

SPEAKING ANXIETY AMONG B1 LEVEL STUDENTS IN ENGLISH CLASSROOM

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Annotatsiya: Gapirishdagi xavotir ingliz tilini o'rganayotganlar orasida keng tarqalgan muammo bo'lib, ayniqsa B1 darajadagi o'quvchilarda ko'p uchraydi. Ushbu maqola gapirishdagi xavotirning dars samaradorligi va o'quvchilarning ingliz tili darslaridagi ishtirokiga ta'sirini o'rganadi. Shuningdek, xatodan qo'rqish va ishonchsizlik kabi asosiy sabablar aniqlanadi hamda xavotirni kamaytirish va gapirish ko'nikmalarini yaxshilash uchun samarali usullar taklif etiladi.

Kalit so'zlar: nutq, talabalar, nutq tashvishi, interaktiv vazifalar, motivatsiya

Аннотация: Тревожность при говорении является распространённой проблемой среди изучающих английский язык, особенно на уровне B1. В данной статье рассматривается влияние тревожности на эффективность урока и участие студентов в занятиях по английскому языку. Также определяются основные причины, такие как страх совершить ошибки и неуверенность в себе, и предлагаются эффективные методы снижения тревожности и улучшения разговорных навыков учащихся.

Ключевые слова: говорение, студенты, боязнь публичных выступлений, интерактивные задания, мотивация

Abstract: Speaking anxiety is a common problem faced by English learners, especially B1 level students. This article examines the impact of speaking anxiety on lesson effectiveness and students' participation in English classes. It also identifies the main causes, such as fear of making mistakes and lack of confidence, and explores effective methods to help reduce anxiety and improve students' speaking performance.

Key words: speaking, students, speaking anxiety, interactive tasks, motivation

Introduction.

In today's world, the ability to speak English has become one of the most important skills for communication. It allows people to share ideas, express their opinions, and interact with others in different social and academic situations. However, for many students, speaking in a foreign language is one of the most challenging parts of learning English.

This problem is especially noticeable among B1-level learners. Although these students already have basic knowledge of grammar and vocabulary, they often feel nervous or unsure when they need to speak in class. From what was observed during lessons, some students understand the material quite well, but still do not want to participate in speaking activities. They may stay silent, avoid answering questions, or

look uncomfortable when the teacher asks them to speak. Instead, they may stay silent, avoid answering questions, or feel uncomfortable when they are asked to speak in front of others.

One of the main reasons for this situation is speaking anxiety. This type of anxiety is connected with the fear of making mistakes, being judged by classmates, or receiving negative feedback from the teacher. As a result, students may lose confidence and become less motivated to communicate in English. Over time, this can slow down their progress and reduce their opportunities to practice speaking.

This issue is important because speaking practice plays a key role in language development. Without regular participation, students cannot improve their fluency or build confidence. Therefore, it is necessary to understand the reasons behind speaking anxiety and find effective ways to reduce it in the classroom.

This article focuses on speaking anxiety among B1-level students. It aims to examine how anxiety affects their participation in English lessons, identify its main causes, and explore practical strategies that can help create a more comfortable and supportive learning environment.

This study is guided by the following research questions:

How does speaking anxiety affect students' participation in English lessons?

What are the main causes of speaking anxiety among B1-level students?

What strategies can help reduce speaking anxiety in the classroom?

Literature review and Methodology

Speaking anxiety is a common problem for many students who learn English as a foreign language. It usually appears when students are asked to speak during lessons. Horwitz, Horwitz, and Cope (1986)[1] describe this type of anxiety as a feeling of nervousness and stress that learners experience in language classrooms. Because of this, students may feel uncomfortable and try to avoid speaking activities.

Other researchers have also studied how anxiety influences learning. For example, MacIntyre and Gardner (1991) [2] explain that anxious students often have difficulty expressing their ideas clearly. This is especially noticeable among B1-level learners. Even though they already know basic grammar and vocabulary, they may still feel unsure when they need to speak.

There are several reasons why students experience speaking anxiety. Young (1991)[3] points out that many learners are afraid of making mistakes and being judged by others. Aida (1994)[4] also shows that the classroom atmosphere plays an important role. When the environment is supportive, students feel more relaxed. However, in strict or highly formal classrooms, anxiety may increase.

To reduce speaking anxiety, teachers can use more interactive methods. According to Richards and Rodgers (2014)[5], communicative activities help students use language in real-life situations and feel more confident.

Research by Alimova (2019)[6] emphasizes the importance of using authentic materials in English language teaching. According to her study, authentic resources allow students to interact with real-life language, which increases their interest and engagement in classroom activities. As a result, learning becomes more meaningful and practical for students.

In another study, Alimova (2021)[7] highlights the role of collaborative learning in the classroom. She explains that group work and peer interaction help students feel

more relaxed and supported, which can reduce anxiety and improve participation in speaking activities.

Furthermore, Alimova (2024)[8] focuses on teaching English through English as an effective approach. She notes that constant exposure to the target language creates a more natural learning environment and helps students become more confident in using English during lessons.

This study is based on both a literature review and classroom observation. The theoretical part helped to identify key ideas related to speaking anxiety. In addition, classroom observations were conducted over several months in B1-level classes. During the lessons, particular attention was paid to students' participation in speaking activities such as dialogues, discussions, and presentations, as well as signs of hesitation, avoidance, and nervousness.

By combining theoretical background with real classroom experience, this study aims to better understand the nature of speaking anxiety and suggest practical ways to reduce it.

Discussion

The findings of this study show that speaking anxiety has a noticeable effect on B1-level students' participation in English lessons. During classroom observations, it was clear that many students felt uncomfortable when they were asked to speak, especially in front of the whole class. Some students hesitated before answering, while others avoided participation by staying silent or pretending to be busy.

One of the main reasons for this behavior appears to be the fear of making mistakes and being judged by classmates. Many students seemed worried about their pronunciation, grammar, or vocabulary, which made them less willing to speak. This supports previous research, which suggests that fear of negative evaluation is a key factor in language anxiety.

At the same time, the observations showed that the type of classroom activity plays an important role. Students were more active and confident during pair work and group discussions. In these situations, they felt less pressure and were more willing to express their ideas. On the other hand, individual speaking tasks in front of the class often increased anxiety and reduced participation.

Another important factor is the teacher's role in the classroom. It was noticed that students responded more positively when the teacher created a supportive and friendly atmosphere. When mistakes were treated as a natural part of learning rather than something negative, students became more relaxed and open to communication.

Overall, the discussion highlights that speaking anxiety is influenced by both emotional factors and classroom conditions. Reducing pressure, encouraging cooperation, and creating a positive environment can significantly improve students' willingness to participate in speaking activities.

Results

The results of the observation show that many students experience noticeable anxiety during speaking activities, especially when they are asked to speak individually in front of the class. In several lessons, only a small number of students were willing to answer questions, while others avoided participation by looking down, pretending to write, or staying silent.

In contrast, during pair and group work, most students became more active and engaged. Even those who were usually quiet showed more willingness to speak when they worked with classmates rather than speaking in front of the whole class.

It was also noticed that students' confidence improved over time when the teacher created a supportive and friendly atmosphere. For example, when mistakes were not corrected immediately or critically, students seemed less afraid and more open to communication.

These observations suggest that the type of activity and the teacher's behavior play a key role in either increasing or reducing speaking anxiety.

Conclusion

In conclusion, speaking anxiety is a common problem among B1-level English learners and has a strong impact on their participation in classroom activities. Many students feel nervous or uncomfortable when they are asked to speak, especially in front of the whole class. This often prevents them from expressing their ideas freely and limits their opportunities to practice English.

Based on classroom observations, we noticed students participate more actively when they feel safe and supported. Activities such as pair work and group discussions help reduce stress and make students more confident. In contrast, individual speaking tasks in front of the class may increase anxiety, especially for less confident learners.

The findings also show that the teacher plays an important role in reducing speaking anxiety. A friendly atmosphere, positive feedback, and a focus on communication rather than mistakes can encourage students to speak more freely.

Overall, reducing speaking anxiety is essential for improving students' speaking skills and confidence. Future research could focus on specific classroom techniques and explore how different teaching approaches influence students' participation over time.

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