



EXAMINING TEACHING METHODS IN OVERCOMING LANGUAGE BARRIERS AMONG COLLEGE STUDENTS: A GUIDED LEARNING APPROACH

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ABSTRACT

This guided activity explores the impact of confidence-building strategies, peer interaction, and educational environment on reducing language anxiety and enhancing the English-speaking proficiency of college students. Drawing on findings from a survey of 30 English major students, the study reveals that the majority of respondents are aged 15–20, with a higher proportion of female participants. Results show that while students engage in various strategies to boost confidence—such as practicing speaking, receiving feedback, and participating in group activities—fluency in spoken English remains a challenge.

Respondents strongly agree that peer collaboration, cultural awareness, and a supportive learning environment play a crucial role in developing their speaking skills. The study found no significant differences in students' perceptions based on age or sex, indicating that language anxiety and proficiency strategies are shared concerns across demographics.

The Learning Activity Sheets were developed by the researcher as a response to the identified needs, with the goal of creating structured, supportive, and interactive speaking opportunities. These activities are designed to reduce anxiety, promote active language use, and foster a positive attitude toward English communication.

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