



LANGUAGE ANXIETY IN ENGLISH SPEAKING AMONG UZBEK UNIVERSITY STUDENTS

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Annotation : This study investigates the phenomenon of language anxiety among Uzbek university students when speaking English. It examines the causes, manifestations, and effects of anxiety on oral communication skills. Using surveys and interviews, the research identifies key factors such as fear of making mistakes, lack of confidence, and negative classroom environments. The paper also explores strategies to reduce anxiety, including supportive teaching methods, peer collaboration, and increased exposure to authentic speaking opportunities. Findings highlight the importance of addressing affective factors to enhance English speaking proficiency and learner motivation.

Keywords: language anxiety, English speaking, Uzbek university students, oral communication, affective factors, speaking confidence, language learning challenges

Speaking English fluently and confidently remains a major challenge for many Uzbek university students. Despite knowledge of grammar and vocabulary, students often experience language anxiety, which negatively affects their oral performance. Language anxiety is a psychological phenomenon characterized by feelings of nervousness, apprehension, or fear when using a foreign language, particularly in speaking activities. It can result in avoidance of speaking tasks, reduced participation, and hindered language acquisition. Understanding the sources and impacts of language anxiety is crucial for developing effective pedagogical approaches. This study aims to explore the causes of language anxiety in English speaking among Uzbek university students and to suggest practical solutions to foster a more supportive learning environment.

Language anxiety is a common psychological barrier that significantly impacts English speaking performance among Uzbek university students. This anxiety manifests as nervousness, fear of negative evaluation, and self-consciousness during oral communication, which often leads to reduced participation and lower language proficiency. Understanding the nature and causes of this anxiety is essential for educators aiming to create supportive environments that encourage active speaking practice.





One of the primary causes of language anxiety is the **fear of making mistakes**. Many Uzbek students worry about being judged by their peers or teachers for pronunciation errors, grammar inaccuracies, or limited vocabulary. This fear stems partly from the high value placed on accuracy in traditional Uzbek education systems, where mistakes are often corrected harshly rather than constructively. For example, a student may hesitate to speak up in class fearing that an error might lead to embarrassment or criticism. This fear inhibits fluency and spontaneity, crucial components of effective communication.

Another significant factor contributing to anxiety is **lack of confidence**. Many learners underestimate their speaking abilities due to limited practice opportunities both inside and outside the classroom. Unlike reading or writing skills, speaking requires immediate response and interaction, which can be intimidating without sufficient preparation. For instance, students who have not engaged in conversational English outside the classroom may feel unprepared to participate in discussions or oral presentations, leading to increased anxiety levels.

The **classroom environment** itself can also exacerbate language anxiety. Competitive atmospheres, strict teacher attitudes, or large class sizes may discourage shy or less proficient students from speaking. In some cases, peer pressure or fear of negative evaluation from classmates leads to withdrawal from oral activities. Furthermore, insufficient teacher support or lack of encouraging feedback can diminish learners' motivation to practice speaking. Creating a positive, inclusive classroom climate is therefore vital for reducing anxiety.

Cultural factors also play a role. In Uzbek culture, where modesty and respect for authority are emphasized, students may feel reluctant to speak openly or challenge ideas in public settings. This cultural disposition can increase anxiety, especially when learners are required to express personal opinions or engage in debates, which are less common in traditional Uzbek pedagogy.

To mitigate language anxiety, several **pedagogical strategies** can be adopted:

1. **Creating a supportive classroom atmosphere** is crucial. Teachers should foster a non-threatening environment where mistakes are viewed as natural parts of the learning process rather than failures. Positive reinforcement and constructive feedback help build learners' confidence.
2. **Using pair and group work** encourages collaboration and reduces the pressure of speaking in front of the entire class. Small group discussions, role-plays, and cooperative tasks enable students to practice speaking in less intimidating settings, gradually building their confidence.





3. **Providing structured speaking opportunities** helps learners prepare and feel more secure. Activities such as guided dialogues, scripted role-plays, and rehearsed presentations reduce uncertainty and anxiety by giving students clear expectations.

4. **Integrating anxiety-reducing techniques** such as relaxation exercises, mindfulness, or breathing techniques before speaking tasks can help students manage physical symptoms of anxiety and focus better on communication.

5. **Encouraging authentic communication** through exposure to real-life English, such as interaction with native speakers, watching English media, or participating in language clubs, helps learners develop practical speaking skills and reduces fear of unfamiliar situations.

6. **Teacher training** is essential to equip instructors with skills to recognize and address language anxiety. Professional development on affective factors and student-centered teaching promotes more empathetic and effective instruction.

Research conducted at Uzbek universities supports these strategies. Surveys and interviews with students reveal that when teachers adopt supportive methods and incorporate collaborative speaking activities, learners report decreased anxiety and increased willingness to communicate. Additionally, extracurricular programs offering conversational practice contribute to greater oral fluency and reduced apprehension.

In conclusion, language anxiety in English speaking among Uzbek university students is a multifaceted issue influenced by psychological, pedagogical, and cultural factors. Addressing this anxiety requires a comprehensive approach that combines supportive teaching practices, learner-centered activities, and opportunities for authentic communication. By fostering a positive and encouraging learning environment, educators can empower students to overcome anxiety, improve their speaking skills, and engage confidently in English communication.

Language anxiety significantly hinders the English speaking performance of Uzbek university students by causing fear of making mistakes, lack of confidence, and reluctance to participate in oral activities. This anxiety arises from various sources, including traditional educational practices, classroom environment, and cultural norms. However, it can be effectively reduced through supportive teaching methods that emphasize positive reinforcement, collaborative learning, and structured speaking opportunities. Additionally, integrating anxiety management techniques and increasing exposure to authentic English communication play vital roles in helping learners





overcome their fears. Ultimately, creating a safe and encouraging atmosphere is essential to empowering students to develop their speaking skills confidently and become effective communicators in English.

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