

## EXPLORING THE SOCIO-EMOTIONAL ISSUES OF ESL LEARNERS IN DEVELOPING THEIR ENGLISH SPEAKING SKILLS AT UNDERGRADUATE LEVEL

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### **Abstract**

*The current study is an attempt to investigate the socio-emotional issues of ESL learners' spoken skills in English as a second language at the undergraduate level. The study adopts qualitative approach taking insights from semi structured interviews and focus group discussion. Research shows that anxiety together with worries about mistakes and lack of confidence and social factors which include peer pressure and judgments act as substantial hindrances for ESL learners when they participate in speaking tasks. The combination of emotional and social problems places substantial barriers which block language development effectively. Teachers need to implement emotionally supportive and inclusive methods that help ESL learners build confidence in their speaking abilities because these factors appear in every educational setting.*

### **Keywords**

*Socio- Emotional Issues, ESL Learners, English Speaking Skill, Undergraduate Levels.*

### **Introduction**

English speaking abilities represent a vital academic goal for ESL students who pursue their undergraduate degrees. Academic excellence alongside better social engagement and prospective work possibilities becomes achievable through proficient English speaking skills. Many ESL students face major emotional factors which prevent them from developing their oral abilities adequately. Undergraduate ESL students face several obstacles involving anxiety together with evaluation anxiety and lack of confidence plus insufficient social support which impede their willingness to communicate and their language learning progress. Scientific literature proves that social-emotional conditions significantly affect learning processes. The research by Zhang (2023) demonstrates that EFL students show better speaking performance when they exhibit stronger emotional intelligence (EI). Gobena (2025) determined that stage anxiety combined with shyness and low self-confidence and fear of mistakes were fundamental psychological obstacles leading to bad English speaking abilities in Ethiopian university students. The research demonstrates the crucial need to resolve emotional issues because they create stronger English Second Language (ESL) speaking capacities.

Social and Emotional Learning (SEL) strategies have gained steady support in language education for effective ESL student support. Breiseth (2023) argues that Social and Emotional Learning enables students to control their feelings and grow empathetic and build good connections which forms an optimal learning environment for foreign language acquisition. Implementing Social and Emotional Learning in the curriculum enables teachers to develop an encouraging environment that reduces stress levels and promotes improved student engagement in speaking tasks.

Excessive attention has not been dedicated to research which specifically investigates the speaking skill development experience of English as a Second Language learners enrolled at the undergraduate level. Undergraduate ESL students experience various socio-emotional issues which impact their oral language development according to this research that addresses a notable scholarly gap. Qualitative data collection methods including semi-structured interviews combined with focus group discussions will yield complete understanding of

student emotional experiences while uncovering strategies for their speaking skills development.

The understanding and proper handling of socio-emotional challenges enables teachers to provide stronger assistance for ESL students in their communication development. The outcome of this development path results in better academic achievement as well as social integration and expanded global opportunities.

### **Background of Study**

Learning a language is a unique process compared to other subjects. It is influenced by various internal and external factors and teaching English as a Second Language (TESL) presents particular challenges (Li & Akram, 2023, 2024). One of the most significant hurdles students face is developing confidence in speaking the target language. While fluency in grammar and vocabulary is crucial, my experience as both a language learner and a lecturer of communication skills at the undergraduate level suggests it is not sufficient (Ramzan et al., 2020, 2023, 2025). Many students, despite familiarity with grammatical rules, struggle to apply them in speaking practice. A significant number of students, even at the end of their courses, find it challenging to express themselves confidently in English (Ramzan & Khan, 2024; Nawaz et al., 2021). This timidity and uncertainty often lead to discomfort, discouragement and even a complete loss of interest in language learning (Ramzan et al., 2021, 2023). This observation led me to explore alternative methods to support students, particularly through the development of interpersonal and intrapersonal skills, collectively known as socio-emotional intelligence (SEI). My focus is on how SEI training can enhance students' speaking practices and overall academic achievement.

The Pakistani education system exhibits a notable absence of focus on SEI skill training in academic achievement (Akram et al., 2021a, 2021b), particularly within TESL programs at the undergraduate level. While emotional intelligence (EQ) and social intelligence (SQ) have received significant attention in various fields like medicine, management and leadership (Akram, 2020; Andleeb et al., 2022; Ramzan & Javaid, 2023), SEI remains largely overlooked in Pakistani education. However, research indicates that SEI training can increase motivation to learn, reduce behavioral and social issues and result in better academic achievement (Durlak et al., 2015). A rigorous literature review revealed a significant research gap concerning SEI training interventions on English speaking skills, particularly in Pakistan. While EQ has been linked to success and performance in various fields, including language learning, there is a scarcity of research specifically focusing on SEI and its impact on English language learning, especially in southern Punjab, Pakistan.

The importance of social intelligence in language learning has also been neglected in Pakistani education. Recent studies have shown that social intelligence plays a crucial role in language acquisition and academic achievement. For instance, a study by Smith et al. (2023) demonstrated that students who received social intelligence training showed significant improvement in their English speaking skills compared to those who did not. Similarly, another recent study by Johnson (2022) found that integrating social intelligence training into language learning curriculum positively impacted students' confidence and communication abilities. Despite these findings, social intelligence training remains underutilized in language education in Pakistan.

The lack of exposure to SEI-based teaching strategies or skills related to the English classroom contributes to the deficiency in developing speaking skills observed in Pakistan. Socio-emotional intelligence in learning has been acknowledged as indispensable (Mortiboys, 2012). Mortiboys addressed the lack of research in this field, stressing the need to focus on teaching SEI, given the evident presence of emotions in the learning and teaching

environment. According to Devis-Rozental et al. (2018), social and emotional intelligence are closely linked and can significantly improve student experience, memory and academic achievement. EQ and SEI, as defined by Akram and Oteir (2025) are crucial for successful emotional and social management, enabling individuals to understand and express themselves effectively, relate to others and handle daily tasks. Unlike traditional subjects with a focus on specific knowledge sets, language learning demands the development of multiple interconnected skills like listening, speaking, reading and writing (Yashima, 2008). This complexity is further amplified by its constant real-world application, where language serves as a tool for dynamic communication. Additionally, language is interwoven with culture, requiring an understanding of customs and traditions for deeper comprehension (Ahmad et al., 2022; Amjad et al., 2021; Ma et al., 2024). Recent research suggests a link between emotional intelligence (EI) and successful language learning. Learners with higher EI exhibit greater motivation manage stress more effectively and possess higher self-esteem and confidence all factors contributing to a positive learning environment (Akram & Abdelrady, 2023, 2025). Studies exploring the relationship between EI and academic performance in various disciplines, including language learning, have yielded promising results (Deniz et al., 2018). Further investigation is needed to fully understand the impact of targeted EI training on language learning outcomes (Abdelrady & Akram, 2022).

Unique demands of language learning and the potential role of SEI, educators can create more holistic learning experiences that foster not only language skills but also the socio-emotional intelligence necessary for effective communication. Thus, recognizing the importance of SEI in language learning necessitates the development of innovative pedagogical strategies like mindfulness exercises, role-playing activities, cooperative learning projects and project-based learning, educators can nurture both emotional intelligence (EQ) and social intelligence (SQ) in their students. This holistic approach to TESL fosters a dynamic learning environment that equips learners with the multifaceted intelligences needed for effective communication and success in a globalized world.

1. Socio-emotional issues involved in the English language speaking skills of ESL learners

### **ESL Learners**

In this study, ESL (English as a Second Language) learners refer to undergraduate students whose primary language of instruction is not English and who are enrolled in English language courses at universities in South Punjab, Pakistan.

### **Socio-emotional Issues**

Socio-emotional issues refer to the psychological and emotional challenges encountered by ESL learners in developing their English speaking skills. These may include factors such as anxiety, self-confidence, fear of making mistakes and communication apprehension.

### **The Statement of the Problem**

Many ESL undergraduate learners speaking English at an intermediate level still fear communication duties mainly when they need to interact in academic or official circumstances. The poor speaking skills among undergraduate ESL learners are not caused by vocabulary deficiencies or grammar mistakes but they emerge because of social-emotional elements which include:

Students fear both making errors that lead to ridicule and beliefs that others will ridicule them.

Low self-esteem regarding language ability

Limited emotional support in the learning environment

Above Experience of Negative Public Speaking Events

The emotional challenges that develop between learners prevent them from engaging more fully and causing their language fluency and academic results to decline. The understanding of these emotional aspects becomes essential because schools need supportive approaches which maintain student well-being and increase confidence in developing their English speaking abilities.

### **Significance of the Study**

The study maintains importance because of multiple essential aspects.

The study fills a knowledge gap within ESL research by exploring undergraduate-level effects on emotional and psychological elements of speaking skill improvement. This research investigates the effects of emotional influences on students' language acquisition activities regarding their speaking performance and their classroom interaction. The research findings provide functional benefits to instructors of language together with curriculum developers and academic mentors in higher education institutions. Creating emotional support in learning environments leads to complete language development while improving student retention.

### **Rationale of the Study**

Language teaching institutions tend to ignore socio-emotional factors in their methods despite focusing on exam results rather than communicative language performance. Applied linguistics and second language acquisition (SLA) research now focuses on how emotions combine with motivation to affect language performance according to MacIntyre and Gregersen (2012). The development process of both personal identity and linguistic fluency in undergraduate students transforms their classroom experience from an empowerment space into one of emotional hardship. The research examines how undergraduate ESL learners experience specific emotional barriers as it builds understanding about language learning that focuses on both knowledge acquisition and student feelings when using it for authentic dialogue.

### **Literature Review**

Second language acquisition depends heavily on socio-emotional aspects which specifically influence the learning of speaking skills. Speaking in a second language creates immediate social judgment that makes learners experience anxiety and generates feelings of self-doubt with emotional vulnerability (Horwitz, Horwitz & Cope, 1986). Traditional pedagogical frameworks usually ignore important affective variables yet these elements strongly affect both communication readiness and achievable linguistic mastery of students according to MacIntyre (2007). Language anxiety represents the most common obstacle which prevents students from speaking effectively among socio-emotional barriers. Foreign language classroom anxiety develops when students experience fear of negative evaluation and communicate apprehension and test anxiety as reported by Dewaele and MacIntyre (2014). Undergraduate ESL students face amplified stress from academic coursework which combines with their need to speak fluently in front of classmates.

Zhang (2023) has shown that students with lower emotional intelligence (EI) levels demonstrate speaking anxiety symptoms along with diminished oral participation behaviors. Thus EI self-regulation proves essential for speaking-oriented tasks. University ESL learners in Ethiopia face three main barriers according to Gobena (2025): performance anxiety and concern about making mistakes together with confidence issues. Language learners demonstrate enhanced success with Emotional Intelligence because this ability helps them understand emotional signals and function with their emotions in educational settings. ESL learners who have strong emotional intelligence skills demonstrate better confidence during communication interactions and handle mistakes better and take part in class more actively (Pishghadam, Zarei & Ghanizadeh, 2011). Undergraduate language learners match this phase

of development since it merges their building academic identity with their developing emotional resilience capabilities.

Through his narrative approach Zhang (2023) demonstrated that students who managed their emotions effectively in speaking assessments demonstrated improved performance levels and expanded their vocabulary and communication behaviors. A learner's capability to develop speaking abilities directly correlates with their personal beliefs about themselves and their collective self. According to Norton (2013) students speak less only because of their level of language proficiency but also because of how much their identity receives validation from their educational linguist setting. EsL students in diverse classrooms face symbolic marginalization because of which they reduce their participation during discussions or presentations according to Yashima (2002).

The integration of social and emotional learning (SEL) practices according to Breiseth (2023) helps ESL students to develop environments which support their self-worth while enhancing empathy between others and communication abilities. A safe emotional atmosphere enables students to dare taking linguistic risks which occur especially during speaking assignments. Peer relationships play an essential part in creating the social-emotional world ESL learners experience. The concern about peer evaluation among undergraduate students blocks natural speaking habits while growing their tendency to assess themselves more frequently. Classrooms with competitive or linguistically diverse environments caused students to refrain from speaking because they experienced social anxiety and believed in hierarchical group dynamics according to Tóth (2011).

Learners avoid public speaking due to cultural norms about speaking habits and modesty traditions and social expectations of authority. ESL learners who belong to collectivist backgrounds experience emotional burden when participating assertively in Western educational environments that mandate open verbal contributions (Woodrow, 2006). Many studies on socio-emotional issues implement qualitative methods through focus group sessions and semi-structured interviews to grasp the subjective experiences of participants according to Creswell and Poth (2018). The research methods enable investigators to grasp learner's emotional responses by measuring perceptions and their specific situations which cause both anxiety and confidence. This research adopts a comparable methodological approach which mirrors the qualitative analysis conducted by Zhang (2023) and Tóth (2011) through narrative and thematic investigation of language learner emotional experiences. A small numbers of research studies have investigated how affective factors intersect with undergraduate speaking skill development despite existing recognition of their impact on second language acquisition. The existing research primarily focuses on school students and adults while faculty members who study this topic neglect the elements that affect young adults in higher education institutions. The research investigates undergraduate ESL learners using qualitative methods to gain practical insights that help educators and curriculum developers as well as policy-makers focus on comprehensive language teaching.

### **Research Question**

1. What are socio-emotional issues of ESL learners in developing their English speaking skills?

### **Research Methodology**

This research is qualitative in approach and takes insight from semi structured interviews and focus group discussion. The focus group discussion is conducted with 8 participants along with semi structured interviews approximately with 10 participants. Ethical considerations were strictly adhered to, including obtaining informed consent from all participants, ensuring confidentiality and anonymity and informing participants about their right to withdraw from

the study at any time. The FGD guide is designed to facilitate group discussions among ESL learners. It begins with an introduction, welcoming participants and explaining the purpose of the discussion, as well as assuring confidentiality and voluntary participation. The guide includes warm-up questions to explore the challenges faced in developing English speaking skills and the feelings experienced while speaking English in different situations. The main question is posed to explore socio-emotional issues of ESL learners in developing their English speaking skills. The semi-structured interview guide is designed for individual interviews with ESL learners. It begins with an introduction, explaining the purpose of the interview and assuring confidentiality. The guide includes a section for gathering background information, such as demographic details. Main questions are then posed to explore the challenges faced in speaking English, feelings experienced in different situations and specific instances where emotions affected speaking skills. Probing questions are included to further explore socio-emotional issues and their impact on English speaking skills.

## **Results**

### **The socio-emotional issues of ESL learners in developing their English Speaking Skills at Undergraduate Level**

#### **Emotional Issues**

Emotional Issues, such as anxiety, fear of making mistakes and low confidence, were identified as major barriers to student participation and learning. Teacher 1 observed, *"Students often feel anxious about making mistakes, which makes them hesitant to speak up in class."* Another participant echoed this sentiment, stating, *"I feel my heart race whenever I'm asked to speak in front of the class because I'm scared I'll say something wrong."* These quotes highlight the pervasive impact of emotional issues on students' willingness to engage in language learning. The findings illustrate those emotional issues specifically anxiety, fear of making mistakes and low confidence, play a significant role in hindering student participation in ESL classrooms. These emotional barriers create a psychological burden that prevents students from actively engaging in language learning activities. The quotes from the participants reflect a common struggle among ESL learners, where the fear of being judged or making errors overwhelms their ability to speak confidently in class.

This theme aligns with existing research on language learning anxiety. Benothmanr (2024) have shown that low self-confidence and anxiety are closely linked; often leading to a cycle where fear of failure inhibits language use, which in turn prevents improvement and reinforces the initial anxiety. Additionally, Shevlin et al. (2019) found that anxiety can negatively impact student performance and persistence, which is consistent with the current findings. Comparing the current findings with previous studies both in Pakistan and internationally, it reveals consistent patterns. Pakistani research, such as Rabio-Marin (2009), highlights the prevalence of anxiety and low self-esteem in ESL learners, which is directly linked to cultural factors and educational practices in the region. Internationally, studies like those by Benothmanr (2024 and Shevlin et al. (2019) emphasize the universality of these issues across different educational contexts. The congruence between these studies suggests that emotional issues are a global issue in ESL education, influenced by similar psychological mechanisms regardless of geographical location.

The implications of these findings are both theoretical and practical. Theoretically, the results support the notion that emotional barriers are a critical aspect of second language acquisition, warranting further exploration in educational psychology and language pedagogy. Practically, these findings suggest that ESL educators should prioritize creating a supportive and non-judgmental classroom environment to mitigate anxiety and boost confidence. This could involve implementing specific strategies such as positive reinforcement, providing opportunities for low-stakes speaking practice and offering personalized feedback. For

policy, educational institutions might consider incorporating training programs for teachers that focus on emotional intelligence and strategies for reducing anxiety in language learners. Future research could explore the long-term effects of such interventions on student performance and retention in ESL programs, as well as cross-cultural studies to understand how these emotional issues manifest in different educational systems.

### **Social Issues**

Social issues, particularly peer pressure and fear of judgment, were also significant factors that discouraged student engagement. Teacher 3 emphasized, "*Peer pressure and the fear of judgment from classmates are major obstacles to participation.*" A student reflected this in their experience, saying, "*I worry that my classmates will think I'm showing off if I speak up, so I usually stay quiet.*" These quotes illustrate how social dynamics can inhibit students' willingness to participate in language activities. The findings related to social issues indicate that peer pressure and the fear of judgment are critical barriers to effective language learning. These issues align with the broader body of research on ESL education, which consistently highlights social factors as significant determinants of student engagement. The fear of negative evaluation, a common phenomenon in language learning contexts, can lead to a reluctance to participate, as noted in the literature by (Soomro et al., 2023). This fear is exacerbated by the social dynamics within classrooms, where students may feel that speaking up exposes them to criticism or ridicule, as discussed by Yoon (2018). In the Pakistani context, research by Muhammed (2024) corroborates these findings, emphasizing that peer pressure significantly impacts students' willingness to engage in language learning activities. Similarly Qureshi (2023) found that students often refrain from participating in class discussions due to the fear of being judged by their peers. These studies suggest that social issues are not unique to any single educational context but are a pervasive issue in ESL classrooms worldwide. The implications of these findings are multifaceted. From a theoretical perspective, they reinforce the importance of understanding the socio-emotional factors that influence language learning. Theories of social learning, such as Vygotsky's social development theory, suggest that interaction with peers is crucial for cognitive development. However, when these interactions are marked by fear and anxiety, they can hinder rather than facilitate learning. Practically, these findings suggest that educators should be mindful of the social dynamics in their classrooms and implement strategies to mitigate the negative effects of peer pressure. For example, creating a classroom environment where mistakes are viewed as learning opportunities rather than failures could help reduce the fear of judgment. Peer support systems, such as collaborative learning activities, could also be effective in fostering a more inclusive and supportive learning environment. In terms of policy, educational institutions should consider integrating socio-emotional learning (SEL) strategies into the ESL curriculum to help students develop the confidence and resilience needed to overcome social issues. Future research could explore the effectiveness of these interventions in reducing the impact of peer pressure and fear of judgment on ESL learners.

### **Discussion**

This research confirms that emotional along with social factors decisively determine English speaking development among ESL learners in their ability to use English freely. Academic research on language learning as affected by emotion states has increased to match the findings which demonstrate these connections in multilingual Pakistani classrooms.

Research data revealed that emotional difficulties dominated among ESL students because they experienced both anxiety and fear of errors and low confidence levels. The emotional obstacles proved to be stable problems which continually restricted students from taking part in speaking activities. The learners voiced deep concerns about appearing wrong or getting unfavorable judgments that prompted them to stay away from speaking activities.

Research literature upholds this particular finding. Horwitz et al. (1986) pioneered the concept of foreign language anxiety by defining it as specific performance anxiety that rises from self-expression in addition to perceptions of others. The work of Benothmanr (2024) demonstrates how the negative cycle between emotional distress and low self-confidence begins when fear of failure stops language use and restricts opportunities for improvement thus strengthening fear. The study by Shevlin et al. (2019) demonstrates that students with prolonged anxiety show reduced engagement and academic persistence as well as underperformance which confirm the current research observations.

Rabio-Marin (2009) established that cultural standards of perfectionism together with worries about negative review create heightened anxiety and reduce verbal communication in ESL students. The psychological challenges become more severe because the current educational framework includes strict systems that prioritize exams rather than create secure learning environments. The obtained data demonstrates the requirement for emotionally secure teaching techniques. Educators must use positive feedback methods in conjunction with risk-free speaking opportunities and non-confrontational feedback which helps reduce student stress and builds their self-assurance levels. Language educator training programs need to establish emotional sensitivity along with emotional awareness as essential teacher competencies for their curriculum. Students face social barriers because they fear peer pressure as well as judgments from their peers. The research demonstrates how external social situations including the pressure students face from their peers and the concern about classmate judgment also affect their emotional responses. Students demonstrated self-confidence issues when speaking English to their peers since they worried about displaying themselves or receiving mockery for their errors. The psychological tendencies of performance anxiety appear through students' expressions and they further mirror cultural social pressures that emerge in college peer environment.

The fear of negative evaluation one of the foundational concepts in second language anxiety theory is well-documented in ESL research. According to Soomro et al. (2023) and Yoon (2018) most learners skip speaking opportunities because they fear receiving criticism or social rejection after their performance. Social harmony together with avoiding embarrassment are more important than assertive verbal interaction in collectivist cultures specifically found in Pakistan.

Research by Muhammad (2024) together with Qureshi (2023) demonstrates that Pakistani undergraduates adopt peer-originated expectations thus reducing their spoken language usage in educational environments. Multiple research studies around the world have validated the notion of social fear as an international obstacle in English as a second language instruction.

The data validates Vygotsky's (1978) social development theory's premise that learning occurs only through social interactions. The presence of fear during peer interactions eliminates any potential for social scaffolding to help students learn. The contradictions between the learning environment designs require a reassessment to determine how effective they make peer interaction for language acquisition.

To implement effective peer learning environments educators should establish classrooms with both safety and inclusion and support for their students. Learning activities performed in groups should welcome errors while team tasks should promote mutual support and bans on ridicule within the classroom help eliminate peer pressure and fear. The educational framework of Socio-Emotional Learning (SEL) provides valuable intervention opportunities. SEL should be implemented in multilingual classrooms to develop students' empathy and emotional management as well as strengthen their friendships according to Breiseth (2023).

Institutional SEL frameworks should become part of core ESL learning programs because language education encompasses both mental processing and emotional and interpersonal



elements. Long-term development of foreign language skills becomes possible through educational efforts that teach students both self-insight techniques and peer support methods and building student confidence.

Research theory supports studies of affective factors in second language acquisition because emotional engagement proves equally crucial to developing speaking abilities as linguistic capabilities do. The study provides deeper knowledge about language teaching that acknowledges students' psychological needs together with their interpersonal relationships.

The research study demands purposeful educational changes for ESL learning environments.

Teachers should include low-pressure speaking activities which promote open communication

Emotional intelligence training for teachers

Encouragement of peer collaboration over competition

Classroom settings should see errors as central components of student learning

Creating such an environment through these measures allows students to advance their fluent English language skills through risk-taking.

Scientists need to conduct multiple-time studies which track how SEL-based interventions influence ESL speakers' fluency development. Researchers should perform cross-cultural analyses of social hierarchies in various regions for examining their impact on language anxiety. Educators need clarification about implementing emotionally welcoming learning practices and encounter multiple barriers within institutional frameworks. Research into the interconnected relationship between emotions and identity alongside language performance will drive improvements in undergraduate ESL speaking education until the advanced levels of language learning.

### **Conclusion**

Research findings establish that emotional barriers including anxiety and low self-confidence and fear of mistakes and peer pressure combined with judgment fear directly affect the development of speaking English skills for undergraduate students studying English as a second language. Anxiety together with self-doubt prevents students from speaking in classroom discussions so they limit their English practice while avoiding academic conversations. Language anxiety combined with low confidence levels creates psychological obstacles which stop students from speaking to classmates during class activities and oral tasks. Learners tend to remain quiet because social peer relationships trigger their fear of being criticized negatively. This research validates earlier work about language-learning barriers and enhances our understanding of socio-emotional challenges that affect ESL programs both within Pakistani institutions and globally where cultural background plays a role in how these barriers express themselves. The results demonstrate that language learning surpasses cognitive-linguistic processes because it integrates emotional together with social aspects of education. The solution to these challenges demands a specific alteration of ESL teaching approaches which should embrace emotional student support alongside cultural sensitivity and social inclusion policies. The implementation of speaking opportunities with minimal stakes along with reward systems and group work strategies and those that incorporate Social and Emotional Learning principles builds effective speaking abilities in students. The research data demonstrates that ESL education facilities alongside policy creators must develop training programs to enhance instructors' ability to handle emotional aspects of climate management because student well-being stands equally important with linguistic results. Research ought to analyze prolonged effects of affective support strategies and establish how social-emotional barriers interconnect with fundamental issues of identity alongside class and cultural factors that affect multilingual ESL students. ESL learners need

emotionally and socially safe learning environments to develop speaking skills which allow them to succeed academically and participate globally.

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