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Understanding English Language Speaking Anxiety among Pakistani University Students: A Teacher Centric Exploration

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Abstract
Language-related anxiety is a psychological phenomenon that occurs either during the process of language acquisition or the academic process of an individual's life. The usage of English as the medium of instruction leads to this anxiety in the higher education context of Pakistan. Students' poor performance and heightened anxiety remain significant concerns in the field of language education. This qualitative paper through in-depth interviews from the faculty members investigates the manifestations of English language speaking anxiety in classroom settings, particularly focusing on variations across educational streams, distinguishing between students from the matriculation and those educated in the Cambridge system. The findings reveal a multifaceted landscape of language anxiety, influenced by educational backgrounds, unfamiliar teaching methodologies, fear of evaluation and educational trajectories. Moreover, the research identifies recommendations and steps taken by faculty to lessen this anxiety. The findings support the importance of tailoring conducive mechanisms to address these disparities. This may result in the facilitation of a more inclusive educational environment that empowers students to overcome language anxiety and excel academically.
Keywords: English Speaking anxiety, Language learners, Language anxiety

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Introduction

Proficiency in the English language is a requirement for economic development at the national and international levels due to the significant role it plays in spreading scientific and technological knowledge. In accordance with this evolution, English is viewed in Pakistan as the language for development at both the individual and national levels (Jabeen, 2023). All demographic groups in Pakistan, especially those in higher education institutions, are aware of the value of English and have a strong desire to study it. As a result, everyone makes an effort to become proficient. In Pakistan, the improvement of spoken competence is a very essential motivation for learning (Malik et al., 2020).

Most university students in Pakistan do not currently possess a suitable speaking proficiency in English, despite all the motivation and efforts (Ahmed et al., 2017). Therefore, it seems essential to identify and address the issues and their relevance for Pakistani students. Generally, poor English communication skills among university students have always been a topic of discussion and concern for researchers. Lack of standardized practices has contributed to not only poor communication competence but also leads to uneasiness with the language learning process at all levels. It is frequently assumed that the problem is either with the teacher or the teaching procedure. Any one or a combination of the following factors were identified as one of the reasons for the decline in English proficiency in both local and international literature: (1) lack of pedagogical knowledge and skills, (2) technical factors such as required specialized skills, (3) inappropriate teaching techniques (Sajid & Siddiqui, 2015), (4) inadequate assessment and evaluation processes (Farid et al., 2015). Researchers, however, have suggested that the students themselves might have been the source of poor English language performance. According to some (Shaboul et al.,2023), students' perceptions and sentiments about their own language-learning abilities are a significant factor in determining their English language competence and proficiency.

Language anxiety may have been the root cause of discomfort and a challenging language-learning process that leads to the lack of English language proficiency among students. When someone has language anxiety, they may feel unpleasant, worried, anxious, or hesitant, while learning or using a language, often a second or foreign language. However, the degree of anxiety felt and shown varies depending on the complexity and intensity of personal variables, such as beliefs, attitudes, motivation, and cognitive ability. Language anxiety is not an entirely new phenomenon. It has been the focus of several studies as a distinctive aspect. Saeed et al. (2022) conducted a study on the anxiety level of private university students in Nangarhar, Afghanistan. The results indicated three major causes of anxiety among the students, communication apprehension, fear of negative evaluation, and test anxiety. The study suggested English speaking anxiety must be considered a serious issue. It influences the performance of a language learner. Language anxiety has long been recognized as a barrier and a distressing emotional condition that may hinder the learning process (Baş & Özcan, 2018; Eddie & Aziz, 2020; Goh & Aziz, 2020).

According to Edgar et al. (2019), the participation of students (behavioral, cognitive, and motivational) has a strong connection with their self-belief in their ability to perform well during the learning process. Self-efficacy has been thoroughly investigated in educational research, particularly in connection with academic achievement, motivation, and self-regulation (Zheng et al., 2021). According to a study by Charoensukmongkol (2019), learners who reported low levels of anxiety also scored better for their oral presentations than those who indicated high levels of anxiety. One of the most common fears among people is speaking in front of an audience. Even experienced public speakers occasionally face nervousness when speaking in front of an audience. 'Fear of public speaking', is one of the top anxieties among American adults, according to a 2014 Chapman University survey. Considering the students' assumptions about language learning, it is observed that due to a sense of perfectionism the idea of "not making mistakes" may be fostered in the students' minds. Moreover, there are significant factors such as the students' instructors, and peers, and the social and cultural contexts also play a role in shaping such beliefs. Sha'ar and Boonsuk (2021) conducted a study and found that due to fear of losing face and being laughed at, Thai EFL students tend to avoid speaking English in front of their classmates.

Language anxiety in students can result from other academic challenges. As everyone experiences anxiety occasionally, it is frequently difficult to identify compared to other learning disabilities. The elements that help lessen anxiety when speaking English in class have been identified through a number of studies (Akkakoson, 2016; Charoensukmongkol, 2019). These findings suggest experts in education have researched foreign language anxiety extensively. It is observed that in a large social group or setting where social acceptance and approval are prioritized, language anxiety such as fear of making mistakes and negative feedback in public and with peers is commonly found. Toyama and Yamazaki (2022) argued that self-analysis and individualistic performance cause anxiety among students, they find it difficult to express themselves and their achievements. According to Mofatteh (2021), students from underdeveloped areas experience a fair amount of anxiety. However, there isn't any systematic literature that deals with the problem. According to data analysis of the results, students at a public sector university in Balochistan, Pakistan have a lot of anxiety when learning and utilizing the language for social and academic purposes, they were uneasy while speaking. The topic of English language anxiety among learners from underdeveloped regions was also brought up in the study by Morton et al. (2018).

It is to pertinent to note that comprehending teachers' perspectives on classroom interaction may help to explain why some students experience uneasiness. Bhattarachaiyakorn and Phettakua (2023) revealed that teachers must take speaking anxiety into account, particularly the factors related to root causes that contribute to students' anxiety and misunderstandings about language learning.

Additionally, language teachers ought to encourage students to communicate in English rather than striving for perfection so that they will not be as conscious about making mistakes and

receiving criticism. It is proposed that students might be motivated to communicate in English by putting up scenarios and that to help lower anxiety, these speaking exercises should begin with small tasks and group activities. In interactions between teachers and students, these anxiety-related issues can be encountered such as harsh error correction, students' fear of receiving public criticism, students' nervousness about how their mistakes would be judged, and the type of teacher are all taken into consideration (Milan, 2019; Malik et al., 2020). Additionally, there is a chance that the teaching methods used in the class will not align with the learning preferences of the learners.

The degrees of learners' language anxiety have also appeared to be influenced by a variety of classroom activities and instructional strategies, specifically those that force students to speak in front of the class. A study by Niazi et al. (2023) reveals that fear of negative evaluation in language learners as the most common factor of heightened language anxiety. The following classroom activities that provoke anxiety among students were named by Young (1990): speaking in front of the class, oral presentations, and skits performed in front of the class. According to a number of researches (Marwan, 2016; Milan, 2019), taking tests in class might cause anxiety. This happens especially when assessments are unfamiliar, ambiguous, highly evaluative, and do not correspond to the course topic. It implies that anxiety levels increase as tests become more complex and unique, which increase the student burnout as implied in a study by Raza et al. (2023). Marnani and Cuocci (2022) reviewed the literature on foreign language anxiety and found several factors to cause language anxiety. These factors impact the overall language learning process and impart negative consequences on the language learners' academic and social achievements.

Problem Statement

To understand the concept of spoken English language anxiety comprehensively the present study aims to explore the notion with an impact of three different factors, its impact on students' participation, its connection with different educational backgrounds, and the strategies teachers use to support learners. The study explores the mentioned areas in the Pakistani context at the undergraduate level. While literature review reveals that different studies have been conducted on language anxiety considering different factors separately, a comprehensive understanding of its impact within a specific context remains elusive. By examining these factors simultaneously, this study seeks to provide an extensive understanding of English speaking anxiety in the Pakistani context, offering valuable insights for teachers' seeking to create supportive learning environments and improve students' speaking proficiency.

Research Questions

Q1: How are the different manifestations of Spoken English language anxiety perceived by faculty members at higher education level?

Q2: How do teachers perceive the impact of different educational backgrounds (e.g., Cambridge vs. matriculation streams) on Spoken English anxiety in students?

Q3: What strategies do faculty members employ to create a supportive language learning environment?

Methodology

Research Design

The researchers employed a qualitative research design to explore the perceptions of faculty members regarding English language anxiety at higher education. With a potential to provide detailed and insightful data, qualitative research allows for the analysis of a complex research problem. Because of its open and adaptable nature, it allows the researchers to engage with the participants in an extended format and understand the insights from a participant's perception (Cresswell & Poth, 2016). It further addresses the strategies that can be implemented to reduce the language anxiety levels among students. The rationale for using a qualitative paradigm in this research is to focus on the importance of the context related to anxiety. Qualitative research allows researchers to consider the unique demographic aspects of students, which contribute to language anxiety. This contextual understanding is necessary for developing effective strategies

Participants

The data were collected from twelve faculty members from two private sector universities of Karachi City. These participants were actively involved in teaching and learning within bachelor's, master's, and PhD programs, and they all held doctoral qualifications.

Data Collection

The researchers conducted semi-structured interviews with the selected faculty members to gather in-depth insights into their perceptions about language anxiety and strategies suggested to overcome English language anxiety related issues. A semi structured interview guide was developed with open-ended questions aligned with research questions to guide the interviews. The consent of the participants was obtained prior to the interviews and they were ensured that the information obtained will be kept confidential.

Data Analysis

The researchers utilized the patterns prescribed by Strauss and Corbin (1998) to identify and analyze patterns, themes, and variations in the faculty members' responses. Interview transcripts were open coded to extract initial concepts and then categorized to identify the recurring themes

related to different manifestations of English language anxiety, the impact of educational backgrounds, and strategies for creating a supportive language learning environment.

Data Analysis

Manifestation of Language Anxiety and its Effects

The teachers described that the students experience language-related anxiety when they lack English language skills, especially during their first year at university. It was reported that this anxiety was mainly due to unfamiliar teaching methodologies and environment. Spoken anxiety is at the top of all the other anxieties owing to low proficiency levels on part of language learners and the necessity of English at the University level. A faculty member expressed

> *"Anxiety is there…. students had several types of anxiety. You can say..as we talked about…. you know…, the overall environment could be overwhelming, because they're coming from college where there's no classes…. regular classes, and all those kinds of things are there. Suddenly they are into a university or an institute where they have a lot of things happening. You know…. so that all could be overwhelming, so on top of it is the language anxiety"*

Stuttering / Pauses in sentences

The teachers reported that they feel Spoken language anxiety is there when the students start to struggle with words. As a teacher described "Way of sentences… sometimes there is a breakage in speaking, they are not able to speak and just start reading from cards or other things then you can see the signs of anxiety" Similarly, another teacher expressed "They start…., they start stammering and then they will try to change the conversation"

Hesitancy to speak

The hesitancy to speak during English classes is an important theme in English language anxiety. Language teachers reported that students are hesitant to speak when they are asked to respond in English. They give escape responses and hesitate to participate in language-related activities which is because they think they will make grammatical mistakes and errors. As a teacher stated

> *"If I throw a question at…. you know at the students so they show signs of nervousness. Yes,… they made the first answer that comes out of you know… their mouth.. is like I don't know…. because that is the easiest kind of response…. that I'm sorry I don't know...I'm sorry….Can you repeat?... You know… I'm sorry… miss. Might have been just a,.. you know….a kind of nodding of the head."*

In another utterance by a faculty member, it was reported that students pretend that they didn't listen to the conversation of the teacher and pretended that the faculty is asking someone else when they have to answer some question in the classroom

"There are kids… who will just like kind of escape…. they'll take that escape route or guidance…..These people…. You're asking me…..No miss, yeah, that's the response that"

Fear of facing the audience

A faculty member provided a detailed description of how stage fright and fear of facing an audience increase anxiety related to language.

"That's., more stage fright… you see the anxiety that you know…. ,40 pairs of eyes are staring at you….. And you be…., Monitor you under the spotlight, so probably it's because of that it's not because of the fact you know that. They are not comfortable using language"

In another instance, a faculty said that the fear or freight is there because the language has become a status symbol and people are being judged based on their language

"All that, and you know…., the social status quo that is attached with the person who's you know good in speaking in English or expressing English is also there"

Differences in ELA in students from Matric Stream and O/A level Background

The differences in Language proficiency were during the interview session also. The students from the matric stream were more comfortable in communicating in Urdu and explaining their language-related anxieties using Urdu as the medium of communication while students from matric backgrounds were comfortable giving their interviews using the English language. Regarding the anxiety that the students feel in classroom activities it was reported that the students from non-Cambridge backgrounds face more challenges in communication. There is a diversity of backgrounds that exist in the classroom that affects the English language communication

"That diversity is even from the background. There's I mean, the educational background is also different. For example, if one of the students has an O level background and the other one is coming from as you mentioned the government sector side and some are coming from other schools. So that variety is definitely. This I mean. I wouldn't say disturbing the class involvement, but that variety is…. creating the sort of challenges for the class"

Stratification in Educational Systems Creates Differences in language use

It was reported by the faculty members that the differences in educational backgrounds impact English language proficiency and language-related anxiety.

"In our country actually, there are three different backgrounds. The madrasa schools and the public sector schools and the private sector schools. In the public sector, you even have both schools where there are no teachers where students such as

registered in the name. So how can we expect such students to flourish or learn also.

I will say this for our public sector schools even if the schools are established."

It was also described by a faculty member that the educational stratification in the system and the differences in language proficiency is because of the era of neo-colonialism in which we are living in. She even highlighted some aspects of the British colonial mindset which has created the differences in the existing educational practices

"Colonialists have left. We're living in the era of neo-colonialism. The class has been replaced with race. In the Colonial Society, it was the race that was penalized. in our society. We still have the British colonial mindset where we suppress at the grassroots level, people just as they suppressed all of us. So obviously having this colonial mindset and over the English-speaking class the one that Macaulay had wanted to create and has succeeded in creating is still very much there"

Difference in English Language proficiency

Most of the faculty members agreed on the point that students from Cambridge background are more proficient in the English language and are less anxious to participate in classroom activities that require communication in the English Language. They are also expressive during their presentations and less hesitant to participate. As reported by a faculty

"I said earlier that language proficiency can bring students with Cambridge background or way ahead of their counterparts. They're more confident, they're more fluent, and they seem to have more control over the language. And you know, probably that's the reason when it comes to speaking and communicating, they don't have to pay too much attention to the word choice and all that because they are already proficient in there. They probably work on other aspects of presentations"

It was also reported that students from Cambridge background are less anxious and more fluent in speaking English because of the exposure to the English language they are being provided in the Cambridge system. As a faculty reported

"There is a difference between those Cambridge students and the regular matric students because in Cambridge students, as you know…. they are trained or they. Are more exposed to making presentations, they are more into interactive kind of learning, experiential learning and you know… case study-based learning and all that which requires them to write or present in English so they have been, you know…. going through that kind of training. Where… the matric student, I don't think so, but they are exposed to anything like that, those students. Of course, they also excel. There are very good students in the matriculation system as well. They are very comfortable talking in English and all that, but I would take it as their individual.

Because the education system, which is like under the matriculation, does not promote these kinds of learning"

Persistency of English Language Related Anxiety

Most of the faculty members reported in their interviews that though the levels of language-related anxiety is higher in first-year students but it can persist even after graduation. As a faculty reported that she has observed ELA even at Ph.D. level in her students from matric background

"In my classes, I have seen this in my classes even at the PhD level. There is a student… super intelligent, high above everyone else but will always respond in Urdu. .and so when I requested him telling him that look, the language of instruction in this university is English and could you please respond in English, he suddenly went back into his shell because and then I did not want him to go back into the shell, because even while making powerpoint presentations. He would have the presentation and in correct English, but would give impeccable examples in his native language. I mean much better than anyone else. So yes, they show signs of anxiety. They show signs of anxiety, nervousness, absolutely, absolutely"

It was also indicated that anxiety can become distress for some students who are not fluent in English and impact not only their academics but their lives as well.

"But you know as they progress. They realize this thing that they can't go without English. English is the language which you can call is something that haunts them for the rest of their lives"

Strategies Employed by Faculty Members to Minimize English Language Anxiety

The faculty highlighted that debate competition, classroom discussions, and writing centers are the type of support that is provided. However, language teachers were more focused on the activities that can help to reduce language anxieties but the teachers who teach content related subjects were more focused on curriculum content

Motivating and Encouraging Students

Encouragement and motivation are essential to reducing language-related anxiety. Students and faculty members indicated a strong need for guidance and counseling for those who are struggling with language and are not fluent in English. As expressed by a faculty member

"I feel that the students they are coming into university, again depends on the teacher that how motivated they are to engage the students, the one they are shy…, they one they are failing…, the one they have stress… so it's up to the teacher that how they are going to deal them. They can give a difference of presentation and guide that it's normal. sometimes you feel like this… but later on you overcome it

because in a real life we all feel this situation so just for the sake of that you are presenting it in English you might feel stressed and you are avoiding it"

Similarly, another faculty member reported that students feel more frightened and anxious if the teacher gets harsh with them regarding their language skills. It was indicated that rather than belittling students due to their language abilities, teachers should counsel them and encourage them for using the English language

"If the faculty, if the teachers or the people around are being belittling. if they are into that kind of a behavior, if they are trying to, you know…. kind of fiddle with the words and all that…. All that so you know…., being harsh with them is not the right approach"

A faculty member quoted how motivational words can be used to encourage students and reduce language-related anxiety

"I would encourage the next time… I want you to know.., participate.., contribute. I don't want you to sit at the back. I want you to sit in the front in the next class you will sit here in the front row and then give me one. You know, kind of a contribution in the whole class. I give them these kinds of things of small kind so they'll come out of their cocoon"

Exposure and Language Learning Opportunities

It was reported by the faculty members that there are differences in abilities of students in the classroom. A teacher should design classroom activities which could engage everyone in the classroom regardless of their language skills. Opportunities for speaking English should be provided so that students with weak language skills get a chance to polish their language skills and overcome their fears

"In class activities most of the teachers…. as I am of teaching in different class classroom so our priority is that all are engaged, they are all being given the opportunity to participate and if we notice that that some students are avoiding and not participants then we impose them and guide them to become part of this"

Faculty members that first-year students are already stressed due to a lot of reason, in addition they have anxiety related to language so in order to reduce classroom related stress teachers should clearly define what they are expecting from students in the presentation. A clear communication between student and teacher can decrease the stress and anxiety levels

"Definitely a stress level is there... The student might be struggling with the presentation that's supposed to be so. The teacher can clearly define that word the teacher is expecting from them and what they supposed to do and how they need to present it and maybe they can give them a couple of chances in the class before that final marking so that the student is familiar and that hesitation level is a bit down, so maybe that is another way that we can sort this out"

Another faculty member said that proper guidance, encouragement and facilitation from teachers are the key aspects that can help students to overcome anxiety

"And as I said, with the proper kind of a facilitation, encouragement, exposure. They should be given a fair chance to overcome that"

A faculty member explained that teachers in their courses give students with language skills more chances to speak and communicate in class in order to break their hesitation toward English language

"The ones who are not being able to do that they feel the anxiety of course. Do sometimes give such activities that specifically require them to communicate. Of course! we all do that at our institute" We always encourage them to ask questions or, you know…, share their experiences or maybe just having an interactive session, so we prefer them talking in English of course and then you can talk about like presentations that we asked them to know. Even if you talk about written English. So, all the assignments, everything is being taken in English.

Recommendations by Faculty Members
Students Counselling

Student Counseling is highlighted by most of the faculty members as a mechanism to built confidence among students who are struggling with the language skills. It was reported that the language anxiety is likely to reduce when a teacher built facilitate environment to communicate

"There could be many reasons that they consider not to speak in English or anything, and they sometimes hesitate and sometimes like even if I create any sort of a comfortable environment and now everything and I encourage them always that you speak up and I called them by their names and so that I can make them comfortable and ask them to communicate with me"

Faculty members that counseling and emotional support assist students to overcome their anxieties

"Counselling and emotional support is important for the beginners to learn and speak English, judgment free safe learning environment will definitely help the new students to learn"

Foundational Language Course

It was reported by faculty members that there are courses at the university level to facilitate the language skills of students. These foundation courses are specifically designed to assist them in areas of language

"You know… at the time of admission, the English test marks. There's always you know, a cut-off point. If the English Marks is below that cutoff point. They have to

take a course which is a non-credit course foundation English and students who are
above that cut off, they go directly to a credit hour course which is academic"

Faculty from University which doesn't have a foundation course for language indicated a strong need to introduce a language course at the beginning of the program so that the students get an opportunity to learn the language

"I have noticed that most of the universities are having that zero-semester concept. I
mean, this is just I'm sharing an idea with you that where some of the students are
struggling with English, so they be given that. I mean that one semester on the
subject before starting".

Faculty from different universities indicated Language foundation courses as the responsibility of the university

"I believe university plays an important role by conducting the classes in English
which encourage students to learn English"

Language Centre

Faculty members also indicated that language centers are essential for facilitating students in terms of Language because not only verbal communication is important, but written communication is also the basic skill that students must have especially for the research students

"I think it's a good idea and it should be….. I remember… the. I study from England
and I did my MBA from there and I noted that there was a centre for effective writing.
I personally feel that it would be a very good idea that there's a centre department
or an area being located where communication skills can be. Not only verbal
communication is a part of communication. Obviously as a language or we're talking
about English, so that four parts need to be practiced very well. Speaking, Listening,
Writing and Reading"

A faculty remarked that language centers in universities are necessity to facilitate academic language skills and assist students

"You see, first of all, every university should have an English language center. Where
students go to develop their English language skills. They should have a Research
Center where if it is difficult for students to be able to, you know express themselves
as far as their research is concerned"

Discussion

When students enter in their university lives not only do they face difference in academic content but also a different learning atmosphere. This new learning atmosphere is mostly due to the usage of the English language as the sole medium of instruction. Along with this, the usage of language creates socio-cultural difference in the general atmosphere of the university. This at times leads to the fear of language usage and a barrier in one's academic progress. The

prevalence of English language anxiety in Pakistani university settings is a well-documented phenomenon. This study's findings align with previous research by Khan (2016), who reported that students in Pakistan often experience heightened anxiety when required to use English as the medium of instruction. These anxieties are primarily due to the discrepancy between their native language and the usage of English which is considered a second or foreign language for many in the region. As identified by Horwitz et al. (1986), language anxiety is particularly exacerbated when individuals are required to perform tasks in a second language in high-stakes academic environments.

A meta-analysis conducted by Zhang. (2019) suggests that language anxiety is very common among high school students. Adding on to this, Jordan (2018) examined language anxiety and found that first-year students frequently experience high levels of language anxiety, which can affect their language learning and communication experiences. This anxiety is heightened because English is an academic necessity and students are unfamiliar with the university's pedagogical process. The current study revealed a variety of manifestations of language anxiety among students. In a recent study conducted by Sara and Al-Azraq (2022), it was found that students often experience anxiety when learning English, and this anxiety is evident during the oral production of the language

Another research aligns with the analysis of the present study. Pérez Castillejo (2019) found a strong correlation between foreign language anxiety (FLA) and several aspects of L2 utterance fluency. In particular, learners with higher speaking anxiety tended to pause more frequently. These findings reinforce the notion that language anxiety significantly impacts students' ability to maintain fluency in their speech which in turn hinders the natural flow of ideas.

The study also indicates that English language anxiety erodes students' self-confidence leading to their declined academic progress. This finding is consistent with Pavelescu and Petrić's (2018) argument that language anxiety negatively affects learners' self-esteem, self-efficacy, and motivation. Anxious students may doubt their ability to communicate effectively in English and may be less likely to seek assistance or clarification from teachers and use delay or escape tactics which supports Horwitz's (2001) assertion that language anxiety can inhibit students' willingness to engage in the language learning process actively.

To address the issue of English language anxiety in Pakistani university settings, the recommendations put forth in this study echo the sentiments of previous research. The proposal for language center and other supportive initiatives, align with the findings of Rasool et al. (2023), who reported that language courses and support services can significantly reduce language anxiety and enhance language proficiency. Faculty initiated students' counseling sessions in order to create inclusive environments resonates with Li's (2019) research, which found that teachers' attitudes and classroom practices significantly influence students' anxiety levels. Counseling services to address anxiety and stress have also been endorsed Zhao et al. (2021), who argue that language anxiety is a psychological issue that warrants mental health support. Lastly, the idea of

a foundational or zero credit language course is supported by Liu (2023) suggesting that the need based language course can reduce the stigma associated with language anxiety and create a culture of empathy and support in an educational institute.

Conclusions

The study explored the impact of language anxiety on students, its connection with multiple educational backgrounds and the supportive strategies used by the teachers to help language learners. While prior researches have studied these factors in isolation, this research examined three distinct factors of language anxiety simultaneously and thus contributing to a more comprehensive understanding. The findings of the study show the pervasive nature of language anxiety, especially how it is perceived and taken care of by the teachers. in the first-year students who are coming from diverse educational systems, and its role in shaping the classroom dynamics.

Practical Implications

The research highlights the importance of recognizing and addressing the challenges related to English language anxiety for teachers and academic institutions. After acknowledging that the anxiety comes from unknown teaching methodologies and environments, teachers can enhance student's language learning by adopting supportive and healthy learning approaches. Additionally, the implications lead to the formulation of needs analysis by the stakeholders for an effective and conducive learning environment. The study can also aid in squeezing the gap between students from different educational backgrounds. Efforts should be made to promote inclusive learning opportunities, where all the students, despite their language proficiencies and anxieties, can have equal opportunities to do well in their academic journeys. Lastly, the findings suggest the significance of providing counseling, motivation, and basic language courses, so that students can overcome their English language-related anxieties.

Limitations and Future Research

It is necessary to highlight the limitations of the study despite its valuable importance. The study primarily focuses on faculty member's perception which may have provided a partial view of overall language anxiety. Upcoming research can include students' point of views in order to gain a better understanding of the intricate nature of English language anxiety. Also, conduction of the research in limited context only could have limited the generalizability of the findings to other educational and cultural settings. Cross sectional studies can be helpful in shedding light on the cultural specificity of language anxiety. Furthermore, effective approaches and interventions can be discussed in the future research, that are aimed at reducing spoken language anxiety and enhancing language proficiency among students in multiple educational contexts.

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