



SPEAKING ANXIETY AMONG UNDERGRADUATE STUDENTS IN THE ENGLISH DEPARTMENT AT TERMEZ STATE UNIVERSITY, UZBEKISTAN

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Abstract:

Speaking anxiety, particularly in foreign language learning, was a prevalent issue among undergraduate students. This study investigated "Speaking Anxiety among Undergraduate Students in the English Department at Termez State University, Uzbekistan." Among 80 undergraduate students, 75.9% were female, and 24.1% of the remaining were male. Participants' ages ranged from 16 to 22 years old, and the native language of the majority (78) was Uzbek, and very few of them (2) were Russian, but nobody spoke Persian. The results revealed that internal factors such as fear of making mistakes and lack of self-confidence were the two most important factors contributing to speaking anxiety; however, feeling insecure had the least impact on speaking anxiety. In addition to that, external factors such as a lack of vocabulary, grammatical errors, and incorrect pronunciation had the highest impact on speaking anxiety, respectively. Conversely, excessive use of the mother tongue had the least influence on students' speaking anxiety. The findings showed that factors such as enough speaking practice time and supportive feedback played a significant role in solving or reducing students' speaking anxiety, respectively; however, immersive speaking activities had the lowest impact on reducing anxiety among undergraduate students. The study also highlighted the role of teachers in either alleviating or aggravating anxiety. It was found that while overly critical feedback and high-pressure situations intensified anxiety, positive teacher-student interactions and supportive classroom environments mitigated it. In addition to that, the results revealed that a significant number of the students did not experience moderate to high levels of speaking anxiety. Lastly, this research contributed to the understanding of language learning anxiety in the context of Uzbekistan and provided actionable insights for educators to better support their students in overcoming this challenge.

Keywords: external factors, internal factors, speaking anxiety, undergraduate students

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1. Introduction

Speaking a foreign language confidently and fluently is a critical part of language learning and acquisition, as well as a necessary skill in the modern and globalized world. But learning and speaking a new language, particularly in a school context, can be a stressful and anxious process for a lot of language learners. Speaking anxiety is a syndrome that significantly impedes both language acquisition and effective communication. Students in the English Department at Termez State University in Uzbekistan face a significant obstacle as English is stressed more and more as a vital instrument for both academic and professional success.

Anxiety related to speaking can take many forms, such as uneasiness, fear of making mistakes, and worry of receiving a poor review. These signs may make language learners less inclined to engage in speaking exercises, which could have a detrimental impact on their academic achievement and language skills. Studying this topic in the context of Termez State University is especially pertinent and relevant because it offers a distinctive cultural and educational setting. Uzbekistan offers an intriguing and fascinating example for researching the dynamics of speaking anxiety because of its rich linguistic legacy and continuing educational changes intended to improve English language instruction.

The research only used quantitative methods; it did not use a mixed-methods strategy that would have included quantitative surveys and qualitative interviews to provide detailed information on students' experiences and perceptions. Thus, quantitative data offers a comprehensive picture of the frequency and severity of speech anxiety. This scientific technique captures both the specific details and the broader patterns, ensuring a comprehensive grasp of the problem.

Additionally, this study not only advances our knowledge of speaking anxiety on a scholarly level but also has applications for educators and policymakers. The study's identification of the unique difficulties encountered by Termez State University students can help with the creation of focused interventions and support systems. These could include more individualized instruction, improved training for educators, and the development of a classroom climate that is more encouraging. The ultimate objective is to create a learning environment where students are inspired and self-assured to practice speaking, which will improve their general language competency and academic achievement.

To conclude, speaking anxiety is a serious problem that can have a big influence on how well a language is learned. This study attempts to clarify the precise causes of speaking anxiety in this situation and offer practical solutions by concentrating on Termez State University undergraduate English Department students. The study aims to add to the larger conversation on language learning anxiety by providing a thorough and contextually aware analysis and practical recommendations that can help both students and teachers.

2. Aim of the Study

The aim of this study is to investigate the prevalence, causes, and impacts of speaking anxiety among undergraduate students in the English Department at Termez State University,

Uzbekistan. By identifying the specific factors contributing to speaking anxiety, the study seeks to develop a comprehensive understanding of how this anxiety affects students' academic performance and participation in English language learning. Furthermore, the research aims to propose practical strategies and interventions to help students manage and reduce their speaking anxiety, thereby enhancing their overall language proficiency and confidence in using English in both academic and real-life contexts.

2.1 Importance of the Study

This study on speaking anxiety among undergraduate students in the English Department at Termez State University, Uzbekistan, is significant for several reasons: first, understanding the factors contributing to speaking anxiety can help educators design more effective teaching methods and create a supportive learning environment that encourages students to participate actively in speaking activities. Secondly, by identifying the impact of speaking anxiety on students' academic performance, the study can inform the development of targeted interventions to help students overcome their anxiety, leading to improved grades and language proficiency. Thirdly, insights from this research can guide curriculum developers in integrating anxiety-reducing strategies and activities into the English language program, making it more conducive to language acquisition and student engagement. Reducing anxiety can enhance students' confidence, self-esteem, and overall mental health, contributing to a more positive educational experience. Finally, for many students, mastering English is not only an academic requirement but also a means of integrating into the global community. Reducing speaking anxiety can facilitate better social interactions and cultural exchanges, both locally and internationally. It can serve as a reference for future studies and contribute to a broader understanding of how speaking anxiety manifests and can be mitigated in different educational settings.

3. Research Questions

This study tends to answer the following research questions throughout the study.

- 1) What are the primary factors contributing to speaking anxiety among these students?
- 2) How effective are these strategies in reducing speaking anxiety and improving language proficiency?

3.1 Research Limitations

The researcher encountered no significant obstacles in administering the questionnaires to undergraduate students in the English Department at Termez State University. To minimize the logistical burden, the researcher disseminated a digital link to the questionnaires, allowing students to complete them online. In instances of internet connectivity issues, university authorities provided interim support to mitigate the problem. However, the study's scope was limited to one specific university and geographic area, potentially restricting the generalizability of the findings to other departments or universities within Uzbekistan or in other regions.

4. Literature Review

4.1 Language Anxiety

For certain language learners, acquiring/learning a foreign language can be an extremely difficult task. This discrepancy has been explained in a number of ways by various cognitive and affective aspects of language learning. These elements consist of intelligence, aptitude, personality, motivation, learner styles, and methods (Ellis, 2008). Among these is anxiety, which has long been a major issue for a lot of learners when they are learning a foreign language. Research indicates that learners tend to feel more anxious in language classes than in other subjects like math or history. (Horwitz *et al.* 1986, Muchnik & Wolfe 1982, MacIntyre & Gardner 1989, cited in Hol 2022).

Besides, Spielberger defines anxiety as "*subjective, consciously experienced sensations of tension and apprehension, accompanied by or linked to autonomic nervous system activation or arousal*" (cited in Hol, 2022). Similarly, anxiety was described as a "*subjective feeling of tension, apprehension, nervousness, and worry*" by Horwitz *et al.* (1986, cited in Hol, 2022). These psychological concepts are typically associated with unpleasant sensations and emotions like anxiety, tension, or fear. Anxiety that is specifically linked to the situation of learning a second language is called language anxiety.

Anxiety is described by MacIntyre (1998) as an emotional response or concern that arises throughout the process of learning or using a second language (cited in Hol, 2022). As "*a distinct complex of self-perceptions, beliefs, feelings, and behaviors arising from the uniqueness of the language learning process,*" language anxiety is described by Horwitz *et al.* (1986, cited in Hol, 2022). Similarly, MacIntyre and Gardner (1993, cited in Hol, 2022) define language anxiety "*the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient*" (p. 5). Therefore, emotional reactions or sensations that language learners exhibit during the language acquisition process can be described as language anxiety.

4.2 Speaking Anxiety

One drawback of anxiety is that it might hinder students' ability to communicate effectively in English, even when they are aware of something important to say but are hesitant to express it (Brown, 2001). As a result, the researcher has made the decision to carry out research to find out what causes the majority of learners to experience anxiety when asked to speak in English. The most common worry expressed by language learners who are learning a foreign language is speaking anxiety, which can have a detrimental effect on their performance and ability to speak in the target language, particularly when speaking English (Mak, 2011). Speaking anxiety is the nervousness a student has when they have to speak in front of the class (Zhanibek, 2001).

Since it is a major obstacle that students must go beyond in order to acquire/learn a foreign language, it is constantly a topic of great interest in the language acquisition process (Wu, 2010). Anxiety can cause language learners to become discouraged, lose confidence in their abilities, avoid participating in class activities, or even give up on their attempts to learn the language well (Hashemi & Abbasi, 2013). It also prevents language learners from learning the target language productively (Na, 2007). It is extremely important to understand that speaking

anxiety is a type of worry that makes a language learner feel uncomfortable when they attempt to acquire/learn a language in a classroom. According to Zhang and Zhong (2012), students' lack of conviction and lack of very strong belief in their ability to learn and their misconceptions about it are the primary causes of anxiety when learning English.

4.3 Speaking Anxiety Level on Foreign Language

According to Horwitz, Horwitz, and Cope (1986), anxiety is a natural occurrence that manifests as a tense feeling or the appearance of some worry when undertaking a task. The primary factor influencing learners' performance in class or at school, particularly in their English-speaking abilities, is speaking nervously in a foreign language (Dyiar, 2014). According to a study by Luo (2014), students who are learning in all subjects, especially foreign language classes, are more likely to experience anxiety. Students who experience speaking anxiety find that their education is disrupted and that they are not progressing as they should, particularly when it comes to grammar and English communication.

According to a Suleimenova's (2013) study, students' lack of confidence or the lack of support their friends, family, and teachers when speaking aloud are the main causes of their anxiety. Suleimenova (2013) recommends that students practice reducing anxiety more in order to overcome the issue. According to Rafieyan (2016), students need to make the effort to overcome their anxiety; therefore, the involvement of professors or the classroom environment may not always help students to lower anxiety. According to Yahya (2013), students who feel like failures because they consider what other people think are more likely to give up. Long-term anxiety in students can harm their mental health since it causes them to focus on peer or other people's opinions of them, who are thought to be better than them.

According to (Simanjuntak, 2019) limitation of English exposure, fear of negative evaluation, difficulty in using grammar, lack of vocabulary knowledge, pronunciation errors, and learning conditions are the most significant sources that cause and create speaking anxiety among language learners. In addition to the above-mentioned points, the researchers found out that self-inferiority and fear of making mistakes became the main problem and obstacle for language learners. In order to reduce speaking anxiety, the researchers' findings suggested that media intervention and establishing learning support could play an important role in reducing speaking anxiety. Language learners used social media sites such as YouTube to improve their speaking skills, and establishing a friendly learning atmosphere encouraged students to express their ideas without any anxiety or stress. Regarding the alleviation of speaking anxiety, Yuce (2018), as mentioned in Hol (2022), said that students may find it easier to overcome their nervousness by listening to music in a foreign or second language. In favor of Yuce, Cesur (2020, as stated in Hol, 2022) conceded that adapting and using magic could inspire young students to get better at their speaking skills.

4.4 Foreign Language Anxiety

As a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process, Horwitz, Horwitz, and Cope (1986) constructed the notion of foreign language anxiety.

Mahmoodzadeh (2012) addresses the three aspects of anxiety related to learning a foreign language that were recognized by MacIntyre and Gardner (1989) and Horwitz *et al.* (1986). Begins with communication apprehension, which is a general term for an anxiety that is felt in interpersonal communicative contexts and is characterized by a person's lack of confidence and shyness when speaking in front of others. The second is the dread of receiving a poor grade, which makes learners more worried about how their teacher will correct them and increases their level of stress. The third type of performance anxiety is test anxiety, which is rooted in a fear of failing because some students set unrealistic expectations for themselves and become very frustrated when they receive low test scores.

In a study on foreign language anxiety, the use of cognitive and metacognitive strategies, and students' performance in English, Lu and Liu (2011) found that approximately one-third of the respondents experienced anxiety in their English classes, that they also feared receiving a negative evaluation, and that they were most nervous before speaking tests and when taking language class exams. Anxiety scores varied significantly amongst proficiency levels, according to Jang's (2003) study on anxiety levels in relation to proficiency. It offers proof that there is a correlation between the anxiety levels of Korean EFL learners and their foreign language competence levels: anxiety levels decline as proficiency levels rise.

4.5 Foreign Language Anxiety Among Non-Native Teachers and Student Teachers

Horwitz (1996) proposed several explanations for instructors' anxiety related to learning a foreign language. First, mastering the target language has already required a significant degree of "motivation and ego investment" from teachers (p. 367). Second, teachers have less control over the grammar and vocabulary used in class discussions due to the current general tendency of communicative, learner-centered approaches in EFL instruction. Third, educators could have a tendency to establish high standards for their own language skills. Finally, teachers who experienced emotional states of foreign language anxiety throughout their own language learning may still experience it now. Numerous research studies carried out in Northern Cyprus and Turkey have shown that student teachers with comparable backgrounds do indeed feel anxious (İpek, 2007; Merç, 2011). For instance, İpek (2007) used semi-structured interviews and diaries to gather data from 32 student teachers. The results showed that anxiety could be categorized into six areas: fear of failure, teaching a specific language area, using native language, teaching students at a particular language level, making mistakes, and being compared to other teachers.

Additionally, Horwitz (1996) listed a variety of unfavorable outcomes of foreign language teaching anxiety among language teachers in the classroom in her article on the subject. First, Horwitz hypothesized that teachers' anxiety related to learning a foreign language could limit the quantity and quality of input they could give students based on her research on anxious student teachers. To put it another way, teachers who are nervous or uneasy may purposefully use less target language in the classroom and avoid engaging in language-intensive activities that could highlight their own language weaknesses. Second, Horwitz suggested that instructors can unintentionally pass on to their students' discomfort and disquiet when utilizing the target language. Ultimately, a teacher's quality of life and job satisfaction would surely suffer if they

constantly felt anxious about learning a foreign language. Taking into account all of these possible adverse effects, it becomes evident that before student instructors start their teaching careers, they need to be assisted in overcoming their emotional states of foreign language anxiety.

5. Research Methodology

Under the title of research methodology, the research explains the research participants, research instruments, data collection and data analysis procedures in separate subheadings.

5.1 Research Participants

The current research was conducted at one of the governmental universities situated in Termez City, Uzbekistan. There were 80 male and female participants who were undergraduate students in the English department of Termez State University. Among the participants, (75.9%) of them were female, while the other (24.1%) were male students. The respondents' ages ranged from 16 to 22 years, and the majority of them (98.7%) were Uzbek, and (2.5%) of the remaining were Russian native speakers, respectively.

5.2 Research Instruments

In this study, the researcher employed a questionnaire comprising multiple-choice and Likert-scale items to assess the speaking anxiety of undergraduate students at Termez State University. The questionnaires were administered online rather than in traditional paper-based formats. Additionally, the study relied heavily on the use of internet resources and language laboratories to facilitate data collection and ensure comprehensive responses to the research questions.

5.3 Data Collection Procedure

The questionnaire was distributed online to ensure ease of access and to accommodate the digital literacy of the students. The researcher shared a digital link to the questionnaire via the university's email system and social media platforms commonly used by students. This approach was chosen to maximize response rates and minimize logistical challenges associated with paper-based surveys. Firstly, the researcher obtained ethical clearance from the university's ethics committee and secured permission from the English Department to conduct the study. Secondly, students were briefed about the study's objectives, the voluntary nature of participation, and the confidentiality of their responses. Participants' informed consent was obtained electronically. Thirdly, the online questionnaire was administered over a short period of time. Students were provided with instructions on how to complete the questionnaire and were given access to the university's internet facilities and language laboratories to ensure that all participants could complete the survey without technical difficulties. Finally, in the event of internet connectivity issues, the university's IT department provided technical support to ensure uninterrupted access to the questionnaire.

5.4 Data Analysis Procedure

The research questionnaires were developed using Google Forms, and a digital link was given to the students to facilitate the data collection procedure via an online platform. After that, the collected data were reviewed for completeness and accuracy. In the event of any incomplete responses, the researchers excluded them from the analysis to ensure the reliability of the results. The responses to multiple-choice and Likert-scale items were coded numerically to facilitate statistical analysis. For instance, Likert-scale responses ranging from "strongly agree" to "strongly disagree" were assigned values from 1 to 5. The research not only used Google Forms to analyze the collected data but also used Microsoft Excel for thorough analysis.

6. Research Findings

Speaking anxiety was a pervasive issue in the realm of foreign language learning, impacting students' ability to communicate effectively. Several internal factors contributed to this anxiety, each playing a unique role in hindering students' confidence and willingness to speak.

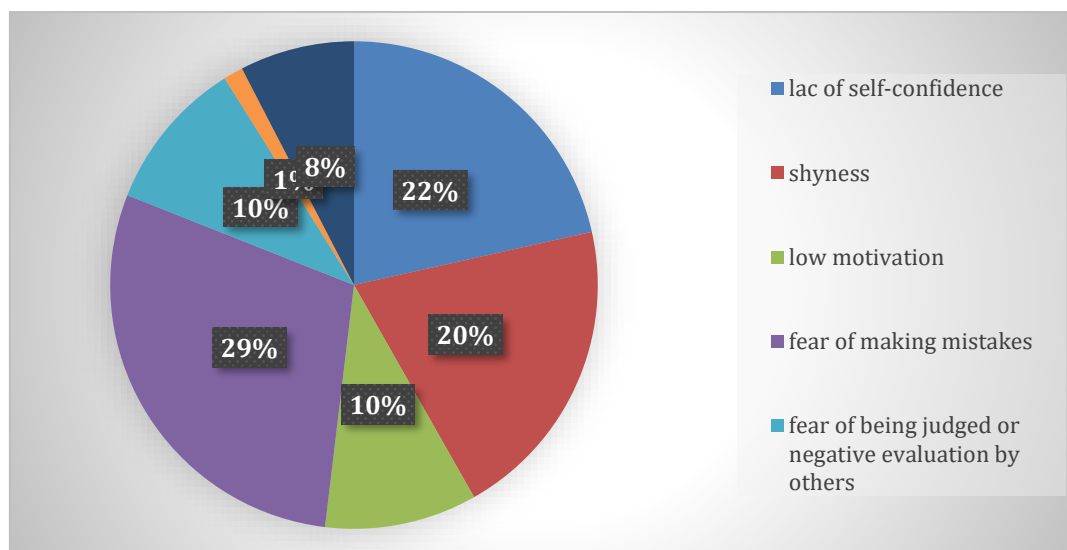


Figure 1: Internal factors affect students' speaking anxiety

Lack of self-confidence was a significant factor, affecting (21.5%) of the students. Confidence in one's language abilities was crucial for active participation in speaking activities. Students with low self-confidence often experienced heightened anxiety due to a persistent belief that they were not proficient enough. Shyness was another factor, impacting (20.3%) of the students, which was another major contributor to speaking anxiety. Shyness was characterized by discomfort and apprehension in social interactions, which could be exacerbated in a language learning context where students were required to speak in a foreign language. Shy students might avoid speaking to escape the potential embarrassment of making mistakes or not being understood, thereby limiting their practice and progress.

Low motivation affected (10.1%) of the students and played a crucial role in speaking anxiety. Motivation was a key driver of language learning; without it, students lack the drive to

engage actively in learning activities, including speaking. Low motivation could arise from a lack of interest in the language, unclear learning goals, or a failure to see the relevance of the language to personal or career objectives. This lack of motivation led to minimal effort in speaking practices, increasing anxiety due to unpreparedness and lack of practice.

The fear of making mistakes was the most prevalent factor, affecting (29.1%) of the students. This fear was particularly detrimental in language learning, where making errors was an inevitable part of the process. Students who were overly concerned about making mistakes might avoid speaking to minimize the risk of error, thereby missing out on valuable learning opportunities. This fear often stemmed from perfectionism or past experiences where mistakes were met with criticism rather than constructive feedback, reinforcing the anxiety associated with speaking.

The fear of being judged or negatively evaluated affected (10.1%) of the students. This fear could be linked to social anxiety and the pressure to perform well in front of peers and teachers. Students might have worried excessively about others' perceptions, leading to heightened self-consciousness and reluctance to speak. This concern about negative evaluation could inhibit participation in class discussions and oral examinations, further exacerbating speaking anxiety.

Feelings of insecurity, although less common (1.3%), still significantly impacted speaking anxiety. Insecure students often felt uncertain about their abilities and feared exposing their perceived weaknesses to others. This insecurity could have stemmed from a lack of experience, previous failures, or a generally negative self-view. Such students might have avoided speaking activities to protect themselves from perceived threats to their self-esteem, thus missing opportunities to build confidence through practice. Other factors, accounting for (7.6%) of cases, included a variety of influences that could affect speaking anxiety. These might encompass situational anxiety, cultural differences, general anxiety disorders, or traumatic experiences related to speaking.

As a conclusion, by addressing the above-mentioned internal factors, educators could help students overcome speaking anxiety, thereby enhancing their confidence and proficiency in the foreign language learning.

Speaking anxiety in foreign language learning was not only influenced by internal factors but also by a range of external factors that could significantly hinder students' ability to communicate effectively. Figure 2 explains the internal factors clearly.

Lack of vocabulary was the most significant external factor, affecting (35.4%) of the students. A limited vocabulary restricts students' ability to express themselves clearly and appropriately in a foreign language. This limitation could cause students to feel anxious about their ability to participate in conversations or answer questions. The fear of not knowing the right words to use could lead to hesitation and reduced willingness to speak, thus impeding language development.

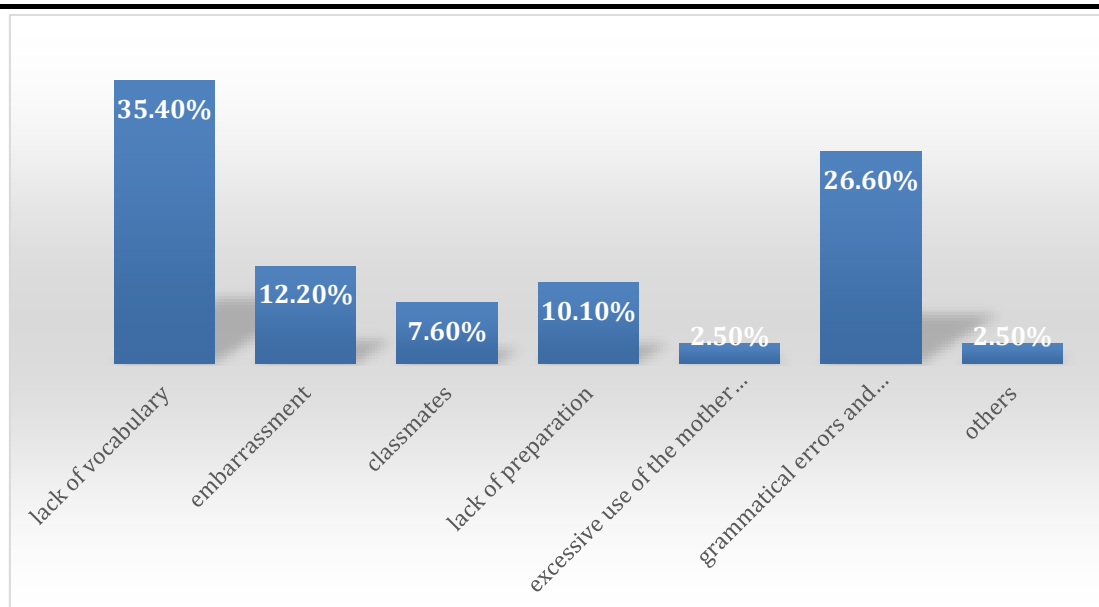


Figure 2: External factors affect students' speaking anxiety

Grammatical errors and incorrect pronunciation were also major external factors, impacting (26.6%) of the students. The complexity of grammar rules and the challenge of mastering accurate pronunciation made students self-conscious and fearful of making mistakes. This fear was often heightened in environments where precision was emphasized or where mistakes were harshly corrected. Students might have been worried about being misunderstood or judged for their errors, leading to increased anxiety and reluctance to speak.

Embarrassment, reported by (12.2%) of the students, was a significant factor contributing to speaking anxiety. This could arise from previous negative experiences, such as being laughed at or corrected in front of others. The anticipation of embarrassment could cause students to avoid speaking situations altogether. This avoidance prevented them from gaining the practice and confidence needed to improve their speaking skills, thus perpetuating their anxiety.

The presence and behavior of classmates affected (7.6%) of the students. Peer dynamics could significantly influence speaking anxiety. In a classroom setting, the fear of being judged or outperformed by classmates could be intimidating. Competitive or unsupportive environments exacerbated this anxiety, making students hesitant to participate.

Lack of preparation was another critical factor, affecting (10.1%) of the students. Unpreparedness could lead to anxiety, as students felt uncertain about their ability to perform well in speaking tasks. This lack of preparation could have stemmed from inadequate study habits, insufficient practice opportunities, or poor time management. Excessive use of the mother tongue impacted (2.5%) of the students. Over-reliance on their native language could hinder the development of fluency in the foreign language. This reliance often resulted in a lack of practice in the target language, leading to anxiety when students were required to speak it.

Other factors, affecting (2.5%) of the students, included various situational and contextual elements that might not fit neatly into the aforementioned categories but still contributed to speaking anxiety. These could include specific classroom environments, teacher-student dynamics, or cultural differences that impacted students' comfort levels in speaking.

In short, to consider these external factors, language teachers were able to help students overcome speaking anxiety and foster a more conducive atmosphere for language learning. This approach not only enhanced students' speaking abilities but also their overall confidence and engagement in the language learning process.

Table 1: Speaking anxiety of undergraduate students of Temez State University, Uzbekistan

	Research items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I often feel like not going to my English classes.	5.1%	17.7%	17.7%	54.6%	13.9%
2	I get nervous when I do not understand every word the English teacher says.	10.1%	20.3%	30.4%	38%	1.3
3	I feel confident when I am in English class.	21.5%	51.9%	22.8%	2.5%	1.3%
4	It would not bother me at all to take more English classes.	16.5%	44.3%	25.3%	13.9%	16.5%
5	I get nervous and confused when I am speaking in my English class.	3.8%	13.9%	25.3%	51.9%	5.1%
6	I worry about the consequences of failing my English class.	20.3%	27.8%	24.1%	22.8%	5.1%
7	I do not worry about making mistakes in English class.	10.1%	41.8%	31.6%	15.2%	1.3%
8	During English class, I find myself thinking about things that have nothing to do with the course.	6.3%	25.3%	26.6%	34.2%	7.6%
9	I start to panic when I have to speak without preparation in English class.	11.4%	25.3%	36.7%	20.3%	6.3%
10	I always feel that other students speak English better than I do.	6.3%	41.8%	25.3%	24.1%	2.5%
11	I do not understand why some people get so upset over English classes.	8.6%	35.4%	34.2%	20.3%	1.3%
12	I never feel quite sure of myself when I am speaking in my English class.	8.9%	27.8%	26.6%	31.6%	5.1%
13	I do not feel pressure to prepare very well for English class.	10.1%	38%	35.4%	13.9%	2.5%
14	It frightens me when I do not understand what the teacher is saying in English.	12.7%	19%	25.3%	39.2%	2.8%
15	When I am on my way to English class, I feel very sure and relaxed.	21.5%	46.8%	21.5%	3.8%	6.3%
16	I am usually at ease during tests in my English class.	11.4%	41.8%	36.7%	8.9%	1.3%
17	Even if I am well prepared for English class, I feel anxious about it.	6.3%	39.2%	16.5%	31.6%	6.3%
18	I am afraid that the other students will laugh at me when I speak English.	12.7%	19%	17.7%	39.2%	11.4%
19	I would not be nervous speaking in English class.	10.1%	51.9%	22.8%	11.4%	3.8%
20	I would probably feel comfortable around native speakers of English.	19%	45.6%	24.1%	10.1%	1.3%

The statement "*I often feel like not going to my English classes*" sheds light on students' attitudes and motivations concerning their English language learning experiences at Termez State University.

A small number of participants (5.1%) strongly agreed with the statement, indicating a considerable degree of disengagement and reluctance to attend English classes. Additionally, 17.7% of the students agreed with the statement, reflecting a moderate level of reluctance to

attend English classes. These students might not be as intensely opposed to attending as those who strongly agreed, but they still exhibited a noticeable lack of enthusiasm. Seventeen point seven percent (17.7%) of the respondents “neutral”, indicated that they did not have strong feelings either way about attending English classes. These students attended classes out of obligation rather than genuine interest or motivation. However, a majority of the students (54.6%) disagreed with the statement, indicating that they generally feel inclined to attend their English classes. This suggested a positive attitude towards their English learning experience, which could be attributed to effective teaching methods, engaging course content, personal interest in learning English, or an understanding of the importance of English proficiency for their academic and professional futures. Finally, (13.9%) of the students strongly disagreed with the statement, indicating a high level of commitment and enthusiasm for attending English classes.

As a conclusion, the diverse responses to the abovementioned statement highlighted varying levels of motivation and engagement among university students. While a majority of the students showed a positive attitude towards attending classes, a notable proportion of the students’ expressed reluctance or neutrality. This multifaceted approach was essential for fostering a more effective and enjoyable language learning experience.

The statement "*I get nervous when I do not understand every word the English teacher says*" provided insight into students' experiences and anxiety levels in their English language classes at Termez State University.

A significant minority of the students (10.1%) strongly agreed with the statement, indicating a high level of anxiety when they did not understand every word the teacher said. These students likely placed a great deal of importance on full comprehension and felt insecure about their language skills. This high level of nervousness could impede their ability to follow along with lessons and participate effectively in class. Secondly, a considerable number of the students (23.3%) agreed with the statement, suggesting that they experienced a moderate level of anxiety when they encountered unfamiliar words. While not as intense as those who strongly agreed, this group faced considerable nervousness, which could affect their confidence and willingness to engage in class activities. Thirty-four per percentage (30.4%) of the responses indicated that students did not have strong feelings about understanding every word the teacher says. These students experienced some level of nervousness, but it was not significant enough to impact their overall learning experience. In contrast, a large percentage of the students (38%) disagreed with the statement, indicating that they did not get nervous when they did not understand every word the teacher said. These students likely had a more relaxed approach to language learning and were comfortable with the idea that complete comprehension was not always necessary for effective learning. Lastly, a small minority (1.3%) of respondents strongly disagreed with the statement, showing a high level of confidence and resilience in their language learning process. These students were unlikely to be fazed by not understanding every word and might be more proficient in using various strategies to bridge comprehension gaps.

Shortly, the responses to the mentioned statement revealed a spectrum of anxiety levels among undergraduate students. While a significant number of the students felt nervous about incomplete comprehension, the majority showed resilience and adaptability.

The statement "*I feel confident when I am in English class*" provided insight into students' self-perceived confidence levels and their comfort with participating in English language learning activities. The responses to this statement revealed a generally positive outlook among students regarding their confidence in English class.

Twenty-one point five percent (21.5%) of the respondents strongly agreed with the statement, indicating a high level of confidence in their English classes. These students likely had a strong foundation in English and felt comfortable engaging in class activities, answering questions, and interacting with peers and instructors. Besides, a majority of the students (51.9%) agreed with the statement, suggesting that they generally felt confident in their English classes. While their confidence was not as strong as those who strongly agreed, these students possessed a positive self-perception regarding their language abilities. This confidence could be attributed to various factors, such as a relatively good grasp of English, encouragement from teachers, and a conducive learning environment. However, (22.8%) of the students responded neutrally to the statement, indicating that they neither felt particularly confident nor unconfident in their English classes. A small percentage of the students (2.5%) disagreed with the statement, indicating a lack of confidence in their English classes. Lastly, (1.3%) of the participants strongly disagreed with the statement, reflecting a significant lack of confidence in their English classes. They struggled with the material, felt intimidated by speaking or participating in front of others, or had had negative experiences that impacted their self-confidence.

In conclusion, the responses to the research item indicated that a majority of the students felt confident in their English classes, with a combined (73.4%) either agreeing or strongly agreeing. This positive sentiment was crucial for effective language learning, as confidence could enhance participation, engagement, and overall learning outcomes.

The statement "*It would not bother me at all to take more English classes*" provided insight into students' willingness and attitudes towards expanding their English language education at Termez State University.

Sixteen point five percent (16.5%) of the participants strongly agreed with the statement, indicating a high level of enthusiasm and willingness to take more English classes. Students likely viewed English language learning as valuable and enjoyable, and they had a strong interest in improving their proficiency. In addition to that, a majority of the students (44.3%) agreed with the statement, suggesting a generally positive attitude towards the prospect of taking more English classes. While not as strongly enthusiastic as those who strongly agreed, these students expressed a willingness to expand their English education. Twenty-five point three percent (25.3%) of the participants responded neutrally to the statement, indicating a lack of strong feelings either way about taking more English classes. However, a minority of the students (13.9%) disagreed, indicating some level of reluctance or opposition to taking more English classes, and sixteen point five percent (16.5%) strongly disagreed with the statement, indicating a strong aversion or unwillingness to take more English classes. They felt overwhelmed by the idea of additional coursework or had negative associations with English language learning.

As a conclusion, the responses demonstrated a range of attitudes and perspectives among students at the University. While a significant majority either agreed or strongly agreed with

research item, indicating a positive attitude towards further language study, a notable percentage expressed neutrality or disagreement.

The statement "*I get nervous and confused when I am speaking in my English class*" provided insight into students' experiences and emotions regarding verbal communication in their undergraduate English language classes.

A small number of the students (3.8%) strongly agreed with the statement, indicating a significant level of nervousness and confusion when speaking in English class. They likely experienced heightened anxiety and difficulty expressing themselves verbally in English. Secondly, (13.9%) of the participants agreed with the statement, suggesting a moderate level of nervousness and confusion when speaking in English class. While not as strongly affected as those who strongly agreed, they experienced significant challenges and discomfort with verbal communication in English. In addition to that, 25.3% of the participants responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They experienced occasional nervousness or confusion when speaking in English class, but it did not significantly impact their overall learning experience. Conversely, (51.9%) of the students disagreed with the statement, indicating that they did not experience significant nervousness or confusion when speaking in English class. Besides, a small percentage of the students (5.1%) strongly disagreed with the statement, indicating a high level of confidence and clarity when speaking in English class. These students were more confident in their language abilities and felt comfortable participating in speaking activities and discussions.

In conclusion, the responses to the research item highlighted varying levels of confidence and comfort among students at Termez State University when it came to verbal communication in English. While a majority of the students did not experience significant nervousness or confusion, a notable percentage still face challenges in this area.

The statement "*I worry about the consequences of failing my English class*" sheds light on students' apprehensions and anxieties regarding their performance and outcomes in English language courses. A notable number of the students (20.3%) strongly agreed with the statement, indicating a significant level of worry and anxiety regarding the consequences of failing their English class. They likely perceived failure in English as a serious issue with potential negative impacts on their academic progress, future opportunities, or self-esteem. Another significant number of the students (27.8%) agreed with the statement, suggesting a moderate level of concern about failing their English class. While not as strongly affected as those who strongly agreed, they experienced considerable worry about the potential consequences of academic failure. Surprisingly, (24.1%) of the participants responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. In contrast, (22.8%) of the students disagreed with the statement, indicating that they did not worry about the consequences of failing their English class. They felt confident in their ability to succeed academically or prioritized other aspects of their education over English proficiency. They also had a positive mindset and viewed failure as a learning opportunity rather than a source of anxiety. Moreover, a minority of the students (5.1%) strongly disagreed with the statement, indicating a high level of confidence and assurance regarding their performance in English class. They were highly motivated and self-assured, with a strong belief in their ability to succeed academically.

As a conclusion, the responses revealed varying degrees of concern and anxiety among students at Termez State University. While a significant number of the students expressed worry about failing and its potential repercussions, there were also students who felt neutral or even confident in their ability to succeed academically.

The statement "*I do not worry about making mistakes in English class*" offered insight into students' attitudes and perceptions regarding errors and their impact on learning in English language classes.

Ten point one percent (10.1%) of the students strongly agreed with the statement, indicating a high level of confidence and acceptance regarding making mistakes in English class. They viewed errors as natural and valuable opportunities for learning and improvement. Secondly, (41.8%) of the students agreed with the statement, suggesting a generally positive attitude towards making mistakes in English class. While not as strongly committed as those who strongly agreed, they expressed a level of comfort and acceptance regarding the possibility of errors. However, a significant number of the students (31.6%) responded neutrally to the statement, indicating a lack of strong feelings either way about making mistakes in English class. Conversely, (15.2%) of the participants disagreed with the statement, indicating that they worried about making mistakes in English class. Additionally, a minority of the students (1.3%) strongly disagreed with the statement, indicating a strong aversion or fear of making mistakes in English class. They felt anxious or self-conscious about errors, fearing negative judgment or evaluation from peers or instructors.

As a conclusion, the responses highlighted diverse attitudes and perceptions among university students regarding errors in language learning. While a significant number of the students expressed a positive or neutral attitude towards making mistakes, there were also students who worried or strongly disagreed with the statement.

The statement "*During English class, I find myself thinking about things that have nothing to do with the course*" provided insight into students' levels of focus and engagement in their English language classes.

A small percentage of the students (6.3%) strongly agreed with the statement, indicating that they frequently found themselves distracted by unrelated thoughts during English class. They struggled with maintaining focus or felt disengaged from the course material. Secondly, twenty-five point three percent (25.3%) of the participants agreed with the statement, suggesting that they occasionally experienced distractions during English class. They found themselves drifting away from the course material due to unrelated thoughts. These distractions hindered their ability to fully absorb the lesson content or actively participate in class activities. Twenty-six point six percent (26.6%) of the students, on the other hand, responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They occasionally experienced distractions during English class but did not perceive them as a significant issue. Their neutral stance suggested that they were able to refocus relatively quickly or that occasional distractions did not significantly impact their overall learning experience. In contrast, a majority of the students (34.2%) disagreed with the statement, indicating that they did not typically find themselves thinking about unrelated things during English class. Besides, a minority of the students (7.6%) strongly disagreed with the statement, indicating that they rarely or never found

themselves thinking about unrelated things during English class. They were likely able to maintain focus and engagement with the course material, actively participating in class discussions and activities.

In conclusion, the responses revealed varying levels of focus and engagement among students at Termez State University. While a significant number of the students occasionally experienced distractions, there were also students who remained highly focused and attentive throughout the class.

The statement "*I start to panic when I have to speak without preparation in English class*" offered insight into students' reactions and comfort levels when faced with impromptu speaking tasks in their university English language classes.

Eleven point four percent (11.4%) of the participants strongly agreed with the statement, indicating a significant level of panic and discomfort when faced with spontaneous speaking tasks in English class. They experienced heightened anxiety, fear of making mistakes, or uncertainty about their language abilities when speaking without preparation. Another significant number of the students (25.3%) agreed with the statement, suggesting a moderate level of panic when required to speak without preparation in English class. These students experienced notable discomfort and anxiety in such situations. However, a considerable number of the students (36.7%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They had mixed feelings or varying levels of anxiety when required to speak without preparation in English class. Conversely, twenty point three (20.3%) disagreed with the statement, indicating that they did not typically panic when required to speak without preparation in English class. Moreover, a minority of the students (6.3%) strongly disagreed with the statement, indicating a high level of confidence and ease when required to speak without preparation in English class. They were likely more confident in their language abilities and felt comfortable expressing themselves spontaneously.

Shortly, the responses to the statement highlighted varying levels of anxiety and comfort among university students when faced with impromptu speaking tasks. While some students experienced significant panic and discomfort, others felt more confident and at ease in such situations.

The statement "*I always feel that other students speak English better than I do*" offered insight into students' perceptions of their own English language proficiency relative to their peers at Termez State University.

A small percentage of the students (6.3%) strongly agreed with the statement, indicating a strong belief that their peers possessed superior English language skills. They struggled with confidence in their own abilities and perceived themselves as less proficient speakers compared to their classmates. Secondly, a majority of the students (41.8%) agreed with the statement, indicating that they often felt that other students spoke English better than they did. These students harboured feelings of inadequacy or inferiority when comparing their language skills to those of their peers. Besides, a significant percentage of the students (25.3%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. Their neutral stance suggested that they occasionally experienced feelings of inadequacy, but not consistently or intensely enough to strongly agree with the statement. However, a notable

percentage of the students (24.1%) disagreed with the statement, indicating that they did not typically feel that other students spoke English better than they did. Additionally, a minority of the students (2.5%) strongly disagreed with the statement, indicating a high level of confidence in their own English language abilities compared to their peers. They were more confident in their own language skills and recognized their unique strengths and contributions to English language activities.

Concluding that, the responses showed varying levels of self-confidence and self-perceived proficiency among students. While some students struggled with feelings of inadequacy or inferiority compared to their peers, others felt more confident in their own abilities.

The statement "*I do not understand why some people get so upset over English classes*" offered insight into students' perceptions of the emotional reactions of others towards English language courses.

Eight point nine percent (8.9%) of the students strongly agreed with the statement, indicating a strong belief that they did not comprehend why some individuals became upset over English classes. Secondly, a significant number of the students (35.4%) agreed with the statement, indicating that they shared the sentiment that they did not understand why some individuals became upset over English classes. They perceived English classes as a necessary component of their education, but did not fully grasp the emotional impact that language learning could have on others. Surprisingly, a significant number of the students (34.2%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. Conversely, a remarkable percentage of the students (20.3%) disagreed with the statement, indicating that they did understand why some people get upset over English classes. Moreover, a minority of the students (1.3%) strongly disagreed with the statement, indicating a strong belief that they did understand why some people got upset over English classes.

As a conclusion, the responses revealed varying levels of awareness and empathy among students towards the emotional experiences of their peers in language learning. While some students struggled to comprehend the reasons behind others' emotional reactions, others had a deeper understanding and empathy for the challenges and frustrations associated with English classes.

The statement "*I never feel quite sure of myself when I am speaking in my English class*" shed light on students' confidence levels when engaging in verbal communication during English classes.

A small percentage of the students (8.9%) strongly agreed with the statement, indicating a significant lack of confidence when speaking in their English class. These students likely experienced high levels of anxiety and self-doubt, which might hinder their ability to communicate effectively. It clarified that students consistently struggled with feelings of uncertainty and insecurity during verbal communication tasks. Next, twenty-seven point eight percent (27.8%) of the students agreed with the statement, suggesting a moderate lack of confidence when speaking in English class. Surprisingly, significant number of the students (26.6%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. In contrast, a majority of the students (31.6%) disagreed with the statement,

indicating that they generally felt quite sure of themselves when speaking in their English class. Besides, minority of the students (5.1%) strongly disagreed with the statement, indicating a high level of confidence and self-assurance when speaking in their English class. They were more confident in their language abilities and felt comfortable expressing themselves verbally.

As a conclusion, the responses showed varying levels of confidence and self-assurance among students at Termez State University when engaging in verbal communication tasks. While some students struggled with feelings of uncertainty and insecurity, others felt more confident and self-assured.

The statement "*I do not feel pressure to prepare very well for English class*" revealed students' attitudes towards the perceived necessity of thorough preparation for their English language courses.

Ten point one percent (10.1%) of the participants strongly agreed with the statement, indicating a strong belief that they did not perceive significant pressure to prepare thoroughly for English class. Also, thirty-eight percent (38%) of the students agreed with the statement, indicating that they generally did not feel a strong pressure to prepare very well for English class. These students shared the sentiment that thorough preparation might not be necessary for success in their English studies. Doubtfully, many students (35.4%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They had mixed feelings or varying levels of perceived pressure regarding preparation for English class. However, thirteen point nine percent (13.9%) of the students disagreed with the statement, indicating that they felt pressure to prepare very well for English class. Lastly, few of the students (2.5%) strongly disagreed with the statement, indicating a strong belief in the necessity of thorough preparation for English class. These students recognized the importance of thorough preparation for success in their English studies and prioritized allocating sufficient time and effort towards preparing for class.

In conclusion, the responses clarified varying perceptions of preparation pressure among students. While some students felt relatively relaxed about the need for thorough preparation, others perceived preparation as essential for success in their English studies.

The statement "*It frightens me when I do not understand what the teacher is saying in English*" revealed students' apprehensions and anxieties regarding their comprehension abilities during English language classes.

Twelve point seven percent (12.7%) of the students strongly agreed with the statement, indicating a significant fear and discomfort when faced with situations where they did not understand their teacher's English. These students likely experienced heightened anxiety and insecurity when language comprehension challenges arise, potentially leading to feelings of inadequacy or self-doubt. Another number of the students (19%) agreed with the statement, suggesting a moderate level of fear and discomfort when encountering language barriers in English class. These students experienced notable feelings of anxiety and unease when they did not understand their teacher's English. Surprisingly, (25.3%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They had mixed feelings or varying levels of anxiety when faced with incomprehensible English in the classroom. On the contrary, majority of the students (39.2%) disagreed with the statement, indicating that

they did not feel frightened or uncomfortable when they did not understand what the teacher was saying in English. Moreover, minority of the students (2.8%) strongly disagreed with the statement, indicating a strong belief that they did not experience fear or discomfort when they did not understand their teacher's English. They were more confident in their language comprehension abilities and approached language barriers with a more positive and proactive mindset.

As a conclusion, the responses revealed varying levels of fear and discomfort among university students when encountering language barriers in the classroom. While some students experienced significant anxiety and insecurity, others felt more confident and proactive in managing language comprehension challenges.

The statement "*When I am on my way to English class, I feel very sure and relaxed*" provided insights into students' emotional states and mindset as they approached their English language classes.

A significant number of the students (21.5%) strongly agreed with the statement, indicating a strong sense of confidence and relaxation as they journeyed to their English class. These students approached their English studies with a positive mindset and felt assured in their language abilities. Secondly, a majority of the students (46.8%) agreed with the statement, indicating that they generally felt sure and relaxed as they made their way to English class. They experienced a sense of confidence and ease before attending their English language sessions. Surprisingly, (21.5%) responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They had mixed feelings or varying levels of confidence and relaxation as they journeyed to their English class. Conversely, a small percentage of the students (3.8%) disagreed with the statement, indicating that they did not feel sure and relaxed on their way to English class. They experienced feelings of anxiety, uncertainty, or apprehension before attending their English language sessions. Besides, minority of the students (6.3%) strongly disagreed with the statement, indicating a strong sense of unease or discomfort as they journeyed to their English class.

In conclusion, the responses revealed varying levels of confidence and relaxation among students as they approached their English language studies. While some students felt assured and at ease, others experienced feelings of anxiety or uncertainty.

The statement "*I am usually at ease during tests in my English class*" provided insights into students' comfort levels and emotional states when undergoing assessments in their English language classes.

A small percentage of the students (11.4%) strongly agreed with the statement, indicating a strong sense of ease and confidence during English class tests. These students likely approached assessments with a positive mindset and felt comfortable with the testing format and content. Secondly, a majority of the students (41.8%) agreed with the statement, indicating that they generally felt at ease during tests in their English class. These students experienced a sense of comfort and confidence when undergoing assessments. Surprisingly, (36.7%) of the participants responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. In contrast, a small percentage of the students (8.9%) disagreed with the statement, indicating that they did not usually feel at ease during tests in their English class.

Besides, a minority of the students (1.3%) strongly disagreed with the statement, showing a strong sense of discomfort or anxiety during tests in their English class. These students might have experienced feelings of stress, anxiety, or discomfort when undergoing assessments, which might impact their performance and overall well-being.

In conclusion, the responses revealed varying levels of comfort and confidence among students when undergoing assessments in their English language classes. While some students felt at ease and confident during tests, others experienced feelings of stress or anxiety.

The statement "*Even if I am well prepared for English class, I feel anxious about it*" offered insights into students' emotional experiences and responses to their English language classes.

Six point three percent (6.3%) of the students strongly agreed with the statement, suggesting a strong sense of anxiety despite being well-prepared for their English class. These students likely experienced heightened levels of stress or apprehension related to their English language studies, regardless of their level of preparedness. Secondly, (39.2%) of the participant agreed with the statement, suggesting that they generally felt anxious about their English class despite being well-prepared. They experienced notable feelings of anxiety or apprehension. Also, sixteen point five percent (16.5%) of the participants responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. Conversely, the majority of the students (31.6%) disagreed with the statement, indicating that they did not usually feel anxious about their English class when they were well-prepared. A small percentage of the students (6.3%) strongly disagreed with the statement, indicating a strong belief that they did not feel anxious about their English class when they were well-prepared. They felt confident in their language abilities and approached their English studies with a positive mindset.

In conclusion, the responses clarified different levels of anxiety among students at Termez State University despite their level of preparedness. While some students struggled with feelings of anxiety regardless of their preparedness, others felt more confident and at ease in their English class.

The statement "*I am afraid that the other students will laugh at me when I speak English*" highlighted students' concerns about potential ridicule or judgment from their peers during English communication activities at Termez State University.

A notable percentage of the students (12.7%) strongly agreed with the statement, indicating a significant fear of peer judgment when speaking English. They experienced heightened anxiety and self-consciousness about their language proficiency and feared negative reactions from their classmates. Next, (19%) of the students agreed with the statement, suggesting a moderate fear of peer judgment when speaking English. These students experienced notable concerns about potential ridicule from their peers. Surprisingly, 17.7% of the students responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. In contrast, a majority of the students (39.2%) disagreed with the statement, indicating that they did not fear peer judgment when speaking English. Additionally, 11.4% of the respondents strongly disagreed with the statement, showing a strong belief that they did not fear peer judgment when speaking English. They felt confident in their language abilities and perceived their classmates as supportive and non-judgmental. While they

experienced moments of self-consciousness or anxiety, they did not perceive peer ridicule as a significant barrier to their English communication efforts.

In conclusion, the responses revealed varying levels of fear of peer judgment among students at Termez State University during English communication activities. While some students struggled with significant anxiety and self-consciousness, others felt more confident and supported by their peers.

The statement "*I would not be nervous speaking in English class*" reflected students' perceptions of their comfort levels when speaking English in the classroom setting.

A small percentage of the students (10.1%) strongly agreed with the statement, indicating a strong sense of confidence and ease when speaking English in class. They felt comfortable and assured in their English language abilities and approached speaking tasks with a positive mindset. Secondly, the majority of the students (51.9%) agreed with the statement, indicating that they generally felt confident and at ease when speaking English in class. These students experienced a notable sense of confidence and comfort in English communication activities. Surprisingly, (22.8%) of the respondents responded neutrally to the statement, suggesting that they neither strongly agreed nor disagreed with it. In contrast, (11.4%) of the students disagreed with the statement, indicating that they felt nervous speaking in English class. Lastly, a small percentage of the students (3.8%) strongly disagreed with the statement, showing a strong belief that they did not feel nervous speaking in English class. They experienced feelings of apprehension or anxiety when required to speak English in front of their peers, which might impact their ability to communicate effectively.

In conclusion, the responses showed varying levels of confidence among students at Termez State University when speaking English in the classroom setting. While some students felt highly confident and at ease, others experienced feelings of nervousness or anxiety.

The statement "*I would probably feel comfortable around native speakers of English*" reflected students' perceptions of their ease and confidence when interacting with individuals who were fluent in English as their first language.

Nineteen percent (19%) of the students strongly agreed with the statement, indicating a strong belief that they felt comfortable around native English speakers. They likely possessed a high level of confidence in their English language abilities and felt at ease when engaging in conversations or interactions with native speakers. Also, a majority of the students (45.6%) agreed with the statement, suggesting that they generally felt comfortable around native English speakers. Surprisingly, (24.1%) of the participants responded neutrally to the statement, indicating that they neither strongly agreed nor disagreed with it. They experienced mixed feelings or varying levels of confidence when it came to interacting with native English speakers. Conversely, (10.1%) of the students disagreed with the statement, indicating that they did not feel comfortable around native English speakers. Besides, a few of the students (1.3%) strongly disagreed with the statement, showing a strong belief that they did not feel comfortable around native English speakers. They experienced feelings of apprehension or insecurity when interacting with individuals who were fluent in English, particularly if they perceived themselves as less proficient in the language.

The responses to the statement revealed varying levels of comfort and confidence among university students when interacting with individuals who were fluent in English. While some students expressed a high level of confidence and openness towards such interactions, others experienced feelings of apprehension or insecurity.

Reducing students' speaking anxiety requires a multifaceted approach that addresses various factors contributing to their apprehension and discomfort. Based on the provided data, several key strategies emerge as effective means to alleviate speaking anxiety among students at Termez State University:

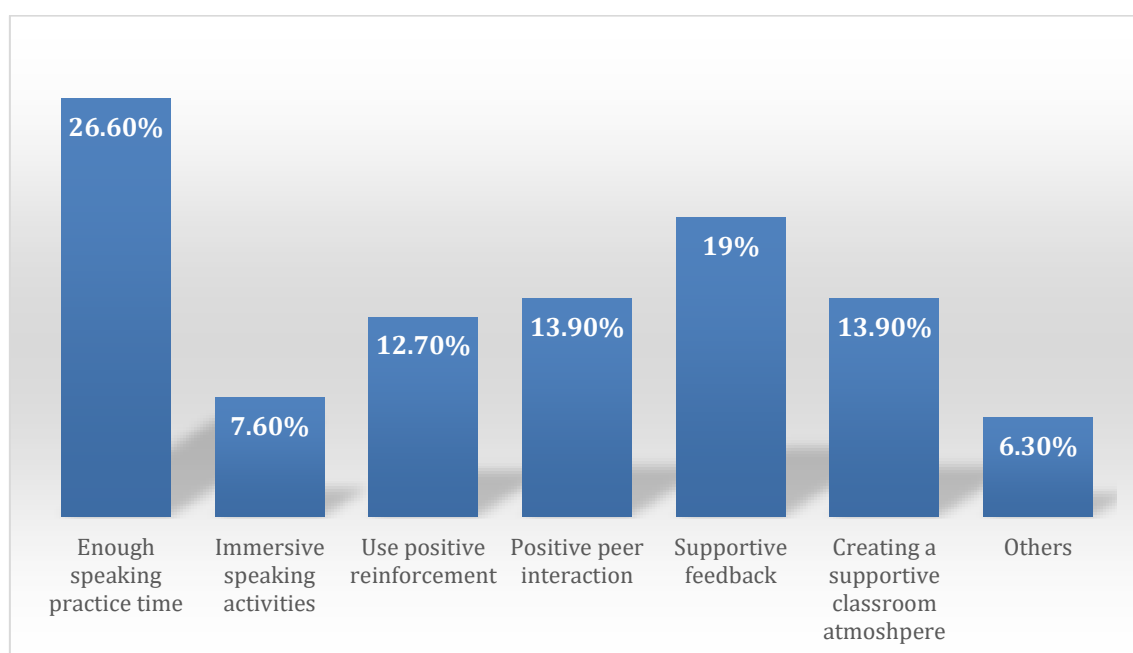


Figure 3: Which factors could solve or reduce students' speaking anxiety

Twenty-six point six (26.6%) of the participants stated that ensuring ample opportunities for students to practice speaking in English was crucial for building confidence and fluency. Allocating dedicated class time for speaking activities allowed students to gradually acclimate to using the language in different contexts and develop their speaking skills in a supportive environment. Among research participants (7.6%) of them highlighted that immersive speaking activities such as role-plays, discussions, debates, and simulations, immerse students in real-life language situations, providing authentic opportunities for language practice. Additionally, (12.7%) of the students acknowledged that positive reinforcement boosted students' confidence and motivation to speak English. Also, students felt valued and encouraged to take risks in their language learning journey. Positive peer interaction was another factor that (13.9%) of the participants believed encouraging collaborative learning and peer interaction, fostering a sense of community and camaraderie among students. Pair and group activities provided opportunities for students to practice speaking in a non-threatening setting, receive peer support and feedback, and learned from their classmates' experiences. Besides, (19%) of the participants, which was the second most important factor to reduce speaking anxiety, offered constructive and supportive feedback to help students identify areas for improvement and build confidence

in their speaking abilities. Constructive feedback should focus on specific strengths and areas for development, providing actionable suggestions for improvement while maintaining a supportive and encouraging tone. Thirteen point nine (13.9%) of the participants stated that creating a supportive classroom atmosphere was essential for reducing speaking anxiety. Teachers could create a safe space where students feel comfortable expressing themselves, making mistakes, and taking linguistic risks without fear of judgment or ridicule. Lastly, (6.3%) of the students selected the option “others”, identifying and addressing additional factors contributing to students' speaking anxiety, such as cultural differences, individual learning preferences, or specific language challenges, is essential.

In conclusion, reducing students' speaking anxiety required a holistic approach that integrated various strategies to create a supportive, engaging, and immersive language learning environment. By providing more than enough opportunities for speaking practice, promoting positive peer interaction, offering supportive feedback, and fostering a supportive classroom atmosphere, educators could empower students to overcome their fear of speaking and develop confidence and proficiency in English communication.

7. Discussion

The findings of this study provided a comprehensive understanding of speaking anxiety among undergraduate students in the English Department at Termez State University, Uzbekistan. Although every language learner had anxiety about language learning, the study revealed that participants did not experience a high level of anxiety when engaging in English language activities. The study focused on internal and external factors as well as how to reduce the speaking anxiety among language learners in the above-mentioned department.

In relation to the internal factors, the findings showed that fear of making mistakes, lack of self-confidence, and shyness were the most prominent factors affecting speaking anxiety, respectively. The above-stated factors aligned with findings from Mohammodzadeh (2012), which highlighted the significant impact of a lack of confidence and shyness when speaking in front of others. Furthermore, students reported a lack of confidence in their language proficiency as a major source of anxiety. This lack of confidence was often exacerbated by limited opportunities for practical language use in and outside of the classroom. According to Simanjuntak (2019), fear of making mistakes, which was found in the current study as one of the most influential factors of speaking anxiety, was also signified in his study. Additionally, the findings also revealed that low motivation, fear of being judged or negatively evaluated, and feelings of insecurity were the other internal factors. The aforementioned points aligned with findings from Suleimenova (2013) that acknowledged limitations of English exposure and fear of negative evaluation were the main causes of speaking anxiety among language learners. In another study, which was conducted by Lu and Liu (2011), it was found that approximately one-third of the respondents experienced anxiety in their English classes, which they also feared would result in a negative evaluation.

In relation to the external factors affecting speaking anxiety, the findings revealed that lack of vocabulary, grammatical errors, and incorrect pronunciation were the most significant

external factors affecting speaking anxiety. Similarly, Suleimenova (2013) stated that lack of vocabulary knowledge, difficulty in using grammar, and pronunciation errors were the main reasons for speaking anxiety among language learners. Additionally, participants reported that embarrassment was an external factor that caused speaking anxiety, which was aligned with the finding from Simanjuntak (2019) that self-inferiority became the main problem and obstacle for language learners. Besides, the findings showed that classroom behavior, lack of preparation, and usage of the mother tongue in language classes impeded the speaking capacity among language learners.

To solve or reduce the speaking anxiety, the study found out that enough speaking practice time, supportive feedback, and creating a supportive classroom atmosphere were the key factors in reducing speaking anxiety. According to Simanjuntak (2019), establishing a friendly learning atmosphere that encourages students to express their ideas without any anxiety or stress reduces the speaking anxiety, which was supported by the current study. Additionally, positive peer interaction, positive reinforcement, and immersive speaking activations were the other factors solving or reducing the speaking anxiety among English department students at Termez University, respectively. In contrast, Suleimenova (2013) and Simanjuntak (2019) found out in their studies that media integration and establishing learning support could play an important role in reducing speaking anxiety. Language learners used social media sites such as YouTube to improve their speaking skills. Regarding anxiety reduction, Yuce (2018) stated that listening to music in a foreign or second language can be helpful for students to overcome their anxiety. Similarly, Cesur (2020) suggested that adapting and using magic could motivate learners to improve their speaking skills.

The high levels of speaking anxiety observed in this study have several implications for teaching and learning practices within the English Department. Creating a supportive and non-threatening classroom environment is essential to helping students overcome their anxiety. Educators can employ strategies such as positive reinforcement, constructive feedback, and fostering a classroom culture where mistakes are viewed as part of the learning process. Role-playing, group discussions, and presentations can provide students with opportunities to practice speaking in a relatively low-pressure setting. Additionally, incorporating technology, such as language learning apps and online discussion forums, can offer alternative platforms for students to practice their speaking skills in a more relaxed environment. Professional development for teachers is another important consideration. Equipping educators with the skills to recognize and address speaking anxiety can enhance their ability to support anxious students effectively.

Further research is necessary to build on the valuable insights this study provided into speaking anxiety among students at Termez State University. Longitudinal studies could examine how speaking anxiety evolves over time and the long-term impact on academic performance and career outcomes. In addition, exploring the effectiveness of specific intervention strategies, such as anxiety-reducing workshops or peer mentoring programs, would provide practical guidance for educators. Comparative studies involving students from different cultural and educational backgrounds could also enrich the understanding of speaking

anxiety. Such research could identify commonalities and differences in anxiety experiences and inform the development of tailored interventions.

8. Conclusion

Speaking anxiety is a pervasive issue that significantly impacts the language learning journey of undergraduate students, particularly those studying English as a Foreign Language (EFL) at Termez State University in Uzbekistan. This research explored the multifaceted nature of speaking anxiety, identifying its causes, manifestations, and consequences within this specific educational context. Through quantitative surveys (questionnaires), the study provided a comprehensive understanding of the factors contributing to speaking anxiety and its effects on students' language proficiency and academic performance.

The findings reveal that speaking anxiety among these students was influenced by a combination of personal and educational factors. Personal factors such as fear of making mistakes and low self-confidence play a crucial role in heightening anxiety levels. Educational factors, including teaching methods, classroom environment, and the nature of peer interactions, also significantly impact students' comfort and willingness to engage in speaking activities.

One of the key insights from this research is the importance of creating a supportive and encouraging classroom environment. Effective teaching practices that foster a positive and inclusive atmosphere can mitigate the effects of speaking anxiety. Strategies such as providing constructive feedback, encouraging collaborative learning, and incorporating anxiety-reducing activities can enhance students' confidence and willingness to participate in speaking tasks. Moreover, teacher training programs that equip educators with the skills to recognize and address speaking anxiety are essential for fostering a supportive learning environment.

The study also highlights the need for institutional support in addressing speaking anxiety. Universities can play a pivotal role by implementing policies and programs that promote language learning and provide resources for students struggling with anxiety. Initiatives such as language labs, peer mentoring programs, and workshops on anxiety management can offer valuable support to students. Furthermore, fostering a culture that values language diversity and encourages risk-taking in language use can contribute to reducing anxiety and enhancing overall language proficiency.

In conclusion, speaking anxiety is a critical challenge that requires a multifaceted approach to address effectively. By understanding the specific factors contributing to speaking anxiety among undergraduate students at Termez State University, this research provides valuable insights for educators, administrators, and policymakers. Implementing targeted interventions and creating a supportive educational environment can significantly reduce speaking anxiety and improve language learning outcomes. Future research should continue to explore innovative strategies and interventions to support EFL learners, ensuring that all students have the opportunity to develop their speaking skills confidently and effectively.

Conflict of Interest Statement

Mohammad Shah Zaki declares no conflicts of interest relating to article "Speaking Anxiety among Undergraduate Students in the English Department at Termez State University, Uzbekistan.

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Assoc. Prof. Dr. Mohammad Shah Zaki, Doctor of Philosophy. My research interests are English Language Teaching (ELT) specially how foreign or second language is learned. The research participants of this research were English language learners of English Department.

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