary words and phrases from their memory to express themselves. It was also reported by all the participants that their vocabulary problem was aggravated as their speaking anxiety increased. One participant (Student E) explicitly complained of what he called a “negative spiral” in which, as he got more irritated and anxious about not being able to recollect necessary words, he gradually lost track of his speech, which made him all the more irritated and anxious in turn.

Another participant (Student F) mentioned his inflexibility in paraphrasing what he meant when he felt anxiety. As a matter of fact, he was the least anxious of all the six participants and was actually quite fluent as well as expressive, as can be seen in Table 1, but his increase of anxiety for Topic 2 may have something to do with the lowering in accuracy, which can be seen in a decline in the percentage of error-free T-units for the topic. The transcript of his speech obviously shows the trace of this inflexibility in paraphrasing, which resulted in ungrammatical utterances indeed.

Probably the participant who is the most vulnerable to speaking anxiety is Student C, who shows the highest ratings in trait-type anxiety toward oral communication. Her real-time speaking anxiety also stays remarkably high all through the speaking task. Her task performance deteriorates steadily all through the four topics, while her anxiety stays rather strong all the time. Reflecting upon her task process, she reported anxiety preventing her from organizing her speech as well as she usually did. As with the other participants, her anxiety increases because she cannot perform the task as she expected to and loses her confidence.

3.2 Analysis of critical cases

In order to examine the mechanism of speaking anxiety and its debilitating effects more closely, two participants (Student A and Student B) were chosen as critical cases for a more detailed analysis. Both cases clearly showed that the participants were suffering from anxiety, with its debilitating influence on their task performance, but they revealed contrasting patterns of cognitive processing and fluctuation of speaking anxiety in performing the task.

Figure 1 shows the transition of Student A’s task performance and the fluctuation of his speaking anxiety through the four topics. Student A does not have very high trait-type anxiety for oral communication, which might explain his mild speaking anxiety when he started out with his first speech. As his WPM measurement indicates, he maintains a certain level of fluency for Topic 1. Though his accuracy and expressiveness decline for Topic 2, his fluency improves with a clearer discourse organization as seen in the transcript below:
Figure 1. Task performance and speaking anxiety (Student A)

Figure 2. Task performance and speaking anxiety (Student B)
My hometown’s name is, uh, Murakami. Uh, Murakami is uh, very very beautiful ocean view, and uh, many many spa, onsen is here, and the view of sunset is very very beautiful. I like it. And uh, very very hot in summer and very very cold in winter. I don’t like it. And uh, my hometown is, uh, three […]*, and September is a festival. The name is, uh, Senami Taisai is. I’m in the festival, and very very I like it. And uh, my favorite, my hometown’s favorite cafe is Roba’s cafe, and near the my high school, and uh, cafe and crape is very very delicious. Uh, ato nandarouma, ah, my hometown’s river is came, come back to salmon. (Student A: Topic 2, My Hometown; *the part untranscribable)

However, for Topic 3, Student A loses his fluency, while his anxiety increases. His anxiety stays high for Topic 4, where his speech lacks logical coherence and cohesion in the discourse and neither accuracy nor expressiveness recovers. The content is rather superficial and repetitious as seen below:

Uh, my dream is, uh, elementary high school teachers, but I have a many many dreams, and I want to trip all over the world and all over the Japan, and I want to go, uh, […]* very very summer festival and uh, mm, and I, I will, I’m, I be a, I’m, un, I, I want to a teachers, I want to be teacher in Niigata, and [20-second silence] I teach my children with, I teach my childrens, ah, that, ah, my hometown’s beautiful view and uh, good place. (Student A: Topic 4, My Future Dream; *the part untranscribable)

After reflection on his performance, he reported his irritation and frustration about not being able to recollect necessary vocabulary or correct grammatical mistakes which he knew he made. He also reported being nervous and anxious because he was rather self-conscious about the other participants listening to his speeches. He wrote that he knew Topic 4 was not a very difficult topic to make a speech, but that he was already very anxious after having struggled with his speech about education in Japan and was not able to “refresh” his mindset, which most probably debilitated his speech performance for Topic 4.

Figure 2 shows Student B’s task performance and speaking anxiety. Her trait-type anxiety about oral communication is rather high, and she rated her anxiety level as being at maximum at the very onset of the task, which continued at a similar level through the first three topics. Her speeches for Topic 1 and Topic 2, though their accuracy levels are high, lack both fluency and expressiveness, and contain not a few repetitions and pauses, as seen in the transcript of her speech for Topic 2:

My hometown is Iwaki, but now it is called Hirosaki. un, I don’t know Iwaki’s population. un, Iwaki has summer festival in July thirty and thirty-one every year. un, there, there, un, [3-second pause] when it bean, ah, begin, we are exciting. [3-second pause] Iwaki-san is
pro, was located in, in, Iwaki once, but now it, it is Hirosaki’s. [3-second pause] I, so I don’t like Hirosaki. haha, Iwaki is very beautiful nature, un, there, un, ah, there are so many flowers by, nandakke, hana wo ippaini suru undou, dakke, un, [3-second pause] I, I love Iwaki. (Student B: Topic 2, My Hometown)

As she reflects, she was anxious that she would not be able to talk as well as the other participants when she heard their speeches. It is obvious that, as with some other participants, her anxiety arose from her loss of self-confidence. She reported that when it was her turn, she forgot what to talk about, and that she was confused and irritated, and frustrated as she missed words and phrases and made grammatical mistakes. When she talked about education in Japan for Topic 3, her accuracy was lost, too. She wrote that she could not recollect even in Japanese what she wanted to talk, let alone English words and phrases, which should have been both causes and effects of her severe speaking anxiety.

When she started off on her talk for Topic 4, however, she regained her accuracy, and her expressiveness increased, with a slight sign of fluency going upward as well. In accordance with that, her anxiety began to decrease. She was one of the typical participants who suddenly became very talkative after their “silent period” mentioned above. As can be seen in the transcript of her My Future Dream speech below, she is flexible in discourse planning, and the organization is well-developed and clear, with even a touch of humor:

My dream is to be high school teacher of English, but I don’t speak English, so I have to study more English. This summer is the best opportunity to work hard, but I think I will not do it. My, my real, my true dream I is, nanda, marriage. I want to marry someone, nice-na someone. I, I want to be sengyoshifu. Every day, I wait, I waiting for, with cooking, my husband. I want to have children, my children. I want to live with them ha, happy for ever. (Student B: Topic 4, My Future Dream)

Unlike Student A, who could not get away from his anxiety even after he was relieved of the burden of a rather difficult task, Student B succeeded in making a fresh start after having difficulties with the previous topic, so that she was able to proceed with her speech task without having severe speaking anxiety debilitate her task performance. She did not explicitly make any comments about exactly how she was able to get out of the “negative spiral” where anxiety and cognitive processing are in a circular mechanism of cause and effect, but it is possible that she learned to adjust the level of her expectations after she went through the first three speeches. It is reasonably surmised that, if the learner sets his/her expectations too high and will not lower them even when there is not much prospect of meeting them, anxiety is likely to be aroused there.
4. Conclusion

The present study explored the mechanism of L2/FL speaking anxiety and its debilitating effects. It addressed the following two research questions:
1) How is L2/FL speaking anxiety aroused and fluctuated?
2) How does L2/FL speaking anxiety debilitate the cognitive process of speaking?
As for the first research question, it was found that the participants had the greatest difficulty with vocabulary to express themselves, which presumably aroused their speaking anxiety. This vocabulary problem naturally increased their anxiety, creating the circular or “spiral” mechanism of anxiety and its debilitating effects. Other difficulties regarding the speech task included inability to recollect what to talk about and inflexibility in discourse planning, which also helped to increase their speaking anxiety. The arousal and fluctuation of speaking anxiety was surmised to be mediated by too strong self-consciousness, expectations set too high to meet, and loss of self-confidence by comparison with others.

Regarding the second research question, it was reasonably surmised and supported by the participants’ reflective reports that the difficulties caused in the circular mechanism mentioned above adversely influenced on various levels of cognitive processing. The participants’ task performance revealed that those difficulties resulted in declines in fluency, accuracy, and expressiveness to differing degrees. It was also observed that more anxious participants tended to be inflexible about discourse planning and stick to the same sentence and discourse patterns that they set out at first or continue to search in vain for the words and phrases that they wanted.

For future research, increasing the number of participants and refinement of measurement of anxiety as well as more control of learner characteristics should be essential for more objective and reliable data collection and analysis. Employing more varied data collection techniques and task designs will be also rewarding.

Acknowledgement

The present research was supported in part by a Grant-in-Aid for Scientific Research for 2011-2015 (No. 23520658) from the Japan Society for the Promotion of Science.

References


Appendix

Questionnaire Items on Oral Communication Anxiety

Note. The items were all presented in Japanese.

1. I never feel confident when I speak English.
   英語を話すときは自信が持てない

2. It embarrasses me to make mistakes when I speak English.
   英語を話すとき間違えると恥ずかしい

3. I tremble when I am called on to speak in English.
   英語で話すことを求められるとビクビクする

4. I would rather not speak English if I don’t have to.
   英語を話させなくてすむのであればその方がよい

5. I always feel that the other students speak English better than I do.
   周りの他の学生は自分より英語が上手に話せるといつも思っている

6. I start to panic when I have to speak English without preparation.
   前もって準備しないで英語を話さなければならない時はパニック状態に陥る

7. I sometimes feel too nervous and forget English words and grammar rules when I speak English.
   英語を話すときには緊張しすぎて英単語や文法を忘れてしまうことがある

8. It embarrasses me to volunteer to speak English.
   自分から英語を話すのは恥ずかしい

260
9. I get nervous when I speak to native speakers in English.
   ネイティブスピーカーと英語で話すと緊張する
10. I get upset when I don’t understand corrections that the teacher is making in English.
    先生が英語で間違いを訂正しているときにそれが理解できないときはあせる
11. Even if I am well prepared, I feel anxious about speaking in English.
    英語で話すときは予習を十分してきても心配になる
12. I don’t want to speak English when I don’t understand questions the teacher asks.
    先生の質問が理解できないときには英語を話したくない
13. I am afraid that my English teacher is ready to correct every mistake I made.
    先生が授業中に私の間違いを全部訂正するのではないかと心配になる
14. I can feel my heart pounding when I’m going to be called on to speak in English.
    英語で話すことを求められそうになると心臓がドキドキするのがわかる
15. I feel very self-conscious about speaking English in front of other students.
    他の学生の前で英語を話すときは自意識が過剰になる
16. I get nervous and confused when I speak in English.
    英語で話すときは緊張し、わけがわからなくなる
17. I can’t feel relaxed when I speak in English.
    英語で話すときはリラックスした気分になれない
18. I don’t feel at ease unless I understand everything the teacher says in English.
    先生が英語で言ったことが全部分かるのでなければ落ち着かない
19. I am afraid that the other students will laugh at me when I speak English.
    私が英語を話すのを見て周りの他の学生たちが笑うのではないかと心配になる
20. I would probably feel anxious around native speakers of English.
    英語のネイティブスピーカーのそばにいると不安に感じると思う
21. I get nervous when the English teacher asks questions that I haven’t prepared for in advance.
    先生が自分が前もって調べておいていなかった質問を英語でされると落ち着かない
22. It frightens me when I don’t understand what the teacher is saying in English.
    先生が英語で言っていることがわからないと恐くなる
23. I feel overwhelmed by the number of rules I have to learn to speak English.
    英語を話すために覚えてしなければならないルールの多さに圧倒されてしまう
24. I don’t want to speak English when I know I can’t speak correctly.
    正しく話せないと分かっているときは英語を話したくない
25. I get weary of having to speak in English again when the teacher asks me questions in English.
    先生に英語で質問されるとまた英語で話さなければならないと思ううんざりする