

RESEARCH ARTICLE

Unveiling English Language Speaking Anxiety: A Comprehensive Study Among Bahawalpur Undergraduate Learners

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Abstract: Bahawalpur undergraduates who are attempting to learn second language proficiency in English encounter numerous difficulties. They consequently suffer from anxiety, fear and other negative emotions. Exploring the amount of anxiety that Bahawalpur students feel when learning English as a second language is the purpose of this study. In order to determine its sources, severity and effect on academic performance, this study investigates speaking anxiety in English among Bahawalpur undergraduate students. Using a questionnaire and Likert scale, 100 first-graders were selected at random. Student's answers to questions were gathered using a quantitative approach. According to the findings, inadequate practice, worries about criticisms and a lack of confidence with language all contribute strongly to speaking anxiety. Upon evaluating the data using SPSS, it became clear that students in the English program had anxiety that was neither very high nor very low. The study highlights the necessity of tailored interventions and encouraging classroom settings in order to lower anxiety and improve communication abilities. It is recommended that higher education institutions implement faculty development programs. To help pupils feel less anxious, faculty might take on an extra support role and employ task-based learning strategies. Suggestions are offered to help teachers support English language learner's confidence and fluency.

Keywords: English Language, Speaking Anxiety, Undergraduate Learners, Bahawalpur, Students

Introduction

Anxiety when speaking a second language or overseas language has garnered loads of attention currently. Several studies have been done to have a look at the degree of speech anxiety that students come across. The most obvious cause of anxiety in language lecture rooms is speaking, which has been identified as the language acquisition capacity that causes the most fear. Graduates who had trouble communicating in English during job interviews may be a contributing factor in the rising number of unemployed graduates in our country. However, the primary method of communicating our thoughts, feelings, and emotions through spoken words, body language, and gestures is language. Psychologists believe that children begin to develop language skills at the age of six months.

A child uses different languages at different ages to communicate. One can always observe how well humans can learn a second language after mastering their native tongue. As a consequence, second language acquisition (SLA) reaches people from many different backgrounds. Second language instruction occurs not only in school and college but also in professional workplaces. They are picked up at home by talking to family members, parents, and guardians. While some people learn informally by reading books, others learn on their own by engaging in formal self-study. Additionally, students in the education sector face many challenges while learning English as a second language. This could have an impact on linguistic barriers overseas. English is an international language of communication and is widely used abroad.

As the trend approaches becoming globalized, most people expect greater rivalry in so many countries and from other nations beyond its borders. To continue their competitiveness students should be

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prepared well with strong educational background and in training (ability to communicate in English included). This enables the students to remain to compete effectively. The second most important language used in the country which is English is widely used in the education system from the primary level, through to the tertiary level. Besides this, it is used in large scale in many professions with numerous professions, such as law, medicine, engineering and business. It is therefore, of great essence that students have a strong command of the language, which not only will enable him/her to use the language appropriately for use in academia but also professionally in future.

It is possible that students who speak English have a greater chance of finding employment with multinational corporations after they graduate. This is due to the fact that employers do not overlook their proficiency in a second language, particularly when it comes to their exceptional performance in the classroom. Currently, businesses pick prospects for employment who not only have exceptional technical skills but likewise possess required soft skills. Another important "soft skill" companies look for is strong communication in English. In fact, some companies organize job interviews in English as well. Because of this, graduates need to express their opinions confidently to indicate their preparedness for the job. Many students will discover that mastering English is almost as important as learning their mother tongue. Mastering English is needed if they wish to do well academically and have a stronger chance in the employment field. They should contend with other graduates who no longer only possess strong academic credentials but additionally effective English conversation abilities. To fulfil the requirements of globalisation, employers will select applicants who are able to communicate effectively in English and who meet their requirements. As a result of the fact that the English language is of the utmost significance in Pakistan, children start learning it in school and continue to study it until they graduate from university. Apart from the fact that they have spent years studying the language, they have a very difficult time communicating in English.

Previous studies have also found that it is challenging for pupils to show a strong interest in the language learning process in such a setting. Many students experience anxiety and have trouble speaking smoothly when required to perform in a foreign language. Examining the elements that lead to anxiety in undergraduate students is one of the study's primary goals. At the same time exploring foreign languages such as English. The university's undergraduate students strongly believe that mastering English is fundamental to reaching their educational and personal goals. Additionally, English is a required subject for all undergraduate students because it serves as the university's primary medium of instruction. EFL instructors in Pakistan are likely to easily suggest some solutions to this problem if they study the sources of students's fear speaking English.

Communicating in English in Pakistan is backbone for both academic and professional success, more so in high learning institutions where the language is most commonly used in matters learning. Spoken English, although important, is a source of considerable stress for as many Bahawalpur undergraduates whose ability to perform may be affected in terms of confidence and academic achievement. Though various variables including personal personality characteristics, educational background and classroom dynamics affect this issue, it has become known under the name of English Speaking Anxiety.

The recent studies have thrown a light on the complex English speaking anxiety among Pakistani university students. In case of a qualitative study undertaken on the signs of English language anxiety, in classroom, for instance, Ahmed et al., (2024) indicate that student's level of anxiety is greatly affected by their backgrounds of learning and new methods of teachings. In the same way, Aashiq and Zahid (2024) found that two vital components that contribute to the speaking skills of undergraduate English as a Foreign language (EFL) that affect these undergraduate English as a foreign language (EFL) learners are lack of exposure and lack of Their study demonstrates the importance of the language use in daily situations and notes problems such as poor grammar, pronunciation and vocabulary.

Speaking anxiety can be either aggravated or alleviated by the classrooms and the roles of the teachers. In their exploration of classroom-based reasons for anxiety when studying a foreign language, Samad et al. (2021) discovered that fear of achieving a poor mark; large class size; classmate's being strangers to each other were critical aspects. In addition, Kalwar et al (2022) examined coping mechanisms amongst BS English students and found that code-switching in English-Urdu often used as measures of reducing anxiety. Frequent practice and instructor supervision were also frequently applied. Ali et al. (2024) in their study on relation of academic performance and English speaking anxiety in English-medium instructional contexts say that the student's comfort level when speaking English is highly affected by his or her interpersonal and personal concerns and learning environment. This brings out the need for specialized treatments that will address Bahawalpur undergraduate student's peculiar challenge.

How classroom exercises can help students that are not so good at public speaking has also been investigated. Samad et al. (2023) investigated the feelings of English language learners of Pakistani universities regarding speaking anxious-reducing practices in the class. Based on the research, speaking skills can be enhanced, and anxiety levels can be reduced through group project, practice speaking, waiting time, voluntary engagement and advance planning. From these observations, it is clear that student centered activities that provide a conducive and interesting learning space are of paramount importance. The other important factor influencing pupil's speaking fear concerns the behaviour of teacher. Samad et al. (2021) explored the kinds of teacher behaviour that might benefit students, who are anxious about speaking a language. They discovered that personal qualities of teacher, establishing relaxed classroom environment, listening to student's opinion, encouraging, good attitude towards mistakes can really relieve the anxiety. The teacher preparation programs then should highly consider putting much effort towards developing sympathetic and encouraging teaching techniques in order to help develop a positive learning environment according to this study.

In addition, the effect of personality factor on speaking anxiety has been investigated. Hussain et al. (2022) considered the relationship between Pakistani student's Big Five personality traits and nerves in speaking English. The research has substantial correlations, by which individual personality factors influence the extent of anxiety during English speaking challenges. This discovery confirms the importance of personalized strategies during the teaching process which account for the individual peculiarity of each student.

To teach students successfully, educators must understand what causes and shows English language speaking anxiety. Supporting undergraduate students in Bahawalpur to lower their anxiety and speak English more effectively is achievable through the review and adjustment by teachers and policymakers of confidence, parental support, instructional climate and teaching strategies. This all-encompassing strategy is essential for creating an inclusive learning atmosphere that enables student to get over their language fear and succeed academically.

Literature Review

Most individuals, particularly students have realized in recent years how crucial it is to acquire a second language. Since language is so important to human existence, learning and acquiring it is essential for efficient daily contact and communication. The advantages of learning a second language are beginning to be recognized by many. English language teaching is offered in a vast number of schools globally. Teaching English has been an important part of schooling, beginning with kindergarten and continuing through college. The Ministry of Education has made numerous new and improved efforts because English is crucial for the next generation. In 2002, the government reinstated the study of science and mathematics in English classrooms. People who know English well have access to a great deal of knowledge.

Anxiety related to speaking English is a widespread and intricate issue that many undergraduate students worldwide encounter especially in situations when they are not native English speakers. This kind

of anxiety usually manifests in educational environments where students must use English in oral presentations, class debates and unplanned verbal exchanges. An individual's ongoing ability to develop and use language well can decline sharply if they face excessive pressure and anxiety when speaking in front of both peers and teachers. Frequently, emotional and psychological challenges raise issues that involve a student's own sense of self, the quality of their educational relationships and their friendships, as well as their mastery of language.

Concern about outstanding poorly in speaking situations is a major source of student unease. Undergraduate learners occasionally fear being judged unkindly by their teachers or classmates when they commit language errors. This anxiety tends to worsen where English is strongly connected with measures of intelligence, social position or academic success. Feeling this pressure often makes students uneasy and more reluctant to participate during discussions in a group. For this reason, students may gradually lose confidence and cease participating in speaking exercises.

Speaking anxiety is closely related to both self-efficacy and self-perception. Despite evidence to the contrary, many students still think they are less skilled speakers than others in their class. Worries about speaking may increase in students who believe poorly in their own abilities and are anxious about making mistakes. Both having low self-esteem and measuring themselves against more capable peers cause these problems to get worse, further leading to ongoing stress and poor academic results. Lack of experience with spoken English in prior schooling can make university both frightening and isolating for some students.

Many undergraduate students feel anxious due to institutional and teaching procedures. Traditional educational traditions mostly prioritize formal grammar and written exams, giving little chance for students to develop communication skills. Should pupils not be offered regular practice along with evaluation, they are less likely to develop fluency and confidence when speaking. It may suddenly feel too much for students to have to give oral presentations or contribute to class discussions in English. Besides, having large classes and few opportunities for both peer collaboration and personal direction can cause students to feel both intimidated and isolated.

Student speaking fear often depends strongly on the way a teacher interacts with and treats them. A supportive, safe learning atmosphere organized by kind and positive teachers can greatly ease student worries about speaking. In contrast, if teachers are most of the time judgmental, angry or contemptuous, it may lower student's motivation and raise their fear. A pupil's development of confidence or tendency to withdraw is heavily influenced by whether they get clear instructions, practice support, and affirmative reinforcement. Teachers are better able to use techniques that encourage communication rather than stifle it when they are aware of the psychological aspects of language acquisition.

A further interesting strategy is to incorporate speaking exercises into regular classroom activities. It is more probable that students will play with language, make mistakes and grow from them when speaking is a daily, low-stakes aspect of the learning process rather than an infrequent, high-pressure event. Debates, role plays, pair projects and casual conversations can all contribute to the development of a classroom environment that normalizes and promotes speaking. Teachers who establish clear standards, offer scaffolding and value effort over perfection help pupils become more resilient and proficient communicators.

First, despite the above efforts but students continue to struggle with speaking and writing in English, especially when it comes to writing whole phrases. The majority of prospective employers favour graduates with strong English language abilities because it is crucial for employability and will cause the unemployment rate to rise. As a result, changes were made to the education blueprint to make sure that graduates have the ability to communicate effectively after they graduate. Anxiety is one of the other factors. Several aspects collectively lead to student's difficulties with communication. A student's anxiety concerning language can greatly affect their ability to use language well.

According to Brown (1994), learning a second language may be a difficult method, which makes the students anxious. Speaking is one of the situations that can be overwhelming for beginners to master all of these tactics because speaking encompasses a wide range of language learning activities, including word pronunciation, word recognition, meaning, and grammar rules.

In the second place, anxiety needs to be addressed right away because it has the potential to hinder performance, result in a lack of proficiency and the acquisition of a language. The study sought to explore the rates of English-language anxiety experienced by undergraduate learners and discover the major cause of its development. Numerous research on anxiety associated with acquiring a foreign or second language have been conducted during the last three decades. According to these findings, one of the most crucial elements in language processing is anxiety. According to Horwitz and colleagues (1986), language anxiety tends to result in different types of anxiety, such as: Conversation Anxiety about failure and anxiety about exams. Students who lack the ability to communicate effectively with adults but he has mature thoughts and wisdom. Often feel anxious when talking, this includes anxiety related to verbal communication, such as having trouble speaking in front of others or experiencing fright on stage as well as concerns related to successful verbal communication, such as difficulty understanding what is being said. There are many examples of students' fear of poor assessment, including their agony over their unfavourable evaluations, their avoidance of situations that could lead to negative evaluations, and their anticipation that others will judge them negatively.

The propensity to see the negative outcomes of performing poorly on assessment activities is known as test anxiety. Learning to be proficient in another language can sometimes be neither enjoyable nor free of stress. A number of research efforts have demonstrated that language learners generally show distinct symptoms of anxiety and that these distinctions are usually apparent. Research conducted by Liu (2006) on the subject of English-language anxiety in Chinese undergraduates found that the students took pleasure in experiencing anxiety when they were able to speak English with elegance. Anxiety levels among students increase when they interact with instructors or are encouraged to talk.

In this phase, the study looked at how university learners experience anxiety during second language instruction. A 1994 study by Mahyuddin, Yaakub, and Elias included measurements of anxiety levels for 1,215 students at Putra Malaysia University. Studies have shown that most students have a negative attitude towards the English teaching process. Students who suffer from high anxiety frequently experience intense fear in situations that are anticipated and conversational, which prevents them from speaking at all in English classrooms during those times. In situations where they were required to speak, students exhibited timidity, embarrassment, unease, reluctance, and a lack of confidence. According to their findings, nearly every college student said they experienced moderate anxiety during English instruction. A major factor leading to student nervousness is the way communication happens among classmates and with the teacher. In situations where teachers anticipated that their pupils would be proficient in both verbal and written communication, the pupils experienced a sense of unease. Therefore, they would prefer to remain silent in order to avoid embarrassing themselves in the event that they make any linguistic mistakes. Two factors that add to a student's study-related anxiety are society's stress on having a positive view and preserving one's reputation. Communication anxiety seems to be responsible for most of the difficulties students face in acquiring a second language. Regular examinations of English vocabulary and speaking demonstrate that Malaysian students are used to ESL classrooms.

This is because language anxiety is "multidimensional, affecting learners differently depending on the situation" and is a constantly changing phenomenon. Therefore, there are other reasons why academics may be concerned when conducting research in specific countries and areas. This is due to the importance of anxiety and the fact that the factors that cause it varies according to the context and situation. The goal of this study was to examine anxiety processes that learners experience when exposed to language learning and what they engage with while in the classroom.

Previous Studies

Speaking anxiety can reduce student's chances to communicate well and thrive in academics, it has become more closely studied in second language acquisition. College students show remarkable amounts of anxiety related to using English as a second or foreign language because such anxiety frequently interferes with their academic achievement, language proficiency and their development of a sense of identity. Only by combining methods from applied linguistics, educational psychology and psycholinguistics can underlying sources, results and pedagogical aspects of this fear be fully understood.

In the words of Horwitz et al. (1986), speaking anxiety in particular was at one time viewed as a form of anxiety that happened only in particular situations and was distinct from general anxiety traits. In their influential research, Horwitz, Horwitz, and Cope proposed Foreign Language Classroom Anxiety (FLCA) as a unique kind of anxiety specific to classroom language situations. The researchers suggested that exam anxiety, communication anxiety, and the fear of a low grade all reinforce one another. Since communication apprehension refers to the worry or anxiety that comes with speaking in a foreign language orally, it is especially pertinent in speaking circumstances. These theoretical underpinnings still influence research on anxiety related to speaking English.

Subsequent research has upheld the paradigm created by Horwitz et al. (1986) and shown that it is subject to particular cultural and contextual circumstances. Language anxiety's impact on language learning was highlighted by MacIntyre and Gardner (1991), who also introduced the idea of the "affective filter" that can hinder language input from being processed efficiently. The idea that anxiety impairs learner's fluency and willingness to communicate is further supported by their model which positioned anxiety as a mediating variable between input, processing and output.

A number of empirical studies show that undergraduate students from different cultures regularly experience anxiety when speaking in English. Liu and Jackson's study from 2008 shows that Chinese learners of English felt a lot of speaking anxiety as they did not often engage in real communication and were afraid of mistakes in class. Similarly, Tóth (2010) found that speaking anxiety was prevalent among Hungarian university students who attributed it to a lack of oral practice in high-stakes academic settings and language insecurity. These results highlight how common speaking anxiety is in tertiary educational settings both internationally and across cultural boundaries.

It has been demonstrated that speaking anxiety levels are correlated with language proficiency. Students who believe they are more proficient generally have less worry (Zhang, 2001). This relationship isn't necessarily linear, though. Personality qualities or perfectionist tendencies might cause anxiety in some highly skilled students (Gregersen & Horwitz, 2002). Very often, students worry for emotional rather than linguistic reasons, such as concerns about not succeeding or about unpleasant speaking situations from the past, rather than because of insufficient language knowledge. The connection between personal mental processes, self-appraisal and actual skill level calls for instruction that responds to both linguistic and emotional aspects of learning.

Previous research has found that gender plays an important role in how much anxiety students feel when speaking English. Evidence suggests that female learners tend to experience greater anxiety, potentially because they more easily sense and respond to peer opinion and classroom relations (Park & French, 2013). On the other hand, some evidence fails to demonstrate large gender differences, prompting the conclusion that environmental and cultural aspects shape individual impacts on gender (Awan et al., 2010). In view of the inconsistencies in past findings, gender must still be considered an important factor in building speaking environments that are inclusive of all learners.

Speaking anxiety is closely linked to both how classrooms are managed and the methods teachers use to teach. Closed learner-centred strategies, for example communicative language instruction, have been regarded as reducing anxiety by fostering connection and reducing the affective filter (Krashen, 1982). How

confident students are when speaking is strongly related to the learning setting, the teacher's mindset, and the approaches used to correct mistakes. In order to ease anxiety and increase student participation, both a safe atmosphere and supportive reinforcement are considered very important (Tanveer, 2007).

As technology-enhanced learning becomes more common, speaking anxiety is changing in important ways. Thanks to the growth of internet-based learning, students now participate in speaking tasks, both live and recorded that are not constrained by the physical confines of the classroom. As Satar and Özdener (2008) report, computer-mediated communication contexts ease student anxiety by giving them additional time for planning and writing their answers. Others note that some students may be more nervous as a result of technological problems and reduced nonverbal feedback (Yilmaz, 2011). Because of these contrasting findings, additional research is required to fully understand how technology shapes speaking fear.

Investigations have examined the role of personality in feelings of anxiety while speaking. Compared to their extroverted peers, introverted learners frequently report higher anxiety levels (Dewaele & Furnham, 2000). Furthermore, speaking tasks tend to make students feel less confident if they have low self-esteem or low self-efficacy in their language skills (Mills, Pajares, & Herron, 2006). Learner's anxiety levels are shaped by the interaction of these emotional variables with contextual and instructional factors. For instance, the negative consequences of personality-related anxiety can be lessened in a classroom setting that is encouraging and low-pressure (Kondo & Ying-Ling, 2004).

Speaking anxiety is heavily affected by different contextual and cultural influences. Shams (2006) and Mahmoodzadeh (2012) have shown that teaching English as a foreign language happens mostly in a formal and assessment-oriented way in Asian and Middle Eastern countries. In situations like these, students frequently don't have enough chances to practice speaking in real life which makes them more nervous when they have to give an oral presentation. Students feel more pressure to succeed at speaking tasks because English fluency is greatly valued and opportunities to use the language outside lessons are rare (Liu, 2006). Conversely, students in more communicative settings could feel less anxious since they have more chances to participate and get feedback (Savignon, 2002).

A number of intervention techniques have been put out to lessen undergraduate student's nervousness when speaking English. A common recommendation for an effective method is communicative language teaching (CLT), which prioritizes interaction and meaning-making above form-focused instruction (Richards & Rodgers, 2014). CLT contributes to the development of a more comfortable and stimulating atmosphere that facilitates speaking by encouraging group discussions, task-based learning and pair work (Littlewood, 2007). Furthermore, it has been demonstrated that using role-playing and drama exercises helps students feel less anxious and more confident when speaking (Celce-Murcia, Brinton, & Goodwin, 2010). Another promising strategy for overcoming speaking anxiety is technology-assisted language learning which includes the use of video blogs, online discussion boards and language learning applications (Chou, 2018).

Learners can feel less anxious and more confident when they have supportive teachers who give them constructive criticism and provide a safe environment in the classroom (Oxford, 1999). Additionally, dedicated instruction in anxiety-reduction methods including visualization, deep breathing and positive self-talk can enable students to handle the stress associated with speaking (Kondo & Ying-Ling, 2004). Reducing speaking anxiety also requires peer engagement. Peer assistance and scaffolding in collaborative learning activities have been shown to reduce anxiety and enhance speaking abilities (Zhiping & Paramasivam, 2013). According to Saito and Fujita (2004), when properly organized and facilitated, peer critique can also raise student's awareness of their speaking abilities and inspire them to get better.

Assessment procedures have the potential to either make speaking anxiety worse or better. According to Chen and Lin (2009), traditional oral assessment methods including individual presentations and spontaneous speeches are frequently described as anxiety-inducing. As demonstrated by Brown and Abeywickrama (2010), alternate evaluation methods such as self-reflection journals, portfolio-based

evaluation and peer assessments, on the other hand, alleviate pressure and foster a more comprehensive comprehension of speaking abilities. To better serve learners of different backgrounds and to make speaking less burdensome, teachers should employ different kinds of flexible evaluation.

Methodology

Using a survey questionnaire with closed-ended questions and a Likert scale. Undergraduate English language learners in District Bahawalpur make up the target population. A pattern of 100 students will be selected to observe, and facts may be accumulated through the distribution of a questionnaire. SPSS will then be used for the analysis that follows. Students perceptions of the presented problems will be analyzed and understood through the use of research tools, namely survey questionnaires constructed on a Likert scale.

Data Analysis

In order to identify statistically significant differences in participant’s ratings of their anxiety levels when speaking English, the data was quantitatively examined. Participants answered the survey using a Likert scale that provided the choices strongly disagree to strongly agree. Every question allowed a student to select just one response. All data analysis was done by using the SPSS program focused on the Social Sciences.

Q1: I Never Felt Confident when Speaking in English Class

N		Mean	Media	Mode
Valid	Missing			
100	1	2.4000	2.0000	2.00

Table 1

I Never Felt Confident when Speaking in English Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	17.8	18.0	18.0
	Agree	47	46.5	47.0	65.0
	Neutral	15	14.9	15.0	80.0
	Disagree	17	16.8	17.0	97.0
	Strongly Disagree	3	3.0	3.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	101	100.0	

Figure 1



The following response distribution is revealed by the data analysis: 47 agreed, 18 strongly agreed, 17 disagreed, 3 strongly disagreed and 15 neutral. The mean score of 2.40 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I didn't feel comfortable while conversing in English class.

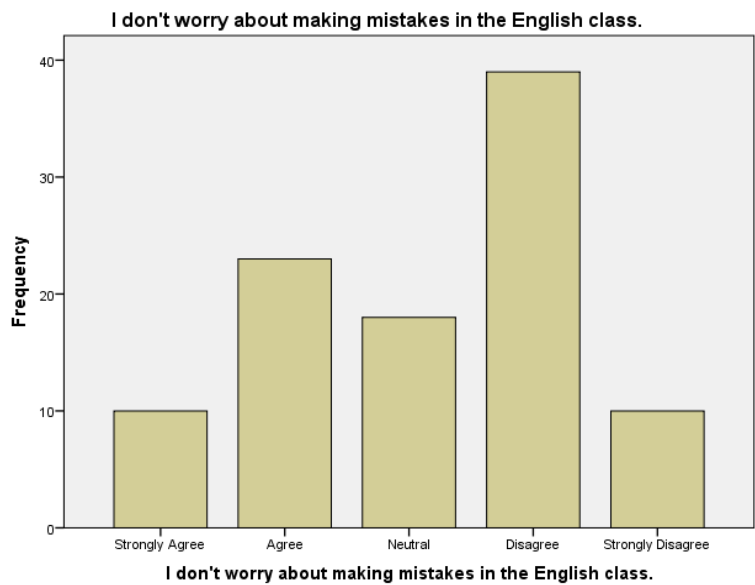
Q2: I am not required to worry about the mistakes I make in my English class

N		Mean	Media	Mode
Valid	Missing			
100	1	3.1600	3.0000	4.00

Table 2
I am not Required to Worry about the Mistakes I Make in my English Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.9	10.0	10.0
	Agree	23	22.8	23.0	33.0
	Neutral	18	17.8	18.0	51.0
	Disagree	39	38.6	39.0	90.0
	Strongly Disagree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	101	100.0	

Figure 2



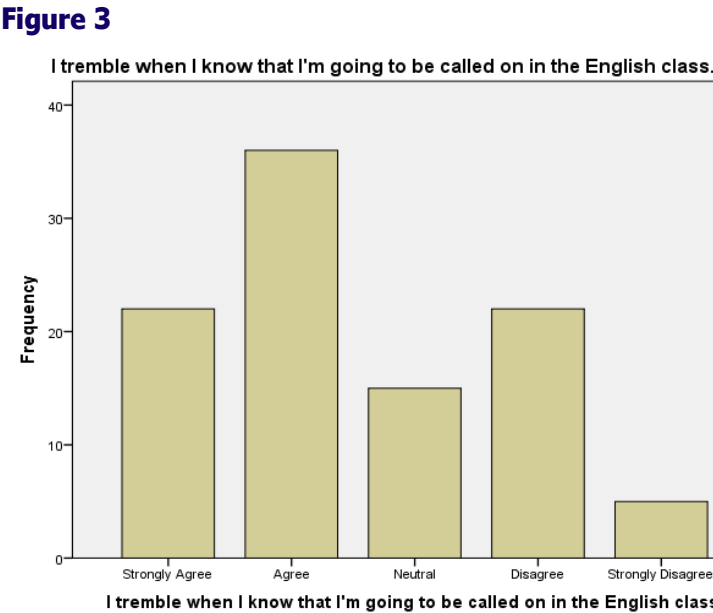
The following response distribution is revealed by the data analysis: 23 agreed, 10 strongly agreed, 39 disagreed, 10 strongly disagreed and 18 neutral. The mean score of 3.16 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I am not required to worry about the mistakes I make in my English class.

Q3: I shuddered when I found that I would be called to study English.

N		Mean	Media	Mode
Valid	Missing			
100	1	2.5200	2.0000	2.00

Table 3
I Shuddered when I Found that I Would be Called to Study English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	21.8	22.0	22.0
	Agree	36	35.6	36.0	58.0
	Neutral	15	14.9	15.0	73.0
	Disagree	22	21.8	22.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	101	100.0	



The following response distribution is revealed by the data analysis: 36 agreed, 22 strongly agreed, 22 disagreed, 5 strongly disagreed and 15 neutral. The mean score of 2.52 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I shuddered when I found that I would be called to study English.

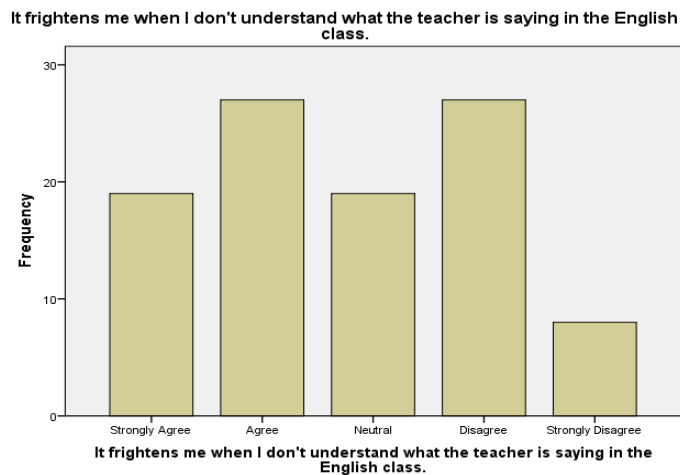
Q4: I Found it very Scary When the Teacher’s English Lessons were not Clear to Me

N		Mean	Media	Mode
Valid	Missing			
100	1	2.7800	3.0000	2.00

Table 4
I Found it very Scary When the Teacher’s English Lessons were not Clear to Me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	18.8	19.0	19.0
	Agree	27	26.7	27.0	46.0
	Neutral	19	18.8	19.0	65.0
	Disagree	27	26.7	27.0	92.0
	Strongly Disagree	8	7.9	8.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Figure 4



The following response distribution is revealed by the data analysis: 27 agreed, 19 strongly agreed, 27 disagreed, 8 strongly disagreed and 19 neutral. The mean score of 2.78 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I found it very scary when the teacher’s English lessons were not clear to me.

Q5: I will Have no More Problems Learning English

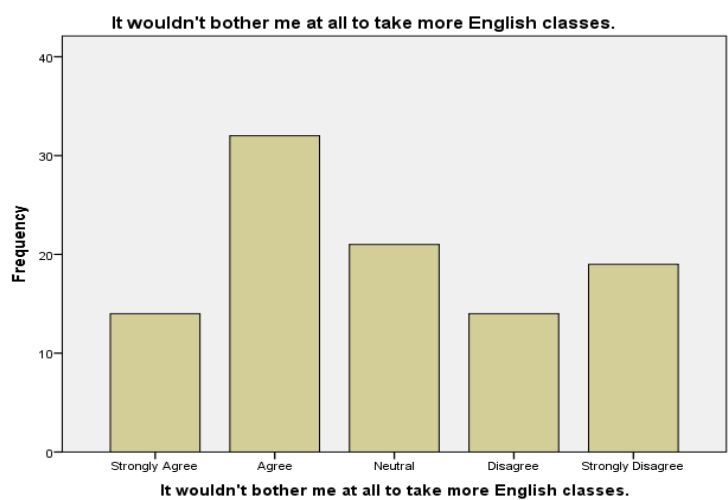
N		Mean	Media	Mode
Valid	Missing			
100	1	2.9200	3.0000	2.00

Table 5

I will Have no More Problems Learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	13.9	14.0	14.0
	Agree	32	31.7	32.0	46.0
	Neutral	21	20.8	21.0	67.0
	Disagree	14	13.9	14.0	81.0
	Strongly Disagree	19	18.8	19.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 5



The following response distribution is revealed by the data analysis: 32 agreed, 14 strongly agreed, 14 disagreed, 19 strongly disagreed and 21 neutral. The mean score of 2.92 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I will have no more problems learning English.

Q6: It is Common for Me to Spend English Class Considering Topics that are Not Within our Lesson Agenda

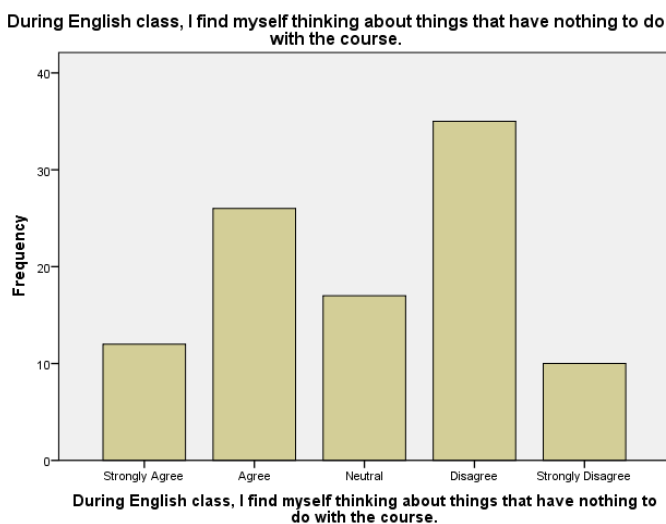
N		Mean	Media	Mode
Valid	Missing			
100	1	3.0500	3.0000	4.00

Table 6

It is Common for Me to Spend English Class Considering Topics that are Not Within our Lesson Agenda

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	11.9	12.0	12.0
	Agree	26	25.7	26.0	38.0
	Neutral	17	16.8	17.0	55.0
	Disagree	35	34.7	35.0	90.0
	Strongly Disagree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 6



The following response distribution is revealed by the data analysis: 26 agreed, 12 strongly agreed, 35 disagreed, 10 strongly disagreed and 17 neutral. The mean score of 3.05 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement It is common for me to spend English class considering topics that are not within our lesson agenda.

Q7: I have always believed that other students understood languages more fluently than I did

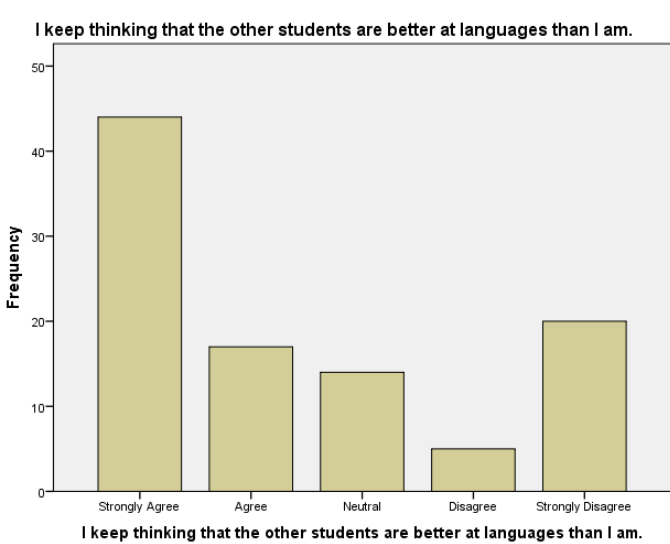
N		Mean	Media	Mode
Valid	Missing			
100	1	2.3900	2.0000	1.00

Table 7

I have always believed that other students understood languages more fluently than I did

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	44	43.6	44.0	44.0
	Agree	17	16.8	17.0	61.0
	Neutral	14	13.9	14.0	75.0
	Disagree	5	5.0	5.0	80.0
	Strongly Disagree	20	19.8	20.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 7



The following response distribution is revealed by the data analysis: 17 agreed, 44 strongly agreed, 5 disagreed, 20 strongly disagreed and 14 neutral. The mean score of 2.39 in this cumulative data indicates a general tendency towards agreement. Remarkably, The overwhelming majority of those surveyed said they agreed with the provided statement I have always believed that other pupils understood languages more fluently than I did.

Q8: I Always feel Comfortable During Tests in English Class

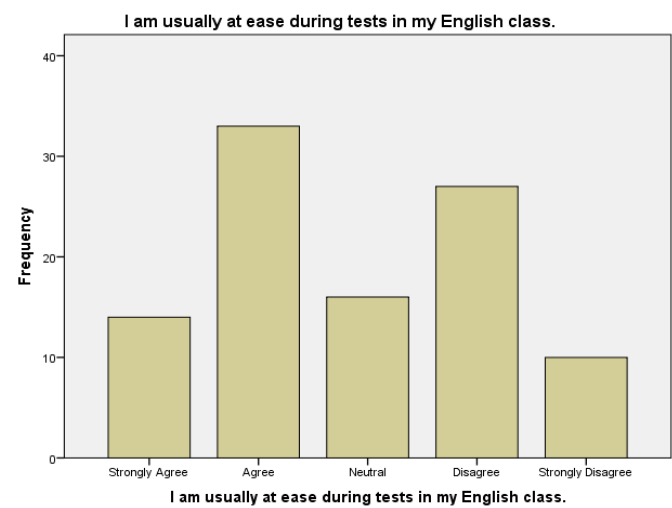
N		Mean	Media	Mode
Valid	Missing			
100	1	2.8600	3.0000	2.00

Table 7

I have always believed that other students understood languages more fluently than I did

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	13.9	14.0	14.0
	Agree	33	32.7	33.0	47.0
	Neutral	16	15.8	16.0	63.0
	Disagree	27	26.7	27.0	90.0
	Strongly Disagree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 8



The following response distribution is revealed by the data analysis: 33 agreed, 14 strongly agreed, 27 disagreed, 10 strongly disagreed and 16 neutral. The mean score of 2.86 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I always feel comfortable during tests in English class.

Q9: I Started to Feel Nervous Because I was Asked to Speak in English to the Class without any Preparation

N		Mean	Media	Mode
Valid	Missing			
100	1	2.4800	2.0000	2.00

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	23.8	24.0	24.0
	Agree	33	32.7	33.0	57.0
	Neutral	19	18.8	19.0	76.0
	Disagree	19	18.8	19.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 9



The following response distribution is revealed by the data analysis: 33 agreed, 24 strongly agreed, 19 disagreed, 5 strongly disagreed and 19 neutral. The mean score of 2.48 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I started to feel nervous because I was asked to speak in English to the class without any preparation.

Q10: I’m Concerned about What Would Happen if I didn’t Pass English Class

N		Mean	Media	Mode
Valid	Missing			
100	1	2.6600	2.0000	2.00

Table 10

I’m Concerned about What Would Happen if I didn’t Pass English Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	15.8	16.0	16.0
	Agree	35	34.7	35.0	51.0
	Neutral	20	19.8	20.0	71.0
	Disagree	25	24.8	25.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 10



The following response distribution is revealed by the data analysis: 35 agreed, 16 strongly agreed, 25 disagreed, 4 strongly disagreed and 20 neutral. The mean score of 2.66 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I’m concerned about what would happen if I didn’t pass English class.

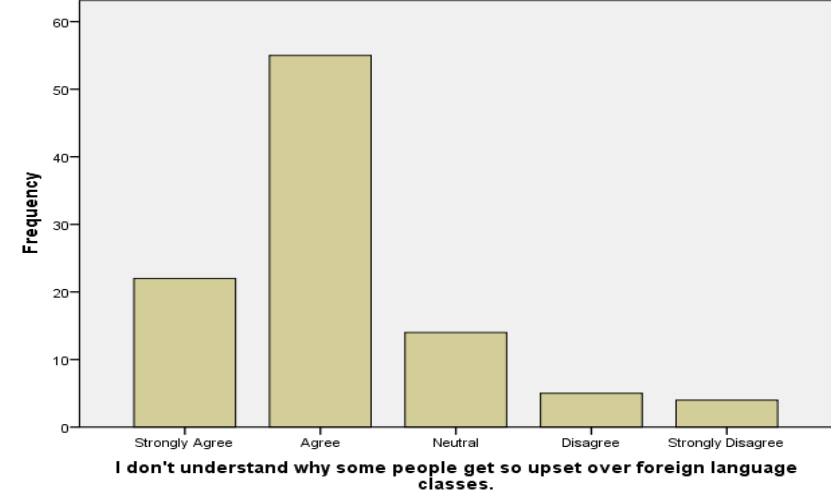
Q11: I can’t Figure out why many Individuals Become Frustrated when they Study a Foreign Language

N		Mean	Media	Mode
Valid	Missing			
100	1	2.1400	2.0000	2.00

Table 11
I can't Figure out why many Individuals become Frustrated when they Study a Foreign Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	21.8	22.0	22.0
	Agree	55	54.5	55.0	77.0
	Neutral	14	13.9	14.0	91.0
	Disagree	5	5.0	5.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 11
I don't understand why some people get so upset over foreign language classes.



The following response distribution is revealed by the data analysis: 55 agreed, 22 strongly agreed, 5 disagreed, 4 strongly disagreed and 14 neutral. The mean score of 2.14 in this cumulative data indicates a general tendency towards agreement. Remarkably, the overwhelming majority of those surveyed said they agreed with the statement I can't figure out why many individuals become frustrated when they study a foreign language.

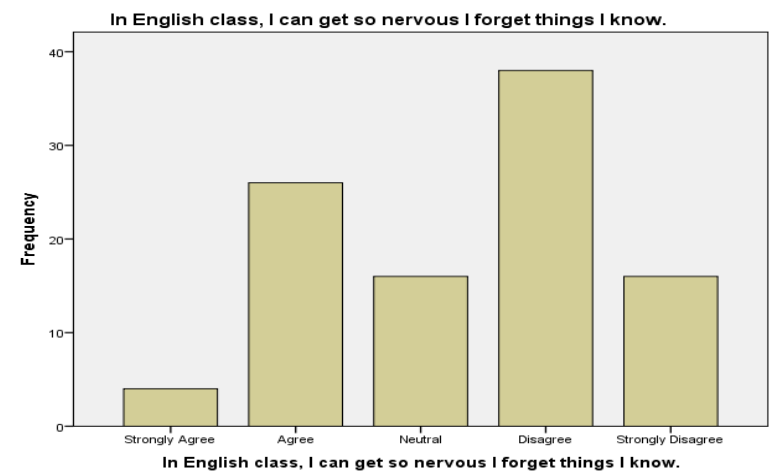
Q12: I Felt so Anxious in English Class that I Forgot what I Knew

N		Mean	Media	Mode
Valid	Missing			
100	1	3.3600	4.0000	4.00

Table 12
I Felt so Anxious in English Class that I Forgot what I Knew

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	4.0	4.0	4.0
	Agree	26	25.7	26.0	30.0
	Neutral	16	15.8	16.0	46.0
	Disagree	38	37.6	38.0	84.0
	Strongly Disagree	16	15.8	16.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 12



The following response distribution is revealed by the data analysis: 26 agreed, 4 strongly agreed, 38 disagreed, 16 strongly disagreed and 16 neutral. The mean score of 3.36 in this cumulative data indicates a general tendency towards agreement. Remarkably, the overwhelming majority of those surveyed said they agreed with the statement I felt so anxious in English class that I forgot what I knew.

Q13: I felt ashamed when I offered to respond in English class.

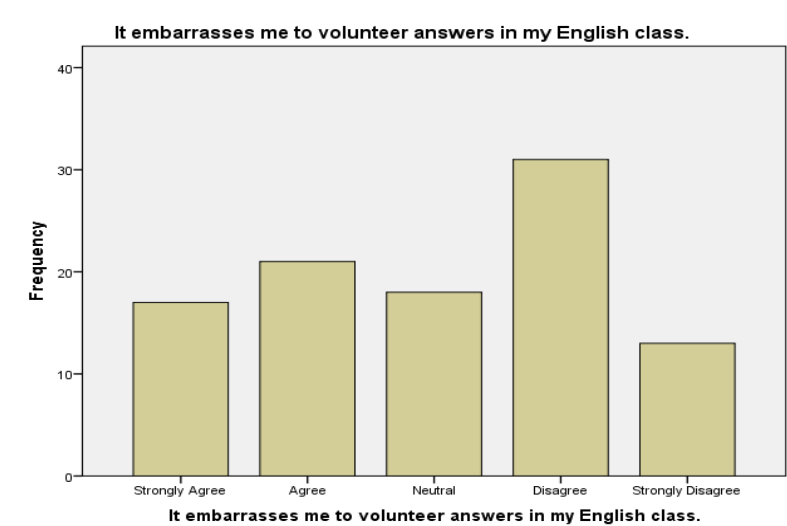
N		Mean	Median	Mode
Valid	Missing			
100	1	3.0200	3.0000	4.00

Table 13

I Felt Ashamed when I Offered to Respond in English Class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	16.8	17.0	17.0
	Agree	21	20.8	21.0	38.0
	Neutral	18	17.8	18.0	56.0
	Disagree	31	30.7	31.0	87.0
	Strongly Disagree	13	12.9	13.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 13



The following response distribution is revealed by the data analysis: 21 agreed, 17 strongly agreed, 31 disagreed, 13 strongly disagreed and 18 neutral. The mean score of 3.02 in this cumulative data indicates a general tendency towards agreement. Remarkably, the overwhelming majority of those surveyed said they agreed with the statement I felt ashamed when I offered to respond in English class.

Q14: I Think I Would be Relaxed when Speaking English with Someone who is a Native Speaker

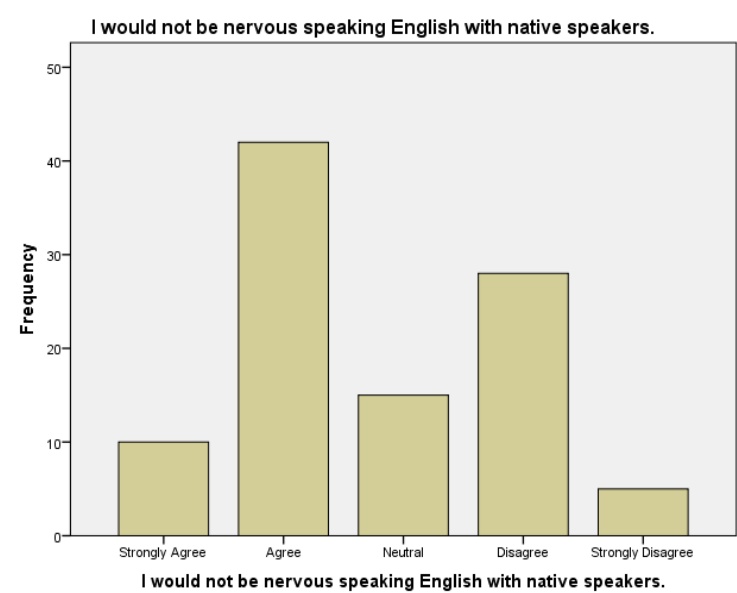
N		Mean	Median	Mode
Valid	Missing			
100	1	2.7600	2.0000	2.00

Table 14

I Think I Would be Relaxed when Speaking English with Someone who is a Native Speaker.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.9	10.0	10.0
	Agree	42	41.6	42.0	52.0
	Neutral	15	14.9	15.0	67.0
	Disagree	28	27.7	28.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 14



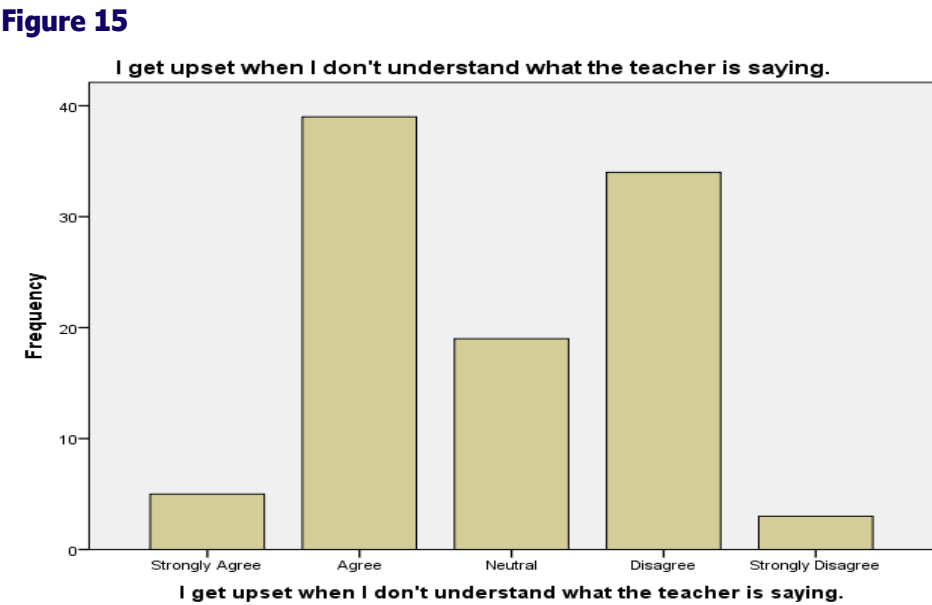
The following response distribution is revealed by the data analysis: 42 agreed, 10 strongly agreed, 28 disagreed, 5 strongly disagreed and 15 neutral. The mean score of 2.76 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I think I would be relaxed when speaking English with someone who is a native speaker.

Q15: I feel annoyed whenever I fail to catch the meaning of the teacher’s explanations.

N		Mean	Median	Mode
Valid	Missing			
100	1	2.9100	3.0000	2.00

Table 15
I Feel Annoyed Whenever I Fail to Catch the Meaning of the Teacher’s Explanations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	5.0	5.0	5.0
	Agree	39	38.6	39.0	44.0
	Neutral	19	18.8	19.0	63.0
	Disagree	34	33.7	34.0	97.0
	Strongly Disagree	3	3.0	3.0	100.0
Total		100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		



The following response distribution is revealed by the data analysis: 39 agreed, 5 strongly agreed, 34 disagreed, 3 strongly disagreed and 19 neutral. The mean score of 2.91 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I feel annoyed whenever I fail to catch the meaning of the teacher’s explanations.

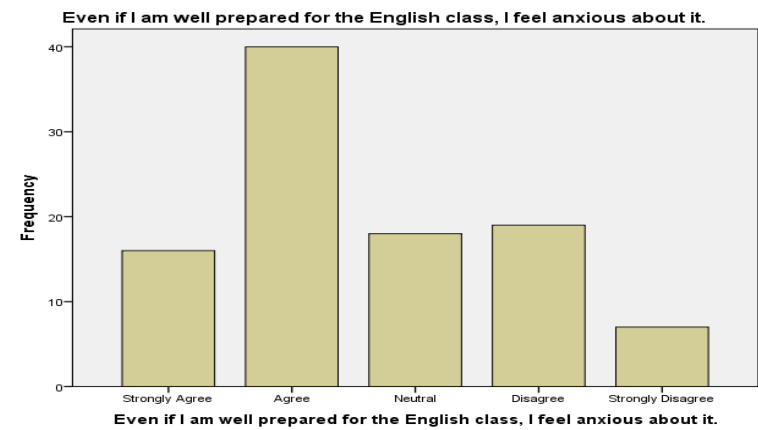
Q16: Despite my best efforts to prepare for English class, I’m still concerned about this

N		Mean	Median	Mode
Valid	Missing			
100	1	2.6100	2.0000	2.00

Table 16
Despite my Best Efforts to Prepare for English Class, I’m still Concerned about this

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	15.8	16.0	16.0
	Agree	40	39.6	40.0	56.0
	Neutral	18	17.8	18.0	74.0
	Disagree	19	18.8	19.0	93.0
	Strongly Disagree	7	6.9	7.0	100.0
Total		100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 16



The following response distribution is revealed by the data analysis: 40 agreed, 16 strongly agreed, 19 disagreed, 7 strongly disagreed and 18 neutral. The mean score of 2.61 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement Despite my best efforts to prepare for English class, I’m still concerned about this.

Q17: I really don’t want to go to English class

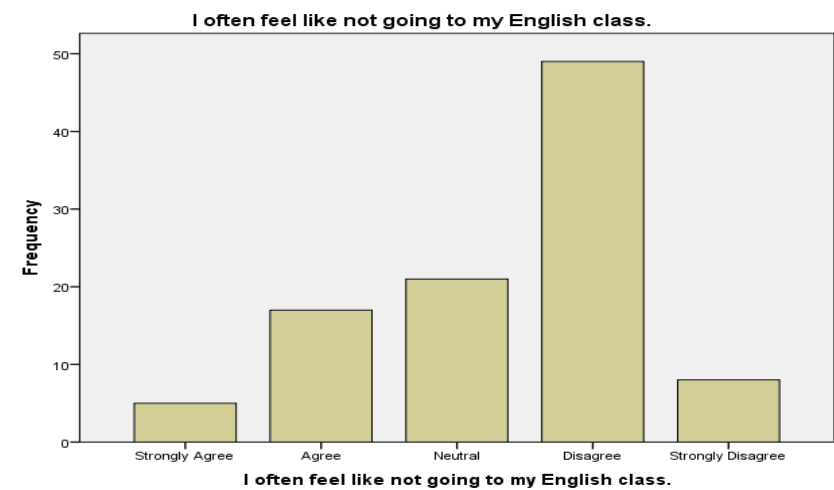
N		Mean	Median	Mode
Valid	Missing			
100	1	3.3800	4.0000	4.00

Table 17

I Really Don’t Want to go to English Class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	5.0	5.0	5.0
	Agree	17	16.8	17.0	22.0
	Neutral	21	20.8	21.0	43.0
	Disagree	49	48.5	49.0	92.0
	Strongly Disagree	8	7.9	8.0	100.0
Total		100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 17



The following response distribution is revealed by the data analysis: 17 agreed, 5 strongly agreed, 49 disagreed, 8 strongly disagreed and 21 neutral. The mean score of 3.38 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I really don't want to go to English class.

Q18: I Worry that my Language Instructor is Prepared to Point out all of my Errors

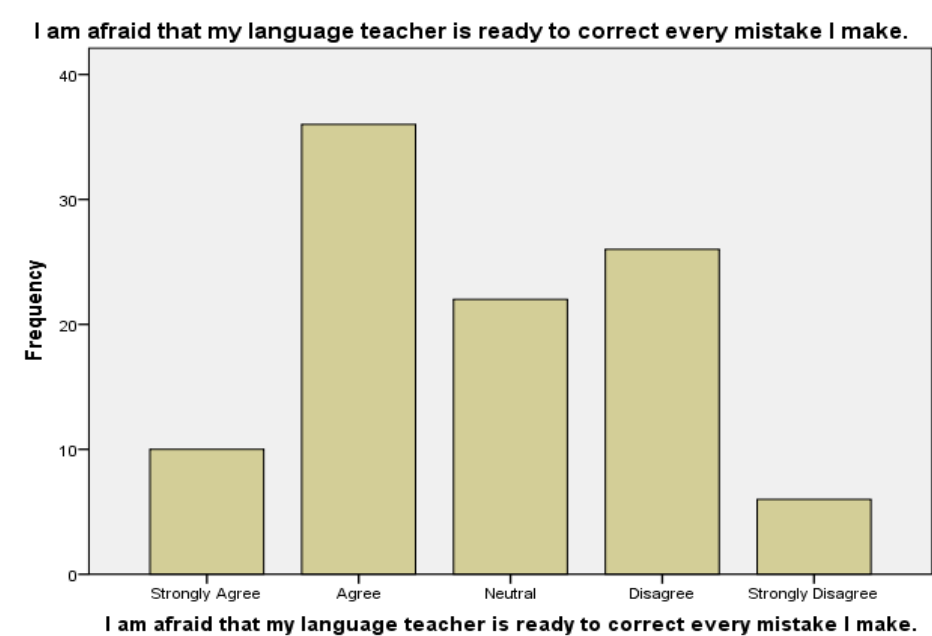
N		Mean	Median	Mode
Valid	Missing			
100	1	2.8200	3.0000	2.00

Table 18

I Worry that my Language Instructor is Prepared to Point out all of my Errors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.9	10.0	10.0
	Agree	36	35.6	36.0	46.0
	Neutral	22	21.8	22.0	68.0
	Disagree	26	25.7	26.0	94.0
	Strongly Disagree	6	5.9	6.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 18



The following response distribution is revealed by the data analysis: 36 agreed, 10 strongly agreed, 26 disagreed, 6 strongly disagreed and 22 neutral. The mean score of 2.82 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I worry that my language instructor is prepared to point out all of my errors.

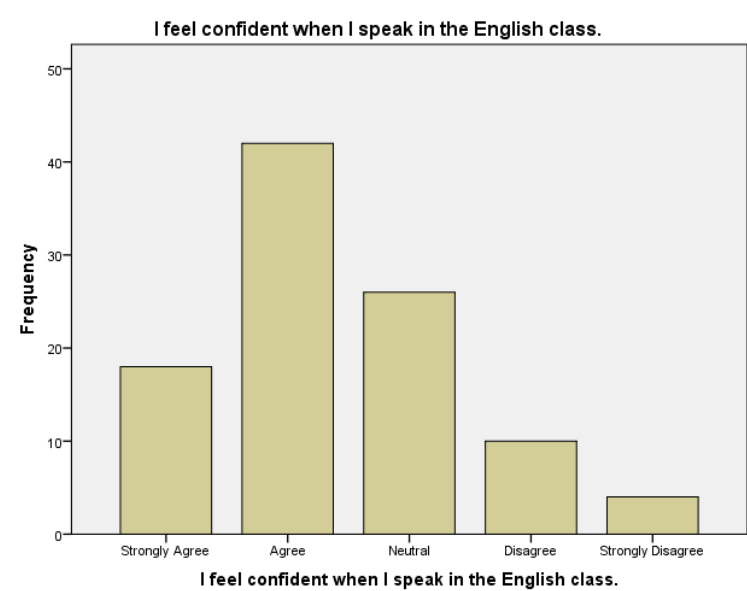
Q19: I'm Comfortable when Speaking in an English Class

N		Mean	Median	Mode
Valid	Missing			
100	1	2.3600	2.0000	2.00

Table 19
I’m Comfortable when Speaking in an English Class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	17.8	18.0	18.0
	Agree	42	41.6	42.0	60.0
	Neutral	26	25.7	26.0	86.0
	Disagree	10	9.9	10.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 19



The following response distribution is revealed by the data analysis: 42 agreed, 18 strongly agreed, 10 disagreed, 4 strongly disagreed and 26 neutral. The mean score of 2.36 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I’m comfortable when speaking in an English class.

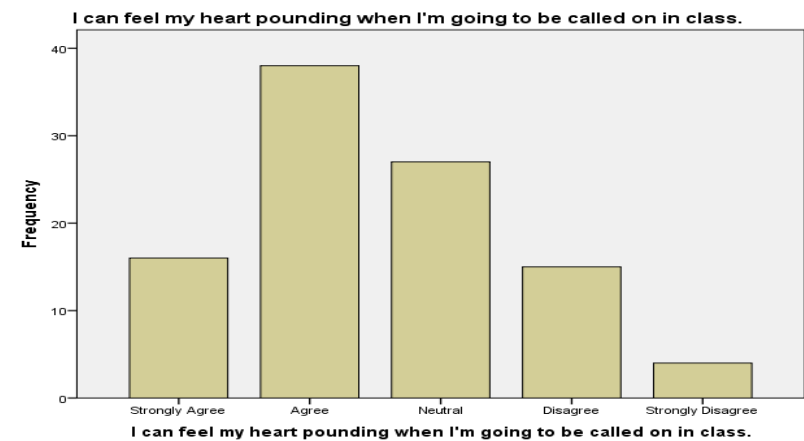
Q20: *My Heart Thumping at the Thought of Being called in Class*

N		Mean	Median	Mode
Valid	Missing			
100	1	2.5300	2.0000	2.00

Table 20
My Heart Thumping at the Thought of Being called in Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	15.8	16.0	16.0
	Agree	38	37.6	38.0	54.0
	Neutral	27	26.7	27.0	81.0
	Disagree	15	14.9	15.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 20



The following response distribution is revealed by the data analysis: 38 agreed, 16 strongly agreed, 15 disagreed, 4 strongly disagreed and 27 neutral. The mean score of 2.53 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement My heart thumping at the thought of being called in class.

Q21: I Felt Increasingly Puzzled as I Studied for the English Test

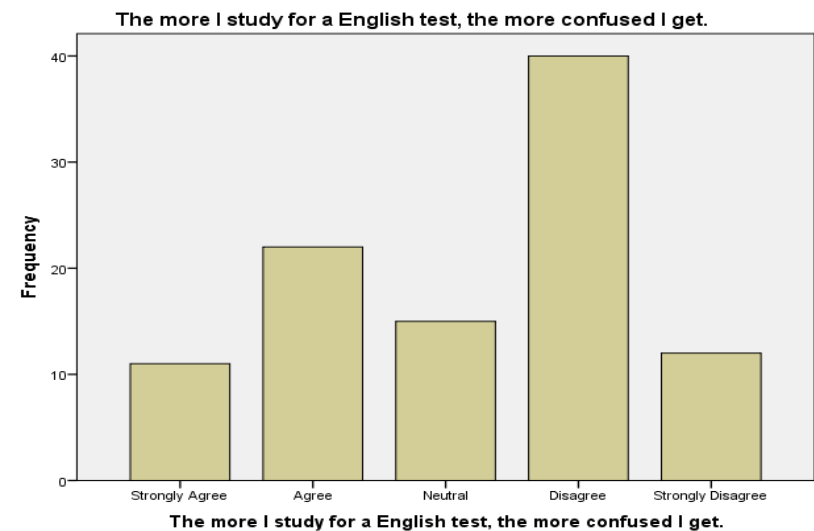
N		Mean	Median	Mode
Valid	Missing			
100	1	3.2000	4.0000	4.00

Table 21

I Felt Increasingly Puzzled as I Studied for the English Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	10.9	11.0	11.0
	Agree	22	21.8	22.0	33.0
	Neutral	15	14.9	15.0	48.0
	Disagree	40	39.6	40.0	88.0
	Strongly Disagree	12	11.9	12.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 21



The following response distribution is revealed by the data analysis: 22 agreed, 11 strongly agreed, 40 disagreed, 12 strongly disagreed and 15 neutral. The mean score of 3.20 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I felt increasingly puzzled as I studied for the English test.

Q22: I am not Required to Get Ready Enough for English Class

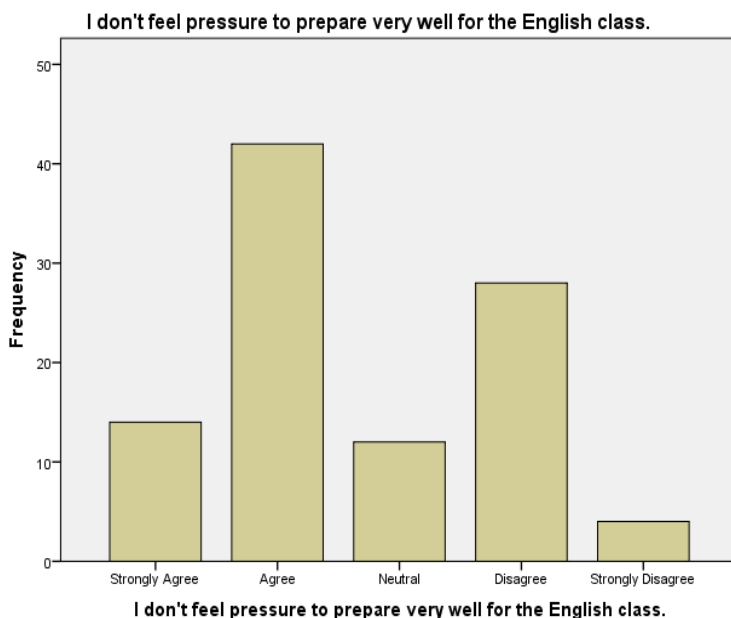
N		Mean	Median	Mode
Valid	Missing			
100	1	2.5400	2.0000	2.00

Table 22

I am not Required to Get Ready Enough for English Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	13.9	14.0	14.0
	Agree	42	41.6	42.0	56.0
	Neutral	12	11.9	12.0	68.0
	Disagree	28	27.7	28.0	96.0
	Strongly Disagree	4	4.0	4.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 22



The following response distribution is revealed by the data analysis: 42 agreed, 14 strongly agreed, 28 disagreed, 4 strongly disagreed and 12 neutral. The mean score of 2.54 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I am not required to get ready enough for English class.

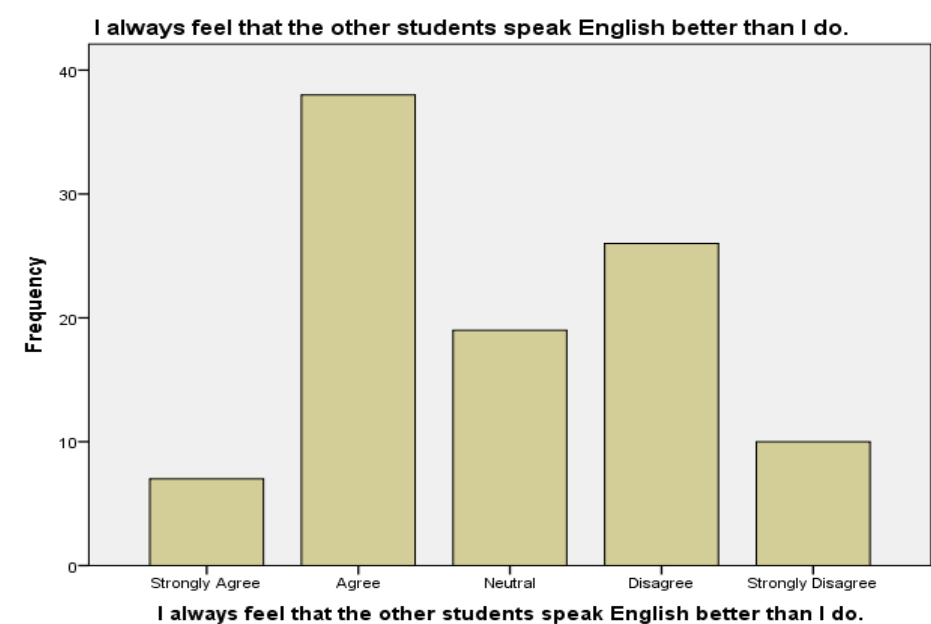
Q23: I Believed that other Students had Better English Fluency than Myself

N		Mean	Median	Mode
Valid	Missing			
100	1	2.9400	3.0000	2.00

Table 23
I Believed that other Students had Better English Fluency than Myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	6.9	7.0	7.0
	Agree	38	37.6	38.0	45.0
	Neutral	19	18.8	19.0	64.0
	Disagree	26	25.7	26.0	90.0
	Strongly Disagree	10	9.9	10.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 23



The following response distribution is revealed by the data analysis: 38 agreed, 7 strongly agreed, 26 disagreed, 10 strongly disagreed and 19 neutral. The mean score of 2.94 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement I believed that other students had better English fluency than myself.

Q24: Situations Where I Speak English to my Classmates Often Make me Feel Quite Anxious

N		Mean	Median	Mode
Valid	Missing			
100	1	2.5400	2.0000	2.00

Table 24
Situations Where I Speak English to my Classmates Often Make me Feel Quite Anxious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	10.9	11.0	11.0
	Agree	57	56.4	57.0	68.0
	Neutral	13	12.9	13.0	81.0
	Disagree	14	13.9	14.0	95.0
	Strongly Disagree	5	5.0	5.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.00		

Figure 24



The following response distribution is revealed by the data analysis: 57 agreed, 11 strongly agreed, 14 disagreed, 5 strongly disagreed and 13 neutral. The mean score of 2.45 in this cumulative data indicates a general tendency towards agreement. Remarkably, the vast majority of respondents indicated agreement with the provided statement Situations where I speak English to my classmates often make me feel quite anxious.

SPSS was used to analyse the data with 24 questions. Statements about how the pupils felt when they used English in class. Respondents chose to strongly disagree, disagree, strongly agree, agree, or be neutral. This section’s outcome is explained in detail using tables and graphs. The results supported that a large proportion of students felt quite anxious when speaking in English.

Discussion, Recommendation and Conclusion

Exploring student’s impressions of the degree of English language anxiety and the main issues undergraduate students confront in higher education was the aim of this study. The researcher used the tool of a questionnaire to accumulate the records from the participants. The contributors belong to a distinct region of the district Bahawalpur. The questionnaire was divided into 24 questions. The questions primarily focused on the challenges of speaking English at the undergraduate stage of university education.

The researcher determined the challenges that Bahawalpur State undergraduate students encounter when studying English as a second language. This is mostly caused by feelings of anxiety, worry, and fear. The research aimed to research the stages of hysteria among these students and found that they revel in a slight degree of anxiety.

To deal with this trouble, it is endorsed that better training establishments take proactive measures. The goal of faculty development applications is to ensure instructors have the vital skills and approaches to help English learners effectively. Teachers have to also be given an extra supportive function, creating a wonderful and inspiring learning environment.

Furthermore, incorporating hobby-based study strategies can help alleviate anxiety and provide students with an extra interactive and sensible method of language study. This can consist of group activities, role-plays, and real-world language tasks.

By implementing these guidelines, higher education institutions can create a conducive environment getting to know their surroundings that helps English language newbies, helping to reduce levels and enhance the overall learning experience.

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