



ANXIETY-INDUCED WORD LOSS AND LEXICAL RETRIEVAL FAILURE IN STUDENT SPEECH: A PSYCHOLINGUISTIC STUDY IN EDUCATIONAL CONTEXTS

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ABSTRACT

Language is the primary means through which individuals interact with one another. Different countries use different languages to communicate and express their ideas and emotions clearly. Not only countries but also regions have their own languages. Pakistan, for example, is a multilingual country where approximately 70 to 80 languages are spoken, including Saraiki, Sindhi, Pashto, Balochi, Punjabi, and Hindko. Language also plays an important role in passing knowledge from one generation to another, especially in the education system.

However, students in Pakistan also face educational challenges, including a lack of proper career counseling and guidance. Many students do not have access to services that can help them understand job market demands or choose suitable academic paths. As a result, they often enroll in courses that do not match their interests, abilities, or future career goals, and may not fully meet current job market needs (Khan, Shakeel, & Khan, 2024). This mismatch creates confusion, pressure, and uncertainty about the future.

This uncertainty contributes to anxiety among students. Another related factor is that parts of the curriculum are based on imported content and may not always reflect local cultural, Islamic, and religious values. This can affect students' sense of connection, confidence, and belonging in academic settings. When students feel less connected to what they study and are unsure about their academic direction, they experience fear of failure and judgment, especially in situations such as presentations.

In many cases, when students do not fully understand the material, they rely on rote learning to pass exams. This leads to memorization without real understanding, where learning becomes mechanical rather than meaningful. As a result, critical thinking and creativity are reduced, and students struggle to express ideas in their own words. This dependence on memorization further increases anxiety during speaking tasks, as they are unable to recall or explain concepts confidently.

This study explores the psychological impact of anxiety on students, focusing on how they struggle to use their own language despite being fluent in it. It examines how students, when speaking in front of an audience, are unable to express their thoughts clearly and fail to communicate their ideas. The study also explores the relationship between language and anxiety. Data were collected through a quantitative research method to examine language use during public speaking and oral presentations.

During class presentations, it is observed that students panic in front of others. Their hands shake, and they are unable to express what they have prepared. This happens due to fear of judgment, confusion, and mental pressure. Many students experience intrusive thoughts, hesitation, and low confidence. As a result, they struggle to recall even common vocabulary from their own language and fail to organize their ideas clearly.

The findings show that anxiety affects students' confidence, mental health, and academic performance. It leads to problems in language use, difficulty in thinking clearly, and loss of confidence. This creates a communication gap where students are unable to express their ideas effectively.

The study suggests that educational institutions should provide both career counseling and psychological support. This can help students make better academic choices, reduce uncertainty, manage anxiety, and improve their ability to communicate and perform well in their studies.

Keywords: *Psycholinguistics, Language Anxiety, Word Loss, Lexical Retrieval Failure, Student Anxiety, Communication Anxiety, Cognitive Load, Working Memory, Speech Disfluency, Oral Presentation Anxiety, Second Language Learning, Educational Psychology, Academic Performance, Public Speaking Anxiety, Rote Learning, Cognitive Processing, Mental Health in Education, Anxiety Disorders in Students*

INTRODUCTION

Worldwide languages play an important role in everyone's life. It is the finest means of communication, allowing individuals to share their experiences and emotions. There are various languages in the world, including English, Urdu, Spanish, French, Arabic, and many

more. Among these, English holds a dominant position and is often regarded as a Lingua Franca (Villar, 2018). In Pakistan, English is widely used for academic purposes, and most of the curriculum is taught in English rather than the national language, Urdu. This creates pressure for students not only in terms of subject content but also in terms of language use.

As a result, many students experience anxiety, which affects their mental state, leading to difficulty in thinking clearly, loss of confidence, and forgetting what they intend to say. Previous research helps explain this situation by showing that students often feel fear related to evaluation and academic performance, which restricts their thinking and reduces their ability to respond independently (Khan, 2024). When such fear is present, students' cognitive processes become less effective, and they may struggle to organize and express their ideas.

This mental pressure becomes more visible during speaking tasks such as presentations, where students are required to respond immediately. Even when they are familiar with the language, anxiety can interfere with Working Memory, making it difficult to retrieve words at the right moment. From a psycholinguistic perspective, this shows that anxiety disrupts Language Processing, which leads to hesitation, confusion, and word loss. Consequently, students may fail to express even simple ideas despite having adequate knowledge, highlighting the strong connection between anxiety and verbal performance in educational settings.

Anxiety is an important but neglected issue in Pakistan, increasing steadily over time. Many people experience anxiety, depression, and panic attacks, yet these conditions are often met with ridicule rather than support (Nawaz et al., 2024). This study specifically addresses the high percentage of students experiencing severe anxiety during their academic journey. It identifies root causes, such as a fear of failure, poor grades, feeling average, or a lack of classroom participation. The research further connects psycholinguistics with anxiety, showing that heightened anxiety hinders knowledge retrieval in the brain, leading students to lose their words even in familiar languages. This phenomenon, termed "word loss," highlights how anxiety blocks thinking and speech, contributing to increased academic stress.

Students often experience anxiety while speaking English because speaking in front of others triggers cognitive overload, leading to loss of fluency, hesitation, and difficulty retrieving vocabulary. This challenge becomes more pronounced in second-language environments where learners do not have full linguistic comfort, which reduces confidence and limits participation in classroom interaction (MacIntyre & Gardner, 1994). As a result, even high-achieving students may struggle to express ideas clearly, not due to lack of knowledge but due to psychological pressure and unfamiliarity with expressive contexts.

However, a study published in March 2026 argues that such pressure can be reduced when English learning materials are culturally and religiously familiar to learners. When content reflects students' own social values, religious identity, and lived experiences, it activates prior knowledge structures (schemas), making comprehension and expression easier and more natural. In this way, learners feel a sense of belonging and psychological safety, which reduces anxiety and improves willingness to communicate. Supporting this view, recent research on English teaching in Pakistan emphasizes that integrating religion, history, and cultural narratives into language education strengthens both linguistic development and emotional comfort. When learning materials are aligned with Islamic values and local cultural contexts, students are more engaged, less anxious, and more willing to participate because the content feels familiar and meaningful (Khan, Ahmad, & Alabasi, 2026). In this sense, cultural alignment does not only support moral or identity development but also directly enhances cognitive accessibility and reduces speaking anxiety in classroom environments.

The problem is not only with students, but also with other people, which is commonly observed in public speaking places, universities, offices, schools, and colleges during presentations, public speaking tasks, seminars, and oral examinations. In that type of situation, students feel pressurized by teachers and face difficulties in completing their tasks properly, and this pressure leads to anxiety that further causes psychological effects, like shivering hands, hesitation, zoning out, pauses, word loss, and difficulty in thinking.

The issue at hand is worth investigating since it appears to be a matter of a global botheration among students. This topic is significant to investigate as communication skills are the keys to academic achievements and further professional life. As we see, the anxiety level is increasing day by day (Ahmed et al., 2016). Anxiety that affects the recall of the words when speaking might lower the involvement, self-assurance and excellence of the students in the learning process. Knowledge of the association between anxiety and word loss can guide educators and researchers to come up with interventions that can alleviate anxiety about speaking and promote better language performance among students. Contributions to the field of psycholinguistics that the study can also make could be in relation to the explanation of the effects of emotional factors on the cognitive process of language such as lexical retrieval.

The Pervasive Grip of Anxiety on the Academic Mind

In contemporary educational settings, student anxiety has become a concern. Competition at school, strain in performance, and societal expectations are among the factors that enhance stress levels among students. With the increasing prevalence of anxiety, the influence of anxiety on cognitive and linguistic functions is worth more careful consideration.

When Silence Speaks Louder: Anxiety's Toll on Communication and Academic Outcomes

Anxiety may result in word loss that can greatly influence the performance of students. Students take time to articulate their thoughts, thus making their teachers underestimate their knowledge or talents. This misinterpretation can impact grades, participation scores, and overall confidence.

Bridging the Gap: The Case for Psycholinguistic Inquiry in Educational Research

Research into psycholinguistic impacts of anxiety offers a good opportunity to understand the interactions between emotional and cognitive processes. This kind of study may be used to assist teachers in crafting lesson plans that alleviate anxiety and facilitate effective communication.

STUDY SIGNIFICANCE

Empowering Students Through Self-Awareness

The knowledge about the connection between anxiety and word loss may assist students to identify that the problems with communication do not always have intellectual basis (Munch-Juriscic, 2021). Such awareness can help to minimize self-blame and motivate students to build coping strategies like relaxation and practice.

Equipping Educators with Research-Driven Pedagogical Tools

Research results can help teachers to develop an enabling classroom atmosphere. They can encourage students to participate, give positive feedback, and decrease over-evaluation stress as this might make students feel more at ease speaking.

Advancing the Frontiers of Psycholinguistics and Applied Linguistics

This study also enriches broader sciences like psycholinguistics, applied linguistics and educational psychology. Analyzing the effects of emotional aspects in processing language,

researchers can work out even more effective methods of teaching languages and communication.

RESEARCH QUESTIONS

- RQ1.** How does anxiety influence lexical retrieval during spoken academic tasks among students in educational settings?
- RQ2.** What is the relationship between cognitive load and frequency of word loss in anxious students during oral performance?
- RQ3.** How do different types of anxiety (e.g., test anxiety, social anxiety, language anxiety) affect word retrieval efficiency?
- RQ4.** What coping strategies do students use to overcome word loss caused by anxiety in classroom speaking situations?
- RQ5.** How does repeated exposure to speaking tasks influence anxiety-related word loss over time?

LITERATURE REVIEW

Psycholinguistics as a Window into Language Learning and Cognitive Processing

Psycholinguistics is one of the studies that allow investigation into psychologic processes of production, comprehension, and acquisition of language. It integrates information in the field of linguistics, psychology, neuroscience and cognitive science to comprehend the way human beings process language in real time (Steinberg & Sciarini, 2013). Applied psycholinguistics in education can be used to understand the processes by which students access vocabulary, think, and talk through learning activities like classroom talks, debates, or tests. When a student tries to communicate in oral form, a range of cognitive processes is involved such as retrieval of the memory, semantic processing and organizing idea syntactically.

In this context, this word retrieval is a very important step in language production. Students have to retrieve (rapidly) stored vocabulary during their mental lexicon and retain fluency/maintain coherence. Nonetheless, this procedure may be interfered with by mental conditions like anxiety. Anxiety disrupts the cognitive processes negatively by adding cognitive impairment, and attention is distorted to emotional self-observation as opposed to linguistic processing. Psycholinguists have pointed out that emotional conditions can be of great consequence when generating language since the process of language processing relies much on working memory and selectivity. In case such resources are impaired, learners can have loss of words, pauses or hesitation when speaking (Munch-Juriscic, 2021).

This phenomenon is especially widespread in educational institutions where students are requested to present in front of the teachers or other students. The stress of evaluation usually triggers stress reactions that influence the cognitive ability of the brain (Zohar, Livne, & Fine, 2003). The physiological responses to anxiety include a heightened heart rate, muscles tension, shallow breaths, which further affect speech production and articulation. Research studies on anxiety and speech production indicate that such physiological and cognitive responses decrease amount of resources in planning and execution of speech, leading to disfluencies and word recall problems.

Anxiety in Academic Arenas: Psychological Barriers to Linguistic Expression

Anxiety in education is characterized by nervousness, panic or fearfulness felt by trainees when they participate in academic work. This emotional reaction is particularly

important when the activities are associated with the language performance, e.g., speech, reading aloud, or even the discussions. Educational psychologists distinguish between various forms of anxiety, such as test anxiety, communication apprehension and fear of negative evaluation. All these forms have a direct impact on the performance of the students in linguistics (Hashemi, 2011).

Anxiety is commonly known as foreign language anxiety or language learning anxiety in a language learning context. Such an anxiety occurs when the students are unsure about whether they can talk or not in the second language. Researchers have noted that language anxiety is amongst the greatest psychological inhibitors of language learning since it diminishes the desire of the learners to communicate and it also destroys their confidence (Zheng & Cheng, 2018). Anxiety learners will in most instances opt to remain silent than engaged, hindering the chances of being able to practice a language and acquire skills.

Anxiety has more than emotional discomfort. It affects directly cognitive processing in communication. Students who suffer high anxiety are usually not able to find vocabulary or process ideas when speaking. Consequently, they might have interruptions in speech, repetitions, or sudden interruptions (Robinson, Vytal, Cornwell, & Grillon, 2013). Such types of manifestations are known as speech disfluencies, which also encompass hesitation, false starts, word-finding difficulties. Experimental studies have shown that those disfluencies are tightly linked with anxieties-related cognitive failures, especially those requiring working memory and rapid processing of linguistic information.

Navigating Linguistic Crosscurrents: English as a Second Language in Pakistan

English is a special language in Pakistan both in the higher education field and as an official language. Although it plays an important role in both academic and professional settings, English is a second or foreign language to most of the students in Pakistan. This language scenario offers a confusing pedagogical scenario in which language-dominant students have to negotiate in between their first languages (Urdu, Punjabi, Sindhi, or Pashto) and the requirements of English educational communication (Woodrow, 2006).

Due to the reasons that English is not the major language of everyday communication among the majority of the students, learners tend to face problems of vocabulary learning, pronunciation and fluency. Such difficulties can make classroom interactions anxiety-inducing. Inviting students to share thoughts in English might lead them to be uncertain about the accuracy of their language, pronunciation, or grammar. This kind of uncertainty can be a determinant of hesitation and self-consciousness which eventually influences their speeches.

In the Pakistani universities, a research study has shown that language anxiety is a common issue among the undergraduate students. It has been found that the fear of negative assessment by both the teachers and peers is one of the major factors of anxiety in English language classrooms (Abdullah & Abdul Rahman, 2010). Students are concerned about committing mistakes or being criticized because of the incorrect pronunciation or English vocabulary use. This fear forms a psychological barrier that does not allow them to freely speak in the classroom.

The educational background of the students is another important factor. Most learners have backgrounds where English communication is restricted or not well exercised in schools (Barac & Bialystok, 2012). Consequently, they might not have confidence in their proficiency in expressing complex ideas in English. Studies have indicated that insufficient exposure to English at earlier levels of schooling with respect to exposure also plays a major role in language anxiety among students.

The Anxious Classroom: Structural, Social, and Cultural Catalysts of Student Fear

The classroom conditions are important in influencing the emotional experiences of students in learning a language. The causes of anxiety can be a number of factors in the educational settings that can cause or increase anxiety. Among the most noticeable ones is the provision of classroom communication that is publicly visible. The performance pressure occurs when students must talk before an audience (Leary & Kowalski, 1997). This is even tougher when addressing an audience in a second language since students have to withstand linguistic accuracy as well as addressing the audience expectation at the same time.

Other factors include the system of evaluation adopted by most learning institutions. Presentation, oral exams and classroom attendance are highly graded which makes students more anxious about errors. In cases where students feel that they will be judged rigorously in their performance, they experience a lot of anxiety. This increased anxiety may interfere with thinking processes involved in the production of speech and from vocabulary retrieval.

Anxiety in Pakistani classrooms also depends on the cultural expectations (Hofmann, Asnaani, & Hinton, 2010). Students may be afraid of being criticized or humiliated, and in most educational institutions, teachers are regarded as the figure of authority and students might be reluctant to speak freely. Anxiety may also be a result of peer life, especially when students contrast their language skills with the performance of fellow students. These social forces play off in relation to the psychological and linguistic processes to bring up a complicated environment within which anxiety plays a significant role in establishing a barrier to effective communication.

The Mental Lexicon Under Siege: Cognitive Mechanisms of Word Loss

Loss (or loss of word) in speech is typically linked with impairment in the lexical retrieval, the mechanism by which speakers retrieve words in mental vocabulary (Snellings, Van Gelderen, & De Groot, 2004). The psycholinguistic theories indicate that lexical retrieval is divided into multiple steps such as making conceptual preparations, lemma selection and the encoding of phonology. In such a situation, because these stages work properly, speakers not only will be able to speak fluently and without stuttering but also to do it in a natural manner. But this process can be interrupted by some anxiety which interferes with the cognitive resources.

A significant manner in which anxiety has a devastating influence on lexical retrieval is through augmenting cognitive load. When anxious, a student cannot concentrate fully because he diverts some attention to track his/her performance, or worry about making error or hearers approaching him/her negatively. This extra mental process interferes with cognitive resources that are needed to process language (Sulier, Torres, & Kroll, 2026). The consequence is that, the word retrieval process is slowed down or made less efficient, which causes pauses, filler words or temporary forgetting of a word by the speaker.

The psycholinguistic studies have established that the physiological reaction of anxiety is also involved in the disruption of speech. Stress hormones and stimulated activity in the brain areas related to fear may decrease the performance of the part of the brain known as the prefrontal cortex which performs executive functions like executive control and working memory (Averill, 2015). This neurological disturbance complicates the organization of linguistic information in speech production by students.

Working Memory at the Breaking Point: Speech Production Under Cognitive Strain

Another vital element of speech production is the working memory. It holds and processes information temporarily and people engage in cognition tasks (Alan Baddeley,

2010). Working memory in the production of language can enable the speakers to have their thoughts in their mind but call to mind the right words and formulate proper grammar. With a impaired working memory capacity, speech production is inefficient and more prone to mistakes.

Studies on the relationship between anxiety and speech performance have indicated that there was a great correlation between speech disfluency and working memory deficiency. Experiments with young adults that have anxiety disorders show that those with more anxiety have more filled pauses, repetitions, and false starts when dealing with speech tasks. These inabilities are highly related to working memory problems associated with cognitive failures.

This bond is especially important in the academic setting when presenting or undertaking oral exams. The students own the task of memorizing and storing information, arranging thoughts and presenting them in the form of an oral presentation. These tasks are more stressful, thus making them tax to the mind, lowering the effectiveness of working memory, and heightening the chances of loss of words (A. H. Kizilbash, R. D. Vanderploeg, & G. Curtiss, 2002). This is the reason why most students have reported forgetting of simple vocabulary in cases of stressful talking conditions despite having known the words in other conditions of normalcy.

Fractured Fluency: Empirical Evidence Linking Anxiety to Speech Disfluency

Both psychology and linguistics studies based on empirical research always show an association between anxiety and speech disfluency. Speech disfluency can be interpreted as a disruption in normal speech flow which comprises pauses, repetitions and difficulty in finding words. Researchers have noted that sufferers of anxiety tend to have increased levels of these disfluencies in communication activities (Pirinen et al., 2024).

A cross-sectional study with young patients with generalized anxiety disorder rated high rates of filled pauses and repetitions as compared to patients devoid of any anxiety. The researchers came to the conclusion that cognitive failures that are linked to anxiety are also a good predictor of speech disfluency patterns. This result implies that it is the mental activities involved in language production that are influenced by anxiety and not only the emotional experiences.

An alternative strand of research points to the contribution of physiological responses of stress on speech disruption. Anxiety causes muscle contraction, dyspnea, and modal voice changes all of which may disrupt speech articulation and fluency. Such physiological responses are further impediments to good communication, especially during stressful contexts like talking in front of an audience or making a college presentation.

Language Anxiety and Academic Underperformance Among Pakistani University Students

A number of studies have been done in Pakistan to determine the relation between language anxiety and academic performance. A study carried on on university students revealed that one of the most prevalent challenges that English learners face is speaking anxiety. Students tend to feel nervous during class discussions, oral and language tests.

Standardized scales for quantitative studies like Foreign Language Classroom Anxiety Scale indicate that a significant proportion of Pakistani students has moderately to highly high levels of language anxiety (Levitt, 2015). To these studies, it is also indicated that anxiety could adversely influence willingness of learners to engage in classroom communication. By evading speaking opportunities, students are deprived of the opportunity to rehearse their language skills and evolve to be fluent.

Charting Unexplored Territory: The Critical Gap in Word-Loss Research

Moreover, many scholars have studied language anxiety in Pakistan, but no one has focused on word loss and lexical retrieval failure during speech in front of an audience in an educational setting, and no one is more focused on psycholinguistic mechanisms underlying vocabulary retrieval problems; they just go through anxiety levels and analyze general speaking problems. This highlights the need for this study that combines psychological assessment with linguistic analysis.

Implications: From Research to Transformative Educational Practice

In educational settings, teachers play a crucial role. So, the only person who overcomes students' anxiety is a teacher. The teacher helps them to overcome their anxiety by making the classroom environment more comfortable, which helps them to participate in classroom activities and helps them to speak without any fear, and by creating extra activities like public speaking workshops, providing opportunities to speak informally. This type of activity helps students to overcome their anxiety and speak without any fear in front of an audience.

Institutions also integrate training programs that focus on students' communication skills, and that also manage their anxiety. By doing these steps, students can easily overcome their anxiety and improve their language performance.

METHODOLOGY

This section illustrates the process and tools used for collecting the data.

Research Design

This study is directed on the basis of a quantitative method. The data is collected through a questionnaire that asks how students feel about anxiety and how they face problems during public speaking. This research helps to understand how students feel during presentations and public speaking in front of an audience. To operate this research, the justification is that nowadays anxiety cases are turning towering in students. There are numerous tools used to collect the data, like Research Rabbit, Google Scholar, and Google Forms, etc.

Sample Collection

According to a research study, the data is collected through a quantitative questionnaire. And many other platforms are used to get the proper data, like Google Scholar, Research Rabbit, many more websites and blogs, which help to collect all the data. This study targeted the audience who have faced this problem for a long time, but also included other people in this research. It shows how rapidly anxiety increases day by day. The data is collected through students response on questionnaire through Google Forms.

Research Setting

The data of this study were collected through a quantitative method. The data is collected through various sources, such as blogs, websites, Research Rabbit, and Google Scholar, and a specific tool, Google Forms, is used to collect data through an inquiry form. The study was conducted during the last semester in April 2026.

Data Collection Tools

This case study data was collected through many sources, as mentioned before (Google Forms, Research Rabbit, blogs, Research Scholar, and many more websites). This study helps us understand how the number of anxiety cases is increasing day by day in our surroundings. Most of the students suffer from this situation and are unable to overcome it, because people think anxiety is nothing. This study illustrates how students have a fear of speaking in front of an audience, and when they speak in front of an audience, they lose their words and are unable to utter simple words, because anxiety triggers their mind and blocks it. That's why they are

unable to think about anything; sometimes, students start shivering, sweating, or even shaking their voice.

Tool Development and Adaptation

This data was collected from students at universities and colleges using a questionnaire. And that questionnaire contains data about anxiety among students, like how they feel. And that shows the cases are increasing day by day. 34 students participated in that questionnaire with different backgrounds. This also shows that students are not even sure about whether all the things that happen to them are anxiety, because it is the most neglected thing in Pakistan, which no one understands.

Data Collection Procedure

Firstly, all the procedures were discussed with my teacher, then he reviewed them and accepted them. Then I proceeded with it by using the internet and physical observation and continued by collecting data through a questionnaire that also contains one open-ended question and 9 closed-ended questions. During this study, many tools were used to collect data like Google Scholar, Research Rabbit, Grammarly, and many blogs and internet sites. And then I completed my work and submitted it on time, and then the professors checked it out and finalized it by fixing the mistakes.

Ethical Considerations

This research was conducted through a quantitative method, which contains open and close ended questions. Every student gets his/her right to easily share their condition without any pressure. And make sure that permission is granted to use the collected data in my research. And, that was told to them that if they are not comfortable, they can leave it without any hesitation, and if they change their opinion, it's also up to them to tell me and change their opinion according to their situation.

Data Analysis

Information was collected very carefully and made sure that it was ethical, logical, and without any fabrication. Quantitative methods are used to collect it, and after all the remark and data collection, all the information was written down and notes, and make sure there were not any mistakes, if there were any mistakes, then that all resolved, and then further things happened.

Limitations

The anxiety cases are increasing day by day, and the condition is getting worse than before, and even people who have anxiety don't even know about it that they have anxiety, and they should have to do, because in our country, it is the most disregarding thing that one does not understand what it is, and how to overcome it. And society called that person who has anxiety and told someone they are stating calling him/her mentally unstable.

Summary

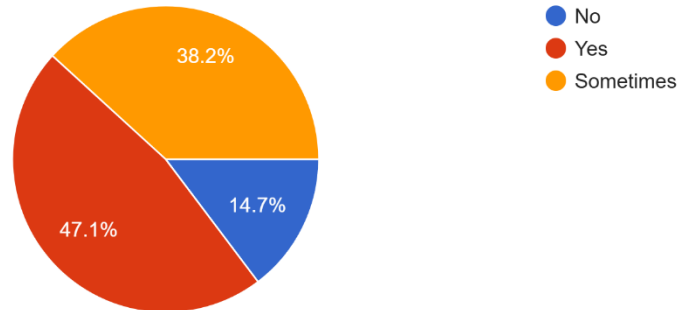
This method was very useful because it helped in research and illustrated how anxiety increases day by day among students and its effect on them, that they are unable to speak in front of an audience.

Results/Findings

The data was collected through a quantitative method, which included a questionnaire. In which 9 questions are closed-ended, and one question is open-ended. It was to make sure that the data was logical, ethical, and without any fabrication.

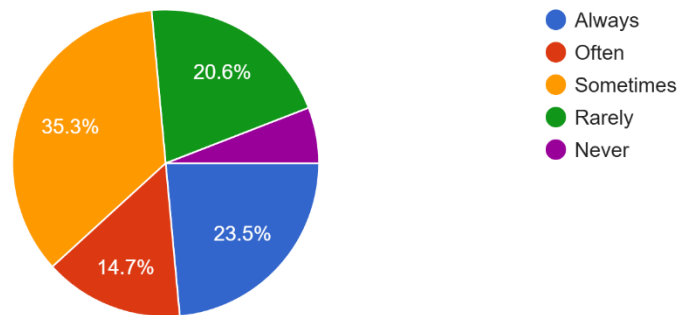
1. Have you ever felt nervous or anxious while giving a presentation in class?

34 responses



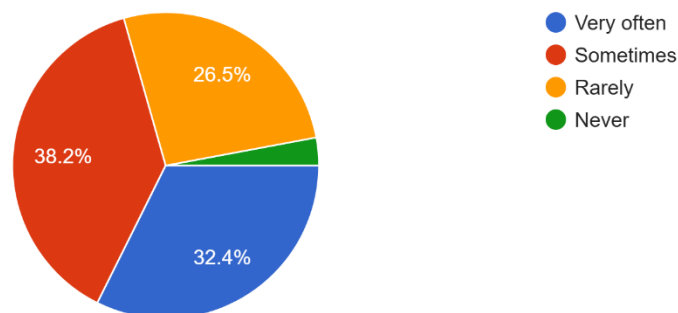
2. How often do you feel anxiety before presenting in front of your classmates or teacher?

34 responses



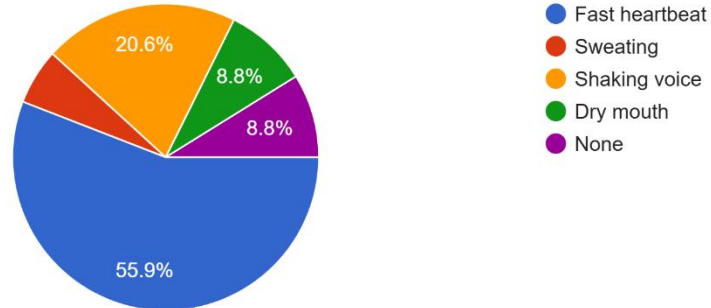
3. Do you experience forgetting words or losing your train of thought while speaking during a presentation?

34 responses



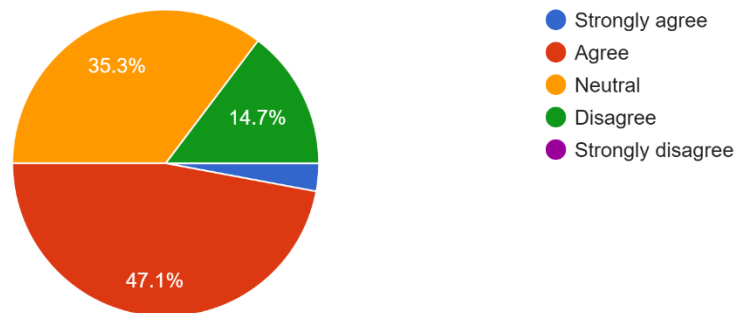
4. What physical symptoms do you experience when presenting in front of an audience?

34 responses



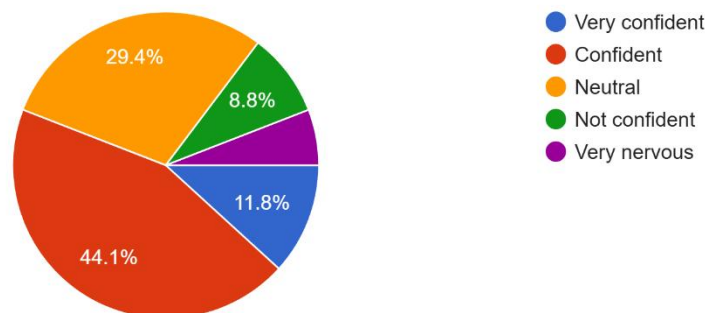
5. Do you think fear of making mistakes in English causes you to lose words while speaking?

34 responses



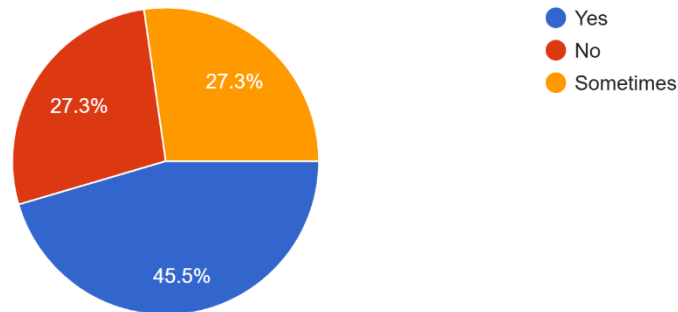
6. How confident do you feel when speaking in English during presentations?

34 responses



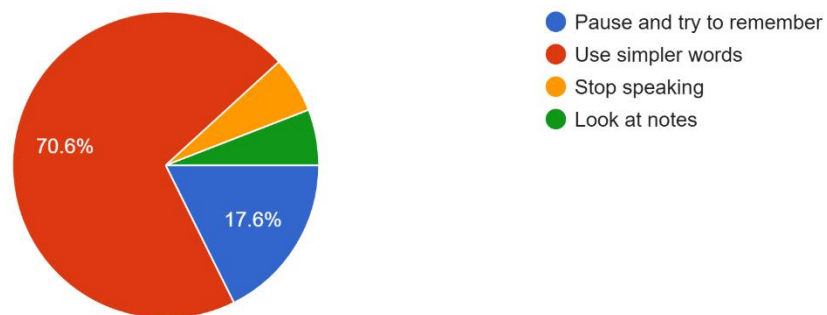
7. Does the presence of a large audience increase your anxiety during presentations?

33 responses



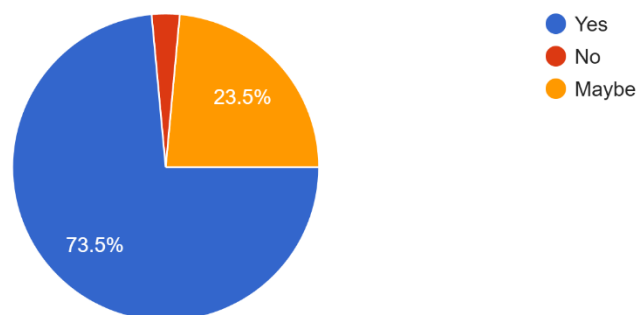
8. When you forget words during a presentation, what do you usually do?

34 responses



9. Do you think practicing your presentation beforehand helps reduce anxiety and word loss?

34 responses



Question 10

“What strategies do students perceive as effective in reducing anxiety during presentations in educational settings?”

Verbatim Responses to Question 10 on Reducing Presentation Anxiety (N = 30)

S. No.	Verbatim Response
1	Just clear all your concepts. Because if you are well prepared for your presentation you will become confident automatically. But still some introverts like me struggles to give a presentation due to speak Infront of whole class. But by time it will reduce.
2	Proper preparation and practice.
3	Use language that is easy to speak for them.
4	Confidence
5	A student while presenting should be confident and feel like he's talking to himself and audience isn't active here. By adopting this strategy, a student will feel much better than before.
6	Practice makes a man perfect.
7	Practice preparation, and deep breathing exercises can help reduce presentation anxiety.
8	Practice, don't aim for perfect, use simple wording.
9	Preparation before giving presentation.
10	Building confidence in students can help them.
11	Stop taking useless presentations, it does nothing to be very honest.
12	Supportive Environment and more focus on building confidence in students from school level.
13	Practice
14	Their class support and motivation.
15	Number 1 thing is Practice, Practice what you're going to present. Try give presentation in front of your friend or someone you trust, that helps in boosting your confidence.
16	Yes
17	They must practice before their presentation.
18	To be firmer in knowledge and to be confident.
19	In my opinion, it's just practice.
20	Being organized and Practice rehearse your presentation multiple times. Practice in front of friends or family. It can reduce anxiety, but somehow better communication skills are also crucial.
21	Teacher ensuring that students are present in a safe environment and keeping their expressions calm even if any student slips up during presentation.
22	Student must prepare all its data before presenting write main points on the written form.
23	By practicing in front of his class fellows or at home in an empty room before starting one should do some exercises to maintain body temperature and body language.
24	Staying calm
25	Practice makes things perfect.
26	They should practice at home.
27	Just relax and avoid too much eye contact at start.
28	More practice and confidence.
29	Make points of their presentations, write them. On the board and explain one by one, not to explain by writing long on board, and should be well prepared and make a practice presentation.

30	Starting at low pace and long breathing helped me a lot in avoiding mistakes and it helped me appear confident.
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Discussion

This study was conducted through a psychological perspective, and data was collected through a quantitative method. Anxiety level is increasing day by day in our country, and it not only affects physical health but also mental health. It damages their mind and directly impacts their academic performance. They lose their confidence and face many problems like shivering hands, rapid breathing, faintness, sweating, high heartbeat, and even loss their words (Hartley & Phelps, 2012). They are unable to utter anything in front of an audience, no matter how familiar those words are to them. Anxiety blocks their minds, and they do not process things properly. According to the data this is also observed that even people did not realize that they have anxiety, all the things that happened to them and they did not understand and called it their fear. Despite all the things our society also does not accept, such things, and the people who suffer from this phase are called mentally unstable, instead of helping, they start blaming them. There is no awareness of therapy, they just taught their children that you just must suffer, there is no solution, you just overthink. There are no proper awareness and psychological centers through which people start going and discuss it with a psychiatrist, instead of just suffering in silence.

Conclusion

Anxiety has wide-ranging effects that extend beyond physical symptoms and significantly impact mental functioning and overall well-being. It arises from multiple factors, including high stress levels, academic pressure, fear of evaluation, and lack of emotional support. Over time, persistent anxiety can negatively influence cognitive performance and weaken students' ability to think, process, and express ideas effectively.

In academic settings, students experiencing anxiety often show reduced confidence, which directly affects their performance. This is reflected in difficulties such as word loss, hesitation in speech, lack of fluency, and constant psychological pressure. In many cases, students are unable to speak confidently in front of an audience, not due to lack of knowledge, but because anxiety interferes with cognitive processing and blocks effective verbal retrieval. This leads to physiological reactions such as trembling, shortness of breath, increased heart rate, and mental overload. In severe cases, the body enters a stress-response state characterized by overthinking, sleep disturbances, and emotional exhaustion.

Despite its widespread presence, anxiety remains under-recognized and poorly addressed in many educational environments. There is limited awareness regarding its causes, effects, and coping mechanisms. As a result, many students continue to suffer silently without access to proper psychological support systems or counseling facilities. The absence of structured mental health services further intensifies the issue and leaves students vulnerable to long-term academic and emotional difficulties.

Recommendations

Although substantial progress has been made in education and development, greater attention is still required toward students' mental health and emotional stability, particularly at the university level. Educational institutions should establish proper psychological counseling centers where students can openly discuss their challenges and receive professional guidance without stigma or fear of judgment.

Awareness programs should also be introduced to help students understand anxiety, its effects, and practical coping strategies. Instead of suffering in silence, students should be encouraged to seek help at an early stage.

Future research should focus more deeply on the cognitive mechanisms through which anxiety affects brain functioning, particularly in relation to language processing, memory retrieval, and academic performance. This will help develop more effective intervention strategies.

In addition, media and digital platforms should play a more active role in spreading awareness about anxiety. They should provide clear, accessible information about its symptoms, causes, and management techniques to help reduce stigma and encourage early support-seeking behavior.

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