

**Teaching Strategies and Anxiety Reduction: A Study of Iranian
Second Language Learners**

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ABSTRACT

This paper entitled *Teaching Strategies and Anxiety Reduction: A Study of Iranian Second Language Learners* studied two teaching strategies and how they were useful in reducing the feelings of anxiety experienced by Iranian second language learners in an Iranian primary school. It focused on two teaching approaches, namely the total physical response (TPR) and direct method (DM). The three questions that the researcher would like to find answer are (1) how do the teachers help the students reduce their anxiety in the classroom, (2) how do the TPR method and Direct method help the teachers to decrease the feeling of anxiety among the Iranian learners, and (3) what kinds of anxieties are experienced by the learners in the classroom. The research was conducted using an ethnographic method, studying the seven learners, with ages ranging from 7 to 12 years old. Aside from observation, interview of the seven students and two teachers was also conducted and video recording of the observed classes was also done. Data from the observation, interview of the students and teachers, and video recording revealed that learners in the Total Physical Response (TPR) class performed more actively and seemed more relax in the class. The outcome of this research helped the Iranian school and teachers to choose the teaching strategy that will help reduce the feeling of anxiety among Iranian students whose parents want them to learn English as a foreign language.

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