

# Anxiety Experienced by Students with Learning Disability in English Speaking Classroom

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## Abstract

This study sought to explore the anxiety experienced by students with learning disability in English speaking classroom. For this study 33 students with English language learning disability were selected from Chennai special school. Both qualitative and quantitative analysis methods were used to assess the level of anxiety experienced by learners with learning disability in English class. The study's results show that learners with English language learning disability experienced an extreme level of anxiety. In addition, the findings show that there is no significant difference between male and female learners with language learning disability in terms of speaking anxiety. Besides, the findings show that there is no significant difference between urban and rural students with language learning disability in terms of speaking anxiety. Furthermore, the findings show that fear of making mistake, lack of confidence, lack of vocabulary, lack of grammar knowledge, lack of fluency and incorrect pronunciation are the major sources of speaking anxiety for learners with language learning disability. The study addresses the sources and level of anxiety that students with learning disability have while communicating in English classroom.

**Keywords:** anxiety, English speaking, experience, investigate, learning disability

## 1. Introduction

Learning disability is a disorder that is distinguished by severe disability in cognitive functioning as well as adaptive behaviour, as indicated by deficits in one or more of the following areas: conceptual, social, or practical adaptation skills (Lagae, 2008). According to AALDD (2010), a person's capacity to read, write, talk, listen, think, reason, and reason rationally, as well as to solve issues, might be negatively impacted by a learning disability. Anxiety that is experienced when communicating in English can be incapacitating, and it can influence how individuals with learning disabilities adjust to the target environment, which can, in turn, affect their capacity to attain their educational goals (Mutumburanzou, 2018)

According to the National Joint Committee on Learning Disabilities (1989), the phrase "learning disabilities" means a wide range of disability that are associated with severe challenges in gaining and making use of skills related to listening, speaking, reading, writing, thinking, and/or mathematics. These disorders can be distinguished from one another by the fact that they all fall under the umbrella term of "learning disabilities." These conditions are distinguished by major challenges presented in the process of acquiring and making use of the relevant talents.

A state of functioning that is distinguished by disability to the central nervous system that results in constraints on activity and involvement can be classified as having a learning disability. To be more specific, the limitations in the functioning of the learning process are caused by faults in the central nervous system that are present in students who have English language learning disability (Duffy et al., 2010).

Wechsler (1991) conducted research on students with Learning Disabilities and found that the learners who did not have a learning disability had an IQ distribution that fell within the usual range. This meant that they did not have a learning disability. Estimates of the prevalence of learning disabilities in learners range from the range of 5 to 6% of pupils between the ages of 6 and 17 (U.S. Office of Special Education Programs, 1995) to estimates of the range of 10–15% produced by the Ministry of Education in Israel (2007) for K-12 students. These figures cover the age range of K-12 students.

Several studies (Masten & Garmezy, 1985; Morrison & Cosden, 1997; Werner & Smith, 1992) indicate three key variables that may influence the language development of learners with learning disabilities: the characteristics of the child, the characteristics of the learners' family, and the social environment. These three factors have been shown to have a significant influence on the language improvement of learners with learning disabilities.

Anxiety is a personality feature that tends to be rather consistent throughout time. A person who tends to have anxious feeling regardless of the circumstances is said to have an anxious personality trait (Lampropoulos, Anastasiadis, Siakas & Siakas, 2022). However, state anxiety is a fleeting condition that is experienced at a certain point in time. The third variety of anxiety is known as situation-specific

anxiety (Spielberger, Anton, & Bedell, 2015). According to Anton and Bedell (1976), this exemplifies a characteristic that manifests itself again in various settings. Horwitz (2001) has found that the anxiety associated with language learning has shown that language learning is considered context specific. That is a characteristic that shows up usually in settings conducive to language learning which is most notably in educational institutions like schools.

Tsiplakides and Keramida (2009) stated that "English as a second language teachers have failed to identify students suffering from anxiety in speaking classes. Most teachers misconceive their students' anxiety as low ability, reluctance to engage in speaking activities, or low motivation" (Tsiplakides & Keramida, 2009, p. 41). Furthermore, English as a second language teachers have hardly taken actions to address this serious problems (Riasiti, 2011). This is particularly region there has been a lack of research into the effects anxiety might have on students with learning disability. This study sheds light on the level and effect of anxiety experienced by students with English language learning difficulties and gives practical and functional suggestions to improve learners' performance in speaking classes. For this study, the following objectives are developed:

- To explore the level of anxiety experienced by students with learning disability in English Classroom.
- To find out the extent to which anxiety affects students with learning disability's speaking skills.
- To suggest some solution to reduce the anxiety of students with learning disability in English Speaking Classroom

### 1.1 Hypothesis

- H<sub>0</sub>= There is no significant difference between male and female students with learning disability in the level of anxiety experienced in speaking classroom.
- H<sub>0</sub>= There is no significant difference between urban and rural students with learning disability in the level of anxiety experienced in speaking classroom.

## 2. Literature Review

### 2.1 Theoretical Review

There are a lot of different definitions of speaking that have been put forward by various experts. According to Kitano (2001, p. 550), "speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers." According to Siahaan (2008, p. 95), the ability to speak fluently is a productive language skill. It implies that the ability to speak is the skill of a person to produce sounds that exist at the meaning and can be recognized by other people, in order to be capable of producing effective interaction. Similarly, Lamessa et al. (2023) state that speaking ability is essential for students' academic and personal success.

Furthermore, speaking is the use of language in interaction with others (Fulcher, 2003, p. 23). This indicates that the activity requires a high rate of interaction between two or more individuals, each of whom is required to respond quickly in response to what he or she hears and add something of their own to the conversation. Therefore, it is imperative that the English instructor actively engage the students' speaking skills by including interactive language exercises, engaging media, and many opportunities for students to practise their speaking skill in the classroom.

Bailey (2000) suggests that when people talk, they are engaging in a social process in which they produce, receive, and analyse information with the intent of constructing meaning. Those who are nervous about public speaking may have trouble concentrating on the task at hand and exhibit other physical symptoms, such as nausea, perspiration, weak knees, and dry mouth (Boyce et al., 2007).

According to Tsiplakides (2009), speaking anxiety can be defined as the unwillingness of a person to involve in conversations using a specific language. The reasons for this are a lack of motivation and poor performance. When learning English as a second language, many people experience symptoms of anxiety related to public speaking. Students who are learning English tend to experience greater level of anxiety when speaking a foreign language because they have fewer opportunities and less practise speaking English in school.

### 2.2 Empirical Literature

Students with learning disability experience greater level of anxiety, which was found to have a positive link with affiliation stigma and, in turn, a negative relationship with the level of their self-esteem in speaking class (Gorman, 2020). According to the findings of Thakkar et al. (2021), student who had a language learning disability reached clinical level of psychological pain, notably anxiety. This was the case when they were responsible for speaking performance. The severity of a learners' language learning disability was found to be a major predictor of students' mental health problems. The Hamilton Anxiety Rating Scale was used to conduct interviews with one hundred (70 boys and 30 girls) students with a specific language learning disability in order to show the level of anxiety experienced by students with English language learning disabilities.

Karande et al. (2009) found out the level of anxiety that students with language learning experience. The average score for their overall level of anxiety was 5.65, while the average score for their mental anxiety was 3.92, and the average score for their somatic anxiety was 1.76. The vast majority learners who have a language learning disability have already experienced some level of mild anxiety by the time their learners' learning disability has been discovered. This is especially true for learners who have severe language learning disabilities. In order to promote the most successful possible rehabilitation for these youngsters, it is imperative that these concerns be addressed through the medium of counselling.

Aldehami (2023) carried out research in the form of an online survey study on the subject of the anxiety that is experienced by students with language learning disability in Saudi Arabia. Participants in the study totaled 98 students. The result shows that there was no difference in the level of anxiety felt by students with language learning disability. According to the findings, the students with language learning disability who were in higher grade level had a reduced level of anxiety over lower grade level.

Merla and Naveen (2021) did a research with the objective of determining the level of anxiety that are experienced by learners who have a language learning disability. A comparative study was conducted on a total of 80 learners. The findings indicate that there is not a significant difference between female and male students with language learning disability in the level of anxiety they experienced.

Gupta and Kaur (2010) found that the gender of students with language learning disability can have a major impact on the level of anxiety that the parent experiences in English classroom. The result revealed that female students with language learning disability experienced higher level of anxiety than male students.

Shin et al. (2006) investigated the level of anxiety experienced by students who have language learning disability. They discovered that the level of anxiety experienced by female students were much higher than male students.

Azar and Badr (2010) interviewed students had language learning disability. The results of the study showed that male students and female students experience comparable level of anxiety. This was proved by the fact that they both had similar anxiety level.

### 3. Methods

#### 3.1 Sample

This research applied the purposive sampling method to select the participants. The data was gathered from 33(19 male and 14 female students) with learning disability who were a part of the study. These students all attended a special school at Chennai.

#### 3.2 Tools of Data Collection

A questionnaire was employed as a tool of data collection to assess the level of anxiety that students with learning disabilities have in English classroom. The replies were ranked on a scale from 1 to 5 (1 indicating that the respondent Not at all and 5 indicating that the respondent extreme anxiety level). Ten questions were included in the scale that measured the level of anxiety that students with learning disabilities have in English classroom. It was determined that a conversation should take place with the students who had English language learning disability and were therefore enrolled in a special school. They were briefed on the nature of the investigation and given some background information on its extent. It was decided which elements would be taken into consideration for possible incorporation. In a one-on-one setting, English language learning disability (speaking anxiety) impact scale level questionnaire was administered to each of the of that students with English language learning disabilities who had previously provided their consent for the research.

#### 3.3 Data Analysis Method

The collected data was analyzed using SPSS version 26 in the form of mean, standard deviation, frequency, percentage and a t-test.

### 4. Result and Discussion

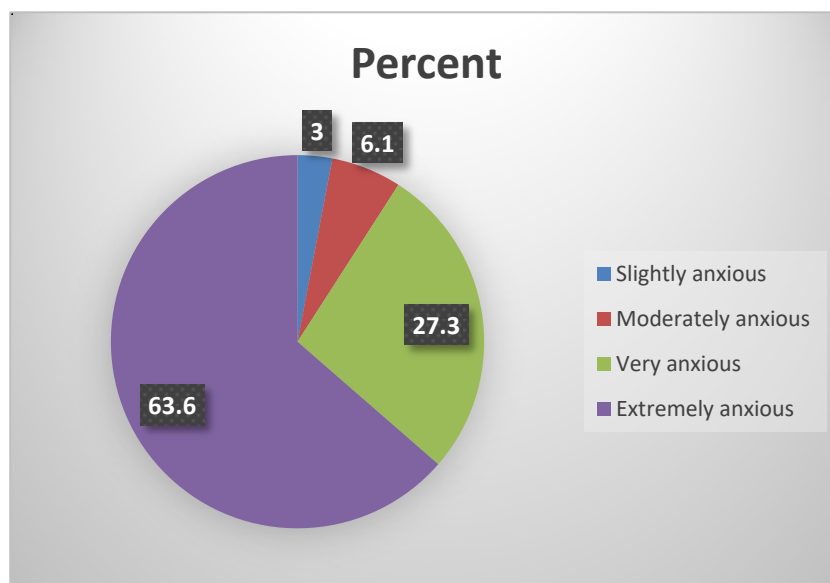


Figure 1. Level of students' when giving oral presentation

Figure 1 reveals that 3% of respondents feel a slight level of anxiety during oral presentations. For these individuals, oral presentations are relatively comfortable and do not generate significant anxiety. 6% of respondents reported that they feel a moderate level of anxiety during oral presentations. This group experiences some level of stress and discomfort but not as intensely as those with higher level of anxiety. A

significant percentage (27.3%) of respondents reported that they feel a high level of anxiety during oral presentations. This group likely experiences notable stress and discomfort when presenting orally, which might impact their performance and overall experience. The majority (63.6%) of respondents reported that they feel extremely anxious during oral presentations. This indicates that oral presentations are highly anxiety-inducing for most of the surveyed individuals, and they experience a very high level of anxiety, which can significantly affect their ability to give effective presentations. In summary, the majority of participants have experienced significant anxiety when giving oral presentations, with a majority (63.6%) reporting extremely high level of anxiety. This suggests that oral presentations can be a major source of stress and discomfort for a large percentage of the surveyed individuals.

Similarly, Crimmins and Oprescu (2016) found that oral presentation has been identified as a cause of anxiety and stress, an issue that is rarely addressed by either the students who are suffering from the associated problems or the professors who are setting up the public speaking assignments. Similar researches were conducted by (Chuang, 2009; Enein, 2011; Alwi & Sidhu, 2013) with the goal of compiling a list of the challenges that students typically face when giving oral presentations, such as experiencing feelings of anxiety. Students frequently seen feelings of anxiety or dread of public speaking as one of the most challenging aspects of giving oral presentations. Similar researches have been conducted by (Al-Nouh, Abdul-Kareem & Taqi, 2014) show that anxiety can have a negative impact on the production and achievement of EFL students.

Table 1. Level of students' when playing role in front of class

Level of Anxiety	Frequency	Percent
Slightly anxious	3	9.1
Moderately anxious	4	12.1
Very anxious	12	36.4
Extremely anxious	14	42.4
Total	33	100.0

Table 1 shows that a significant majority of participants have experienced anxiety when performing a role in front of a class. A small percentage (9.1%) of respondents reported that they feel only a slight level of anxiety when playing a role in front of a class. For these individuals, performing in front of others is relatively comfortable, and they experience minimal anxiety. 12.1% of respondents reported that they feel a moderate level of anxiety when taking on a role in front of a class. This group experiences a noticeable level of stress and discomfort but not as intensely as those with higher level of anxiety. A significant percentage (36.4%) of respondents reported that they feel a high level of anxiety when performing a role in front of a class. This group likely experiences notable stress and discomfort in role-playing, which might impact their performance and overall experience. The largest percentage (42.4%) of respondents reported that they feel extremely anxious when playing a role in front of a class. This indicates that for most of the surveyed individuals, role-playing in a classroom setting is highly anxiety-inducing, and they experience a very high level of anxiety in such activities. In summary, the majority of respondents (78.8%) experience significant anxiety when playing a role in front of a class. This suggests that classroom role-playing activities can be a major source of stress and discomfort for a significant percentage of the surveyed individuals.

Similarly, Bonwell and Eison (1991) categorised a variety of teaching and learning strategies according to the level of anxiety that they pose to students. Activities that involve higher level of stress, such as role playing and presentations, demand more speaking or interaction than other types of activities.

Table 2. Level of students' when contributing formal debate

Level of Anxiety	Frequency	Percent
Slightly anxious	2	6.1
Moderately anxious	1	3
Very anxious	16	48.5
Extremely anxious	14	42.4
Total	33	100.0

Table 2, portrays that a significant majority of participants have experienced anxiety when participating in formal debates. 6.1% of respondents reported that they feel only a slight level of anxiety when contributing to a formal debate. For these individuals, participating in formal debates is relatively comfortable, and they experience minimal anxiety. A small percentage (3%) of respondents reported that they feel a moderate level of anxiety when participating in formal debates. This group experiences a noticeable level of stress and discomfort but not as intensely as those with higher level of anxiety. The largest percentage (48.5%) of respondents reported that they feel a high level of anxiety when contributing to formal debates. This indicates that for a substantial percentage of the surveyed individuals, formal debates are highly anxiety-inducing, and they experience a significant level of stress and discomfort in such activities. 42.4% of respondents reported that they feel a moderate level of anxiety when participating in formal debates. It implies that a significant percentage of respondents also reported that they feel extremely anxious when contributing to formal debates. In summary, the majority of respondents (approximately 66.7% experience some level of anxiety when contributing to formal debates. This suggests that formal debate activities can be a significant source of stress and discomfort for a majority of the surveyed individuals. Similarly, Russell and Topham (2012) found that learning activities, particularly those that involve public speaking can be a cause of speaking anxiety.

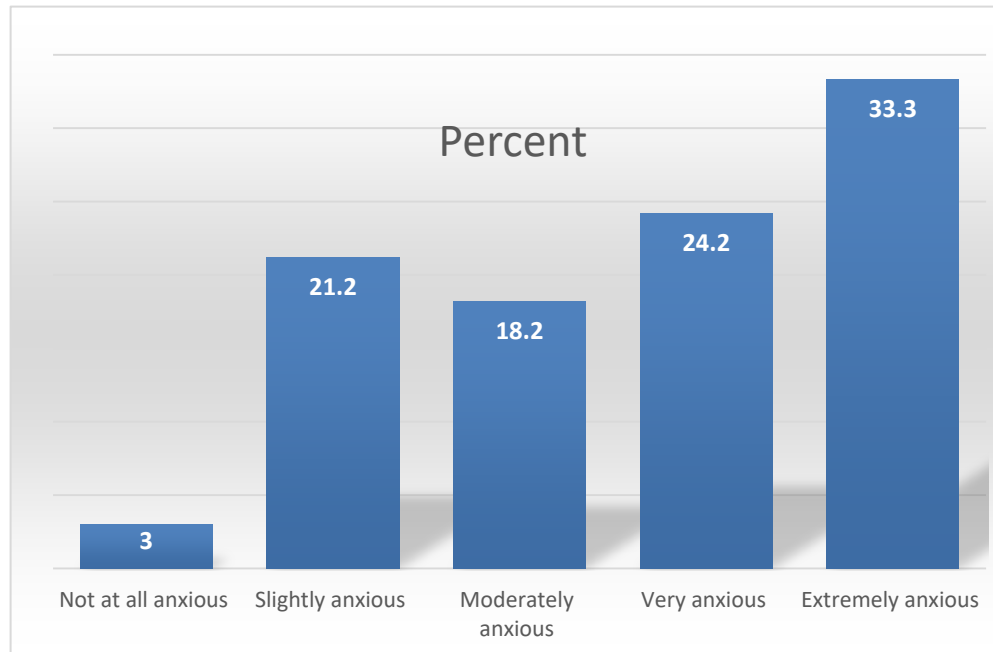


Figure 2. Level of students' when answering question in English

Based on the findings in Figure 2, it is clear that a majority of participants have experienced anxiety when answering questions in English. A small percentage (3%) of respondents reported that they feel no anxiety at all when answering questions in English. This group finds answering questions in English to be relatively comfortable and does not experience significant anxiety. 21.2% of respondents reported that they feel only a slight level of anxiety when answering questions in English. They experience some level of stress and discomfort but not at a high level. A significant percentage (18.2%) of respondents reported that they feel a moderate level of anxiety when answering questions in English. This group experiences a noticeable level of anxiety in such activities. The largest percentage (24.2%) of respondents reported that they feel a high level of anxiety when answering questions in English. This indicates that for the majority of the surveyed individuals, answering questions in English is highly anxiety-inducing, and they experience a significant level of stress and discomfort. 33.3% of the respondents reported that they feel an extreme level of anxiety when answering questions in English. In summary, the majority of respondents (approximately 72.7%) experience some level of anxiety when answering questions in English. This suggests that answering questions in English can be a significant source of stress and discomfort for a majority of the surveyed individuals.

Similarly, Hsu and Goldsmith (2021) revealed that students experience a large level of anxiety and stress when responding to questions posed in English. Students frequently report feeling anxious and stressed out as a result of having to answer questions and perform well on tests.

Table 3. Level of students' when asking questions in English

Level of Anxiety	Frequency	Percent
Not at all anxious	3	9.1
Slightly anxious	4	12.1
Moderately anxious	5	15.2
Very anxious	12	36.4
Extremely anxious	9	27.3
Total	33	100.0

Table 3 displays that a majority of participants have experienced some level of anxiety when asking questions in English. A small percentage (9.1%) of respondents reported that they feel no anxiety at all when asking questions in English. This group finds asking questions in English to be relatively comfortable and does not experience significant anxiety. 12.1% of respondents reported that they feel only a slight level of anxiety when asking questions in English. They experience some level of stress and discomfort, but it is relatively minor. A significant percentage (15.2%) of respondents reported that they feel a moderate level of anxiety when asking questions in English. This group experiences noticeable anxiety in such activities. The largest percentage (36.4%) of respondents reported that they feel a high level of anxiety when asking questions in English. This indicates that for a significant percentage of the surveyed individuals, asking questions in English is highly anxiety-inducing, and they experience a substantial level of stress and discomfort. A substantial percentage (27.3%) of respondents reported that they feel extremely anxious when asking questions in English. This suggests that a significant percentage of individuals experience a very high level of anxiety when engaging in this activity. In summary, a significant majority of respondents (63.7%) experience some level of anxiety when asking questions in English. This suggests that asking questions in English can be a significant

source of stress and discomfort for a majority of the surveyed individuals. Similarly, Weda and Sakti (2018) underlined the fact that students experience anxiety over a range of activities in the classroom, including answering questions and asking the questions.

Table 4. Level of students' when taking part group discussion

Level of Anxiety	Frequency	Percent
Slightly anxious	2	6.1
Moderately anxious	9	27.3
Very anxious	10	30.3
Extremely anxious	12	36.4
Total	33	100.0

Table 4 depicts that a significant majority of participants have experienced anxiety when participating in group discussions. A small percentage (6%) of respondents reported that they feel only a slight level of anxiety when taking part in group discussions. For these individuals, participating in group discussions is relatively comfortable, and they experience minimal anxiety. A significant percentage (27.3%) of respondents reported that they feel a moderate level of anxiety when participating in group discussions. This group experiences a noticeable level of stress and discomfort but not at an extreme level. 30.3% of respondents reported that they feel a high level of anxiety when taking part in group discussions. This indicates that for a significant percentage of the surveyed individuals, group discussions are highly anxiety-inducing, and they experience a significant level of stress and discomfort. The largest percentage (36.4%) of respondents reported that they feel extremely anxious when participating in group discussions. This suggests that for the majority of individuals, group discussions are a significant source of very high anxiety. In summary, a significant majority of respondents (approximately 66.7%) experience some level of anxiety when taking part in group discussions. This indicates that group discussions can be a significant source of stress and discomfort for many of the surveyed individuals. In the same way, Felicity (2018) discovered that the utilisation of group discussion in second language classrooms is influenced by students' level of speaking anxiety.

Table 5. Level of students' starting conversation in English

Level of Anxiety	Frequency	Percent
Slightly anxious	5	15.2
Moderately anxious	7	21.2
Very anxious	11	33.3
Extremely anxious	10	30.3
Total	33	100.0

Table 5 is evident that a significant majority of participants have experienced anxiety when initiating conversations in English. 15.2% of respondents reported that they feel only a slight level of anxiety when starting a conversation in English. For these individuals, initiating conversations in English is relatively comfortable, and they experience minimal anxiety. 21.2% of respondents reported that they feel a moderate level of anxiety when starting a conversation in English. This group experiences a noticeable level of stress and discomfort but not at an extreme level. A large percentage (33.3%) of respondents reported that they feel a high level of anxiety when starting a conversation in English. This indicates that for a significant percentage of the surveyed individuals, initiating conversations in English is highly anxiety-inducing, and they experience a significant level of stress and discomfort. A significant percentage (30.3%) of respondents reported that they feel extremely anxious when starting a conversation in English. This suggests that for a substantial percentage of individuals, initiating conversations in English is a significant source of very high anxiety. In summary, a significant majority of respondents (63.5%) experience some level of anxiety when starting a conversation in English. This indicates that initiating conversations in English can be a significant source of stress and discomfort for many of the surveyed individuals.

Similarly, Coppinger and Sheridan (2022) highlighted the fact that anxiety related to public speaking is a subtype of a foreign language learning anxiety, and that this type of anxiety may make students less motivated to communicate orally.

Table 6. Level of students' Anxiety When talking to someone of higher English proficiency

Level of Anxiety	Frequency	Percent
Slightly anxious	1	3
Moderately anxious	2	6.1
Very anxious	13	39.4
Extremely anxious	17	51.5
Total	33	100.0

Table 6, shows that a significant majority of participants have experienced anxiety when conversing with individuals who have a higher English proficiency. A small percentage (3%) of respondents reported that they feel only a slight level of anxiety when talking to someone with higher English proficiency. For these individuals, conversing with such individuals is relatively comfortable, and they experience minimal anxiety. Another small percentage (6.1%) of respondents reported that they feel a moderate level of anxiety when talking to someone with higher English proficiency. This group experiences some level of stress and discomfort but not at an extreme level. A substantial percentage (39.4%) of respondents reported that they feel a high level of anxiety when talking to someone of higher English proficiency. This indicates that for a significant percentage of the surveyed individuals, conversing with individuals who have better English skills is highly anxiety-inducing, and they experience a significant level of stress and discomfort. The largest percentage (51.5%) of

respondents reported that they feel extremely anxious when talking to someone of higher English proficiency. This suggests that for the majority of individuals, conversing with individuals with higher English proficiency is a significant source of very high anxiety. In summary, a significant majority of respondents (90.9%) experience some level of anxiety when talking to someone of higher English proficiency. This indicates that conversing with individuals who have better English skills can be a significant source of stress and discomfort for many of the surveyed individuals.

In similar way, Chou (2018) conducted research on the anxiety level of students and it was discovered that learners in a context with full English-medium teaching had a high level of self-assurance and a reduced level of speech anxiety when speaking in English. Imitation of native speakers, discussion and initiating conversation, were some of the methods that were utilized to reduce speaking anxiety (Chou, 2018).

Table 7. Frequency of students that they feel Anxiety in Speaking classroom

Frequency of Anxiety	Frequency	Percent
Rarely	1	3
Sometimes	3	9.1
Often	15	45.5
Always	14	42.4
Total	33	100.0

Table 7 reveals that a significant percentage of participants have experienced anxiety in speaking classrooms. A small percentage (3%) of respondents reported that they feel anxiety rarely in an English-speaking classroom. This suggests that for these individuals, anxiety in this context is infrequent and relatively uncommon. 9.1% of respondents reported that they feel anxiety sometimes in an English-speaking classroom. This group experiences anxiety periodically but not consistently. A highest percentage (45.5%) of respondents reported that they feel anxiety often in an English-speaking classroom. This indicates that for a significant percentage of the surveyed individuals, anxiety is a frequent companion in this context. The large percentage (42.4%) of respondents reported that they feel anxiety always in an English-speaking classroom. This suggests that for the majority of individuals, anxiety is a constant presence when engaging in English-related activities within a classroom setting. In summary, a significant majority of respondents (87.9%) depending on experience anxiety to some level in an English-speaking classroom. This indicates that anxiety is a prevalent issue for many of the surveyed individuals when it comes to English-speaking classrooms.

Similarly, Cooper et al. (2018) highlighted that students may have feelings of anxiety when participating in active learning activities in the classroom which should be emphasized.

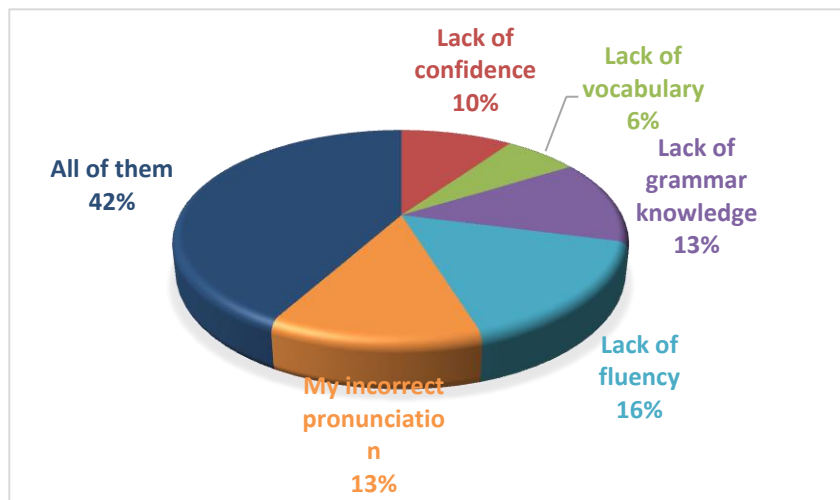


Figure 3. The sources of students speaking Anxiety

Figure 3 shows the responses to the question about the main sources of speaking anxiety indicate that multiple factors contribute to respondents' anxiety when speaking in English. A small percentage (6.1%) of respondents identified the fear of making mistakes as a source of their speaking anxiety. This suggests that for some individuals, the concern about making errors in speech can be a significant source of anxiety. 9.1% of respondents mentioned a lack of confidence as a source of speaking anxiety. These individuals may feel uncertain or insecure about their English-speaking abilities, leading to anxiety. 6.1% of respondents indicated that a limited vocabulary contributes to their speaking anxiety. They may feel anxious because they struggle to find the right words to express themselves effectively. A significant percentage (12.1%) of respondents identified a lack of grammar knowledge as a source of their speaking anxiety. This suggests that disability with English grammar rules can lead to anxiety in speech. Another substantial percentage (15.2%) of respondents mentioned a lack of fluency as a source of their speaking anxiety. This group may feel anxious because they struggle to speak smoothly and coherently in English. Some respondents (12.1%) addressed that incorrect pronunciation as a source of their speaking anxiety. They may worry that their

pronunciation is not accurate, which can affect their confidence in speaking. The largest percentage (39.4%) of respondents selected "all of the above" as the source of their speaking anxiety. This suggests that many individuals experience a combination of these factors, contributing to their overall anxiety when speaking in English. In summary, the main sources of speaking anxiety are diverse and can vary among individuals. The most common source appears to be a combination of factors, including fear of making mistakes, lack of confidence, lack of vocabulary, lack of grammar knowledge, lack of fluency, and incorrect pronunciation. These factors collectively contribute to the anxiety experienced by many of the surveyed individuals when speaking in English.

This finding aligned with the findings by Lamessa and Ramesh (2022) that revealed the major sources of English-Speaking anxiety such as fear of making mistake, fear of teacher’s comment, negative thinking, dread of being laughed at, lack of vocabulary, mispronunciation, lack of practice, lack of confidence, fear of negative evaluation, low self-esteem, lack of language proficiency, negative attitudes and weak educational system at schools.

Table 8. The result of T-test on gender difference on Speaking Anxiety

Gender	N	Mean	Std. Deviation	Mean Difference	Sig. (2-tailed)
Male	19	3.8421	.75726	.75639	.009
Female	14	3.0857	.79246		

Table 8 shows that the mean difference value of male students and female students is 0.75639. The p-value (Sig) is .009. This shows that there is no significant difference between male students and female students in their speaking anxiety. Therefore, the null hypothesis, which says, "There is no significant difference between male students and female students in their speaking Anxiety," is "Accepted". Similarly, Siew, P. (2014) provided evidence to support the idea that male students of English as a second language exhibited a lower level of anxiety when speaking in the classroom than their female peers.

Table 9. The result of T-test on location difference on Speaking Anxiety

Region	N	Mean	Std. Deviation	Mean Difference	Sig. (2-tailed)
Urban	25	3.6267	.81309	.43500	.329
Rural	8	3.1917	.93227		

Table 9 shows that the mean difference value of urban students and rural students is 0.43500. The p-value (Sig) is .329. This shows that there is no significant difference between urban students and rural students in their speaking anxiety. Therefore, the null hypothesis, which says, "There is no significant difference between urban students and rural students in their speaking anxiety," is "Accepted". In the same way, Ewa (2012) discovered that rural students have significantly higher level of anxiety throughout the duration of their secondary school education as compared to their counterparts who live in urban and suburban settings.

**4. Conclusion**

According to the findings of the study, a considerable level of students' speaking performance can be attributed to anxiety about public speaking. Students who have a language learning disability are more likely to exhibit behavioural, cognitive, and physical symptoms of anxiety. In general, the learners’ concentration is diverted by those issues that prevents them from reaching an adequate level of competency in speaking.

The result of this study will undoubtedly have substantial implications for pedagogical improvement, particularly in the field of learning foreign languages. Because the ability of learners to communicate effectively is both the learners' objective of learning and the instructor's purpose of teaching. This research emphasises the importance of maintaining awareness of circumstances in the classroom that may cause anxiety. The findings have pedagogical implications in terms of emotional components of learning, both for students when they are attempting to overcome fear associated with speaking in class and for teachers when they are aiming to create a classroom environment with low level of anxiety.

The study has a few limitations in its design. To begin, this study only included a limited number of student participants. A restricted number of learners from a single school were able to take part in the research because of time constraints. If more students from a variety of schools had participated in the research, a more comprehensive understanding of the extent of speaking anxiety and the factors that contribute to it may have been acquired. As a consequence of this, the findings do not always represent the environment present in all schools or other types of educational settings. However, there may be certain aspects of the information that can be used as references to help students with learning disability who struggle with anxiety related to learning English.

Future researchers can conduct research on depression, anxiety and stress experienced by parents of learners with learning disability. It is also possible that other researchers will be motivated to perform additional research on students’ language learning anxiety. Aside from that, other educators and researchers can work on devising techniques to deflate speaking anxiety that occurs in the classrooms based on the findings of this study. This is something that can be done.

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**Authors contributions**

Both the authors contributed equally to the study. Ms.PA Kayal Vizhi was responsible for data collection, analysis and interpreting the data. Dr. Maya Rathnasabapathy supported in framing the hypothesis, editing and revising the paper.

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**Informed consent**

Obtained.

**Ethics approval**

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**Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

**Data sharing statement**

No additional data are available.

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