



A Comparative Study of Anxiety Levels in EFL Classrooms Before and After the Covid-19 Lockdown

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ABSTRACT

The Covid-19 pandemic has drastically altered the way we live, threatening our lives and health, and also harming our economic, social, and educational systems. The purpose of this study was to assess anxiety levels in Saudi English as a Foreign Language students during the Covid-19 outbreak. The survey was conducted between March and June 2020. The Zung self-rating anxiety scale was used to assess the respondents' degree of anxiety. Of those surveyed, 35% noticed moderate to extreme anxiety levels. Age and education levels were all strongly associated with anxiety. It was discovered that the majority of respondents had moderate to extreme anxiety. This study provides important insight to government agencies and policy makers on the importance of acting quickly and effectively. Researchers should consider how to enhance students' resilience and adaptability in order to produce strategies to improve their resilience in future similar disasters.

Keywords: English as a Foreign Language (EFL), Anxiety, Lockdown.



Introduction

Background Information

English as a Foreign Language (EFL) students are usually exposed to different kinds of stressors in their learning process. They have to face complex grammar and vocabulary, have limited time to study due to the heavy course load, and must try new speaking activities, making friends from diverse cultural backgrounds, while also interacting regularly with native speakers on the same campus (Sundarasan *et al.*, 2020). In addition, there are various stressful situations that EFL learners may encounter outside of the classroom, such as difficulties with housing or visa application, homesickness, and personal problems (Sögüt *et al.*, 2020). With so many uncontrollable factors, it is not surprising that EFL learners often experience anxiety in different forms – test anxiety, social anxiety, general anxiety, and performance anxiety (Sinaci *et al.*, 2020). The global Covid-19 pandemic was one of a kind. It has been called “public enemy number one” by the World Health Organization (WHO) and is considered the worst pandemic in this millennium (Wang *et al.*, 2020). Not only has it threatened our lives and health, but it has also harmed our economic, social, and educational systems (Van Bortel *et al.*, 2020). From the onset of the virus, different types of lockdowns were implemented in schools across the world, and many studies have been conducted on its effects on children, especially in schools (Stepowicz *et al.*, 2020). This study aims to measure the anxiety levels among EFL learners before and after the Covid-19 lockdown.

Statement of the Problem

The worldwide Covid-19 outbreak led to massive school and university closures as preventative measures. Teachers were also affected by these lockdowns, but many continued to teach within their institutions (Shala *et al.*, 2021). Anxiety is a universal phenomenon that can cause stress and it is therefore important to understand the causes of anxiety and their effects on learning, as well as the impact that lockdowns have on EFL learners mentally, so that teachers can be aware of the situation and deal with it accordingly. This study aims to establish whether lockdowns negatively affected learners’ self-confidence and mood in an EFL classroom.

Purpose of the Study

The purpose of this study was to assess anxiety levels among EFL learners before and after the Covid-19 lockdown.

Research Objectives

General Objectives

The general objective of the study was to understand the cognitive, affective, and behavioral outcomes of the Covid-19 lockdown in the classroom environment.

Specific Objectives

1. To understand the anxiety levels within the EFL classroom before and after the Covid-19 lockdown.



2. To find out the impact of the learning environment on anxiety levels and academic performance.
3. To find out if there are differences in anxiety levels among different age groups.

Research Questions

1. What were the anxiety levels of EFL students before and after Covid-19 lockdown?
2. Does the learning environment affect students' anxiety levels and academic performance?

Hypothesis

1. Students' anxiety levels were low before the Covid-19 lockdown.
2. Students performed well during virtual learning.

Significance of the Study

This study was conducted to compare anxiety levels in the EFL classroom before and after Covid-19 lockdown. It focused on comparing the difference between pre-lockdown (control) and post-lockdown and analyzing these differences via statistical analysis. The findings are important for teachers who are interested in developing a policy that can help to reduce anxiety levels among their students.

Justification for the Study

The Covid-19 lockdown was a very challenging time for teachers. For some the situation was stressful, for others it was frightening, and those who had not yet felt any impact from the virus were affected because of the closure of all public spaces. The time that children start to feel anxious and unable to concentrate in class is a most sensitive period for them (Savitsky *et al.*, 2020). Nowadays, students may have different reasons or conditions that cause anxiety towards academic performance, but there are also other factors within their classes that may cause anxiety, such as being asked to read out loud by their classmates or even facing new topics that are hard to understand when panicked or anxious. This study aims to analyze how different EFL students perceived their stress levels before and after the Covid-19 lockdown, providing intervention recommendations for teachers and administrators in the anxiety management of EFL classrooms in the wake of the Covid-19 lockdown. A large number of learners and teachers have been unable to go to their classrooms as a result of the pandemic and its subsequent cold chain restrictions. Some educators have reported difficulties re-establishing trust between students, which has led to inconsistent compliance with rules and homework assignments (Sallam *et al.*, 2020). As recommended by Temiz (2020), researchers should consider how to enhance students' resilience and adaptability in order to produce strategies to improve their resilience in future similar disasters0)



Scope of the Study

The study involved EFL Foundation year students from the University of Jeddah, Saudi Arabia who ranged from 18-20 years of age.

Limitations of the Study

The limitations of this study included an uneven sample size, which may have impacted the results, and items were not selected to represent all aspects of anxiety present in a class setting. The results are also limited because meaningful comparisons between the anxiety levels before Covid-19 and during the Covid-19 lockdown periods could not be made due to the small sample size. It was also difficult to collect demographic information about the students, especially with only a small number of students completing the survey at any given time.

Delimitations

The findings of this study should not be used for generalization, since the sample size is just a representation of the general population of EFL students in the country.

Literature Review

On 19th April 2019, Saudi Arabia's Crown Prince Mohammed bin Salman Al Saud announced through Twitter that the country had been placed on lockdown due to a pandemic (Rakhmanov & Dane, 2020). This meant that all citizens were required to stay in hotels, malls, and other public buildings until further notice. Schools in Saudi Arabia were also affected: most had to be closed due to safety issues, while others had to make their lessons more interactive, allowing students to work at home during a lockdown and then having them complete their work on tablets/laptops when they returned to school (Saddik *et al.*, 2020). EFL classes also took the distant learning approach, which can be challenging for the teachers as they may not know which factors will make it easier or harder for their students (Pressley *et al.*, 2021). Furthermore, there was a great impact on anxiety levels among students due to the lack of interaction between them (Sengel *et al.*, 2022).

General Anxiety Among English as a Foreign Language (EFL) Students

EFL is increasingly being studied by more and more people around the world. Internet technology has made it far easier for people to connect with others who speak different languages, and a rising number of students are now choosing to study English in an academic setting (Ozdin *et al.*, 2020). EFL students face unique challenges when it comes to speaking English fluently and confidently (Quansah *et al.*, 2020). After all, not everyone is comfortable speaking in front of strangers or new friends, even if they share the same interests. Obviously, everyone experiences anxiety at different levels from time to time, which is completely normal (Özmete & Pak, 2020). However, when that anxiety becomes so intense that it disrupts the individual's ability to function properly on a day-to-day basis, then a course or action needs to be taken (Özdede & Sahin, 2020). The first thing to understand when exploring the causes of anxiety among EFL students is that they aren't all connected



to each other. The most common sources of anxiety for EFL students are being in a new environment, language barriers, cultural differences, and students finding their voices as EFL speakers (Nurunnabi *et al.*, 2020).

Causes of Anxiety for EFL Students

Being in a new environment.

Being in a new environment is one of the most common sources of anxiety for EFL students (McKibbin & Fernando, 2020). Students studying in a new country, surrounded by new people, can find it hard to feel like they fit in and belong. They might be worried about how they can fit in socially, how they can make friends, and how they can be themselves around people who don't understand their culture (Madhav *et al.*, 2018). They'll likely find it difficult to let their guard down and be themselves when they're feeling anxious and overwhelmed. Anxiety makes people feel overwhelmed, exhausted, and like they have no control over their thoughts and emotions (Ma & Miller, 2021).

Language barriers.

Another common source of anxiety for EFL students is language barriers. This is particularly true for students who are studying in a different country from the one in which they grew up. When they have trouble communicating with their classmates, it can be incredibly frustrating, as well as being a source of anxiety (Mahfud & Gumantan, 2020). EFL students often feel like they need to apologize for their mistakes, and that's never a great feeling. They might find themselves getting upset when someone corrects them or feel as if they're not contributing to class discussions because of their inability to communicate clearly (Lasheras *et al.*, 2020).

Cultural differences.

Another common source of anxiety for EFL students is cultural differences. When you're surrounded by people who have different ideas and ways of doing things, it can be incredibly jarring (Kılınçel *et al.*, 2021). Students might be worried about offending their classmates or have concerns about how they fit into this new cultural group. They might be worried about losing their own cultural identity and having to abandon other roots in favor of assimilating into a new community (Kuman Tunçel *et al.*, 2021). Students might also feel like they don't belong and may even worry about feeling like they're not seen as a legitimate EFL speaker (Kekic *et al.*, 2020). They can overcome the anxiety that comes with cultural differences by being open to learning about their classmates' backgrounds and ways of doing things. They should try to understand where they're coming from and why they do certain things the way that they do. Kadafi *et al.* (2021) advise students to focus on what they have in common with their classmates and, above all, not to be afraid to ask questions; there is no such thing as a silly question.

Finding voice as an EFL speaker.

Finding voice as an EFL speaker is another common source of anxiety for EFL students. Students want to be able to express their ideas clearly and confidently in a new language, but that's easier said than done. Finding a voice as an EFL speaker is a process. Students can't expect to be fluent in a new language in a matter of days,



weeks, or even months. It takes time, patience, and a lot of hard work, and it is important that they are patient and don't let anxiety engulf them (Khoshaime *et al.*, 2020).

Effects of Anxiety on EFL Students

Loss of Vocabulary and Language Knowledge

Anxiety can cause students to regress when it comes to their vocabulary and language knowledge. This can happen as a result of stress affecting their short-term memory, making it more difficult for them to recall the vocabulary they've already learned (Hoque *et al.*, 2021). They may also be so focused on the information that they're currently trying to learn that it becomes hard to remember the previous vocabulary and grammar that they've been taught (Hacimusalar *et al.*, 2020).

Academically, anxiety is defined as a psychological state characterized by uneasiness, tension, and nervousness (Gotlib *et al.*, 2021). Being anxious has been associated with a decrease in cognitive ability and information processing speed. Anxiety affects both conscious and unconscious processing, where it interferes with cognitive functions such as attention, working memory, and executive functioning (Garcia *et al.*, 2021).

Loss of Motivation

Being anxious can affect students' motivation to learn a new language. The relationship between anxiety, motivation, and performance is complex and multifaceted (Faize & Husain, 2020). Anxiety can increase the perception of threat and the messengers in the brain that activate neuroendocrine responses to danger. The fear that drives anxiety also stimulates arousal, which triggers an energy expenditure that has been associated with an increased motivation for behavior change (Fitzgerald & Konrad, 2021). Together, these two factors contribute to the explanation of how anxiety can cause motivation issues in EFL students.

Motivation issues can happen in several ways. When students are feeling anxious, it can be hard to see the positive outcomes of their language studies. This can make them feel like it's not worth putting in the extra effort, especially when they're already feeling overwhelmed by all the stressors of the EFL class (Faisal *et al.*, 2021). Being too anxious can also cause them to doubt their ability to succeed. If students are constantly worried that they're not going to be able to understand their instructor or their classmates, they may feel like it's pointless to even try. When students don't feel like they're progressing, it can be hard for them to stay motivated (Faisal *et al.*, 2021).

Physical Discomfort

Students who are anxious often experience feelings of restlessness, shakiness, a racing heartbeat, and other physical symptoms. These things can be distracting, making it harder to learn. It can also be harder to push through the discomfort of these symptoms and just do the work. When a student is anxious, they are likely to pay attention to the symptoms of anxiety instead of the task at hand (Dratva *et al.*, 2020).

In 2011, Weisskopf and Simmons (2011) published research that showed 5.4% of a sample of EFL learners reported "high levels of anxiety," with older learners at higher



risk. Anxiety is characterized by subjective hypervigilance, where students are always scanning their environment for threats. Anxiety can cause physical discomfort, such as headaches and muscle tension, and is detrimental to the mental health of students (Dhar *et al.*, 2020).

Literature on Anxiety Levels Among EFL Students Before Covid-19

The literature on anxiety levels among EFL students before Covid-19 is extensive, including some of the most recent literature. As this is an important topic, three recent studies have been reviewed: one conducted in China, a second in Korea, and a third in Taiwan. The first study found an average score of 5.6 on the 7-point scale of severity for state anxiety disorder, 4.5 for generalized anxiety disorder, and 5.0 for social anxiety disorder (Chen *et al.*, 2018). Findings from the second study indicate that higher scores are significantly associated with elevated odds of severe occupational performance problems (Yang *et al.*, 2019). Lastly, findings from the Taiwanese study revealed that 28% of subjects scored low (1 or 2) on the short form [$\beta = 0.08$] and 37% scored low on the long form [$\beta = 0.224$]. Of those who screened as normal, 43% scored at least moderately high on all three scales (Huang & Wu, 2019).

Literature on Anxiety Levels Among EFL Students After Covid-19

How did the Pandemic affect EFL Learners?

An analysis of the educational data of the past decade shows that, in most cases, the number of EFL learners decreased by a significant percentage during the pandemic outbreak and took a few months to creep back to normal. The recent pandemic was no different, with several educational institutions reporting a drop in EFL learners by as much as 65% (Díaz-Jiménez *et al.*, 2021). This suggests that these students, mainly from the Asian region, were either not traveling or were not allowed to travel, keeping them out of the classroom. In some cases, where students were allowed to travel, they chose to remain at home. This can be attributed to the calm and uncertain situation in the country and the presence of the pandemic, which affected their decision-making process. This, in turn, had an impact on the language learning environment and the language learning process (Cici & Yilmazel., 2020).

Theories on the Causes of Anxiety Among EFL Learners

When learners' anxiety levels rise, they are likely to experience many negative effects on their cognitive, social, and emotional well-being. Several research studies suggest that learners' anxiety levels rise because of their perception of risk, lack of control over their life, and unrealistic expectations. A pandemic like Covid-19 can cause a high level of anxiety among EFL learners, as this event is perceived to be a threat that they cannot control (Dhar *et al.*, 2020). It is important to note, however, that some EFL learners may have also experienced a high level of anxiety before the pandemic actually began. This might be due to the way in which the media coverage was handled, as it might have been seen to be confusing, and the information may not have been accurate. It is also possible that the learners may have misinterpreted the information and experienced anxiety as a result. This can be mitigated by the



provision of clear and accurate information from educational institutions (Chen *et al.*, 2021). Theories like “self-regulation theory” and “cognitive dissonance theory” can also be used to understand and explain the occurrence of anxiety in EFL learners during a pandemic.

Self-regulation theory.

The self-regulation theory is a cognitive framework that explains away behavior and habits. The theory states that the reward center of our brain controls motivation, attention, and learning, leading to new behaviors (Çalık, 2020). When a person experiences anxiety or stress, their body releases hormones such as epinephrine and cortisol, which excite the reward pathways of the brain. This usually occurs because an individual has experienced external demands. When these demands are removed, these same pathways begin to regulate themselves based on positive reinforcement. This disinhibition may lead people to develop anxiety again, in the same area that caused it before the arrival of Covid-19 (Cao *et al.*, 2020).

A self-regulatory theory can be applied in the EFL context as an explanation for anxiety in students after the Covid-19 pandemic. It goes back to thinking about the learning process, specifically the role of discourse taught by teachers. While teachers are seen as being responsible for teaching students how to speak English well by providing related classroom material and instructions, they are also assistants to learners who need help in developing their speaking skills so that they can effectively use language outside of the classroom environment (Bostan *et al.*, 2020). Self-regulatory models depict learner characteristics, such as an individualist or collectivist mindset, and concentration and memory difficulties, along with the development of anxiety, which can hinder language acquisition (Biswas & Biswas, 2021).

Cognitive dissonance theory.

Cognitive dissonance theory is a psychological theory that explains why people feel an urge to change; however, they come up against factors that cause them anxiety (Basheti *et al.*, 2021). It is generally accepted that cognitive dissonance theory concentrates on how people feel and make decisions, rather than the actual reasons for their behavior. It forms the basis of a general model for understanding motivations for activity according to two main classifications: aversive (negative) and reward (positive), which includes both the behavior’s unintended outcomes and the motivations on which that behavior was based (Ardan *et al.*, 2020).

The cognitive dissonance theory has been applied to explain the occurrence of anxiety in EFL students after the Covid-19 pandemic. Cognitive dissonance theory posits that cognitive processes are responsible for making decisions and determining the outcome of the decision-making process (Akman *et al.*, 2020). Therefore, any factors that result in a decision being inconclusive cause worries and anxiety. The negative consequences experienced in such a case could lead to a severe psychological condition like anxiety, which can be avoided by ensuring that learners adopt more positive actions so that they avoid irrational behavior caused by their uncertainty about their performance (Alsaady *et al.*, 2020).



Research and Methodology

Study area

The study was located in Jeddah, Kingdom of Saudi Arabia (KSA) where the Covid-19 lockdown was implemented.

Research design

The researcher used a cross-sectional study design for this research in order to study the variables of interest. This design was preferred because it allowed a one-time snapshot of different samples and data at one point in time, as a representation of the larger population.

The target population

The study targeted Foundation Year students from the University of Jeddah, Jeddah, Saudi Arabia.

Sampling

The study employed the purposive sampling method.

Sampling procedure

Purposive sampling was used to recruit participants in the study who met the eligibility criteria. The purpose of the study was explained to them and they were asked to either accept or decline. Those who accepted were given consent forms to sign. Upon signing the consent form, the participant was issued with a closed-ended questionnaire to complete, which was self-administered. The survey was conducted between March and June 2020.

Data Collection

Data Collection Instrument

Data was collected using a semi-structured questionnaire to determine anxiety levels. The 36-item self-assessment anxiety scale was used to assess anxiety levels in this study. The scale has an internal consistency of 0.913 and a Cronbach's alpha of 0.897. The four-point Likert scale used in the instrument ranges from “1 = severely/over”, “2 = more”, “3 = moderate”, “4 = less”, and “5 = lesser”.

Validity and Reliability of the Instrument

The validity and reliability of the instrument were ensured through pilot testing before administering for actual data collection, to ensure that the questions conform to the objectives of the study. Due to time and resource constraints, only 10% of the sample size was used for pilot testing.

Method of Data Analysis

Quantitative data was analyzed using the statistical package for social sciences (SPSS) for measures of central tendency, including mean, mode, and median.

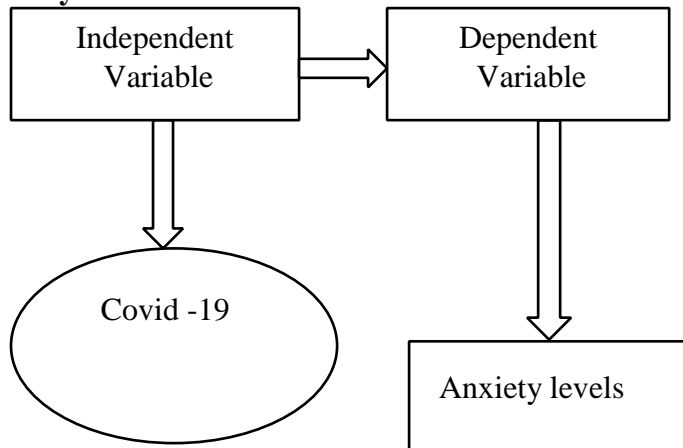
Study Variable

Figure 2. Dependent and independent variables.

Ethical Considerations

Clearance to carry out the study was sought from the EFL students. In addition, every respondent was assured of the non-disclosure of the information and was made aware of their freedom to either participate or withdraw. They were also given consent forms to sign before participating.

Data Analysis and Interpretation

This chapter focuses on data analysis, interpretation, and presentation. Data was analyzed and presented in the form of graphs and charts using SPSS and Microsoft Excel. The background information of the respondents is covered in this section, as well as their responses to the general questions that were presented.

Demographic Information

Demographic information represents the characteristic of a population, such as population density, age, and marital status. Of importance in this study was the age of the respondents. Determining the respondents' age was vital because it is a non-modifiable factor of anxiety levels among students (Albagmi, 2021). According to the data, most of the EFL students were young people aged between 18-20 years. This is a group of new young adults, most of whom were still in their teens. Most Arabs tend to learn their studies in their own language, although parents have now realized the importance of English in the course of business globalization. As a consequence, the government of Saudi has introduced English studies into their school curricula (Albagmi, 2021).

The anxiety levels of the respondents are still high, because most of them are not exposed and some of them are still naive. According to the theory of Erick Erickson, the respondents are in the stage of identity and role confusion (Albagmi, 2021). According to this theory, during this stage of development, people tend to feel



confused or insecure about how they fit in a society. This explains why the respondents had high anxiety levels (Maree, 2021).

Anxiety Levels Before and After Covid-19 Lockdown

Confidence Levels when Spelling English Words in Class

The confidence levels of the students were determined through the administration of a questionnaire. They had to fill in the number that represented how confident they felt when spelling English words in class before and after the Covid lockdown. The values and their representations were as follows: 1 - over-confident, 2 - more confident, 3 - moderately confident, 4 - less confident, and 5 - lesser confident. Respondents who fell between 1-3 were classified as confident and those between 4-5 were classified as not confident.

Prior to the Covid lockdown, most of the EFL students (60.87% of the respondents) felt confident when spelling English words in class. The lockdown caused their confidence levels to drop, as the study conducted after lockdown showed that most students were not confident (52.73%).

Score Ranges	1 over confident	2 very confident	3 confident	4 less confident	5 lesser confident	Total no. of respondents
No. of respondents before Covid-19 lockdown	20	26	24	18	27	115
No. of respondents after Covid-19 lockdown	15	24	18	14	44	115

Table 3: Confidence levels of the students when spelling English words in class

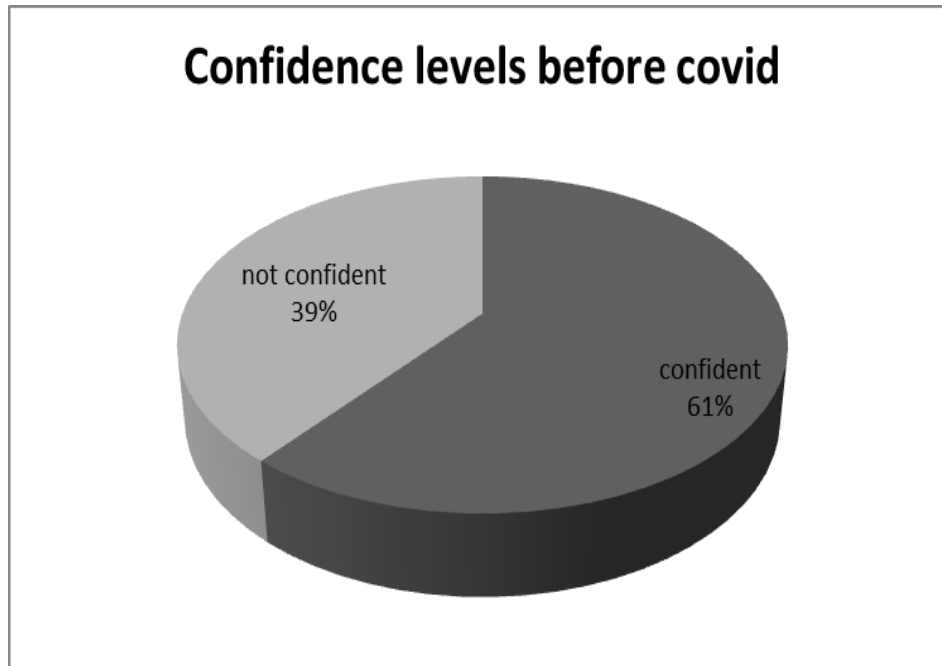


Figure 2: Confidence levels when spelling English words in class before Covid-19

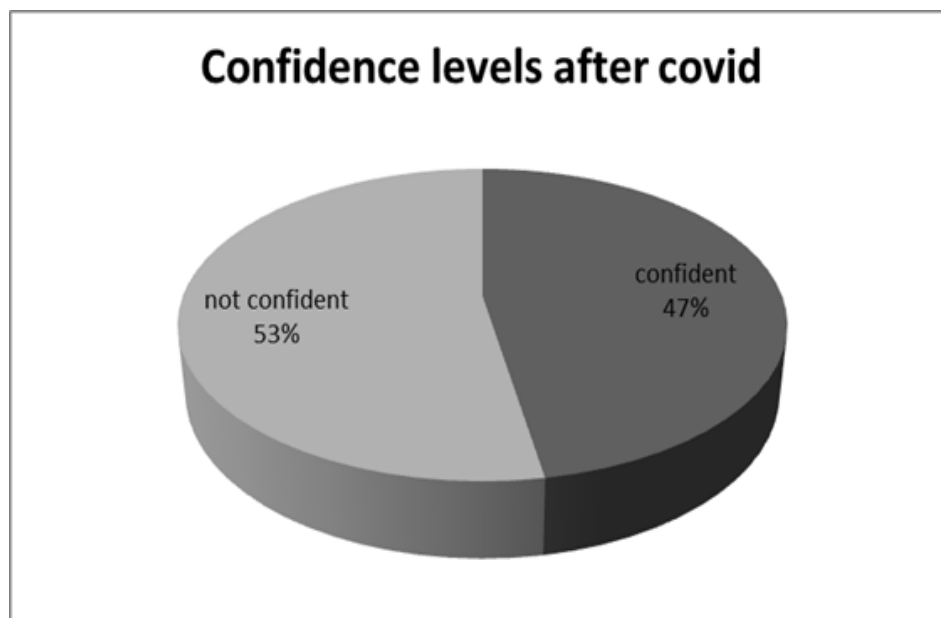


Figure 3: Confidence levels when spelling English words in class after Covid-19

Worry about Failing

The levels of worry of the students were also determined through the administration of a questionnaire. They had to fill in the number that represented how worried they felt about failing their English exams in class before and after the Covid lockdown. The values and their representations were as follows: 1 - over-worried, 2 - more worried, 3 - moderately worried, 4 – worried, and 5 - lesser worried. Respondents



who fell between 1-3 were classified as worried and those between 4-5 were classified as less worried.

When the results before and after the Covid lockdown are compared, it is evident that more students were worried after the lockdown than before. Before the lockdown, the percentage of students who were highly worried about failing their exams was 60.87%, while those less worried was 39.13%. After lockdown, the percentage of those worried increased substantially to 95.65%.

Score Ranges	1 over worried	2 very worried	3 moderately worried	4 less worried	5 lesser worried	Total no. of respondents
No. of respondents before Covid-19 lockdown	32	18	20	17	18	115
No. of respondents after Covid-19 lockdown	78	30	2	1	4	115

Table 4: Levels of worry of the respondents with regard to failing their exams

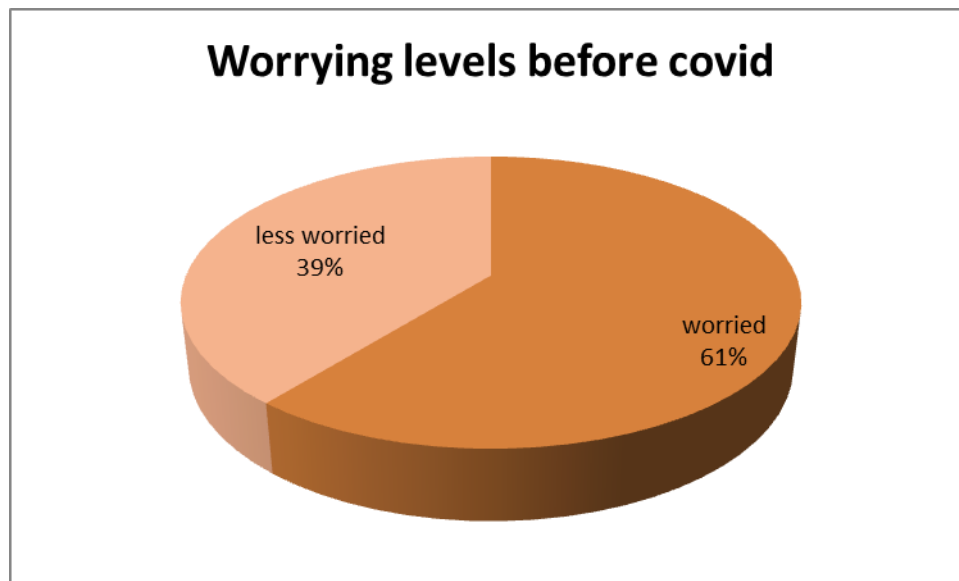


Figure 5: Levels of worry of the respondents before Covid-19 with regard to failing their exams

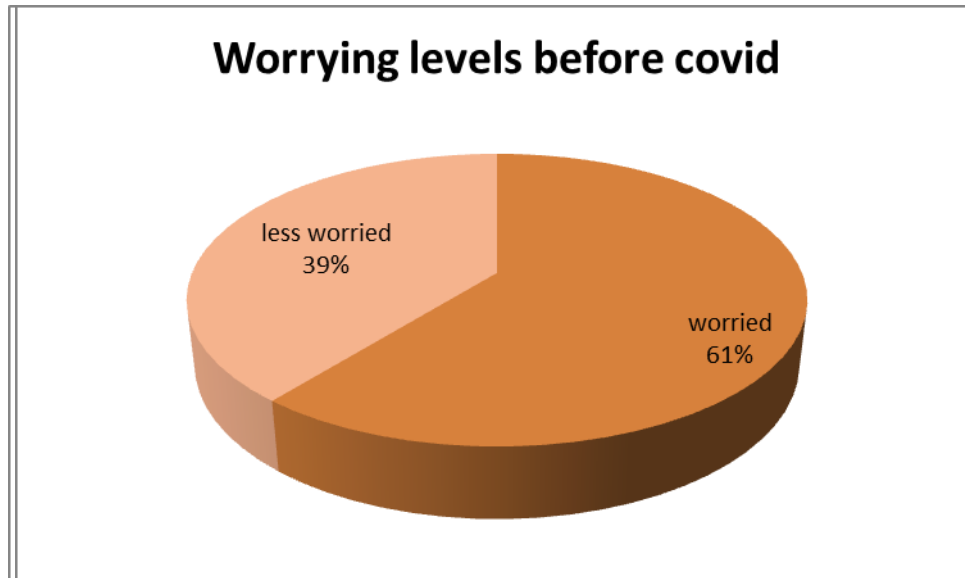


Figure 6: Levels of worry of the respondents after Covid-19 with regard to failing their exams

Summary of Findings, Conclusion, and Recommendations

This study was carried out with the intent of determining anxiety levels among EFL students in Riyadh, Saudi Arabia. This chapter details the important findings of this study, answers the research questions, addresses the study objectives, and provides conclusions and recommendations.

Summary of Findings

The study showed that confidence levels among EFL students were higher before the lockdown. Before the lockdown, students were more comfortable in small groups, learning new material in a realistic way, with their teachers present, and also participated in group discussions in their small groups. After the pandemic, the guidelines of social distance erased the culture of group discussions in schools (Çalık, 2020), which resulted in most students having lower confidence levels. Before Covid, teachers also ensured that all students had sufficient one-on-one time with their teachers and this boosted their confidence levels significantly (Hoque *et al.*, 2021).

The study also showed that most students were worried about failing their exams after the lockdown compared to the number concerned about failing before the lockdown. This was due to the fact that students were absent from physical classes and felt that they had been left out of things. It was also evident that the duration of the curriculum changed after the lockdown. Students had to do a lot of work within a short period of time and had to cover what they had missed during the lockdown periods. Therefore, students experienced a great deal of anxiety about future deadlines, which caused them to worry more about exams (Akman *et al.*, 2020).



Conclusion

According to the literature, epidemics have been shown to adversely affect economic, political, and educational systems, as well as health (Faisal *et al.*, 2021). The consequences of Covid-19 have been catastrophic; this terrible pandemic has drastically altered the way we live in the blink of an eye. World cooperation is essential to combat this pandemic. Pre-outbreak policies and procedures are recommended in educational institutions (Dhar *et al.*, 2020), and it is critical that educational institutions develop such policies and procedures. This research project provides information about the psychological well-being of university pupils in several nations during the Covid-19 pandemic. This study has its own value, as it gives a good understanding of the students' mental health at a critical moment. Future studies should seek to determine whether the consequences of future pandemics can be lessened. It is equally crucial that future studies assess whether students are affected by pandemics and suggest methods to minimize the impact of the effects. Students' resilience to similar disasters in the future can be enhanced by identifying appropriate strategies to help them cope with the current pandemic. To accomplish this, parents, teachers, and society in general must seek methods to enhance students' adaptability.

Recommendations

1. To increase the use of experiential learning. This means that students are able to gain a better understanding of the subject through actual experience rather than merely reading about it online or in books.
2. To standardize exams and assessments so that students can understand exactly what they need to work on throughout the year.
3. To add technology into the classroom, such as tablets and laptops, so that students can learn from various sources at different times.
4. Teachers should elevate student voices by soliciting feedback as often as possible, because this will help them make important decisions regarding their classroom instruction.

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