Social anxiety disorder and its impact on foreign language learning

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Summary The purpose of this study was to understand how social anxiety arises in a foreign language learning environment and how it is affected, and to gain a better understanding of the actual situation of learners with social anxiety. A semi-structured interview was conducted with a female socially anxious learner for 7 hours on 7 occasions, and the interview data were analyzed using a grounded theory approach. The analysis was divided into four steps, generating five hypothetical findings and their models. The results showed that social anxiety does not develop abruptly in a foreign language learning environment, but rather appears gradually through conditioning and that foreign language anxiety may increase at the same time. In addition, these anxieties cause not only a loss of self-confidence but also self- and existence-denial that persists even after leaving the conditioning. However, learners with social anxiety tendencies can be helped to move in a more positive direction with support from others. Since this can be associated with other psychiatric disorders, it remains an issue to consider and generalize the results in such fields.

1. Background and Objectives of the Study

In recent years, English education in Japan has been required to change from a focus on grammar and reading to one that aims to develop communicative proficiency in English（Imura, 2016）. However, learners are particularly anxious about speaking in English learning（Horwitz, et al., 1986）. This is also true for Japanese learners, who have been shown to experience high anxiety when asked to speak or express their opinions in English（Hojyo, 1996）. This raises the concern that the shift in Japanese educational policy may accelerate anxiety for learners（Yashima, et al., 2009）. This anxiety that arises in foreign language learning is called foreign language anxiety（FLA）（Gardner & MacIntyre, 1993）. This foreign language anxiety consists of three components:（1）communication

apprehension,（2）test anxiety, and（3）fear of negative evaluation（Horwitz, et al., 1986）.

On the other hand, it has recently been noted that some students show distress in interpersonal interactions in the first place, rather than anxiety in learning English as described above（Miura, 2019）. It is difficult to imagine that students with social anxiety, who are distressed by interpersonal interactions, to begin with, will be able to cope well with English education in Japan, which is changing to a more communication-centered educational policy. According to previous research, such symptoms are referred to as social anxiety disorder（SAD）, and people with SAD have anxiety about situations in which they may be exposed to the attention of others（American Psychiatric Association, 2013）. Although this learner attitude appears to be related to motivation, Shirono（2017）found no significant association between attitudes

toward not enjoying collaborative learning and motivation to learn English. This indicates a certain number of learners are resistant to interpersonal interaction itself, regardless of their motivation. In addition, people with social anxiety may suffer from severe stress, which is accompanied by motivation and sweating（Lochner, et al., 2003）. They are also anxious about negative evaluations by others, such as when someone sees them in this state（Tajima, 2008）. This anxiety is very similar to the anxiety produced by FLA. Thus, it is difficult for teachers to determine with certainty whether a learner is suffering from FLA or social anxiety. If the teacher takes the wrong action with the learner, it can have a negative impact. For example, a socially anxious learner may be made to experience success in front of everyone. This is a correct response for learners with FLA（Oxford, 1999）. However, it is easy to imagine that for socially anxious learners, it makes them even more anxious.

However, conventional studies of social anxiety have mostly reported negative effects on quality of life. Of course, there is a study that found that not only does higher social anxiety lead to lower English grades, but also that more collaborative learning in the classroom makes social anxiety stronger（Miura, 2019）. However, there are few previous studies examining the association between social anxiety and foreign language learning. The prevalence of social anxiety varies from country to country, and in Japan, it is reported to be about 8% of the total population（Kawakami, et al., 2005）. However, Miura（2019）, who conducted a class-based survey, found that only about 20% of the class was free of social anxiety. This indicates that it is impossible to say that there are no socially anxious students in the class, a figure that should not be overlooked.

As described above, FLA and social anxiety are similar in some respects. The likelihood of prevalence in the class is not low, and the teacher is required to take the right action. Although it makes sense to use the social anxiety scales developed by Asakura, et al（2002）and Libowitz（1987）, it is not realistic to do so for all learners. Therefore, based on the following two research questions, this study aimed to identify the factors of social anxiety among English language learners and how they are related to each other, and what effects they have on social anxiety. Research Question 1: When and how social anxiety arises in English language learning? Research Question 2: what are the psychological impacts of this social anxiety?

2.　Methods

2.1　Survey Subjects and Contents

To determine the target population for the survey, 79 people in Aichi Prefecture who were learning or had learned English were asked twice to fill out questionnaires. The questionnaires were the free-answer type to obtain the true feelings of the participants and asked about their feelings and anxieties about English. The results of the questionnaires showed that one of the women was the most anxious about English. Participants with higher anxiety toward English were chosen because, as mentioned above, social anxiety and foreign language anxiety are similar in some respects, and it was thought that she was more likely to be socially anxious. By conducting an in-depth interview with one person with a strong sense of anxiety along the flow of her life, this study was able to understand the specific process of anxiety and its effects, which could not be obtained by conducting a questionnaire survey of several people. This woman had attended a top school in Aichi Prefecture with a high percentage of students going on to university, and she had never studied abroad. However, she has a strong desire to become proficient in English and is highly motivated to learn English.

The Japanese version of the LSAS-J created by Asakura, et al.（2002）was used to measure the degree of social anxiety, scoring 136 out of 144,

which is "quite severe" according to Takahashi and Shimada's（2017）classification. The LSAS−J was developed to assess symptoms specific to social anxiety. The LSAS−J consists of 24 items: 13 items related to performance and 11 items related to social interaction. For more details, please refer to Asakura（2002）. Although physicians are supposed to fill in the questionnaire as an objective evaluation, Leibovitz himself reported that the results did not change much even if the patient filled in the questionnaire by him/herself（Tajima, 2008）. Interviews were conducted with this woman about "the anxiety she developed in learning English and its impact on her life. The interviews were semi− structured, lasting one hour each, for a total of seven interviews of seven hours, and were conducted without specifying the amount of time spent answering each question. All of the narratives were then transcribed verbatim. As ethical considerations, it was explained that the purpose of the survey and considerations for the survey was that individuals would not be identified and that the survey could be terminated at any time during the survey. After that, the interviews were conducted after obtaining consent for recording.

2.2　Considerations method selection

In this study, qualitative research was used, considering that theoretical interpretations based on the data（Strauss & Corbin, 1990）are made from the narratives obtained. The data were analyzed using the grounded theory approach（GTA）, which is used as a framework for investigation and analysis in qualitative research. This method is a methodology that integrally clarifies the characteristics of the experiences of the research subjects from the narratives obtained from their experiences. Thus, it was deemed appropriate for this study, which was to clarify how social anxiety arises in English language learning and what its effects are.

Although there are several versions of the grounded theory approach（Glaser & Strauss, 1967; Kinoshita, 2003）, the basic procedure is common and generally consists of the following five steps.（1）Collect data,（2）Compare data and find some categories,（3）Refine categories by repeating data collection and concept generation,（4）In the process of（3）, when no new findings can be obtained by obtaining more new data,（3）is terminated, and（5）Construct a model based on the categories obtained and the relationships among the categories. The procedure of this study follows Strauss and Corbin（1990）for the clarity of the analytical procedure and Kinoshita（1999）for the concept generation. Qualitative research has the advantage that the data themselves can be handled with care. Of course, qualitative and quantitative research complement each other（Bruner, 1990）, and both are indispensable. Qualitative research can deal with the meaning of events for the subjects, which quantitative research cannot. This is optimal for this study because it aims to determine "how and what kind of social anxiety is generated in English language learning and what are its effects". To take advantage of this advantage, Kinoshita（1999）states that it is important that the analysis process is based on actual data. Dependability is also important, and to enhance it, it is necessary to describe the data and the process in detail（Kirk and Miller, 1986）. Therefore, in this study, details are described as much as possible.

2.3　Analysis methods

The data from the verbatim interviews were analyzed using the following process.（1）Intercepting: At first, data were extracted from the verbatim transcripts regarding "the timing of the occurrence of anxiety felt in one's life and its effects" and intercepted.（2）Coding: Short names were given to each of the intercepted data to indicate their semantic content, and the data were coded.（3）Category generation: The coded data were compared, similar data were grouped, and each

group was given a name to generate a category. In doing so, the context behind the codes was taken into consideration, and the category names were discussed by returning to the data each time. In this study, categories are named subcategories, categories, and category groups, beginning with the lowest-level ones. (4) Elaboration of categories: We integrated codes, subcategories, categories, and category groups with specific locations extracted from the data. In this study, category groups will be referred to as ［ ］, categories as ｛ ｝, and subcategories as ＜ ＞. (5) Model generation: A model was generated based on the relationship between categories and category groups to examine "how social anxiety arises and its effects on English language learning". At every step, the work was conducted by referring to the data as needed, and care was taken to ensure that the analysis was based on the data. The steps (1) through (5) were not one-way but a cyclical process in which steps (1) through (4) were repeated many times. This set of steps from (1) to (4) is referred to as one step. This study consisted of seven steps because a total of seven interviews were conducted.

3.　Research Process and Results

This study consists of Steps 1 through 7, which are to clarify the research questions 1 and 2 above: "When and how social anxiety arises in English language learning, and what are the psychological impacts of this social anxiety?" Then, a model is generated from these questions. After detailing the process and results of each step, the generated model is described in depth. These details will allow the reader to learn more about the research process and follow it.

3.1　Step1 (1st interview)
(1) Objective: To generate categories that can be used as a springboard for clarifying "what kinds of anxieties arise in learning English and why, and

what are their effects"? (2) Interview items: The following items were used in the semi-structured interviews. These items were used to broadly inquire about the reasons for the anxiety, the content of the anxiety, and its impact.

-How long have you been anxious? -What kind of anxiety did you feel? -Why did you feel anxious? -What were the effects of the anxiety? In addition to these items, questions were added according to the subject's answers in areas where we wanted to ask more in-depth. This will be the same in future steps. (3) Analysis method: Intercepted data were coded, and categories were generated by putting them together. (4) Results: In this step, category groups were generated to serve as the axis of the anxiety study: what kind of anxiety was generated, why such anxiety was generated, and the effects of such anxiety. There are two main categories: before the onset of social anxiety and after the onset of social anxiety. In detail, before the onset of social anxiety, two category groups were obtained: ［Comparison of oneself with others (middle school)］ and ［Comparison of oneself with others (high school ①) (conditioning of social anxiety)］. The category groups also included categories and sub-subcategories. The ［Comparison of oneself with others (junior high school)］ was divided into two groups: ｛Anxiety about failing｝ and ｛Anxiety about English｝. In the case of ｛fear of failing｝, she compared herself with her classmates in junior high school who could not speak English and thought that it would be hard for her to fail, thus creating a vague fear of falling behind. ｛Anxiety about English｝ is composed of two elements: ＜difficulty in content＞ and ＜anxiety about achievement tests and entrance examinations＞. In terms of ＜difficulty of content＞, the students felt anxiety about the content becoming more difficult because teachers at cram schools and the school told her that the content would become more difficult as the school year progressed. ＜Anxiety about achievement tests and entrance examinations＞ was born from the teaching

style of having her memorize textbooks, and she wondered if she would be able to pass the achievement tests and entrance examinations if she continued in this way.

The category group of ［Comparison of oneself with others（high school ①）（conditioning of social anxiety）］ can be divided into three categories: {I alone cannot do it}, {environment in which I cannot ask for help}, and {negative evaluation from others}. Regarding {I alone cannot do it}, when asked to answer questions in class, she felt <alienated> because she was unable to answer questions while the other children around her were able to do so smoothly. She wanted to ask her friends what she didn't understand, but she didn't have friends around her who were talking about how difficult the class was, like in junior high school. However, she was too afraid to go to the teacher to ask for help {an environment in which she could not ask for help}. In such an environment, what triggered her social anxiety the most was a {negative comment from a male classmate}. She was feeling <alienated> that she was the only one who couldn't do it, and <she was losing her confidence> because she was in {an environment where she couldn't ask for help}. Then, when she received negative evaluations from others, <she lost confidence>. This sequence of events was found to be ［the conditioning of social anxiety］, which made the learner feel anxious.

After the onset of social anxiety, three category groups were obtained: ［Comparison of self with others（high school ②）（repeated social anxiety conditioning）］, ［Impact on school life］, and ［Avoidance］. All category groups included categories and subcategories. ［Comparison of oneself with others（high school ②）（repeated conditioning of social anxiety）］ consisted of five categories: {I can't do it alone}{I don't want my level to be known}{complex about my handwriting} {environment where I can't ask for help from others}{overbearing attitude of the teacher}. The

<feeling of inferiority> beyond the <feeling of alienation> was born from the fact that {only I can't do it}, which had existed before the expression of social anxiety. In addition, because she knows her level compared to those around her, she does not want others to know her level anymore. That is why <I don't want to go to school>. She saw her classmates who not only could study well but could also write well and developed a {complex about her handwriting}, and <does not want others to see her notes>. After developing social anxiety, she continued to be in {an environment where she could not ask for help} and witnessed {the intimidating attitude of teachers} who kept waiting for her to give the correct answer, or sighed until she did so. As a result, <she lost confidence>.

The above ［repeated conditioning of social anxiety］ produced ［effects on school life］. The results showed that {the children's personalities} <became darker> and that their behaviors changed to <not talking>, <not being conspicuous>, and <not being outgoing>. Thus, the relationship between the category groups was also confirmed. Finally, the ［avoidance］ consisted of 2categories: {embarrassment of the mistake} and {desire to escape the difficulty}. It became clear the student would take avoidance action by <asking her friends to copy her work>when she was asked to guess the correct answer in class because {she did not want to be embarrassed by making a mistake}and {wanted to escape the difficulty somehow}. Since the relationship between each category group was not clear at this step, it was decided to continue to examine it in the following steps.

3.2　Step 2（2nd interview）

（1）Objective: To generate more refined categories by adding data to the categories generated so far.（2）Interview items: The following items were mainly used from the results of Step 1, with the addition of items focused on "Relationships with others" and "Types of anxiety".

・How do you relate to people at school? ・What kind of anxiety do you have about classes? ・Do you have anxiety about English?（3）Analysis method: Using the categories generated in step 1, the categories were reorganized and new categories were generated for those that did not fit into any of the categories.（4）Results: Several items were added compared to Step 1. First, a category group called ［Foreign Language Anxiety］ was generated for the pre-expression of social anxiety. This category consists of two categories: {test anxiety}, which is the feeling that one's score on an English test will be bad, but one does not know what to do, and another category, {anxiety about negative evaluations}, which is the feeling that her friends will think that she cannot speak English. These two fears have caused <lack of confidence>.

This ［FLA］ was also found after the onset of social anxiety and was generated as a categorical group. The categories generated the same {test anxiety} and {anxiety about negative evaluations} as before the onset of social anxiety. However, after the onset of social anxiety, it went beyond a loss of self-confidence and even produced <self-denial/denial of existence>. Furthermore, the category of {reducing involvement with others} was generated at the bottom of the category group of ［avoidance］ after the onset of social anxiety. It became clear that the children became uncomfortable talking and meeting with her teachers and friends, and to {reduce involvement with others}, <she went home immediately after school> and became ［avoidant］.

3.3　Step 3（3rd interview）

（1）Objective: Same as step2.（2）Interview items: The following items were mainly used from the results of Step2, with the addition of items focused on "predisposition to social anxiety" and "impacts of social anxiety". -Do you have family members who are not good at interacting with others? -Are you affected by worrying about what others think of you? -How has it changed? The "predisposition to

social anxiety" was added because it was thought to be an environment or reason that predisposes to social anxiety. The "Influence of social anxiety" was added at this time because it was one of the original purposes of the study and its addition at this time was deemed optimal.（3）Analysis method: Same as step2（4）Results: Several items were added. It was found that ［predisposition to social anxiety］ was present even before the onset of social anxiety. This predisposition can be divided into 2categories: {family tendency}and {domestic education}. Regarding {family tendency}, it was found some family members tended to be socially anxious, such as having difficulty using the telephone, although they had never been diagnosed as socially anxious. The focus of the {family education} in such a family was to <worry about what others think of you>. This revealed this learner was predisposed to social anxiety.

In addition, changes were found in ［comparing oneself with others（high school ②）］ after the onset of social anxiety. In Step2, the subcategories were <not wanting to go to school> and <not wanting people to look at my notes>. However, it was found these feelings were born from <loss of self-confidence>and further led to <self-denial/denial of existence>she should not be here.

Behind this was repeated conditioning by the {not wanting their level to be known}{complex about their handwriting}and {environment where they could not ask for help from others}{intimidating attitude of teachers}mentioned. It became clear even after the onset of social anxiety, that repeated conditioning caused extreme psychological damage. In addition, the self-denial and denial of existence continued even after high school graduation and had a significant impact. After the onset of social anxiety, {communication anxiety} was added to ［FLA］, which was not seen before the onset of social anxiety. The anxiety also appeared in situations where she was asked to speak in front of her classmates, which was a teaching method unique

to English classes.

Finally, a category of {avoidance of negative evaluation from others} was added to the category group of [avoidance]. This {negative evaluation from others} was born from [social anxiety], and to [avoid] it, she stopped <not speaking about extra things>. This revealed that this behavior was caused by [avoidance] of [social anxiety], and the relationship between the category groups was also clarified. It was also found that she was taking action to [avoid] {communication anxiety} and {test anxiety} in [foreign language anxiety] by <asking a friend to copy the answer>. This also revealed a relationship between the category groups.

3.4　Step 4 （4th interview）

（1）Objective: Same as step3. （2）Interview items: The following items were mainly used, with the addition of items focused on "coping with anxiety". –What kind of anxiety do you have in your school life? –What kind of actions did you take to cope with anxiety? As for "dealing with anxiety", it was added because the behavior of avoiding social anxiety and FLA in Step3 suggests there may be something else. （3）Analysis method: Same as step3. （4）Results: One category group was added. It is the category group of [patience]. She had {test anxiety}and felt like she would be overwhelmed by anxiety, thinking what if she got another bad score on the test? But she studied patiently. When she was asked to guess in class, she was worried she might not be able to do it, or she might make a mistake and receive {negative evaluations from others}. However, she did not want to run away, so <she persevered and answered the questions>. It became clear she did not want to lose to others, and she was trying her best to persevere.

3.5　Step5 （5th interview）

（1）Objective: Same as step4. （2）Interview items: The following items were mainly used from the results up to Step4, with the addition of items focused on "avoidance of anxiety" and "perseverance of anxiety". –How did you avoid FLA and social]anxiety? –How did you tolerate FLA and social anxiety? Step4 revealed she was developing not only avoidance behavior but also perseverance behavior in response to anxiety. It was found social anxiety and FLA had been generated so far, and this was added to clarify how these anxieties were avoided or persevered. （3）Analysis method: Same as up to step4. （4）Results: Several items were added compared to Step4. The category of {anxiety about interacting with others}was added to [social anxiety] after the onset of social anxiety. Not only in English class but also during daily school life, she began to feel {anxiety about interacting with others}. It became clear <lack of self‑confidence>was the root cause, resulting in <self‑negativity/denial of existence>.

Next, as [avoidance] behavior, <she made efforts not to offend her teacher> out of a desire {not to be hurt}. This behavior was also found to be a behavior to avoid {anxiety about negative evaluation} of [FLA]. Like the results of Step 4, The relationship between [foreign language anxiety] and [avoidance] was clarified. Finally, within the [patience] category group, 5 categories and 5 subcategories were generated to replace the categories obtained in step4. The [patience] behavior was contrasted with the [avoidance] behavior. For {communication anxiety}of [FLA], <preparation> was done to endure {embarrassment of mistakes}when being asked to do so in class. For {test anxiety} of [FLA], she endured <studying to the best of her ability>, because she never wanted to get a red mark and wanted to {escape the difficulty}. She endured <preparation carefully> because she did not want to be hurt by {anxiety about negative evaluation}of [FLA]. [Social anxiety] caused her to have {anxiety about interacting with others}, and because she was vulnerable, she did not want to hurt others, so she tried to be <careful in her conversations>. Because

she did not want to be negatively evaluated by those around her, she endured and made <precautionary preparations>. Thus, the [patience] behavior was caused to endure [FLA] and [social anxiety], and the relationship between the category groups became clear.

3.6 Step6 (6th interview)

(1) Objective: Same as step5. (2) Interview items: The following items were mainly used from the results up to Step5, with the addition of items focused on "reasons for avoidance" and "reasons for perseverance". ‑Why were they able to persevere in the face of self‑denial and denial of existence? ‑Why was the avoidance caused in that situation? In step5, it was found not only avoidance behavior but also perseverance behavior occurred. The above items were added to find out why these behaviors occurred. (3) Analysis method: Same as step5. (4) Results: The patient had not only lost <confidence>due to [social anxiety] but had also developed <self‑denial and existence denial>. How was it possible for her to develop not only avoidance behavior but also perseverance behavior despite this situation? What became clear was the presence of [parents' support], a category generated in Step6. The parents believed in the learner and continued to give {unconditional affirmation}. This gave the learner <courage>and enabled her to <attend school>without missing a single day of school. It became clear although her [avoidance] behaviors were present, she could develop [patience] behaviors.

3.7 Step7 (7th interview)

(1) Objective: Same as step6. (2) Interview items: The following items were mainly used as the basis for all the above to confirm that the items used in Steps1 through 6 were not incomplete. ‑What triggered the social anxiety?‑What was the event or change in feelings before and after the social anxiety? ‑What other anxieties did you have? ‑What

were the effects of all the fears that were generated? (3) Analysis method: Same as up to step6. (4) Results: All intercepts were classifiable using the already generated items. Therefore, no category change was deemed necessary. Although there was a slight change in step6, no major category change was observed after the step4, where the basic frame was generated. From this, it was judged the categories generated in this study had a certain degree of stability. Although further interviews may increase the number of categories (Charmaz, 2020), it is important to clarify the purpose of the study and then define the criteria (Flick, 1995). The purpose of this study was to determine " When and how social anxiety arises in English language learning, and what are the psychological impacts of this social anxiety?". Given this purpose, 5hypothetical findings that have not been revealed in previous studies were obtained until Step7, which will be discussed later. Thus, we concluded this study could provide one framework for capturing social anxiety among English language learners and the survey was terminated in this study. The final categories obtained are in Table1.

4. Discussion

This chapter summarizes the hypothetical findings found in this study through the category generation and refinement up to this point and the models generated based on these findings.

4.1 Hypothetical findings

Through the generation and elaboration of categories, 5 hypothetical findings emerged regarding "When and how social anxiety arises in English language learning, and what are the psychological impacts of this social anxiety?". First, regarding how social anxiety arises, (1) social anxiety does not appear suddenly. Repeated conditioning of [comparison of oneself with others] in the learning environment produces

feelings of <alienation> and <inferiority>. The hypothetical finding is that social anxiety gradually emerges as a result of [conditioning of social anxiety]. The hypothetical finding (1) was derived from the idea that the cause of social anxiety is the repeated occurrence of [conditioning] in both category groups, which are largely divided into pre- and post-onset social anxiety. The hypothetical findings suggest that (2) [social anxiety] and [foreign language anxiety] may increase simultaneously in an English learning environment. This finding was supported by the fact that before the onset of social anxiety, only {test anxiety} and {negative evaluation anxiety} were included in the

[foreign language anxiety] category, but after the onset of social anxiety, {communication anxiety} was added to this category. (3) [Social anxiety] causes not only <loss of self-confidence> but also <self-denial/denial of existence>. This <self-denial and denial of existence> remains even now. (4) Learners with [social anxiety] and [foreign language anxiety] will engage in [avoidance] and [patience] in response to their respective anxieties. (5) The reason why they did not avoid going to school despite their <self-denial and denial of existence> was that they had [support from their parents]. The third hypothetical finding was derived from the fact that the subcategories of <loss of self-

Table1　The *final generated categories and examples of their statements*
〔Before the onset of social anxiety〕

Category Group	Category	Subcategory	Examples of speech
Predisposition to social anxiety	Family members tend to have social anxiety.		All family members hate to answer the phone.
	home education	worry about what others think	The educational policy at home was to spend time thinking about how people thought of us.
Comparison of oneself with others Junior High School	Anxiety about falling behind		When I saw one of my classmates in junior high school failing in class, I knew I didn't want to fail.
	Anxiety about English	content obfuscation	I was worried about how much more difficult the content would become as the school year progressed because my teacher said that the content would become more difficult as the school year progressed.
		Anxiety about the competency test entrance exam	In class, we only memorized textbooks, and I was worried about whether I would be able to pass the competency tests and entrance examinations.
Comparison of oneself with others High School ① (Conditioning of social anxiety)	Only I can't do it.	feeling of alienation	I was the only one who couldn't do the classes and tests, and I seemed to be the only one floating around.
	An environment in which it is impossible to ask for assistance from those around her.	Loss of self-confidence	There were no friends to whom I could ask about what I didn't understand, and the atmosphere was one where everyone was uninterested in others.
	Negative feedback from others		People will think I'm an idiot.
Foreign language anxiety	test anxiety		I will probably get a bad score on the test again. The next test will come soon.
	Anxiety about negative evaluations		My classmates might think my English pronunciation is bad.

［After the onset of social anxiety］

Category Group	Category	Subcategory	Examples of speech
Comparison of oneself with others High School ② （Repeated social anxiety conditioning）	Only I can't do it.	inferiority complex	Everyone else can study, but I can't.
	I don't want my level to be known.	Loss of self-confidence ↓ Self-denial and denial of the existence	I don't want my classmates to know that I can't study at all.
	The complexity of her handwriting		Everyone is not only good at studying but also has beautiful handwriting. I don't want to be seen because I don't have beautiful handwriting.
	An environment in which it is impossible to ask for assistance from those around her.		As usual, classmates are uninterested in others and difficult to talk to.
	The overbearing attitude of teachers		I hate it when the teacher waits silently until I give the right answer and sighs in the process.
Foreign language anxiety （FLA）	Communication Anxiety		I am afraid to speak up in English in front of my classmates.
	test anxiety		Another poorly scored test will be returned. I don't know how to study, and I'm scared.
	Anxiety about negative evaluations		Today, again, my classmates must think I don't understand English at all.
Social Anxiety Disorder	Anxiety about relationships with others		I am afraid to talk to anyone or make eye contact.
	Anxiety about negative feedback from others		My classmates will think I can't study.
Effect on school life	Personality Changes	Get dark	I have become dark instead of innocent.
	Behavioral Changes	I don't talk	Idiots are not allowed to express their opinions.
		Be inconspicuous	I must not disturb everyone.
		try not to intrude	Fools should not be stumped.
Avoidance	Embarrassment for mistakes	Ask a friend to copy the answer	It's embarrassing to make a mistake in class, and I don't want to get a failing grade, so I'll ask my friend to copy the answer for me.
	Desire to escape danger		
	I don't want my heart to get hurt.	Efforts to keep the teacher in a good mood	I don't want to get hurt when the teacher tells me the answer is different, so I have to prepare well.
	Reduce involvement with others	I go home right after school.	I went home right after school because it was painful to be with everyone at school.
	Avoidance of negative feedback from others	I won't talk about anything extra.	A fool should not speak my mind, so let's talk as little as possible.
Endurance	Embarrassment for mistakes	Careful preparation	I'm embarrassed to make mistakes in class, and I don't want to get a bad grade, so let's make sure we're prepared.
	Desire to escape danger	Maximum study	
	I don't want my heart to get hurt.	Careful preparation	
	I don't want to hurt anyone.	Discreet Conversations	If someone gets hurt because of me, I get hurt too, so I have to choose my words carefully.
	Negative feedback from others	Careful preparation	I have to do my best to prepare for class because I don't want everyone to think I'm stupid.
Parents' support	unconditional acceptance	Courage → Can attend school.	My parents did not deny me and affirmed everything I did, so I could continue going to school without refusing to go to school.

confidence> and <self-denial/existence denial> were obtained in the category groups of ［comparison of self with others（high school ①）（conditioning of social anxiety）］, ［comparison of self with others（high school ②）（conditioning of repeated social anxiety）］, ［foreign language anxiety］, and ［social anxiety］. The results for（4）were derived not only from the fact that the category group of ［avoidance］ and ［patience］ was obtained after the onset of social anxiety but also from the relationship between the category groups, in that ［avoidance］ and ［patience］ were performed in response to ［foreign language anxiety］ and ［social anxiety］. The fact that the category group of

［parents' support］ was obtained for（5）as well, and the fact that the subjects were able to engage in ［avoidance］ and ［perseverance］ behaviors without truancy even when experiencing <self- and existence-denial>, led us to further conclude that the results represent "influence," and, therefore, included them as independent findings.

4.2 Generated model

Figure1 shows the model generated in this study based on the relationships among categories to appropriately represent the hypothetical findings obtained. The model was generated by referring to Kawakita's（1970）KJ diagrammatic method
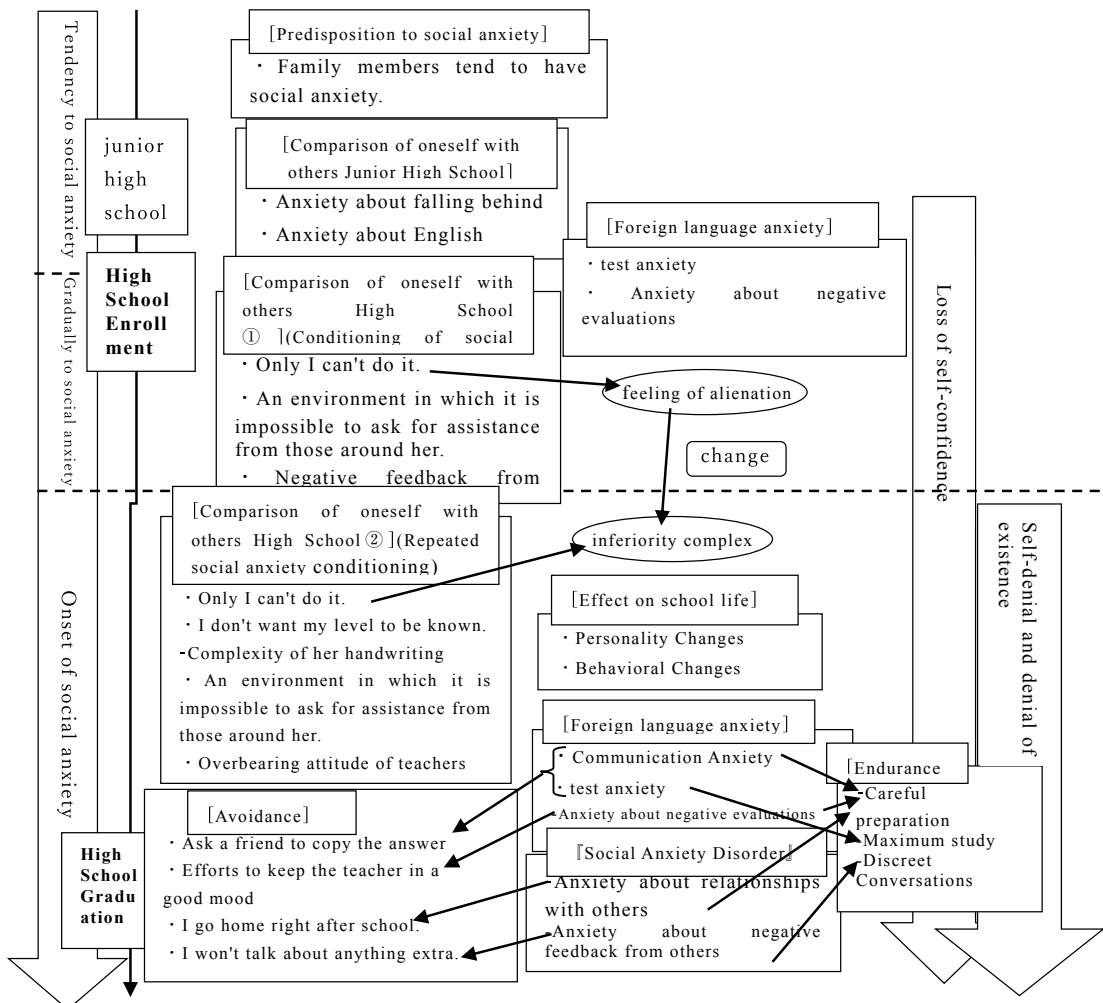

Figure1 *Relationships among categories*

because it is easy to express the flow of time and relationships. After arranging the categories, arrows and a time axis were introduced to the diagram. The model is the same as the hypothetical findings and is still about "When and how social anxiety arises in English language learning, and what are the psychological impacts of this social anxiety?". Therefore, rather than detailing the work of constructing the model, it details how the model is constructed.

First, based on the hypothetical finding（1）, the model was divided into two sections, one before and the other after the onset of social anxiety. Therefore, the model was divided at the borderline, and ［conditioning］ was placed before and after the borderline. The conditioning produced a sense of <alienation> before the onset of social anxiety and changed to a sense of <inferiority> after the onset of social anxiety. From Finding （2）, ［foreign language anxiety］ and ［social anxiety］ were also included in the model. From finding （4）, in the placement of the four anxiety symptoms, they were placed side by side, as ［avoidance］ and ［patience］ were performed for each anxiety. Arrows were extended from each anxiety to indicate which anxiety corresponds to which. Furthermore, as shown in Finding （5）, ［support from parents］ was identified as the reason why the patient did not stop going to school, even though ［avoidance］ and ［perseverance］ behaviors were present and <self-negativity/denial of existence> was born as an effect of social anxiety. Therefore, arrows were extended from each of ［avoidance］ and ［perseverance］ to express ［parents' support］ as the reason why the patient did not stop going to school. Reflecting Finding （3）, arrows were drawn along the time axis to indicate the effects of social anxiety, such as <loss of self-confidence> and <self-denial/denial of existence>. Two arrows were extended because the effects of social anxiety change before and after the onset of social anxiety. In addition, ［predisposition to social anxiety］ and ［comparison of oneself with

others （middle school）］ are also included along the time axis.

5.　General considerations and future issues

Previous research on social anxiety in English education has not clarified its content, reasons, or effects. In contrast, the purpose of this study was to clarify "When and how social anxiety arises in English language learning, and what are the psychological impacts of this social anxiety?" by formulating two research questions. By qualitatively analyzing the linguistic data from the interviews, the aforementioned five hypothetical findings were found and a model was developed. The model describes what kind of anxiety arises and for what reasons, the impact of that anxiety to the point of self-denial and existence denial, and the fact that the students were able to continue attending school despite such anxieties with support. This model may reflect social anxiety and its effects on English language learning. The following is a discussion of the hypothetical findings and the model.

5.1　Anxiety in learning English

First, to address Research Question 1. When and how social anxiety arises in English language learning? The results of this study indicate that social anxiety does not develop suddenly, but gradually through repeated conditioning. This supports Tajima's （2008） finding that social anxiety is completed through the conditioning of fear. Similarly, foreign language anxiety has also been shown to occur when anxiety is repeatedly heightened and conditioned by each foreign language class （MachIntyre, 1999）. Thus, since both social and FLA are produced by repeated conditioning, the 2 types of anxiety may occur or increase simultaneously, as was the case with the learners in the present study. Thus, social anxiety and FLA are similar in their developmental process, and it is difficult to determine which anxiety is more

prevalent. However, it was observed that socially anxious learners go home immediately after school and choose their words carefully, even in their daily school life when they do not speak a foreign language. Avoidance and perseverance were also found to be a result of social anxiety. This confirms Mizushima's (2010) statement that "what cannot be avoided is endured with a great deal of effort". In other words, teachers are required to carefully observe not only the students' behavior during English classes but also their daily activities. In addition, as Mizushima (2010) pointed out, parents may have social anxiety tendencies, which was also revealed in this study. Therefore, it may be a good idea for teachers to check for such symptoms in family members during the interview with parents to determine whether the learners have social anxiety or not.

5.2 Effects of social anxiety

Next, follow up with Research Question 2. what are the psychological impacts of this social anxiety? The effects of social anxiety were found to be severe, not only in reducing self-confidence but also in self- and existence-denial that continued after graduation. This finding supports a previous study by Kessler et al (1999), which found that social anxiety is associated with depression and other psychiatric disorders in many patients. However, the unconditional affirmation of their parents' support was the reason why the students did not stop attending school and were able to continue attending until graduation. This suggests that warm support from parents and teachers may give learners with social anxiety the courage to continue attending school, even if they have social anxiety. This is a promising area for further research, as it has the potential to change the future of learners with social anxiety, depending on the support they receive.

5.3 Conclusion

Two issues were raised in this study: first, the relevance of the areas addressed. This study attempted to find new insights into social anxiety and its effects, primarily through an analysis that did not rely on existing concepts. The results suggest that "unconditional affirmation" and "support" can change learners' lives and may be related to other mental disorders. Future research should consider the relevance of such areas. The second point is the methodology. As a result of adopting a qualitative research approach, the data were carefully analyzed, and more concrete findings were obtained. However, the findings were based on individual subjects, and individual differences may have influenced the results. Therefore, the problem of generalization, which is often pointed out in qualitative research, remains. Further study is needed to determine how to expand the findings of this study.

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外国語学習における社交不安とその影響

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要旨　本研究は，外国語学習環境において社交不安がどのように生まれ，どのような影響があるのかを知り，社交不安を抱える学習者の実態を少しでも把握することを目的としておこなわれた．社交不安傾向を抱える女性 1 名に，合計 7 回，7 時間の半構造化面接をおこない，その中から得られたインタビューデータを，グラウンデッド・セオリー・アプローチを用いて分析をおこなった．分析のステップは 4 つに分かれ，4 つの仮説的知見とそのモデルを生成した．その結果，外国語学習環境下で，社交不安は急に発現するのではなく条件付けにより徐々に現れ，同時に外国語不安も増大する可能性があることが分かった．また，それらの不安によって，自信をなくすだけでなく，条件付けから離れても続く自己否定・存在否定までも引き起こされる．だが，社交不安傾向を抱える学習者は他者からのサポート次第で，よりよい方向に進めることが明らかになった．これは他の精神疾患とも関連付けられるため，そのような分野との関連を考慮し，一般化していくことが課題として残された．