

GRAMMAR ANXIETY AND STUDENT PERFORMANCE

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Abstract. *Grammar anxiety is a common issue among language learners and can significantly affect academic performance. Many students experience fear, stress, and a lack of confidence when using grammatical structures in speaking or writing. This anxiety often leads to mistakes, reduced classroom participation, and lower achievement in language learning. The purpose of this study is to examine the relationship between grammar anxiety and student performance. The article discusses the causes of grammar anxiety, including fear of making errors, negative evaluation from teachers or peers, and insufficient grammar knowledge. It also analyzes the effects of anxiety on students' motivation, confidence, and academic success. The findings suggest that high levels of grammar anxiety can negatively influence language performance, while supportive learning environments and effective teaching methods can help reduce anxiety and improve outcomes. The study highlights the importance of creating positive classroom conditions that encourage students to use language without fear of criticism.*

Keywords: *grammar anxiety, student performance, language learning, confidence, academic achievement, motivation.*

Annotatsiya. *Grammatik xavotir til o'rganuvchilar orasida keng tarqalgan muammo bo'lib, u talabalarning o'quv natijalariga sezilarli ta'sir ko'rsatadi. Ko'plab talabalar grammatik qoidalarni qo'llash jarayonida qo'rquv, stress va ishonchsizlikni his qiladilar. Bu holat xatolar sonining ortishiga, darsdagi faollikning pasayishiga hamda til o'rganishdagi muvaffaqiyatning kamayishiga olib kelishi mumkin. Mazkur maqolaning maqsadi grammatik xavotir va talaba natijalari o'rtasidagi bog'liqlikni o'rganishdan iborat. Tadqiqotda grammatik xavotirning asosiy sabablari, jumladan, xato qilishdan qo'rqish, salbiy baholanish xavfi va grammatik bilimlarning yetarli emasligi tahlil qilinadi. Shuningdek, uning motivatsiya, o'ziga ishonch va akademik muvaffaqiyatga ta'siri ko'rib chiqiladi. Natijalar grammatik xavotirning yuqori darajasi talabalarning til ko'nikmalariga salbiy ta'sir qilishini, qo'llab-quvvatlovchi ta'lim muhiti esa bu muammoni kamaytirishini ko'rsatadi.*

Tayanch so‘zlar: *grammatik xavotir, talaba natijalari, til o‘rganish, motivatsiya, o‘ziga ishonch, akademik muvaffaqiyat.*

Аннотация. *Грамматическая тревожность является распространённой проблемой среди изучающих иностранные языки и оказывает значительное влияние на успеваемость студентов. Многие учащиеся испытывают страх, стресс и неуверенность при использовании грамматических конструкций в устной и письменной речи. Это приводит к увеличению количества ошибок, снижению активности на занятиях и ухудшению результатов обучения. Цель данной статьи — изучить взаимосвязь между грамматической тревожностью и успеваемостью студентов. В работе рассматриваются основные причины тревожности, включая страх ошибок, негативную оценку со стороны преподавателей и однокурсников, а также недостаточный уровень грамматических знаний. Анализируются последствия тревожности для мотивации, уверенности в себе и академических достижений студентов. Результаты показывают, что высокий уровень грамматической тревожности негативно влияет на языковую компетенцию, тогда как благоприятная образовательная среда способствует снижению тревожности и улучшению результатов обучения.*

Ключевые слова: *грамматическая тревожность, успеваемость студентов, изучение языка, мотивация, уверенность, академические достижения.*

Introduction. The study of anxiety in foreign language learning has received considerable attention in applied linguistics over the last few decades. Researchers have demonstrated that anxiety can negatively affect language acquisition, classroom participation, and academic achievement (Horwitz, Horwitz, & Cope, 1986). Among various forms of language anxiety, grammar anxiety represents a specific concern related to the use of grammatical structures in speaking and writing.

Building upon the concept of Foreign Language Classroom Anxiety (FLCAS), grammar anxiety may be understood as an affective factor that interferes with learners' ability to accurately apply grammatical knowledge under evaluative conditions (Horwitz et al., 1986). Students who experience high levels of anxiety often struggle to retrieve grammatical rules effectively, despite possessing adequate knowledge of them. This issue is particularly relevant in English as a Foreign Language (EFL) contexts, where grammatical accuracy is frequently emphasized in assessment practices.

The present study aims to examine the relationship between grammar anxiety and student performance. It explores the primary causes of grammar anxiety and discusses its influence on learners' confidence, participation, and academic outcomes.

Main Body. Grammar anxiety emerges from a combination of psychological and educational factors. One of the most frequently reported causes is the fear of making grammatical mistakes during communication. According to Horwitz et al. (1986), learners often perceive errors as indicators of incompetence, which increases their anxiety and reluctance to participate in classroom activities.

Another significant factor is fear of negative evaluation. Students may worry that teachers or peers will judge their language abilities based on grammatical accuracy. Such concerns can create emotional barriers that hinder language production and reduce classroom engagement (MacIntyre & Gardner, 1994).

Limited grammatical competence also contributes to anxiety. When learners are uncertain about grammatical rules, they tend to experience lower levels of self-confidence and greater levels of stress. As a result, they may avoid challenging language tasks and demonstrate weaker academic performance (Brown, 2007).

Research has shown that anxiety can influence cognitive processing by reducing concentration, memory retrieval, and problem-solving abilities during language tasks (MacIntyre & Gardner, 1994). Consequently, students experiencing grammar anxiety may perform less effectively in examinations, writing assignments, and oral presentations.

To minimize grammar anxiety, teachers should adopt supportive instructional approaches. Providing constructive feedback, encouraging risk-taking, and creating a non-threatening classroom environment can help learners develop confidence in using grammatical structures (Richards & Renandya, 2002).

Causes and effects of grammar anxiety.

Table

Causes of grammar anxiety	Effects on student performance
Fear of making mistakes	Reduced classroom participation
Negative evaluation	Lower self-confidence
Limited grammar knowledge	Poor academic achievement
Examination pressure	Increased stress levels
Lack of practice	Weak communication skills

As shown in Table, several interconnected factors contribute to grammar anxiety and subsequently affect student performance. The relationship presented in the table suggests that anxiety is not merely a result of insufficient knowledge but also a consequence of psychological pressures associated with language learning. For instance, fear of making mistakes may discourage students from participating in classroom interactions, thereby limiting opportunities for language practice and development.

Similarly, negative evaluation can reduce learners' self-confidence and willingness to communicate. Examination pressure appears to intensify anxiety levels, particularly in

educational contexts where grammatical accuracy is heavily emphasized. These findings are consistent with previous studies indicating that anxiety functions as an affective filter that restricts successful language acquisition and performance (Krashen, 1982; MacIntyre & Gardner, 1994). Therefore, addressing both cognitive and emotional dimensions of grammar learning is essential for improving students' academic outcomes.

Conclusion. Grammar anxiety is an important factor that influences student performance in language learning. Fear of errors, negative evaluation, and insufficient grammar knowledge contribute to anxiety among learners. High levels of anxiety can reduce confidence, participation, and academic success. Therefore, educators should create supportive learning environments and apply effective teaching strategies to minimize anxiety. Reducing grammar anxiety can help students improve their language skills and achieve better academic outcomes.

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