

# Factors Influencing English Language Speaking Anxiety among Education Faculty Students of Tishk International University-Erbil, Iraq

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## Abstract

*Speaking anxiety is a constant hindering factor in English language classrooms that requires prompt attention to guarantee learners' development in verbal communication. This hinders pupils from effectually interacting verbally and articulating themselves. Multiple factors are the sources of learners' anxiousness when speaking another language and it has been found to hinder the development of language learners in Erbil, Iraq. This study aims to find the factors causing anxiety, the language elements leading to anxiety, and various ways to overcome speaking anxiety. Moreover, an online questionnaire was shared to collect quantitative data from 181 learners from 2nd to 4th grade from the five Education Departments of Tishk International University. The main instructional language and academic processes of the university is English; hence, pupils are expected to interact using English rather than their native language. This can prompt pupils to experience anxiety when speaking a second language. Furthermore, the quantitative data collected from the survey consisted of numerical findings regarding students' views on their speaking anxiety. The specific aspects of speaking anxiety investigated in the study included fear, embarrassment, confidence levels, and avoidance. The data exemplified that contributors faced diverse levels of anxiety. Learners' anxiousness increased due to specific components in language, and anxiety made using those components challenging. Interestingly, the preponderance of contributors shared that their academic success was not influenced by speaking anxiety. Educators can develop approaches that encourage students to improve their speaking skills by gaining knowledge regarding the frequency, sources, and factors of speaking anxiety. Therefore, speaking anxiety must be deliberated during preparation and instructional processes to ensure language learners are provided adequate support for verbal development.*

**Keywords:** Anxiety, Language, Speaking, English, University.

## Introduction

### Background

Psychologists generally define anxiety as a condition in which individuals feel concerned and panicked towards something indirectly (Asif, 2017). According to Horwitz et al. (1986), speaking anxiety is when an individual feels fear or unease while participating in verbal discussions publically. It has been discovered that speaking anxiety originates from worries about being judged or assessed negatively, which can affect language users of all proficiency stages.

Kralova (2016) explained that anxiety related to foreign language acquisition is termed as foreign or second language anxiety. Anxiety of foreign language, according to Horwitz (2001), has a psychological feature, and it is a variable that has a detrimental impact on students' condition. For instance, a learner who is shy might experience anxiety when they are told to present orally in class. Learners with speaking anxiety may not be capable of effectively passing oral assignments or reaching educational goals because of their anxiousness hindering their skills to perform well (Basic, 2011). Confident students, on the other hand, would complete oral tasks better as they are not affected by speaking anxiety because they trust in their language skills notwithstanding prior experiences (Tridinanti, 2018). The factors that influence speaking anxiety is vital in the research field and one of the many interests of teachers and students concerned with language learning. The main language used at Tishk International University is English; however, many students are not very proficient in the language and believe that they just need to successfully pass their subjects instead of learning the

English language properly. This is possibly one of the explanations regarding the incompetence of language skills. Furthermore, it has been observed that several students at Tishk International University encounter speaking anxiety while using the English language.

### **Purpose Statement**

Speaking anxiety is a considerable issue that affects learners' ability and confidence in speaking a foreign language. A majority of educators often do not involve speaking anxiety into their teaching methods and classroom operations regardless of being conscious that it is an issue. This causes speaking anxiety to not be of concern, which means that learners are alone in facing these speech hindrances. The learners at TIU Education Faculty are majoring in different fields of teaching Math, English, Physics, Biology, and Computer. They are provided language lessons in the first period of their university studies; however, the limited time does not enable the educators to completely aid the learners in overcoming their speaking anxieties in English. The students that are constantly encountering speaking anxiety have the challenging task of trying to communicate and respond in the English language for extended periods of time. Educators are faced with the daunting task of getting the pupils with low proficiency academically ready to use English as their main language of learning, which causes speaking anxiety to be ignored. Hence, focus needs to be placed upon speaking anxiety to overcome the hindrances it causes so that English is being learned and used in a proficient manner.

### **Hypothesis**

Speaking anxiety is a major hindrance to the success and development of TIU Education Department students English Language.

### **Research Questions:**

*What are the factors that influence the learners speaking anxiety?*

*What language element gives students the most anxiety when speaking English?*

*What factor do the majority of the students think causes their speaking anxiety?*

*How are students overcoming these factors that provoke speaking anxiety?*

### **Literature Review**

#### **Speaking Anxiety**

Anxiety is described as anguish or nervousness brought on by feeling afraid of catastrophe or bad luck (Suleimenova, 2013). Extreme concern over daily events is known as general anxiety. It is an exaggerated, unreasonable, and persistent concern that controls and hinders everyday tasks such as relationships, jobs, education, and social events. Speaking is viewed as an essential and notable personal quality in the field of education (Daly, 1991). Foreign language students frequently report experiencing tension, anxiousness, or fear when studying a specific language and relate this to a "mental block" that prevents them from learning (Suleimenova, 2013). According to Campbell and Ortiz (1991), students from university experience high levels of speaking anxiety and that approximately half of the students learning languages encounter severe anxiety.

Young (1990) describes anxiety related to foreign language as a complicated and intricate issue. Furthermore, foreign language anxiety can be described as a sense of unease and concern that is particular to situations involving second languages, such as learning, listening, and talking (MacIntyre & Gardner, 1993).

Learners commonly stated that verbally communicating in a foreign language caused abundant levels of anxiety to occur. Activities that prompt learners to speaking spontaneously or among their peers are found to lead to high levels of anxiety, which identifies speaking as the language skill that provokes anxiety (Young, 1990). Thus, this is a language aspect that needs to be considered in order to ensure that language development and communication is appropriately occurring.

#### **Studies on Second Language Speaking Anxiety**

The topic of speaking anxiety is becoming increasingly significant in language education and acquisition due to its influence on language attainment and education. A frequent hindrance within language learning and production is speaking anxiety. Various inquiries were made to understand

anxiety amid language learners (Horwitz et al., 1986). Sadighi and Dastpak (2017) gathered data from 154 language learners in Iran to inspect causes of speaking anxiety. A questionnaire constructed using Horwitz et al.'s (1986) Foreign Language Anxiety Scale was provided to the contributors. The findings exhibited the chief sources that provoked pupils speaking anxiety were negative responses, inadequate vocabulary aptitude, and language errors.

Furthermore, particular factors that prompted speaking anxiety within pupils were studied in-depth by Fitriah and Muna (2019). The fifty-five contributors were English majors from two universities in Indonesia. A case study format was applied to clarify the verbal hindrances that occurred previously and currently. They concluded that a few factors that cause the anxiety in students' were lack of preparation, lack of vocabulary expertise, as well as poor pronunciation and grammar. Moreover, Amouna (2021) investigated the frequency and consequences of speaking anxiety among students in Sweden. They utilized a mixed-methods approach to obtain results from 273 students. The method involved a self-reported questionnaire and an updated edition of the FLCAS. Furthermore, 67 students and 5 teachers participated in semi-structured interviews that contained open and closed ended questions. Those who participated were put into three separate groups, which were based on low to high anxiety according to the scores that they received. The findings indicated that 26 percent of the students had low level anxiety, 59 percent had medium level, and 15 percent had high levels of foreign language speaking anxiety. Thus, these various studies indicated that speaking anxiety was present within learners at varying degrees.

Additionally, the link amid the levels of proficiency and speaking anxiety within learning a language has gathered attention. The latest investigations have pointed out that elevated anxiety has the ability to prominently mess with coherency and fluency while speaking (Dewaele & MacIntyre, 2014). New pupils learning a language usually encounter greater anxiety that is caused by doubts and not being very confident. However, experienced and developed language learners often display self-assuredness and low anxiety since they are knowledgeable in the language. Conversely, the extent of pupils speaking anxiety may be affected by their aptitude in the target language. This relates to pupils with developed skill in the language having less anxiety (MacIntyre & Gregersen, 2012). Moreover, the environment that pupils are speaking in can contribute towards exposure and increase of anxiety that disrupts proficiency (Kinging, 2013). Environments that prompt pupils to speak to listeners they are unaccustomed to can be daunting especially in formal settings and being unprepared, which can escalate anxiety. Conversing with familiar people in a relaxed environment and having the right preparation can cause much less anxiety and develop proficiency especially for beginners. Thus, these studies demonstrate that understanding speaking anxiety is a constant process because it affects pupils in various ways and ranges. Understanding the constant struggle that is faced in language education aids in finding methods to overcome or provide the needed support.

### **Factors Leading to Anxiety among Students**

Horwitz et al. (1986) presented three sources that lead to speaking anxiety. These sources include test anxiety, communication apprehension, and being fearful of negative assessment. Communication apprehension was explained as difficulty in speaking with other individuals due to a form of timidity that is categorized by being afraid or anxious. Pupils' fearfulness of negative assessment centers on their feeling of not being respected due to their inadequacy in speaking a language in front of others, such as colleagues or educators. Hence, these individuals often do not contribute to communication activities because their mindset has led them to regard speech errors not as regular elements in learning development but as harmful to their reputation, and they will be judged (Pebriyana, 2018). Test anxiety is functional anxiety that arises from learners fearfulness of not reaching achievements (Sari, 2017). Pupils that are anxious about testing treat assessments not as a chance to expand their linguistic proficiency but view it to be an assessing setting in which their stress is provoked. The majority of anxiety exploration regarding language proficiency development has been fixated upon a single area of concern regarding anxiety. This perspective embodies the stress that is experienced in the lessons (Horwitz et al., 1986). An extensive range of attention has been placed upon language anxiety within the research sector. Its findings have presented that verbal communication is an action that extensively causes anxiousness in a majority of language pupils.

Verbal communication has been found to be the language element that leads to the most anxiety because of the pupil's adverse experiences within language lessons when doing speaking tasks (Suleimenova, 2013). According to Siagian and Adam (2017), learners speak only when necessary because they consider their language skills to be weaker than others. Also, the anxiety they experience about getting embarrassed for making verbal communication mistakes leads them to limit their speaking. This is consistent with Price (1991), who shared that pupils were greatly anxious about verbally communicating with or in front of their peers due to the worry of mispronouncing words and having others mock them. Therefore, fear of verbal communication can lead to major issues that include stammering and social consequences (Craig & Tran, 2006).

### **Speaking Anxiety in Iraq Context**

According to a study conducted by Anwar and Louis (2017), the greatest value causing speaking anxiety was the learners' fear of being negatively assessed. The next factor leading to anxiety in learning a foreign language was fear of communication. It was found that the learners are not confident when they practice their language skills in class. The lowest factor was discovered to be test anxiety (Anwar & Louis, 2017). Furthermore, Ibrahim and Hamad (2021) prepared research that placed attention on foreign language speaking anxiety that occurred in Iraqi Kurdish pupils. It worked to examine the levels, factors, and learners perspectives regarding speaking anxiety within a university setting. The contributors were ninety-one freshmen of the English department from the University of Raparin-Iraq. They participated in a questionnaire and interview, which showed that the pupils faced reasonable ranges of speaking anxiety when communicating in English. It was established that the contributors viewed speaking to be the English language skill that caused the greatest anxiety. Moreover, being afraid of mistakes, undesirable feedback, speaking around others, and instant questioning were discovered to be major reasons pupils were anxious about speaking.

Additionally, a study performed by Ahmed (2016) concluded that second language speaking anxiety occurs significantly among students in Iraq. Also, it might have a negative effect on their level of English skills. Comparatively, Sharif (2014) stated that second language anxiety was a frequent occurrence in Erbil, Iraq. Moreover, the major causes of learners speaking anxiety were negative feedback, making errors, lack of language proficiency, not being prepared, and not receiving support and attention from the educators (Ahmed, 2016). Kakabra et al. (2015) performed research to examine foreign language anxiety among pupils studying at Soran University. Specifically, thirty-three students of the Kurdish department and thirty-seven of the Psychology department contributed. The findings displayed that the contributors conveyed an extensive anxiety range; however, the departments presented diverse ranges. The learners of the Kurdish department conveyed minor anxiety levels in comparison to the Psychology department that displayed greater. The discoveries regarding gender and anxiety presented that anxiousness was present in females more than males. Furthermore, language anxiety has an essential role within the course of communicating through another language. Hence, these various studies indicated that speaking anxiety was present within the students at varying degrees.

### **Methodology**

#### **Research Design**

The purpose of this article centered on developing a deeper understanding of the influences that cause speaking anxiety among TIU Education Faculty pupils. Hence, the quantitative design was applied to this article to gather data regarding verbal anxiety when using English. The quantitative instrument selected was a survey to gather numerical findings regarding students views of their speaking anxiety. A survey was applied due to its ability to properly collect consistent information from a high number of contributors to maintain an extensive sample. Thus, surveys are useful in providing generalizable and unbiased data. Furthermore, drafting, piloting, and revision were the steps applied to ensure that the survey questions were valid and developed properly.

#### **Participants and Setting**

The article focuses on pupils studying in the Education Faculty of Tishk International University- Erbil in the 2021 to 2022 academic year. The Education Faculty holds five departments that are English Language Teaching, Mathematics Education, Biology Education, Physics Education,

and Computer Education. Within Tishk International University, the main language of instruction and tasks is English. Pupils are expected to possess sufficient English language skills to communicate and complete the required assignments. Lecturers of the Education Faculty of Tishk International University use instructional methods that are expressed solely in the English language. The survey distributed received one-hundred and eighty-one responses, which were made up of 124 females and 57 males. The contributors were recruited through random and anonymous volunteering. The contributors were composed of:

*Seventy-eight learners of the English Language Teaching Department*

*Forty-six learners of the Biology Department*

*Twenty-seven learners of the Physics Department*

*Twenty-three learners of the Mathematics Department*

*Seven learners of the Computer Education Department*

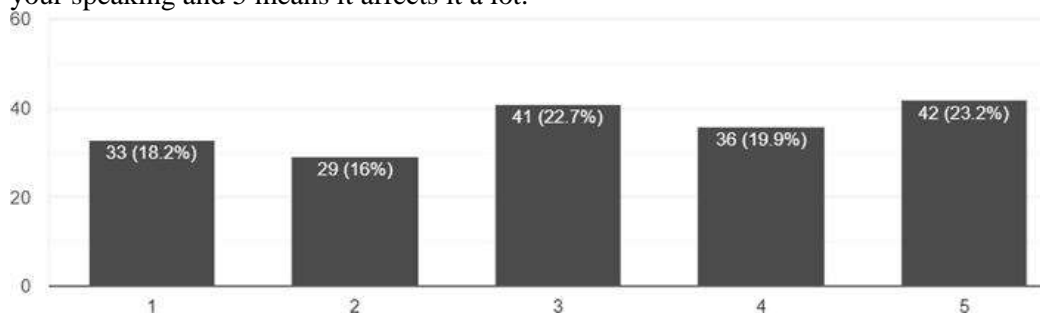
Additionally, the learners that provided answers came from the stages of 2nd, 3rd, and 4th of the Education faculty. The survey received eighty-three contributions from second stagers, forty from third stagers, and fifty-eight from fourth stagers. The contributors were between the ages of 17 to 19 and were from Kurdish backgrounds. These pupils English proficiency levels ranged from elementary or below average. Their prior experience with English came from basic low-level courses provided in High School. The contributors joined this research voluntarily and the data they provided were anonymously gathered.

### Instrumentation

A survey was constructed on Google Forms and distributed to the contributors. The pupils voluntarily provided responses to a survey created on Google Forms, which contained seven items that centered on speaking anxiety. The Google Form was applied to collect findings regarding the Education faculty's pupils speaking anxiety and the factors that cause it. This instrument contained seven different questions that focused on inquiring about the various aspects of speaking anxiety. The queries were shaped in the formats of multiple choice, checkboxes, linear scale, and Likert scale. The exploration of published materials and the creation of this article's literature review about EFL speaking anxiety aided in the formation of the survey's queries.

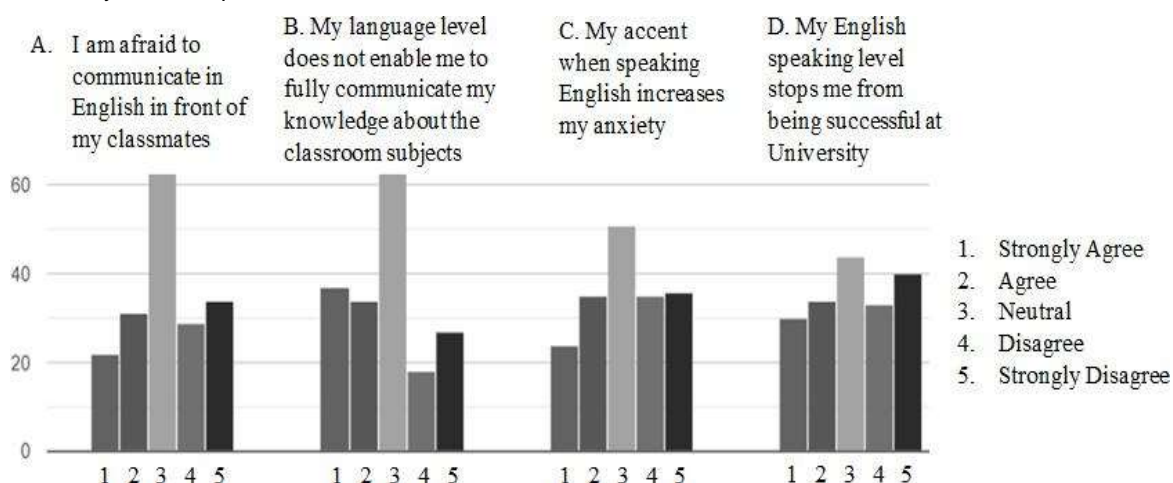
### Results

Figure 1: How bad do you think your English speaking anxiety is? 1 means anxiety does not affect your speaking and 5 means it affects it a lot.



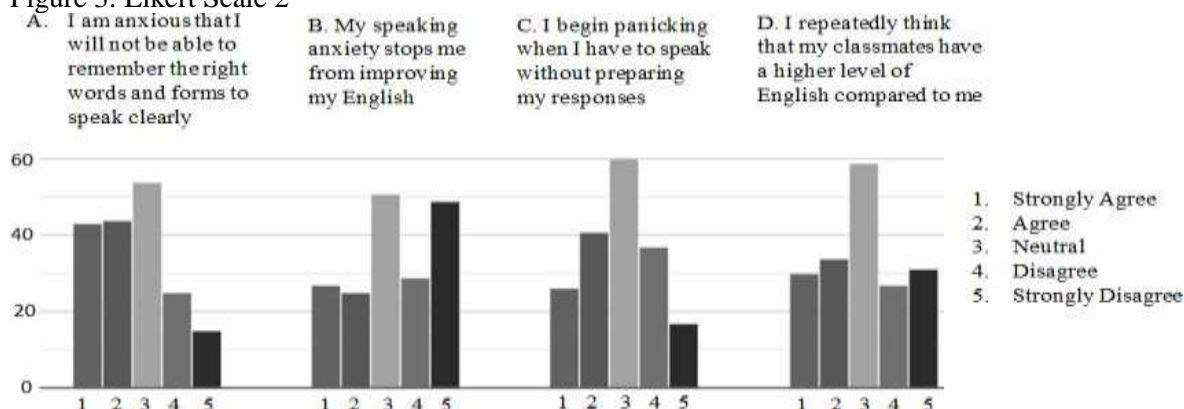
Students were asked how bad their anxiety is on a scale of one to five (five meaning the highest) and if it affects their speaking (Figure 1). A majority of the students (23.2%) stated that their anxiety highly affects their speaking. Moreover, 19.9% of the students rated their anxiety a four out of five. A total of 22.7% stated that they had an average level of anxiety, and 16% rated their anxiety levels a two out of five. On the other hand, 18.2% of the participants stated that anxiety does not affect their speaking.

Figure 2: Likert Scale 1



The students were asked if they are afraid to speak in English in front of their classmates (A), and 22 of them strongly agreed (Figure 2). However, 34 students strongly disagreed, and 65 of them felt neutral. Moreover, for statement (B), 37 students strongly agreed, 27 strongly disagreed, and 65 chose neutral. Furthermore, students were asked whether their accent increases anxiety, and 24 students strongly agreed. On the other hand, 36 students strongly disagreed, and 51 chose neutral. Additionally, students answered whether their English speaking levels prevents them from success in University. A total of 30 students strongly agreed, 44 were neutral, and 40 strongly disagreed.

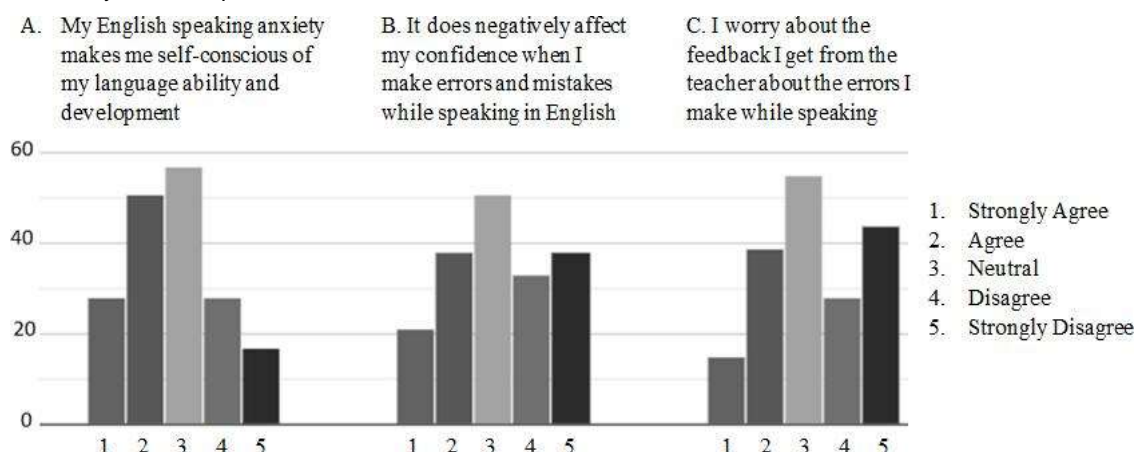
Figure 3: Likert Scale 2



The respondents were also asked if they are anxious that they would not be able to remember the right words while speaking and 43 students strongly agreed, 54 were neutral, and 15 strongly disagreed (Figure 3). Moreover, the students were asked whether their speaking anxiety stops them from improving their English. A total of 27 students strongly agreed, 51 were neutral, and 49 strongly disagreed. Furthermore, students answered whether they begin panicking when they have to speak without preparation. A total of 26 students strongly agreed, 60 were neutral, and 17 strongly disagreed. Additionally, students were asked whether they believe that that their classmates have a higher level of English compared to them. A total of 30 students strongly agreed, 59 were neutral, and 31 strongly disagreed.

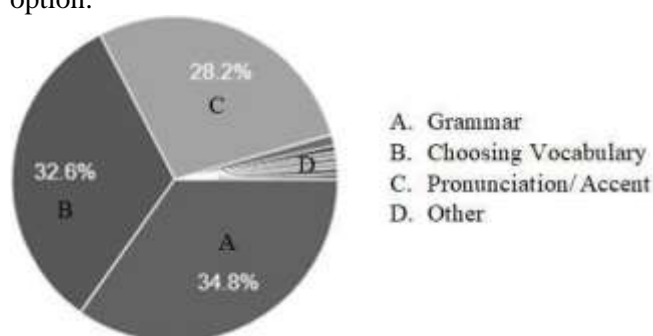
Figure 4: Likert Scale 3

# Factors Influencing English Language Speaking Anxiety among Education Faculty Students of Tishk International University-Erbil, Iraq



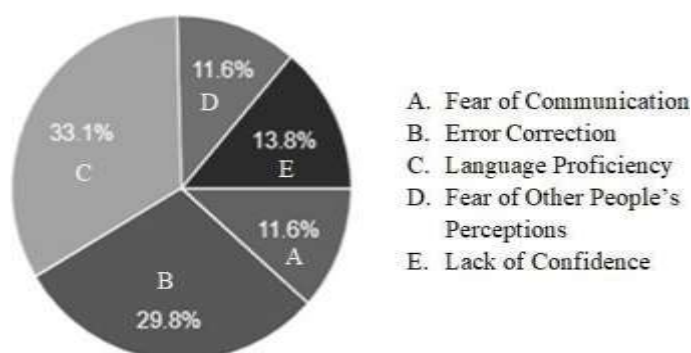
The contributors were presented with an inquiry about English speaking anxiety causing them to become self-conscious of their language ability and development (A). It was found that 28 contributors strongly agreed, while 57 were neutral and 17 strongly disagreed (Figure 4). Moreover, the learners responded to a question regarding the negative effects that making errors and mistakes when speaking English have on their confidence (B). The results showed that 21 learners strongly agreed that making errors and mistakes in English does harm their confidence in their language ability. Also, 51 of the contributors were neutral regarding this inquiry, and 38 strongly disagreed, which means that they do not think it affects their English speaking confidence. Furthermore, the final question presented to the students on the Likert Scale focused on the worry that the learners feel about the feedback received regarding the errors made when speaking (C). The survey presented that 15 of the respondents strongly agreed, 55 were neutral, and 44 strongly disagreed.

Figure 5: What language element gives you the most anxiety when speaking English? Please select an option.



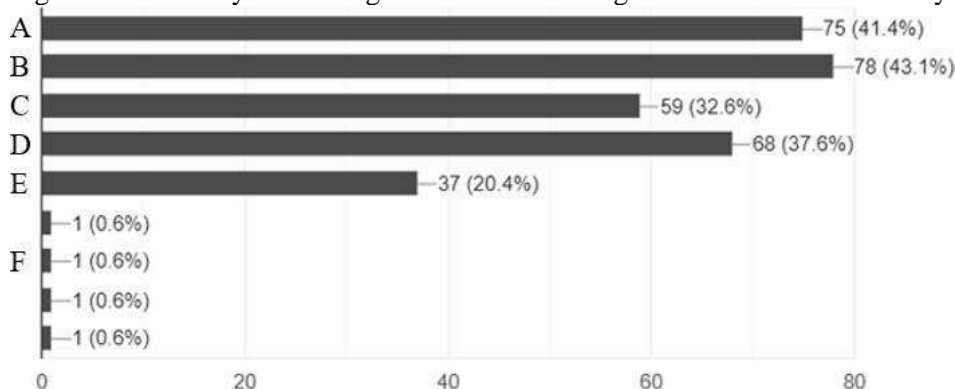
The respondents were asked about the language element that gives them the most anxiety when speaking English (Figure 5). The findings displayed that the majority (34.8%) believed Grammar to be the element that provokes anxiety when verbally communicating in English. The language element of choosing vocabulary received similar high results with 32.6 % of respondents selecting it as the English element that incites anxiety. Furthermore, 28.2% of respondents selected the option of pronunciation and accent as being the source of their anxiety. The option of other was provided to the respondents to attain their own opinion beyond the options presented. This option received only two forms of answers, which were All of them and None. This means that the students that responded with All of them believe that all the language element options listed in the question cause them English speaking anxiety. Additionally, those that responded with none believed that nothing causes them speaking anxiety.

Figure 6: What factor do you think affects your English speaking anxiety the most? Please choose an option below.



The survey presented a question regarding the factor that provokes the Education Faculty students' English speaking anxiety (Figure 6). The survey provided the contributors with five factors so they could select the factor that affected them the most. Language Proficiency (C) received the highest amount of responses of 33.1%. The option of Error Correction (B) was the second highest factor and received 29.8%. Lack of Confidence (E) was selected by 13.8% of respondents. Additionally, 11.6% of respondents selected Fear of communication (A) and 11.6% chose Fear of other people's perceptions (D).

Figure 7: How are you working towards overcoming the factors that influence your speaking anxiety?



Students were asked how they are working to overcome the factors that influence their speaking anxiety (Figure 7). Most of the participants (43.1%) stated that they are practicing pronunciation through educators, movies, music, etc. (B). Furthermore, a total of 41.4% of the students stated that they talk with their friends and others in English (A). Moreover, 37.6% of the students stated that they remind themselves that everyone is a language learner, so mistakes are expected (D). A total of 32.6% of the participants stated that they are working with others that have stronger language skills (C). Also, 20.4% of the responders stated that they learn about a topic and practice speaking about it (E). Moreover, a total of 2.4% of the responders mentioned that they have other ways of overcoming their speaking anxiety (F).

## Discussion

Speaking anxiety has been found to be a frequent hindering issue in learners' language development and success. Language learners speaking anxiety can be caused by a multitude of factors, and the extent of their influence can often result in the individual's refusal to communicate using the foreign language. Hence, language educators are supposed to assist pupils in reducing this adverse state of mind. Identifying the base of the anxiety is the initial stage for lessening learners' speaking anxiety. Therefore, this research centered on investigating the reasons that led to speaking anxiety of the English language of the pupils studying at Tishk International University's Education Faculty. The findings delve deep into a variety of conceivable reasons that bring about speaking anxiety.

A majority of the students experience moderate to high levels of anxiety that affect their speaking. This result is consistent with Alnahidh and Altalhab's (2020) results which found that most students encounter a moderate level of speaking anxiety. Also, a preponderance of pupils greatly feared public speaking, which causes hesitancy to verbally communicate (Raja, 2017). This public

communication anxiety may occur because of the pupil's background pertaining to education, educational atmosphere, and the institutions English education methods. Beiter et al. (2015) emphasize how competition in academics as well as the distress that comes with being negatively assessed can considerably impact the levels of anxiety among pupils. Furthermore, pupils facing speaking anxiety may avoid verbal encounters by placing themselves in the back of the room, frequently skipping lectures, and extreme amounts of studying (Horwitz et al., 1986). Thus, comprehending pupils' anxiety towards verbal exchanges in English requires awareness of potential factors and hindering sources.

Interestingly, a major speaking anxiety factor amid pupils was low language ability. Deficiency in grammar and vocabulary understanding or ability to verbally articulate can cause this factor to be present within pupils. Rafada and Madini (2017) presented that limited vocabulary knowledge in language is a major aspect in verbal anxiety. This was shown in the current study where the students chose grammar and vocabulary as the language element that gives them the most anxiety. Thus, students who are not proficient in the language have a hard time conveying their words and feel anxious to speak. Furthermore, Dewi et al. (2018) explained that proficiency is vital for expressing one's thoughts while speaking. However, the results of the current study indicated that several students worried about their lack of language proficiency while speaking. Therefore, the student would not be able to improve his/her speaking ability. Additionally, according to Ozturk and Gurbuz (2014), the factor that received the highest percentage was not being familiar with the language; therefore, leading to the inability to properly express oneself. What is more, when students try to express themselves in a foreign language and fail, they feel too anxious to try again.

Moreover, the students' fear of having their mistakes/errors corrected was also one of the factors that had a great effect on their speaking anxiety. This factor refers to the student believing that they are constantly being judged by their instructors or classmates. Furthermore, this result is in concordance with Rachmawati's (2020) findings, which explained that students were extremely anxious about being assessed negatively. This could be due to the students being afraid of negative evaluation from others, which leads to an increase of them feeling insecure and not being able to speak confidently within the classroom. Additionally, Damayanti (2018) stated that learners usually remain quiet throughout the educational process due to the opinions of other students or instructors that affect them, specifically if it was a negative opinion about the student. Consequently, the learners' are unwilling to talk in order to avoid the chance of making a mistake. These results are in concordance with Horwitz et al.'s (1986) study, which explained that the learner's fear of error correction could be related to the instructor's ways of correcting the mistakes of their students.

### **Implications**

Educators can efficiently deal with speaking anxiety by developing an encouraging class where pupils view mistakes as a chance for improvement instead of fear (Yeager and Dweck, 2012). Moreover, institutions can develop their curriculum by assigning speaking tasks to students gradually, starting with low level assignments and progressively moving to more advanced ones. This will help students develop confidence with speaking in public. Furthermore, training programs for teachers should focus on providing constructive feedback to students and incorporating group work, which can help decrease anxiety and improve speaking proficiency by providing an opportunity to complete tasks in a supportive classroom environment (Hattie, 2012).

### **Limitations**

This study's limitation consisted of focusing on the Educational Faculty of a single university (TIU-Erbil). The data was gathered using a single questionnaire provided on Google Forms to the pupils of the TIU Education Faculty. Hence, the quantity of respondents does not necessarily reflect the views of all pupils in Iraq. This study collected data only from Kurdish pupils in one city of Iraq called Erbil. As a result, additional investigation is essential before generalizations can be made for a larger populace.

### **Future Research**

Further investigations can be expanded to gather data from other universities and cities. This would enable the collection of data from contributors of diverse background and ethnicities. The

information regarding backgrounds could be used to understand if such aspects affect speaking anxiety. Researchers may also apply additional methods for data collection, such as interviews or observations for more reliable results. This would provide authentic experiences occurring in university settings. Hence, these research aspects can provide greater details to aid in comprehension of anxiety of verbal communication.

## Conclusion

Speaking anxiety significantly affects individuals' ability to practice and progress in communicating in a second language, such as English. It can be caused by several factors that include testing anxiety, communication apprehension, negative assessment, language proficiency, low confidence levels, and perception of others. Each language learner has specific factors, elements, and reasons that may provoke anxiety towards speaking in another language. The purpose of this investigation was to acquire information from undergraduate language learners studying in the Education Faculty of Tishk International University about their views on English speaking anxiety. The responses were gathered confidentially from participants who volunteered to answer through google forms. The content of this research presents a review of previously published information about speaking anxiety background, previous studies, and causing factors. The outcomes of the questionnaire presented that language proficiency and error correction were chosen as the factors that greatly provoked their speaking anxiety. This presents the need to use teaching methods that enhance the learners' knowledge of English language elements and provide positive feedback to manage errors so that learners do not become discouraged in their English language abilities. Moreover, a significant amount of contributors selected grammar (34.8%) as the element of the English language that caused the most speaking anxiety and choosing vocabulary was found to be the second element (32.6%). It must be highlighted that this finding presents a further explanation for language proficiency being the factor that provokes speaking anxiety due to the learners' fear of their lack of grammatical and vocabulary knowledge. Furthermore, it can be understood from the results that speaking anxiety is present among the Education Faculty's undergraduate students, but it does not discourage them from attempting to improve through diverse methods of communicative practice to produce and use the English language. Hence, it was indicated through the findings of this research that speaking anxiety exists among students of the targeted university; however, based on the participants' responses, it did not severely harm their ability to be successful in their studies. Thus, it is necessary that educators contemplate speaking anxiety when planning lessons and teaching so that the language learners are being given opportunities that motivate and enable them to exercise their verbal ability.

Additionally, these suggestions were formed from the published works examined and findings amassed:

*Speaking anxiety and the factors that prompt it to occur must be a major consideration in all English language classrooms.*

*Positive reinforcement and feedback are essential to ensure that English language learners overcome their apprehension and raise confidence in their ability to speak.*

*Language educators should contemplate the proper methods and activities to aid learners in practicing English, increase language proficiency, and surmount speaking anxiety.*

*Training programs for teachers should focus on ways instructors correct the errors of their students so they learn from their mistakes instead of fearing them.*

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