

The Impact of Anxiety on classroom Presentation: A case Study of EFL Learners at Gharian University

Hana Abdusslam Almadani *

Department of English, Faculty of Art, AL-Assaba, University of Gharian, Libya

*Email: hanamossa1986@gmail.com

أثر القلق على العروض الصفية: دراسة حالة على متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة غريان

هناء عبد السلام المدني *

قسم اللغة الإنجليزية، كلية الآداب الأصابعة، جامعة غريان، ليبيا.

Received: 02-12-2025	Accepted: 27-01-2026	Published: 14-02-2026
	Copyright: © 2026 by the authors. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).	

Abstract

Classroom presentations represent an important aspect of activities that help English as a Second Language learners showcase their language skills, particularly speaking in front of others, and reveal the educational and psychological obstacles and challenges they face in performing these presentations at the best possible level. The study aims to identify the impact of language anxiety on classroom presentations by applying it to English as Foreign Language learners at Gharian University, which helps to investigate the level and type of anxiety that English as a Foreign Language students at the university suffer from during presentations. The study was conducted on various students of different semesters at University. The sample consisted of 100 students of both genders, divided into two groups (45 males and 45 females), during the academic year 2025-2026. The study relied on a questionnaire as the data collection tool, and the collected data was statistically analyzed using SPSS software. The results showed a high level of anxiety about learning English among the participating students for various reasons. A statistically significant inverse relationship was found between the level of English language anxiety among University students and the quality of their classroom presentations. Statistically significant differences were also found in language anxiety levels among students during classroom presentations, while no statistically significant differences were found between gender and anxiety levels in terms of their impact on the quality of classroom presentations. The study concluded with recommendations and suggestions to enhance the

application of the study's findings and reduce the high levels of language anxiety in its various forms.

Keywords: Foreign Language anxiety (FLA), EFL, classroom Presentation.

المخلص

تُعدّ العروض الصفّية جانبًا مهمًا من الأنشطة التي تساعد متعلمي اللغة الإنجليزية كلغة ثانية على إبراز مهاراتهم اللغوية، ولا سيما مهارة التحدث أمام الآخرين، كما تكشف عن العوائق والتحديات التعليمية والنفسية التي يواجهونها عند أداء هذه العروض بأفضل مستوى ممكن. تهدف هذه الدراسة إلى التعرف على أثر قلق اللغة في العروض الصفّية من خلال تطبيقها على متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة غريان، بما يسهم في الكشف عن مستوى ونوع القلق الذي يعاني منه طلبة اللغة الإنجليزية كلغة أجنبية في الجامعة أثناء العروض الصفّية.

أُجريت الدراسة على طلبة من فصول دراسية مختلفة في الجامعة. وتكوّنت العينة من 100 طالب وطالبة من الجنسين، قُسموا إلى مجموعتين (45 ذكورًا و45 إناثًا)، خلال العام الدراسي 2025-2026. واعتمدت الدراسة على الاستبيان أداة لجمع البيانات، وتم تحليل البيانات إحصائيًا باستخدام برنامج SPSS. وأظهرت النتائج وجود مستوى مرتفع من القلق تجاه تعلم اللغة الإنجليزية لدى الطلبة المشاركين لأسباب متعددة. كما وُجدت علاقة عكسية ذات دلالة إحصائية بين مستوى قلق اللغة الإنجليزية لدى طلبة الجامعة وجودة عروضهم الصفّية. كذلك ظهرت فروق ذات دلالة إحصائية في مستويات قلق اللغة لدى الطلبة أثناء العروض الصفّية، في حين لم تُسجّل فروق ذات دلالة إحصائية تُعزى إلى الجنس من حيث أثر القلق على جودة العروض الصفّية.

الكلمات المفتاحية: قلق اللغة الأجنبية (FLA)، متعلمو اللغة الإنجليزية كلغة أجنبية (EFL)، العروض الصفّية.

Introduction

During foreign language learning, anxiety is a psychological phenomenon and a crucial emotional factor in the language process. For centuries, anxiety has been considered one of the main emotional factors affecting second language learning, especially speaking skills. It manifests as a feeling of fear or apprehension about negative evaluation when writing or speaking a new language, leading to a freeze in mental abilities and a decline in motivation towards learning a new language. Language learners usually exhibit anxiety and tension when learning a new language, which is known as language anxiety (Hashemi, 2010). The origin of this anxiety is the learners' sense of self and self-awareness, and the fear of losing identity when integrating into a new culture, in addition to differences in social status between speakers and interlocutors, language anxiety or conversation anxiety specifically, is also linked to a lack of self-confidence and fear of evaluation, especially when speaking in front of peers, which leads the learner to silence or freeze their memory (Yan & Wang, 2012).

Anxiety does not appear in all language learners when learning a foreign language, in most cases, learning languages other than English involves a high level of anxiety due to the significant differences between those languages and the mother tongue in grammar, vocabulary, and linguistic structures, even with the learner's motivation. Given that English is a widely spoken global language, English learners experience a lower level of anxiety than learners of other languages (Hardacre & Güvendir, 2020).

Anxiety about learning English doesn't manifest at the same rate across different age groups

or educational stages, some stages show higher levels of language anxiety than others, early childhood; for example, tends to be less anxious due to children's innate learning abilities and their lower psychological barrier to making mistakes (Surmanov & Azimova, 2020). Conversely, anxiety about learning English peaks during adolescence, particularly in middle and high school, and also in the initial stages of adult language learning, the practical application of the language, including oral production and speaking, is the most anxiety-inducing stage, especially when speaking in front of others, regardless of age (Mitha & Amri, 2018).

The widespread global use of English has led to a growing demand for acquiring new skills that enhance communication abilities in the language. However, some English language learners experience psychological barriers to learning, which negatively impacts language acquisition and hinders other types of learning. This has made anxiety one of the most studied variables in psychological and educational sciences. Generally, there are two approaches to describing language anxiety, also known as "second/foreign language anxiety":

1. Considering language anxiety as part of the broader concept of anxiety as an innate human emotion arising from a range of factors, including feelings of shyness and tension when asked to speak English in front of a group or in a classroom. This inherent language anxiety presents an additional challenge for both language learners and teachers.
2. Language anxiety, as a combination of other types of anxiety, forms a distinct type of anxiety inherent in the language learning process; this makes some language learners tense and nervous, psychologists use the term "specific anxiety response" to distinguish people who are generally anxious in various situations from those who are anxious only in specific situations (Hashemi, 2011; Tanveer, 2015).

There are many factors that have created numerous challenges facing the learning of English as a second language in Libyan schools and universities, Libyan students' English learning has been affected by many political and cultural factors, as well as traditional teaching methods that rely on grammar and translation as a substitute for direct communication, this has created a unique form of linguistic anxiety, unlike anything seen in other Arab countries (Hussein, 2018). Reviewing these factors during the last two decades of the 20th century, we find that the ban on teaching English and French in schools and universities by the previous regime in 1986 is one of the most prominent historical reasons that had profound and far-reaching negative repercussions on the practice of foreign languages in general, a negative view of foreign languages prevailed, to the point of considering them tools of colonialism used to invade minds, obliterate national identity and threaten the existence of the native language, This ban created a wide gap that became strongly evident in the scarcity of qualified personnel to teach foreign languages in Libya when it was decided to resume teaching foreign languages in 1997, this led to increased anxiety and frustration among Libyan students about their inability to keep up with global developments in language learning methods, the students were unaware of the problem until they completed high school and enrolled in university, where their shortcomings in studying many subjects in English became evident. On the other hand, the Libyan social environment played a contributing role in the reluctance of Libyan students to learn English and their excessive reliance on Arabic (Sawani, 2012; Tawir & Bin Baharum, 2024).

Statement of the Problem

At a time when Libyan students are increasingly interested in learning foreign languages,

especially English as a second language, studying the factors contributing to anxiety about learning English as

a common phenomenon in classroom activities is gaining increasing attention. This anxiety combines fear of mastering spoken English with fear of speaking in public or within the classroom. The problem of this study is that overcoming anxiety about English is necessary to bridge the gap between the academic level of students at Gharian University in Libya and their actual performance in presentations, which have become an essential educational and assessment tool at Gharian University. What deepens the problem is the negative repercussions of anxiety on the level of students' linguistic performance and the psychological and behavioral effects resulting from the tension associated with language learning anxiety, feelings of frustration, and low self-confidence, and consequently, the poor quality of educational outcomes due to the graduation of students with low abilities, which leads to bad results that go beyond just weakness in English language skills, giving the study's problem psychological, linguistic and academic dimensions. The following questions arise from the research problem:

1. What factors increase anxiety about learning English among students at Gharian University?
2. How does anxiety among Gharian University students about learning English affect the quality of their classroom presentations?
3. What type of anxiety most negatively impacts the performance of League University students studying English as a Foreign Language during classroom presentations?
4. Is there a relationship between a student's gender and their level of anxiety during presentations?

Theoretical and Practical Importance of the Study

Studying the effect of anxiety on classroom presentations: A case study of English as Foreign Language learners at Gharian University in Libya is of theoretical and practical importance, the aspects of which are clarified at the following:

First: Theoretical Importance

The current study contributes to enriching the literature in the field of linguistics with a deep understanding of the phenomenon of "language anxiety," specifically "speaking" anxiety, as one of the research trends in studies of anxiety about learning foreign languages. It also presents practical models that help identify the psychological and environmental variables that represent challenges to the ability of students at Gharian University to produce outstanding linguistic outputs during classroom presentations. In addition, the researcher seeks to benefit researchers in future studies on English language learning anxiety with a theoretical framework that suits the specificities of Libyan students in terms of the Arab academic and social environment.

Second: Practical Importance

The practical importance of this study is evident in the following:

1. Reducing the severity of English language learning anxiety among students at the University of the League and the associated stress, thus helping to develop practical strategies to improve students' language performance in the academic environment and consequently enhance the quality of their classroom presentations.
2. Assisting academic advisors and those responsible for student assessment in developing assessment methods that align with students' psychological characteristics and link them to measuring language skills, while also identifying

student groups most prone to language anxiety and the university majors where students experience significant language anxiety.

Aims of the Study

The study aims to explore the impact of anxiety on classroom presentations and to identify the relationship between the types and levels of anxiety that affect the quality of students' performance of those presentations and the psychological motives that increase the depth of this anxiety among students and its reflections on their self-awareness through a case study of English as a Foreign Language earners (EFL) at Gharian University, which can open new horizons for reaching educational and psychological solutions to address the causes of this anxiety among students and provide an educational environment that enhances the level of learning English

Hypotheses of the Study

In light of identifying the impact of anxiety on English language presentations at Gharian University, the study's hypotheses are based on the negative effect of anxiety on students' linguistic performance and the quality of their linguistic and academic presentations. Therefore, the study is based on the following main hypothesis:

There is a statistically significant inverse correlation between the level of English language anxiety among University students and the quality of their classroom presentations. From this main hypothesis, the following sub-hypotheses emerge:

1. There are statistically significant differences in language anxiety levels among Gharian University students during classroom presentations.
2. There are statistically significant differences between gender and anxiety levels in their impact on the quality of classroom presentations.

Theoretical Background

The Concept of Anxiety

Anxiety is an emotional state associated with physiological arousal and is one of the well-documented psychological phenomena. Psychologists classify it among the psychological concepts that express a feeling of insecurity, a vague sense of fear indirectly linked to something, along with tension and unease. These states are not tied to a specific cause or situation. Anxiety encompasses a range of physical, behavioral and cognitive responses that occur when an individual faces negative expectations or feelings of failure (Herwanto, 2013).

Types of Anxiety

Anxiety is classified into two main types according to numerous psychological studies. This classification is based on the situation and characteristics of the emotional response, as well as the intensity, duration, and circumstances of the anxiety. These two types are called trait anxiety and state anxiety, with the former being more severe than the latter. We will briefly explain the characteristics of each:

1. Trait Anxiety

This type of anxiety is described as a persistent feeling of unease that affects learners' performance in the classroom or any other environment, regardless of the task, subject, or objective. This anxiety stems from a persistent lack of confidence in one's abilities, leading to low self-esteem and a general lack of confidence in various aspects of life. Chronic anxiety can also be considered a personal anxiety that occurs in any specific situation or task. Furthermore, chronic anxiety is primarily considered innate, as it is linked to fixed traits in an individual's personality (Huda, 2018).

2. State anxiety is a temporary type of anxiety that occurs during situations that an individual perceives as threatening, causing them to feel tense. This type of anxiety is particularly problematic for developing speaking skills in learners, as it may prevent them from using language effectively, even if they possess the necessary skills and knowledge (Dornyei, 2018).

Factors of Anxiety

Anxiety factors in the classroom can be divided into two categories: internal and external factors, as follows (Ansur, 2010; Zhiping & Paramasivan, 2013):

First: Internal Factors. These factors are further divided into:

1. **Fear of failure:** This refers to the fear of making mistakes or being unable to answer audience questions, which can lead to embarrassment when facing crowds or speaking at social events.
2. **Fear of criticism:** This is one of the most common forms of anxiety, where the speaker fears having their ideas ignored or rejected by their audience.
3. **Speaking anxiety:** This occurs when the speaker feels anxious about their linguistic competence, such as vocabulary, grammar, and pronunciation. Making mistakes while speaking can also increase anxiety and negatively impact performance.
4. **Negative experiences:** Past negative experiences with public speaking can lead to anxiety in future speaking events.
5. **Negative thinking:** Negative thoughts before and during a presentation can lead to decreased performance and increased anxiety.
6. **Fear of being interrupted:** Speakers may fear that their presentation will be interrupted or that they will be prevented from continuing due to poor performance.
7. **Fear of losing their train of thought:** Speakers may worry that they will forget their material or be unable to remember what they want to say during their presentation.

Second: External Factors

External factors influencing anxiety in the presentation environment include the number of attendees in the venue, the behavior of the audience, supervisors and reviewers. This is especially true for inexperienced speakers who are unfamiliar with the situation and what to expect. Classroom capacity also plays a role; teacher-centered learning environments can create an atmosphere that makes students feel insecure and less willing to participate. Similarly, a rigid and formal classroom environment can make students nervous during speaking activities, making presentations and formal discussions among the most anxiety-inducing speaking activities. Teachers themselves can also be an external source of public speaking anxiety if they use inappropriate or unsuitable teaching methods. Correcting students before they have finished speaking can also lead to frustration (Ansur, 2010; Tseng, 2012).

Foreign Language Anxiety

Making mistakes is a major source of anxiety for students when speaking English in the classroom. Therefore, most language learners experience foreign language anxiety, which can lead to stress, doubt, difficulty, loss of confidence, conflicts and negative interactions, they also fear how others will perceive them if they make mistakes. Consequently, language anxiety can negatively impact how students learn or acquire the target language. Adding to students' anxiety is the fact that presentations require speakers to effectively convey their message in clear and accessible language. Thus, presentations can provide a valuable opportunity for students to practice

good speaking skills without anxiety or hesitation, not only to present their material to others in an appropriate language but also to boost their self-confidence (Jasim & Mohamed, 2023).

Types of Foreign Language Anxiety

There are three types of anxiety in learning foreign languages (FL): fear of negative evaluation, test anxiety and communication phobia, which is the most common type in public speaking situations and is a form of shyness mixed with fear or anxiety related to communicating with others, the severity of which varies from situation to situation and from person to person (Horwitz & Young, 1991; Carver *et al.*, 2000).

Test Anxiety

According to (Horowitz *et al.*, 1986), test anxiety is a closely related aspect of anxiety in foreign language learning. Test anxiety is a form of performance anxiety stemming from a fear of failure. Language classes tend to be particularly susceptible to test anxiety due to the nature of continuous performance assessment. Consequently, students of foreign languages as a second language, especially those with high levels of anxiety, require regular assessment from the teacher, who is often the only fluent speaker in the class.

Anxiety Scale in Foreign language Classes

Horowitz *et al.*, (1986) developed the Foreign Language Learning Anxiety Scale (FLCAS) to determine the level of anxiety individuals experience when learning a foreign language and to overcome the lack of suitable instruments for measuring anxiety about learning foreign languages. This scale has gained significant importance in research on measuring anxiety about learning foreign languages and has become one of the essential research tools in this field. The scale includes three domains: fear of communication, test anxiety and fear of negative evaluation. It is measured using a five-point Likert scale ranging from "strongly agree" to "strongly disagree". The scale has also undergone reliability and validity tests in different cultures, contexts and age groups, and the studies have shown its validity and reliability.

Previous Studies

Mohammed & Al-Shibli (2020)

This study aimed to identify the impact of language anxiety on Libyan university students' English speaking skills and to pinpoint the factors contributing to this anxiety. The study employed a descriptive- analytical approach to analyze the collected data. The sample consisted of 30 second-year students (male and female) from the Faculty of Science and Arts at the University of Benghazi, randomly selected, along with 7 English language professors. A questionnaire was used as the data collection instrument. The results indicated the presence of language anxiety among Libyan university students, and a lack of motivation among many of them to overcome this anxiety. The study recommended that English language teachers prioritize creating a free and stimulating learning environment to improve students' English speaking skills and that language labs be established and developed to help students acquire pronunciation skills.

Halali *et al.*, (2026)

This study was conducted in the context of the importance of learning English vocabulary as a foreign language in the classroom and the challenges and obstacles faced by English language learners in learning and mastering the language. The study aimed to identify the challenges faced by Libyan university students in learning English as a foreign language and the role of anxiety in exacerbating these challenges. The study sample consisted of 150 male and female Libyan university students studying English, selected randomly. The study

relied on a questionnaire as the data collection tool, and a standardized electronic questionnaire was distributed to the participants, yielding 97 valid random responses. The results indicated that Libyan university students face significant obstacles in learning English vocabulary, including pronunciation, spelling, understanding word meanings, using words in context, and memorization. These obstacles are exacerbated by the phonetic differences between Arabic and English. Anxiety levels regarding learning English vocabulary ranged from moderate to high. The results showed a strong positive correlation between vocabulary anxiety and the challenges faced ($p < 0.01$, $r = 0.746$), highlighting the impact of anxiety on language learning. The study recommended developing teaching and learning methods, techniques, and approaches, shifting from grammatical translation to student-centered methods, implementing context-based interactive teaching strategies, and integrating tangible and technology-supported tools to reduce anxiety among English language learners.

Methodology

Population and Sample

The study population consisted of various students of different semesters at Gharian University. The study sample included 100 male and female students who were divided into two groups (50 males and 50 females) who were selected from the study population by random method and not by purposive method.

Data Collection

The study relied on questionnaires as a data collection tool. Questionnaires were distributed to participants via Google Forms, after they were provided with sufficient information beforehand on how to complete the questionnaire and its purpose. Participants also signed a consent form to participate in accordance with research ethics. An English proficiency test was administered to the participating students. Initially, the questionnaire items were presented to a panel of experts to assess their suitability and effectiveness in measuring student anxiety during classroom presentations. The panel members approved their feedback on the items, revising their suitability and effectiveness and deemed them appropriate, relevant and valid for the purposes of the current research. The students took 45 minutes to answer the English proficiency test and 35 minutes to complete the questionnaire. The researcher used the English Language Anxiety in the Classroom Scale (FLCAS) by Horowitz and Horowitz & Cobb (1986). Study participants were asked to answer all questionnaire items according to a three-point Likert scale (always, sometimes, never). The questionnaire consisted of 18 items distributed across three axes: 6 items about communication anxiety, 6 items about test anxiety, and 6 items about fear of negative evaluation.

Data Analysis

The questionnaire data were statistically analyzed using SPSS Statistical Package for the Social Sciences, version 22.0. The analysis included descriptive statistics such as means, standard deviations, frequencies, percentages, t-tests and one-way analysis of variance (ANOVA) of mean differences.

Results and Discussion

The following tables show the results of the statistical analysis using SPSS software for the data collected from the survey participants.

Table 1. The arithmetic mean, standard deviation, and test value of the survey participants' responses

Item	No.	Mean	Std. Deviation	Test Value	T-test		Sig.
					Cal.	Tab.	
Communication Apprehension	100	12.4553	2.12615	11	2.031	1.990 (0.05) (89)	Sig.
Test Anxiety	100	13.3668	2.34853	11	5.520		Sig.
Fear of Negative Evaluation	100	12.5665	2.56180	11	2.097		Sig.
Total	100	38.3886	7.03648	33	4.362		Sig.

Based on the results shown in Table 1, it is clear that the study participants had a high level of anxiety of various types, as the tabulated t-test values were lower than the calculated t-test values. According to the results, test anxiety had a significant negative impact on the anxiety levels of the students in the study sample during classroom presentations. The results support the main hypothesis, which states that "there is a statistically significant inverse relationship between the level of anxiety about English among students at Gharian University and the quality of their classroom presentations," as well as the first sub-hypothesis, which states that "there are statistically significant differences in language anxiety levels among Gharian University students during classroom presentations.

Table 2 shows the results of the relationship between gender and anxiety levels among study participants.

Item	Gender	No.	Mean	Std. Deviation	T-test		Sig.
					Cal.	Tab.	
Communication	male	50	12.3776	2.40539	0.344	1.990 (0.05) (89)	Non
Apprehension	female	50	12.5332	1.82907			Sig.
	male	50	13.3555	2.59505	0.044		Non
Test Anxiety	female	50	13.3777	2.10290			Sig.
Fear of Negative	male	50	12.4666	2.54595	0.368		Non
Evaluation	female	50	12.6668	2.60246			Sig.
	male	50	38.2000	6.06256	0.343		Non
Total	female	50	38.5777	4.21302			Sig.

The results shown in Table 2 show that there are no statistically significant differences between male and female Gharian University students participating in the study, as the tabulated t-test values were higher than the calculated t-test values. This proves the validity of the second sub-hypothesis, which states, "There are statistically significant differences between gender and anxiety levels in their effect on the quality of classroom presentations," and the acceptance of the alternative hypothesis.

The findings of the study are consistent with the findings of studies by Jasim & Mohamed (2023), Alqahtani (2019), which showed that students studying English as a second language in universities have a high level of language anxiety, which is clearly evident

during speaking in front of others and during classroom presentations in English, and that the most creative type is oral test anxiety.

Conclusions & Recommendations

This study provides valuable insights into the anxiety felt by Gharian University students when learning and speaking English as a second language during classroom presentations, in light of the theoretical background of the topic and the results of the study.

We conclude from the results of the study that students of University of Gharian have a high level of language anxiety, which makes difficulties for them when giving classroom presentations in English. This anxiety arises in students for several reasons, including the feeling of anxiety resulting from the fear of making oral mistakes while speaking English, as well as the students' fear of criticism and questions from teachers and peers that may contain corrective remarks, which negatively affects the performance of these students and their level of academic achievement.

Based on the results presented and analyzed, the study offers the following suggestions and recommendations that contribute to reducing the level of anxiety among University students and English as Second Language learners in general while speaking it or performing classroom presentations:

1. Treating students' mistakes in learning English as a normal part of the learning process, while providing feedback in a way that does not embarrass them in front of their peers or listeners while they are speaking English.
2. Encouraging students to speak English in small groups to reduce language anxiety and motivate them to practice and acquire language skills.
3. Focusing on creating conducive learning environment to reduce students' language anxiety and foster a positive relationship between students and teachers.

References

- 1- Alqahtani, S. M. (2019). THE IMPACT OF LANGUAGE ANXIETY ON EFL LEARNERS' PROFICIENCY: CASE STUDY OF UNIVERSITY OF JEDDAH, DALYA JOURNAL Vol. 8, Issue 12, December 2019, ISSN NO: 1301-2746 <http://adalyajournal.com/>
- 2- Asnur, S. M. (2010). The Anxiety of Students in Business English Internship Report Presentation at Business English Study Program of Language and Literature Faculty of State University of Makassar. *Thesis. Makassar: PPs UNM.*
- 3- Carver, C. S., Sutton, S. K., & Scheier, M. F. (2000). Action, emotion, and personality: Emerging conceptual integration. *Personality and social psychology bulletin*, 26(6), 741-751.
- 4- Dornyei, Z. (2018). *The Psychology of the English Language Learner Individual Differences in Second Language Acquisition*. London: Lawrence Elbraum Associates Publishers.
- 5- Halali, Ahlam A. S.; Al-Modear; Farah M.; Fares, Iman Karam Allah (2026), A Study of Vocabulary Learning Challenges and the Role of Anxiety in Vocabulary Learning: The Case of Libyan University Students Learning English as a Foreign Language, *African Journal of Advanced Studies in the Humanities and Social Sciences*, Volume 5, No. 1, pp. 125-137
- 6- Hashemi, Masoud. (2010) An investigation of the factors that cause anxiety among

- the English students of Islamic Azad University Of Hamadan in learning speaking skills and its influence on communication ability in the target language: Solutions and recommendations ,Unpublished Research Project Islamic Azad University , Toyserkan Branch , Iran.
- 7- Hashemi, Masoud (2011). Language Stress and Anxiety among the English Language Learners, *Procedia - Social and Behavioral Sciences* 30 (2011) 1811 – 1816
 - 8- Hardacre, B., & Güvendir, E. (2020). Second language learning anxiety. *The TESOL Encyclopedia of English Language Teaching*. John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0988>
 - 9- Herwanto, R. (2013). Factors That Cause Language Anxiety In The English Classroom Speaking Performance In Smp Negeri 4 Pakem Yogyakarta. Faculty of Languages and Arts Yogyakarta State University. Thesis.
 - 10- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125- 132
 - 11- Horwitz, E. K., & Young, D. J. (1991). Language anxiety: From theory and research to classroom implications. Englewood Cliffs, N.J: Prentice Hall.
 - 12- Huda, N. L. A. (2018). Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018). Walisongo State Islamic University Semarang. Thesis.
 - 13- Hussein, Suad (2018), Factors Affecting the Implementation of Communicative Language Teaching in Libyan Secondary Schools, PhD Thesis, Sheffield Hallam University
 - 14- Jasim, Noor Al-Huda G. & Mohamed, Wasan Y. (2023). EFL University Students' Anxiety in Classroom Presentations: A Case Study. 2nd Students Conference ((Department of English – Al-Noor University College)) 27 April 2023
 - 15- Mitha & Amri. (2018). An analysis of students' speaking anxiety faced by the Fourth semester students of english education study program of english Department of universitas negeri padang. *English Language Teaching*, 7(3).
 - 16- Mohammed, H. M. A. & Al-Shibli, M. A. M. 2020. Anxiety on the Libyan EFL University Students Speaking Skills, *Journal of Basic Sciences and Arabic Language*, Issue 5, 339 - 358
 - 17- Sawani, F. M. (2012). Factors Affecting English Teaching and its Materials Preparation in Libya, PhD Thesis. University of Essex
 - 18- Surmanov, S., & Azimova, M. (2020). Analysis of difficulties in vocabulary acquisition. *The Journal of Legal Studies*, 6[1], 144-153.
 - 19- Tanveer, M. (2015). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language". Unpublished Thesis, Faculty of Education, university of Glasgow.
 - 20- Tawir, K. M. O. and Bin Baharum, H. I. (2024). Factors Affecting Low English-Speaking Proficiency among Secondary School EFL Learners in Libya: Scoping Review, *INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION AND DEVELOPMENT* Vol. 13, No. 4, 2024, E-ISSN: 2226-6348 © 2024

- 21- Tseng, T. F. (2012). The factors cause language anxiety for ESL/EFL learners in learning speaking. *WHAMPOA-An Interdisciplinary journal*, 63, 75-90.
- 22- Yan, J. X., and Wang, H. (2012). Second language writing anxiety and translation. *Interpret. Transl. Train.* 6, 171–194. doi: 10.1080/13556509.2012.10798835
- 23- Zhiping, D., & Paramasivam, S. (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Education and Research*, 1(11), 1-16.

Compliance with ethical standards*Disclosure of conflict of interest*

The authors declare that they have no conflict of interest.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of **JLABW** and/or the editor(s). **JLABW** and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.