

DESCRIBING ANXIETY EFFECTS ON PRONUNCIATION PERFORMANCE OF ESL LEARNERS

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ABSTRACT

This research investigates the level of English language anxiety experienced by 7th-semester BS English students at the University of Kotli Azad Jammu and Kashmir, with a focus on its impact on pronunciation performance. Through a quantitative approach, data was collected using standardized questionnaires to assess anxiety levels and self-developed questionnaires to evaluate pronunciation performance. Descriptive statistics were employed to analyze the data, revealing that students face significant levels of anxiety across various language learning situations, particularly in speaking and listening contexts. Moreover, the study found a negative correlation between English language anxiety and pronunciation performance, indicating that higher levels of anxiety are associated with lower proficiency in pronunciation. The findings underscore the importance of addressing language anxiety to enhance language learning outcomes, suggesting strategies such as reducing test anxiety, creating a supportive classroom environment, and providing additional support for pronunciation improvement. These recommendations aim to alleviate anxiety-related barriers and foster a conducive learning environment for English majors at the university.

1. INTRODUCTION

Humans use language as a vital tool for understanding and communicating with one another. A person must be conversant in English, which is a commonly used and recognized language, in order to communicate and be understood by others. Because it is applicable and practical to people worldwide, the English language emerged as a global language at the start of the twenty-first century. Because English is a global language and is used for communication worldwide, there is a "need" for it to be learned and understood (Tsan, 2008). As a result, educational institutions must improve and modify the way that English is used and encourage young people to use it for the greater good.

Globally, English is spoken and recognized as an official language in many nations. On a large scale, English serves as a bridge to link people. In addition to being a language that is useful for commerce, industry, and information sharing, it fosters creativity, inventiveness, and the capacity to learn, create, invent, and grow. Many nations use English as a second language, although it can be challenging for second language learners to practice. Within the Indian setting, English is also quite important. India is a nation where more than regional tongues are

used. Even for the most universal language learners, mastering every regional language is almost impossible; hence, one needs a bridge language in order to communicate effectively within the nation. Given that India is the second-largest English-speaking nation after the United States, English serves as fuel for this necessity.

Anxiety, as explained by Ohman (2008), in other words, is a fear that lacks a clear source of danger, resulting in a generalized state of heightened arousal. Basically, anxiety is fear in a scattered form. Zhou Huijuan (2009) discovered that anxiety in learning a foreign language primarily stem from the familial influences and the students' language proficiency which encompasses the instructor, the teaching method and various other contributing factors.

Anxiety, according to Mohammad Ali (2015), is characterized as an unease that results from a perceived threat. Furthermore, students' feelings of pressure and fear are combined to create anxiety in the classroom (Mohammad Ali, 2015). Although anxiety is a typical occurrence, some people may feel it to the point where it may be viewed as a sign of mental illness (Mohammad Ali, 2015). Anxiety can be classified into three categories: situational, trait,

and state anxiety. These categories span from consistent anxiety spikes to transient episodes (Zheng & Cheng, 2018). According to Hashemi (2011), trait anxiety is a fairly stable personality trait that is an increasingly persistent tendency to be nervous. State anxiety is a fleeting emotion that arises in response to a particular trigger for concern. A significant test would be one instance. Situation-specific anxiety refers to the 12 persistent and complex characteristics of some worries that are sparked by situations like exams, class debates, and public speaking (Hashemi, 2011).

Language anxiety has been a major area of study for many years, and studies have shown how it affects the creation and performance of foreign languages. Anxiety is identified as one of the main obstacles that language learners encounter when learning a new language. Khattak, Jamshed, Ahmad, Mirza, and Baig (2011) noted that anxiety is a significant element influencing language acquisition and that learning English may be extremely stressful for pupils. It can also impede their ability to meet their language learning objectives. Language anxiety affects students differently and is linked to several variables, including interpersonal and personal dynamics, learners' and teachers' views about language acquisition, teacher-student interactions, classroom practices, and language testing (Ying, 2008). According to Horwitz et al., anxiety during language acquisition is largely linked to poor performance, especially in speaking abilities.

Language anxiety, according to MacIntyre and Gardner (1993), is characterized by uneasiness when utilizing a second or foreign language in situations where competency is not fully developed. It is characterized by apprehension, negative self-thoughts, and physiological manifestations such as an elevated heart rate.

Students majoring in English report pronunciation to be a major source of concern, especially for those from rural areas where English is a second language. (2020, Raja). Speaking in English makes these pupils anxious, whether it's in class or not. Speaking skills in a foreign language are directly predicted by pronunciation issues (Kralova & Mala 2018). Pronunciation is a difficult part of learning a language and has a big impact on learners' self-esteem and feelings of identity. Furthermore, pronunciation has a big impact on how other people perceive the speaker (Baran-Lucarz, 2018). An important step in comprehending the effective

factors influencing pronunciation learning is Baran-Lucarz's investigation of the effects of anxiety on foreign language phonetics.

The ability to precisely and proficiently create the sounds, stress patterns, intonation, and rhythm of spoken English words and phrases is referred to as pronunciation performance in English. The capacity to precisely mimic the sounds, stress patterns, intonation, and rhythm of spoken English words and phrases is referred to as English pronunciation performance, and it guarantees that both native and non-native speakers can understand it. This entails producing distinct sound effects, combining sounds smoothly, and speaking in a way that makes sense.

1.1 Objective of the study

The following were the objectives of the study:

1. To investigate the level of anxiety experienced by BS English students regarding pronunciation.
2. To examine how English language anxiety impacts the pronunciation performance of BS English-level students.

1.2 Research Question

The following were the research questions of the study:

1. To what extent anxiety is experienced by BS English students when it comes to pronunciation?
2. How does English language anxiety affect the pronunciation abilities of BS English-level students?

2 LITERATURE REVIEW

2.1 Anxiety

Since anxiety can impede development, it is generally seen negatively by educators despite its important function in language acquisition and learning (Elaldi, 2016). Language learners frequently suffer anxiety that arises from language difficulties. Hashmi and Abbasi (2013) argue that a less formal and more casual classroom setting can help reduce this tension. Among the most successful methods for reducing anxiety among students are cooperative exercises and encouraging teacher-student relationships (Conway, 2007). Anxiety in language acquisition is classified by Teimouri, Geotze, and Plonsky (2019) as either a trait, state, or context specific phenomenon, with the latter being especially noticeable in situations like communicating in a foreign language (Zheng & Cheng, 2018).

2.2 Language Anxiety

It has been determined that language anxiety may prevent EFL students from learning foreign languages, especially English. Language anxiety is described by Horwitz et al. (1986) as the fear of thoughts, feelings, actions, and self-perceptions resulting from the special process of acquiring a target language in a classroom. (Tsiplakides, 2009) categorizes foreign language learning as a unique process, as learners are required to utilize speaking skills in language they have not yet mastered. (Naci et al. 2013), suggest that foreign language anxiety is set off by specific language learning situations, leading to apprehension and negative emotional reactions among EFL (Xianping, 2003; Macintyre, 2007). Empirical research indicates that anxious EFL learners experience anxiety particularly during speaking activities, fearing loss of face among peers due to potential errors in oral performance. This anxiety often leads to communication apprehension, characterized by silence and acquiescence in speaking situations (Xianping, 2003) and Horwit, 2001). Additionally, communication apprehension may stem from inadequate English speaking skills and negative perceptions of others (Xianping, 2003). For certain students, the language classroom naturally induces anxiety because of the ongoing assessment of their performance (Lucas et al., 2010). According to a study by Lucas et al. (2010) on 240 first-year college students in the Philippines, pupils had an innate desire to master particular language abilities like speaking and reading in English as a second language. To improve overall EFL performance, teachers must recognize that anxiety is a problem for EFL learners and give it top priority in minimizing it.

Anxiety was shown to be primarily caused by a lack of verbal fluency, with vocabulary and pronunciation also contributing. Studies show that language competency enhances with training. Youngsters who feel comfortable speaking English in the classroom are probably used to speaking it at home or from earlier schooling (Del Villar, 2002). It was discovered that another element influencing worry in the future is unpleasant experiences from the past. Numerous studies revealed that anxiety levels in the present were impacted by anxiety in the past when speaking (Del Villar 2007). People developed anxious behaviors as a result of earlier encounters because they expected the same responses in subsequent encounters. Rejection also showed this pattern:

people who had previously been rejected were more likely to predict rejection in new circumstances (Del Villar, 2006).

Del Villar (2010) investigated how first-time public speaking students at a state-run university attributed their fear. Her investigation into the fear attributions of first-year public speaking students at the state-run university yielded eight elements. Her research showed that eight variables—expectations, rejection, self-worth, verbal fluency, readiness, and positive experiences from the past—are linked to pupils' anxiety. Furthermore, the majority of students indicated that they were confident in reducing their fear of public speaking, and they identified exposure, practice, and confidence-building as the most important treatments.

Reviewing the earliest research on foreign language anxiety dating back to the mid-1960s and 1970s reveals that communication apprehension significantly impacted learners' performance and success in foreign language acquisition (Horwitz, 2001; Andrade & William, 2009). However, because different types of anxiety in the field of foreign language apprehension were not clearly measured, early researchers were confused by differences in findings (Scovel, 1978; Horwitz, 1986). Initially, studies on language anxiety failed to yield conclusive evidence regarding its impact on students' achievement in learning a foreign language (Aida, 1994). Scholars like Scovel (1978) and Andrade et al. (2009) proposed categorizing anxiety studies based on specific research areas, as not all types of anxiety are relevant to foreign language learning. Over time, research on foreign language anxiety has expanded, leading to the identification of various types of language anxiety. In recent times, Pakistani researchers have shown significant dedication to studying the English language speaking anxiety. Scholars such as Hussain (2021) have delved into the topic, exploring anxiety related to language learning and students' beliefs within the realm of language acquisition.

2.2.1 Types of language anxiety

Three primary categories of language learning anxiety were proposed by Horwitz et al. (1986):

a) Communication anxiety: Learners who experience this strain may find it difficult to speak in front of others because they believe their language skills, especially speaking and listening, are inadequate.

b) Fear of Negative Evaluation: Learners of foreign languages who fear negative evaluation may perceive mistakes as challenges to their social standing among peers, impeding their progress toward language proficiency.

c) Test anxiety: Rather than seeing language learning as a chance to develop communication skills, learners who experience test anxiety may see it as a way to just assess their ability, particularly in oral production.

2.3 English Language Anxiety

Introduced by Horwitz, Horwitz, and Cope (1986), English language anxiety is a particular type of anxiety related to learning English. According to MacIntyre and Gardner (1994), it is defined by one's own perceptions, ideas, sentiments, and behaviors toward language acquisition in English-speaking contexts, namely in speaking, listening, and learning scenarios. According to Kim (2001), the complex interplay of self-perception, subjective beliefs, and uncomfortable emotions can result in negative reactions and cognitive interference. These reactions are frequently caused by feelings of not being able to match expectations and environmental demands. Negative expectations about learning the English language are the cause of English language anxiety, according to Macintyre and Gardner (1991). This issue directly affects learners' academic performance and presents a considerable hurdle to language acquisition.

(Brown, 2007) suggests that certain internal factors, such as personality traits, influence students' language learning experiences. These include self-esteem, willingness to communicate, motivation, and anxiety. Similarly, interviews with English and training teachers revealed internal factors affecting students' English learning, such as lack of motivation, attitudes toward learning English, and language anxiety.

The primary internal factor is students' lack of motivation, which is crucial for engaging them in learning activities. Many students show disinterest in actively participating in English classes at school, often due to their perception of the subject. It is common for students to view English as challenging, leading, leading them to wish to quickly pass the time during English classes.

The second internal factor pertains to students' attitudes toward learning English. An interview conducted with educators at SMAN 7 Padang

revealed that many students lacked enthusiasm for English studies, as evidenced by behaviors such as gossiping, daydreaming, and even falling asleep during class. These attitudes negatively impact students' English proficiency, as they miss out on valuable learning opportunities. Additionally, language anxiety, described as feelings of tension, nervousness, and self-doubt, further hinders students learning progress, according various studies cited.

2.4 Pronunciation skills

Presentation skills encompass a range of factors, including verbal fluency, pronunciation precision, non-verbal cues, and confidence in delivering information. Research indicates that anxiety related to English language learning can notably impede pronunciation performance during presentations by heightening self-awareness, reducing confidence, and intensifying fear of errors.

Studies conducted by (Young, 2019) suggest that levels of language anxiety result in diminished pronunciation accuracy and fluency, thereby impacting the overall effectiveness of presentations. Additionally, research by (Smith, 2018, and Johnson, 2020) proposes that language anxiety may lead to avoidance behaviors, limiting speaking opportunities and impeding pronunciation development.

Understanding the correlation between English language anxiety and presentation skills is essential for devising targeted interventions to alleviate and improve pronunciation performance among students studying English literature. Further exploration in the field can offer valuable insights into effective strategies for assisting language learners in overcoming challenges associated with presentation.

3 METHODOLOGY

3.1 Research design

The nature of the investigation was quantitative. Data was gathered from the respondents through a survey.

3.2 Population of the study

Forty-three students from the department of English in the 7th semester were selected as the population of the study.

Table 01: Description of the population

Sr. No	Department	Students	Semester
01	English	43	7 th

3.3 Sample of the study

Convenient sampling technique was used for the selection of the study. 43 students of 7th semester in the department of English were selected as the sample of the study.

Table 02: Description of the sample

Sr. No	Department	Students	Semester
01	English	43	7 th

3.4 Research Instrument

Standardized questionnaire was use for English language anxiety. A linguistic anxiety tool was completed by the subjects. Zheng and Cheng (2018) state that the Foreign Language Classroom Anxiety Scale (FLCAS) is a 33-item instrument that uses a 5-point Likert scale with responses ranging from strongly disagree to strongly agree to gauge a person's level of anxiety in the classroom. For pronunciation performance of students self-developed questionnaire were used to gathering the responses from the respondents.

3.4.1 Validity of the Instrument

The validity of the instrument was examined by the English department experts at the University of Kotli AJ&K.

3.4.2 Reliability of the Instrument

The reliability of the instruments was checked by the Cronbach's alpha value with the help of SPSS.

3.5 Data Collection

Data were collected by personally visited in the department of English in university of Kotli Azad Jammu and Kashmir.

3.6 Data Analysis

Data were analyzed using the statistical package for social sciences software (SPSS). The researcher simply found the mean, frequency, percentage, and simple regression were used to find the effect of the variable.

4 DATA ANALYSIS

Table 4.1: Descriptive analysis of English language anxiety

Statement	N	Mean	Std. Deviation
I feel nervous when I can't write or express myself in a foreign language.	43	4.02	1.282
I feel anxious when the teacher asks me a question that I have not prepared for.	43	3.95	1.045
I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.	43	3.95	1.090
I fear speaking or asking the teacher in my foreign language class.	43	3.70	1.406
I feel anxious when listening to a passage in my listening/speaking class.	43	2.63	1.215
I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.	43	3.65	1.232
I feel nervous using the foreign language outside of the college or class.	43	2.98	1.354
I am not nervous speaking the foreign language in front of my classmates.	43	3.02	1.336
I get nervous when I arrive late to class or the day following my absence.	43	3.30	1.301
I get anxious when there are too many foreign language students registered in my class.	43	3.14	1.373
I fear pronouncing words incorrectly in my foreign language class.	43	3.37	1.196
I fear falling my foreign language class.	43	3.74	1.157
I feel low self-confidence about speaking the foreign language in front of the class.	43	3.28	1.403
In language class, I can get so nervous I forget things I know.	43	3.21	1.372
I feel anxious when I don't understand what the teacher is saying in the foreign language.	43	3.48	1.174
I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class.	43	3.77	1.192
I feel nervous at the English exam time.	43	3.02	1.263
I feel nervous when standing or giving a presentation in front of the class.	43	3.49	1.454

As shown in Table 4.1, it was found that the English language anxiety faced by BS English 7th semester students at the University Of Kotli Azad Jammu and Kashmir, was related to “I feel nervous when I can’t write or express myself in a foreign language.”(M=4.02, SD=1.282), “I feel anxious when the teacher asks me a question that I have not prepared for.” (M=3.95, SD=1.045), “I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.” (M=3.95, SD=1.090), “I fear speaking or asking the teacher in my foreign language class.” (M=3.70, SD=1.406), “I feel anxious when listening to a passage in my listening/speaking class.” (M=2.63, SD=1.215), “I get nervous when there is a lot of vocabulary that I don’t understand being used in my foreign language class.” (M=3.65, SD=1.232), “I feel nervous using the foreign language outside of the college or class.” (M=2.98, SD=1.354), “I am not nervous speaking the foreign language in front of my classmates.” (M=3.02, SD=1.336), “I get nervous when I arrive late to class or the day following my absence.” (M=3.30, SD=1.301), “I get anxious when there are too many foreign language students registered in my class.” (M=3.14, SD=1.373), “I fear pronouncing words incorrectly in my foreign language class.”

(M=3.37, SD=1.196), “I fear falling my foreign language class.” (M=3.74, SD=1.157), “I feel low self-confidence about speaking the foreign language in front of the class.” (M=3.28, SD=1.403), “In language class, I can get so nervous I forget things I know.” (M=3.21, SD=1.372), “I feel anxious when I don’t understand what the teacher is saying in the foreign language.” (M=3.48, SD=1.174), “I feel anxious when I want to volunteer to say something but can’t find the proper words to say it in my foreign language class.” (M=3.77, SD=1.192), “I feel nervous at the English exam time.” (M=3.02, SD=1.263), “I feel nervous when standing or giving a presentation in front of the class.” (3.49, SD=1.454). The mean value of all the statements indicated that students faced English language anxiety in the BS English 7th semester at the University of Kotli Azad, Jammu and Kashmir.

Table 4.2 Descriptive analysis of pronunciation performance

Statement	N	Mean	Std. Deviation
I feel confident in my ability to pronounce English words correctly.	43	3.56	1.385
I often struggle with pronouncing certain English sounds or words.	43	3.60	1.237
People sometimes have trouble understanding me when I speak English.	43	3.16	1.290
I practice my English pronunciation regularly.	43	3.28	1.351
I am aware of my strengths and weaknesses in English pronunciation.	43	3.86	1.082
I feel motivated to improve my English pronunciation skills.	43	3.74	1.329
I use resources like online tutorials or pronunciation apps to improve my pronunciation.	43	3.70	1.225
I believe that improving my pronunciation will help me communicate effectively.	43	4.12	1.117

As shown in Table 4.2, it was found that the pronunciation performance of BS English 7th semester students at the University of Kotli Azad, Jammu and Kashmir, was related to “I feel confident in my ability to pronounce English words correctly.” (M=3.56, SD=1.385), “I often struggle with pronouncing certain English sounds or words.”(M=3.60, SD=1.237), “People sometimes have trouble understanding me when I speak English.” (M=3.16, SD=1.290), “I practice my English pronunciation regularly.” (M=3.28, SD=1.351), “I am aware of my strengths and

weaknesses in English pronunciation.” (M=3.86, SD1.082), “I feel motivated to improve my English pronunciation skills.” (M=3.74, S D=1.329), “I use resources like online tutorials or pronunciation apps to improve my pronunciation.” (M=3.70, SD=1.225), “I believe that improving my pronunciation will help me communicate effectively.” (M=4.12, SD=1.117). The mean value of all the statements indicated that respondents agreed with the statements that pronunciation performance depends on English language anxiety.

Table 4.3 Shows the Correlation between pronunciation performance and English language anxiety.

	Mean	SD	R	P
English language anxiety	61.72	12.566	- .321	.036
Pronunciation performance	29.02	5.026		

The association between students' pronunciation performance and their English language anxiety during their seventh semester of BS English is displayed in Table 4.3. The mean and standard deviation of pronunciation performance (M = 29.02, SD = 5.026) and English language anxiety (M = 61.72, SD = 12.566) are shown. The value of $r = -0.321$ indicates a strong negative correlation between them, and the value of $p = 0.034 < 0.050$ indicates a significant link.

5 FINDING, CONCLUSION AND RECOMMENDATION

5.1 Findings of the study

1. The University of Kotli Azad Jammu and Kashmir's seventh-semester BS English students reported experiencing anxiety due to the English language as the statements related to "I feel nervous when I can't write or express myself in the foreign language". (M=4.02, SD=1.282), "I feel anxious when the teacher asks me a question that I have not prepared for". (M=3.95, SD=1.045), "I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson". (M=3.95, SD=1.090), "I fear speaking or asking the teacher in my foreign language class". (M=3.70, SD=1.406), "I feel anxious when listening to a passage in my listening/speaking class". (M=2.63, SD=1.215), "I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class." (M=3.65, SD=1.232), "I feel nervous using the foreign language outside of the college or class". (M=2.98, SD=1.354), "I am not nervous speaking the foreign language in front of my classmates". (M=3.02, SD=1.336), "I get nervous when I arrive late to class or the day following my absence". (M=3.30, SD=1.301), "I get anxious when there are too many foreign language students registered in my class". (M=3.14, SD=1.373), "I fear pronouncing words incorrectly in my foreign language class". (M=3.37, SD=1.196), "I fear failing my foreign language class." (M=3.74, SD=1.157), "I feel low self-confidence about speaking the foreign

language in front of the class". (M=3.28, SD=1.403), "inlanguage class, I can get so nervous I forget things I know". (M=3.21, SD=1.372), "I feel anxious when I don't understand what the teacher is saying in the foreign language". (M=3.48, SD=1.174), "I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class". (M=3.77, SD=1.192), "I feel nervous at English exam time". (M=3.02, SD=1.263), "I feel nervous when standing or giving a presentation in front of the class", (3.49, SD=1.454). The mean value of all the statements indicated that students faced English language anxiety in the BS English 7th semester at the university of kotli Azad, Jammu and Kashmir.

2. It was found that the pronunciation performance of BS English 7th semester students in University of Kotli Azad Jammu and Kashmir as the statements related to "I feel confident in my ability to pronounce English words correctly". (M=3.56, SD=1.385), "I often struggle with pronouncing certain English sounds or words". (M=3.60, SD=1.237), "People sometimes have trouble understanding me when I speak English". (M=3.16, SD=1.290), "I practice my English pronunciation regularly". (M=3.28, SD=1.351), "I am aware of my strengths and weaknesses in English pronunciation". (M=3.86, SD=1.082), "I feel motivated to improve my English pronunciation skills". (M=3.74, SD=1.329), "I use resources like online tutorials or pronunciation apps to improve my pronunciation". (M=3.70, SD=1.225), "I believe that improving my pronunciation will help me communicate more effectively". (M=4.12, SD=1.117). The mean value of all the statements indicated that respondents were agreed with the statements that pronunciation performance depend on the English language anxiety.

An association was discovered between the pronunciation skills of seventh-semester BS English students and their concern for the English language. The English language anxiety's mean and standard deviation (M=61.72, SD=12.566), and pronunciation performance (M=29.02, SD=5.026), the value of p is $.034 < 0.050$ which is significant relation and the value of $r = -0.321$ shows that there is negative strong relationship between them.

5.2 Conclusion

1. Students in the 7th semester of the English program at the University of Kotli, Azad Jammu and Kashmir, experience English language anxiety. This means they often feel nervous or anxious in situations related to speaking, listening, understanding, or performing in English. The findings highlight specific situations that cause anxiety, such as unprepared questions from teachers, difficulty understanding lessons, or speaking in front of the class. The study shows that anxiety is present even in situations where students might expect to feel less nervous, like using English with classmates or during exams.

2. In conclusion, the study's findings suggest that English majors at the University of Kotli Azad Jammu and Kashmir are generally aware of the importance of pronunciation and motivated to improve. However, their responses also indicate a lingering struggle with pronunciation itself, potentially linked to English language anxiety. This highlights the need for further support in pronunciation development for these students.

3. According to the study, pupils who experience more anxiety when speaking English have a tendency to perform worse on pronunciation examinations. There was a statistically significant negative correlation, meaning more anxiety led to worse pronunciation performance among these English majors.

5.3 Recommendation of the study

1. It is recommended that Reduce test anxiety. The study recommends incorporating techniques to manage test anxiety, like relaxation exercises or providing students more time to prepare for presentations. This can help students perform better in English speaking and listening situations.

2. It is recommended that to create a supportive environment: The findings show students experience anxiety even in casual English settings. To address this, instructors can create a more relaxed classroom environment where mistakes are seen as learning opportunities. This can make students feel more comfortable using English with classmates.

3. The study recommends that the English majors at the University of Kotli Azad, Jammu and Kashmir, be given more support to improve their pronunciation. This could involve additional pronunciation classes or workshops that address anxiety-related issues. With the use of these

materials, pupils might get over their fears and enhance their pronouncing abilities.

4. Based on the findings, the study recommends that the English language program at the University of Kotli Azad Jammu and Kashmir should provide more support for students struggling with pronunciation. This could involve offering additional pronunciation workshops or incorporating more pronunciation practice activities into existing courses. These efforts would benefit all English majors, especially those who experience English language anxiety.

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