



EVALUATING LANGUAGE ANXIETY AMONG COLLEGE STUDENTS: BASIS FOR LEARNING ACTIVITY SHEETS

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ABSTRACT

This guided activity explores the factors contributing to language anxiety and the proficiency levels in English-speaking skills among college students. The study focuses on the impact of various dimensions such as motivation, perfectionism, competitiveness, and self-concept on students' confidence and fluency in speaking English. The findings reveal that while students demonstrate motivation and actively seek opportunities for improvement, challenges such as perfectionism and competitiveness often contribute to anxiety, hindering spontaneous and fluent language use. A majority of respondents, aged 15 to 20 and predominantly female, expressed a desire to improve their speaking abilities, yet encountered barriers like stress during assessments and fear of making mistakes.

Through a series of structured activities and reflection exercises, the study highlights the importance of providing students with opportunities for regular speaking practice, positive reinforcement, and peer support. The results also show no significant difference in English proficiency based on demographic variables such as age and sex, suggesting that these factors do not affect students' overall perceptions of their language skills.

The researcher has designed Guided Learning Activities aimed at addressing these issues and enhancing students' speaking proficiency by incorporating motivation-building

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strategies and offering low-pressure practice environments. The study concludes with recommendations for educators to incorporate consistent speaking activities, encourage self-reflection, and implement guided activities to foster both language proficiency and confidence.

Keywords: *Language Anxiety, English Proficiency, Speaking Fluency, College Students, Motivation, Perfectionism, Competitiveness, Guided Learning Activities, Self-Concept, Language Learning Strategies*



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