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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# HOW ANXIETY AFFECTS SPEAKING PERFORMANCE IN IELTS PREPARATION CLASSES

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**Abstract:** This article examines how anxiety influences speaking performance in IELTS preparation classes. It focuses on the psychological, linguistic, and classroom factors that reduce learners' fluency, coherence, pronunciation control, lexical variety, and grammatical accuracy during oral tasks. The study synthesizes theoretical perspectives on foreign language anxiety and proposes a practical classroom diagnostic model for IELTS teachers. Special attention is given to test-simulation pressure, fear of negative evaluation, time limitation, teacher feedback, and peer comparison. The analysis shows that anxiety not only lowers confidence, but also narrows attention, slows lexical retrieval, increases pauses, and weakens strategic communication. The article offers pedagogical recommendations for creating a supportive IELTS speaking environment, including gradual exposure, structured feedback, peer rehearsal, self-reflection, and anxiety-aware assessment.

**Key words:** IELTS speaking, foreign language anxiety, oral performance, fluency, coherence, pronunciation, classroom assessment, feedback, communicative competence.

**Annotatsiya:** Ushbu maqolada IELTS tayyorgarlik mashg'ulotlarida xavotirning speaking natijalariga ta'siri tahlil qilinadi. Maqolada xavotirning ravonlik, izchillik, talaffuz, leksik boylik va grammatik aniqlikka ta'sir etuvchi psixologik hamda lingvistik omillari yoritiladi. Muallif IELTS o'qituvchilari uchun amaliy diagnostik model va dars jarayonida qo'llash mumkin bo'lgan metodik tavsiyalarni taklif etadi. Tahlil natijalariga ko'ra, xavotir faqat o'ziga ishonchni pasaytiribgina qolmay, balki so'z topish tezligi, nutq davomiyligi, fikrni tartibli ifodalash va kommunikativ strategiyalarga ham salbiy ta'sir ko'rsatadi.

**Kalit so'zlar:** IELTS speaking, chet tili xavotiri, og'zaki nutq, ravonlik, izchillik, talaffuz, sinf baholashi, fikr-mulohaza, kommunikativ kompetensiya.

**Аннотация:** В статье анализируется влияние тревожности на результаты устной речи учащихся на занятиях по подготовке к IELTS. Основное внимание уделяется тому, как тревожность отражается на беглости речи, связности высказывания, произношении, лексическом разнообразии и грамматической точности. Автор предлагает практическую диагностическую модель для преподавателей IELTS и методические рекомендации по снижению речевой тревожности. Отмечается, что тревожность снижает не только уверенность обучающихся, но и скорость подбора слов, устойчивость внимания и качество коммуникативных стратегий.

**Ключевые слова:** IELTS speaking, иноязычная тревожность, устная речь, беглость, связность, произношение, аудиторное оценивание, обратная связь, коммуникативная компетенция.

## INTRODUCTION

Speaking is one of the most challenging components of IELTS preparation because it requires learners to demonstrate several skills at the same time: understanding the question, planning an answer, selecting appropriate vocabulary, producing grammatically acceptable sentences, maintaining pronunciation clarity, and interacting naturally with the examiner. Unlike reading or listening, speaking is performed publicly and immediately. Learners have little time to revise their answers, and every hesitation becomes visible. For this reason, anxiety is one of the most important affective factors influencing oral performance in IELTS preparation classes.

In many classrooms, students who have sufficient grammar and vocabulary still fail to show their real ability during speaking practice. They may know the topic, but when the teacher asks a question under exam-like conditions, they pause, repeat the same words, avoid complex structures, or give very short answers. This mismatch between linguistic knowledge and oral production indicates that speaking performance is determined not only by language competence. It is also shaped by emotional readiness, self-confidence, classroom climate, previous learning experience, and the learner's perception of assessment.

The relevance of the topic is connected with the increasing role of IELTS scores in academic mobility, employment, international study programs, and professional development. For many learners, the speaking band score is not only an academic result but also a personal goal connected with scholarship opportunities, migration plans, or university admission. Therefore, anxiety in IELTS speaking classes has practical consequences. If teachers ignore anxiety, preparation may become test-oriented but psychologically ineffective. If teachers manage anxiety systematically, students can use their existing knowledge more confidently and demonstrate higher performance.

The object of the article is the process of IELTS speaking preparation. The subject is the influence of anxiety on learners' speaking performance and the pedagogical strategies that can reduce its negative effects. The aim of the article is to analyze the mechanisms through which anxiety affects IELTS speaking indicators and to develop practical recommendations for teachers. The main tasks are: to review theoretical approaches to foreign language anxiety; to identify classroom factors that intensify speaking anxiety; to describe the influence of anxiety on IELTS speaking criteria; to present an illustrative diagnostic model; and to formulate recommendations for anxiety-aware IELTS instruction.

### LITERATURE REVIEW ON THE TOPIC

Foreign language anxiety has been widely discussed as a specific type of anxiety that appears in language learning situations. Horwitz, Horwitz, and Cope define foreign language classroom anxiety as a complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning <sup>[1]</sup>. Their approach is important for IELTS speaking because the speaking test reproduces several anxiety-provoking situations: communication with an authority figure, immediate evaluation, limited time, and the need to perform in a foreign language.

MacIntyre and Gardner argue that anxiety can interfere with language learning at the input, processing, and output stages <sup>[2]</sup>. In speaking preparation, this means that anxiety may prevent learners from understanding the question fully, organizing ideas quickly, and producing speech smoothly. Even when students possess sufficient vocabulary, anxious attention may shift from meaning to self-monitoring. The learner begins to think, "Am I making a mistake?", "Will the teacher judge me?", "What if I forget the word?" Such internal monitoring consumes cognitive resources and reduces fluency.

The IELTS speaking band descriptors assess four major areas: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation <sup>[3]</sup>. These categories are linguistic, but they are affected by emotional factors. Anxiety can increase silent pauses and self-correction, which lowers fluency. It can limit vocabulary choice because learners use familiar words instead of precise or topic-specific lexis. It can also reduce grammatical complexity because anxious speakers prefer short and safe sentences. Pronunciation may become less clear when students speak too quickly, too quietly, or with unstable intonation.

Studies on willingness to communicate show that language learners are more likely to speak when they perceive the environment as safe and supportive <sup>[4]</sup>. This is significant for IELTS classes, where repeated speaking practice is necessary. If students associate speaking practice with embarrassment, they may avoid speaking opportunities. Avoidance temporarily reduces anxiety but prevents improvement. Therefore, a teacher's task is not simply to correct mistakes but to organize repeated oral practice in a way that gradually increases confidence.

Recent pedagogical research also emphasizes formative assessment and feedback quality. Feedback that only points out mistakes may increase fear of negative evaluation, while balanced feedback helps learners notice progress and set realistic goals <sup>[5]</sup>. In IELTS preparation, feedback should be linked to band descriptors, but it should not be limited to numerical scores. Students need to understand what specific behavior caused a lower score and what they can do in the next attempt. This transforms feedback from judgment into instruction.

### RESEARCH METHODOLOGY

The article uses a qualitative-analytical methodology based on the synthesis of theoretical literature, IELTS assessment criteria, classroom observation principles, and pedagogical modeling. The methodological basis includes comparative analysis, descriptive analysis, classification, and instructional design. Comparative analysis is used to connect anxiety factors with IELTS speaking descriptors. Descriptive analysis is applied to explain how anxiety appears in classroom speech behavior. Classification is used to group anxiety sources into personal, linguistic, social, and assessment-related factors.

For practical interpretation, the article proposes an illustrative classroom diagnostic model. The model can be used by IELTS teachers to observe anxiety-related behaviors during speaking practice. The indicators include hesitation frequency, answer length, eye contact, voice volume, repair strategies, avoidance of complex



grammar, and response to feedback. These indicators do not replace official IELTS assessment. They help teachers identify whether low performance is caused mainly by language gaps, anxiety, or both.

The proposed model follows three stages. First, the teacher conducts low-pressure speaking tasks, such as pair discussion or guided answer building. Second, the teacher introduces semi-formal practice with timing and topic cards. Third, the teacher uses full IELTS simulation. At each stage, the teacher records both linguistic performance and anxiety signs. This gradual approach allows the teacher to distinguish between a student who lacks language knowledge and a student who cannot use existing knowledge under pressure.

The article also uses a small illustrative data set to show how anxiety levels may correspond with IELTS speaking indicators. The data are presented as a pedagogical model rather than a national statistical survey. They demonstrate the type of analysis that teachers can conduct in their own classes. The model is suitable for IELTS groups of intermediate and upper-intermediate learners preparing for academic or general training modules.

## ANALYSIS AND RESULTS

Anxiety affects speaking performance through several interconnected mechanisms. The first mechanism is cognitive overload. During IELTS speaking, a learner must understand the question, choose content, organize the answer, monitor grammar, pronounce words clearly, and maintain interaction. Anxiety adds another mental task: self-protection. The learner tries to avoid mistakes and negative judgment. As a result, fewer cognitive resources remain for communication. This is why anxious students often produce shorter answers even when they have ideas.

The second mechanism is reduced lexical access. Many students report that they “forget simple words” during speaking practice. This does not always mean that the vocabulary is absent. Under pressure, lexical retrieval becomes slower. The student may use general words such as “good,” “bad,” “thing,” “people,” or “very” instead of more accurate expressions. In IELTS speaking, this limits lexical resource and can make the answer sound repetitive. Anxiety also discourages risk-taking; students avoid idiomatic or less familiar vocabulary because they fear misuse.

The third mechanism is disruption of fluency. Fluency does not mean speaking without any pause. Natural speech includes pauses. However, anxiety increases unnatural hesitation, repeated restarts, filler overuse, and unfinished sentences. In Part 2 of the IELTS speaking test, where students must speak for one to two minutes, anxiety may cause them to stop too early or lose the structure of the answer. Students may begin with a memorized phrase but fail to continue when the topic changes slightly.

The fourth mechanism is pronunciation instability. Anxiety may affect breathing, voice volume, rhythm, and articulation. A student who speaks clearly in pair work may become too quiet or too fast in test simulation. Fast speech can reduce intelligibility, while quiet speech can make pronunciation appear weaker than it actually is. Pronunciation problems caused by anxiety are often temporary and situational, but they still influence the listener’s impression and the overall band descriptor.

The fifth mechanism is negative interaction with feedback. In IELTS classes, feedback is necessary, but anxious students may interpret correction as personal failure. If feedback is delivered publicly and mainly in the form of criticism, anxiety increases. Students then focus on avoiding mistakes instead of improving communication. On the contrary, feedback that begins with strengths, uses clear criteria, and offers one or two achievable targets can reduce anxiety and increase motivation (table 1).

**Table 1: Main Anxiety Factors in IELTS Speaking Classes**

Anxiety Factor	Typical Classroom Sign	Possible Effect on IELTS Speaking	Teacher’s Response
<b>Fear of negative evaluation</b>	Student avoids long answers or asks to skip the turn.	Lower fluency and coherence.	Use supportive feedback and private correction when necessary.
<b>Time pressure</b>	Student speaks too fast or stops before developing ideas.	Weak organization in Part 2.	Practice timed answers gradually.
<b>Low self-confidence</b>	Student repeatedly says, “I don’t know” or “My English is bad.”	Short responses and limited lexical range.	Use success criteria and progress tracking.
<b>Peer comparison</b>	Student performs better individually than in front of classmates.	Unstable performance across tasks.	Use pair rehearsal before whole-class speaking.
<b>Perfectionism</b>	Student over-corrects every sentence.	Frequent pauses and loss of natural flow.	Teach a communication-first strategy.

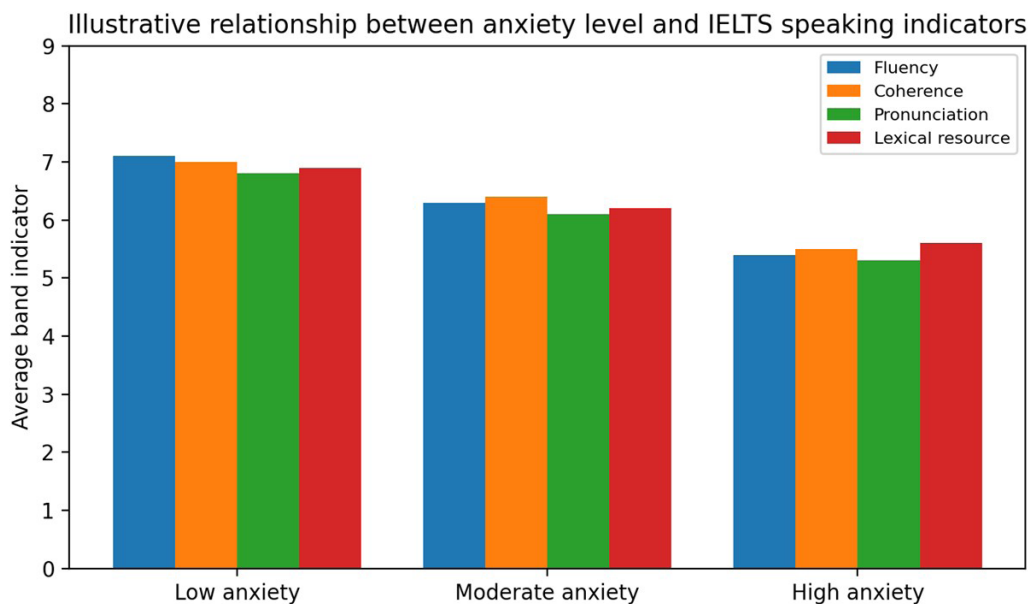
Table 1 shows that anxiety is not a single emotion but a set of classroom experiences that influence different aspects of speaking. Fear of negative evaluation mainly affects fluency because learners hesitate before answering. Time pressure affects coherence because learners cannot organize ideas. Peer comparison affects confidence because students compare their current performance with that of stronger classmates. Perfectionism affects naturalness because the learner tries to control every sentence instead of communicating ideas.

An anxiety-aware teacher should not remove all pressure from IELTS preparation because the real test contains time limits and evaluation. The aim is to make pressure progressive and manageable. Students first need a safe environment for idea generation and language building. Then they need semi-controlled speaking practice. Finally, they need full test simulation. If full simulation is introduced too early and too often, it may reinforce failure. If simulation is introduced gradually, it becomes training rather than a threat (table 2).

**Table 2: Illustrative Diagnostic Link Between Anxiety Level and Speaking Indicators**

Anxiety Level	Answer Length	Pauses	Lexical Variety	Grammar Use	Likely Pedagogical Interpretation
<b>Low</b>	Extended answers with examples.	Natural pauses.	Uses topic-specific vocabulary.	Attempts complex structures.	Learner can focus on communication and task development.
<b>Moderate</b>	Answers are relevant but not fully developed.	Some hesitation.	Uses familiar vocabulary.	A mix of simple and complex sentences.	Learner needs confidence-building and planning practice.
<b>High</b>	Very short or fragmented answers.	Frequent long pauses.	Repetitive words.	Avoids complex grammar.	Performance may be limited by anxiety as much as by language gaps.

Table 2 can be used as a practical observation tool. For example, a learner with strong written grammar but very short spoken answers may not need only grammar lessons. The learner may need rehearsal routines, predictable task stages, and confidence-building feedback. Similarly, a learner who gives long answers but loses structure may need planning frames for Part 2 and discourse markers for Part 3. Therefore, anxiety analysis helps teachers choose the correct intervention (figure 1).



**Figure 1: Anxiety Level and IELTS Speaking Indicators**

Source: Author's pedagogical model based on IELTS speaking descriptors and classroom diagnostic indicators.

Figure 1 illustrates a common tendency: as anxiety increases, speaking indicators tend to decline. The largest visible decline is usually observed in fluency and pronunciation because these criteria are immediately affected by hesitation, voice instability, and self-correction. Lexical resource and grammar may also decline, not because the learner has no knowledge, but because anxiety prevents flexible access to that knowledge. This explains why some students perform better in written exercises than in oral testing.



The relationship between anxiety and speaking performance should not be interpreted mechanically. A certain level of tension may help learners take the task seriously. The problem begins when anxiety becomes strong enough to block communication. Therefore, the teacher should distinguish between productive challenge and harmful pressure. Productive challenge motivates students to prepare; harmful pressure makes them avoid speaking or rely on memorized answers.

Another important result is that anxiety can create an inaccurate picture of learner ability. If a teacher evaluates only one high-pressure performance, the result may underestimate the student's competence. For this reason, IELTS preparation should include repeated observations across different task types: pair speaking, individual practice, recorded monologue, mock interview, and reflection. A more reliable profile is formed when the teacher compares performance in low-pressure and exam-like situations.

In practical teaching, anxiety reduction should be integrated into the speaking syllabus. It should not be treated as a separate motivational activity at the end of the lesson. Every lesson can include a short warm-up, vocabulary activation, answer planning, pair rehearsal, timed practice, feedback, and self-reflection. This structure helps learners move from preparation to performance step by step. It also teaches them that speaking is a skill that can be managed, not a talent that they either have or do not have.

The use of recorded speaking tasks is especially helpful. When students listen to their own recordings, they often notice that their performance is better than they felt during speaking. This reduces the gap between emotional perception and actual performance. Recording also allows teacher feedback to be more objective. Instead of saying, "you were nervous," the teacher can point to specific features: pauses after difficult questions, repeated vocabulary, or unclear final consonants. The student then receives a concrete improvement target.

Peer work can also reduce anxiety, but it must be structured carefully. Random pair work may not help if one student dominates and the other remains silent. Effective peer rehearsal requires roles: speaker, listener, timekeeper, and feedback provider. Feedback sheets should be simple and positive. For example, students can note one strong phrase, one clear example, and one question for improvement. This makes peer interaction less judgmental and more supportive.

Finally, teachers should be careful with memorized answers. Some students memorize full responses to reduce anxiety. However, memorization can increase anxiety when the topic changes or when the examiner asks a follow-up question. Instead of memorizing full answers, students should learn flexible answer frameworks: opinion plus reason, example plus explanation, problem plus solution, past-present-future comparison, and personal experience plus generalization. Frameworks reduce anxiety while preserving natural communication.

1. **Use gradual exposure to exam conditions:** Start with untimed pair discussions, then introduce one-minute answers, then Part 2 cue cards, and only after that, full mock interviews. Gradual exposure helps students become familiar with pressure without feeling overwhelmed.
2. **Teach planning as an anxiety-reduction strategy:** Before speaking, students should learn to prepare two or three key ideas, not a full script. Simple planning frames improve coherence and reduce fear of silence.
3. **Balance correction with encouragement:** Feedback should include one strength and one priority target. Too many corrections at once increase anxiety and reduce motivation.
4. **Normalize pauses and repair strategies:** Students should understand that natural pauses are acceptable. They can use phrases such as "What I mean is...", "Let me explain that...", and "A good example would be..." to repair communication.
5. **Use self-reflection journals:** After each speaking task, students can write what was difficult, what improved, and what strategy they will use next time. Reflection changes anxiety from an uncontrolled emotion into a manageable learning signal.
6. **Avoid public ranking:** Comparing students publicly may motivate a few learners but can silence many others. Individual progress tracking is more effective for anxiety-sensitive IELTS preparation.

## CONCLUSION AND SUGGESTIONS

Anxiety is one of the key factors affecting speaking performance in IELTS preparation classes. It influences not only emotional comfort but also observable language behavior. High anxiety may reduce fluency, weaken coherence, limit vocabulary access, simplify grammar, and disturb pronunciation. As a result, learners may receive a lower speaking score than their actual language knowledge would suggest.

The analysis shows that anxiety operates through cognitive overload, fear of negative evaluation, time pressure, peer comparison, and perfectionism. These factors are especially strong in IELTS classes because learners are aware of band scores and future consequences. Therefore, IELTS teachers need to combine language instruction with psychological and pedagogical support. Effective speaking preparation should include gradual exposure, structured rehearsal, clear assessment criteria, supportive feedback, and learner reflection.

The main practical suggestion is to diagnose the source of low speaking performance before choosing a teaching strategy. If the problem is a lack of vocabulary, vocabulary instruction is necessary. If the problem is anxiety, repeated correction alone may not help. The teacher should create conditions in which learners can use the language they already know. Anxiety-aware teaching does not mean lowering IELTS standards. It means helping students reach those standards through a more realistic and supportive learning process.

Future classroom research may test the proposed diagnostic model with larger groups and compare speaking progress before and after anxiety-reduction strategies. It may also examine differences between beginners, intermediate learners, and advanced IELTS candidates. Such research can help IELTS teachers design more effective speaking courses and support learners not only academically but also emotionally.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

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