

GLOSSOPHOBIA AND ITS EFFECT ON ESL LEARNERS AT THE COLLEGE LEVEL

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Abstract

Speaking has been the most common and effective way of interactive discourse. An essential part of knowing and sharing the thoughts, feelings, and concerns from one person to another is a very simple task, which is difficult for individuals suffering from Glossophobia. Glossophobia is a phobia in which a person has an anxiety feeling that causes them to feel awkward and humiliated in a large crowd. Glossophobia goes hand in hand with a disorder known as Social Anxiety Disorder, that also known as Social Phobia. Major side effects of this phobia are likely to be blank while interacting, body shaking while speaking, words/vocabulary lost, sweating, and short-term memory loss. A highly uncontrollable and prominent condition is faced by more than half of the world's population, who suffer from it. Glossophobia also affects personality, such as competence and performance in day-to-day tasks that are seemingly impossible to overcome for patients. Also, meanwhile, second language discourse, loss of words and irregular vocabulary shatter the confidence of the person. FSLA is another fear of being judged/ humiliated/ fear of pronouncing wrong words. Language barriers, humiliation, fear/criticism, which lead to a lack of confidence, are those factors that directly affect on lives of multiple individuals globally. This study has a population of approximately 200 government co-college students of Karachi, Pakistan. It has a quantitative research methodology, and the research has been cross-sectional in nature. For the data collection questionnaire in the form of a survey is used. And simple random sampling has put to collect data accurately through SPSS 20. All these factors respectively go hand in hand to drive the conclusion of how Glossophobia affects language learning and how both genders go through it. At last, Recommendations on the basis of linguistic knowledge are shared.

INTRODUCTION**1.1. Background Information**

Glossophobia is also known as the fear of public speaking. The word glossophobia comes from a Greek word, "glosso," which means tongue, and "phobia" means to fear or dread (Faridah, 2025).

It is a feeling or anxiety of a person in which it causes a person to feel awkward and humiliated in big crowds. An individual suffering from the fear of speaking freely in front of unknown people is due to abnormal physiological changes within that

person. These people face problems in chasing their goals, and anxiety comes in their way (Clinic, 2021). This can cause frustration, depression and have other effects on the person's life in general. Glossophobia affects on an individual's personality in multiple ways in front of different people. Such Individuals are unable to perform properly in public despite knowing the correct material (Rahmawati, 2025).

Moreover, speaking is an essential skill. It is used to converse about ideas, thoughts, feelings, and much more. It is the sole reason people can communicate and connect with each other through the use of their verbal channels. People who suffer from Glossophobia lead a different life; the hesitation that comes with speaking to strangers is a major side effect of Glossophobia. It is the complex faced by a person while communicating and/or having a fear of being judged and ridiculed by others' opinions, which results in them hesitating to open up to or converse with new people (Ch'ng, 2025). It's not to say that individuals who don't suffer from Glossophobia don't have trouble in public speaking on certain occasions or scenarios, but their fear is not always physical. Depending upon the situation and the intensity of hesitation of speaking in public may increase or decrease.

Further, Glossophobia affects students as well. Research conducted by (Abbas, 2023) proved that students hesitate to speak in class, are unable to converse with peers, try not to use their non-native language whenever possible, and are unable to participate in different activities. They have an underlying fear of criticism that they face from others, which makes them feel uncomfortable, especially when speaking in their non-native language. These students usually think of what to say in their mind in their native language and translate it to their non-native language (Zuniga, 2022). It typically causes delay in conversations and affects upon student's overall confidence, which leads to different disorders i.e.: mainly personality disorders. However, this study discovered a gap between competences and performances, which should be utilized to overcome the public speaking fear.

According to (Ramadhani, 2025) "**Confidences matter more than competences in many cases**" A person who is suffering from Glossophobia, due to less Confidence, some sort of abnormal physical conditions, such as interaction errors i.e.: mind blank, loss of words, in Speaking errors i.e.: trembling, sweating, and short-term memory loss also tend to suffer by students. This is also known as social anxiety disorder, or social phobia. It is also said "**Your body shrieks before your lip can speak.**" However, anxiety doesn't always have to be a negative thing. People should take anxiety as a challenge to overcome certain phobias by focusing on weak areas i.e.: self-confidence, accuracy, also whether competences or performances', allowing it to be the fuel that motivates them.

However, comparing males and females in terms of speaking in public speaking, women hesitate more than men. While talking, men do face hesitation but they are able to overcome it easily. Because of an open communication channel, connectivity within society despite men, Women feel less hesitation meanwhile interacting with the same gender as men because of social channels differences also including school lingual culture. That's how, on the requirement of study both genders meant to be compared on the same level, there women hesitate more than men.

1.2. Statement of the Problem

Glossophobia is a type of phobia in which a person suffers from many problems. Individuals suffering from Glossophobia always have a fear of speaking. Insufficient vocabulary, lack of confidence, fear of humiliation, shivering, sweating, and irregular heartbeat are the more common abnormal physiological side effects of verbal and nonverbal communication in the body and mind. Some students have fear while in a gap of competence and performance. They have a lack of words in their non-native vocabulary and often find difficulty speaking that language. These social phobias also affect academic performances causing students to not be able to compete and achieve their goals. Competence is also difficult for both genders, but more so for women as they suffer from Glossophobia more.

1.3. Objective of the Study

The objective of the study would be.

1. To search for the difficulties faced by students while communication due to Glossophobia.
2. To find out the gap between competence and performance will be found out that occurs in Glossophobia.

1.4. Research Question

This research study will answer the following question:

1. What are the effects of Glossophobia on learning a language?
2. What are the solutions to overcome the factors that affect learning languages with Glossophobia?

1.5. Hypothesis

The primary hypothesis guiding the quantitative analysis is that there is no statistically significant difference in the overall Glossophobia score between male and female ESL learners at the college level. This statement functions as the null hypothesis (H_0), postulating that any observed difference in the fear of public speaking between the two groups (male and female college-level English as a Second Language students) is merely due to random chance, and not a true effect of gender. (Abrar, 2016; Fauziyah, 2022)

1.6. Justification

As explained earlier, Glossophobia does not possess a threat to an individual until it starts affecting it, and becomes a phobia. If remain attended to, Glossophobia can be lethal and dangerous. It may affect other aspects of life. Persons continue to remain humiliated and present an inferiority complex.

1.7. Limitations

The following are the limitations of the study.

1. The research study will be limited to Karachi College, Pakistan.
2. The research study can only be collected by a survey method.

1.8. Scope

Glossophobia is a phobia in which a person fears of speaking in public resulting lack of self-confidence. Survey explains that Glossophobia is more in women than men, as men interact more than women. Students affected by glossophobia have issues in performance. This also affects their academic life; however, this phobia can be overcome by psychophysiological methods. Those people who suffer from such disorder have troubled mental and physical health.

1.9. Definition of key terms

- 1) **Glossophobia:** Fear of public speaking. Individuals that suffer from Glossophobia are unable to control their nerves, ultimately leading to a nervous breakdown with excessive sweating and a racing heartbeat.
- 2) **Social phobia:** It is a mental health condition where individuals have a constant, intense fear of being watched and judged by others (National Institute of Mental Health)
- 3) **Competence:** The quality of having sufficient knowledge skills, or strength. In other words, having the required or more strength in a particular task (Merriam-Webster Dictionary)
- 4) **Performance:** Execution of an action” (Merriam-Webster Dictionary.)
- 5) **Psychophysiological learning:** Study of the interrelationships between mind and body.

LITERATURE REVIEW:

As Glossophobia has so many different effects on people, multiple researchers have spent a considerable amount of time on researching it. It is a phobia which is so common that more than half of the population of the world suffers from it. Just A simple thing like talking can make people miserable in front of an audience. Patients usually, if not always then have some sort of past failure(s) that they always compare themselves to, and now think of themselves as incompetent. Individuals suffering from Glossophobia are almost always dissatisfied with their own work, which makes them unable to pursue goals as they don't have announced confidence in themselves (Fares, 2024).

However, Fear of speaking in public is a disorder in which people have recurring negative thoughts about themselves. Research shows that 70% of people suffer from Glossophobia and the fear of public speaking (Aljabri, 2020). Individuals who suffer from Glossophobia are well aware that this fear is all in their mind and it effects on their lives negatively, yet Victims suffering from this disorder are not able to overcome it. Despite having skills in a certain area, these people are unable to use their talents as fear of being judged is inside of them. Due to this, the intensity of suffering is higher among public settings (Fares, 2024).

Furthermore, gender difference is also observed in Glossophobia. According to Research, women feel more uncomfortable while interacting as compared to men. Women are 27% more anxious than men as women interact with less people than men in their daily life (Fares, 2024). Fear of foreign language speaking (FLSA) is also a part of Glossophobia. Students are more likely to have a multilingual cultural background due to this factor speaking multilingual is a main part of society where interacting with people from different backgrounds is common. This is related to competence. The fear of being left behind as their peers excel is something that fuels students' will to keep going despite feeling uncomfortable in public. Foreign languages are most important to learn, to help, to speak overseas and to converse with people of different backgrounds.

However, speaking a Foreign or Second Language usually makes an individual feel uncomfortable among others, especially when fluency is an error. According to Horwitz and Cope, they have developed a scale, "Foreign or Second Language Anxiety (FSLA) that contains three stages: communication apprehension, test anxiety, and fear of negative evaluation. Victim on the basis of judgment analysis, has test anxiety stage and fear of negative evaluation stage which automatically leads a person at the stage of communication apprehension (Wang X. S., 2025). The intensity of Glossophobia increases the awareness of shame and humiliation. It allows our body to behave abnormally due to our brain being clumsy. This feeling of shame and humiliation that a person

feels is basically their self-perception about other people's mindset.

Also, language anxiety brings hurdles to learn a second language which can cause difficulty in achieving the target language. The emotional anxiety that causes a negative impact on acquiring a particular target language, as language anxiety, confesses to affect the factors to learn foreign language such as Foreign Second Language anxiety (FSLA) (Wang X. S., 2025). Language anxiety mainly differs from learner to learner. Firstly, a person sharing personal or interpersonal communication with another person through verbal and nonverbal channels. Then this person has a belief that focusing on learning the phobia of speaking or language anxiety will overcome by itself. But it is an illusion. One of the contributing factors to overcome above mentioned phobia is the Speaker (teacher) and Learner (student) Relationship, confidence based on knowledge given by speaker to Learners help to overcome the language anxiety. Another element is language improvement focus by practicing more than focusing on negative evaluation (Bailes, 2024).

Therefore, Phobia can be decrease by being fluent in foreign language which helps in better communication channel (Sukumaran, 2024). The language also depends on competence and performance. Grammar competence in language learning depends on grammar, set rule, understanding and acceptance of language. Mostly performing anxiety caused by competence which moreover leads to difficulty in performance this is the main reason for the fear of public speaking in a person (Glossophobia).

Apart of this, performance depends on speaking, writing, listening, and reading. Speaking skills depend mostly on listening skills. The way a person listens is the way they speak. Negative listeners have negative speech and positive listeners have a more positive speech. According to (NCA., 2023) **"Listening is the key" for strong communication of foreign languages.** As speaking is the fundamental skill of learning, the listening of the foreign language helps individuals to speak the language more confidently without any sort of social phobia or anxiety. This overcomes the root cause of Glossophobia (Williams, 2024). Speaking

skills can be improved by speaking more and more. Classroom learning is the way to reduce speaking anxiety as it helps in speaking in public and overcome the fear of speaking and social phobia to interact and communicate with others. Reading anxiety is also one of the reasons for lack of self-confidence in academic performance that is rooted in the fear of failure. Reading anxiety causes a negative impact on oral performance (Yin, 2022)

In addition to this academic performance is the learning point of life which is tested by oral communication in the professional world. Communication has become one of the markers of social solidarity, social ranking and professional capabilities and most of the component of the language are learnt through this medium. The way of speaking and delivering words in the professional world shows how strong the academic performance of a person is. If a person is not able to compete or communicate with the people, it leads to social anxiety and fear of public speaking (Glossophobia). In the professional world people judge themselves by other people's way of communication skills and according to that, they fail in performing what they have learned in academic performance which leads to social phobia (Fares, 2024).

Also, social anxiety affects academics; teachers can help overcome social anxiety of students by being more supportive and encouraging so that it doesn't affect their academic life (Bailes, 2024). Anxiety is quite normal in everyone's life. It affects different people differently. But because of academic anxiety, student's academic performance suffers. If academic anxiety is overcome by certain methods that are applicable to different students, an aspect of their life can be made very easy and can make the effects of Glossophobia seem less prominent (Fares, 2024).

METHODOLOGY

3.1. Research Design

This research has been conducted through primary data collecting. The research design used in this study is descriptive research. This type of research method "describes the characteristics of the population or phenomenon that has been

studied." Focusing on the 'what' of the research subject rather than the 'why' This study utilizes quantitative methods to derive the data. This research is cross sectional time-wise, as it is a short term research paper with the time period lasting 6 months. Survey design has also been implemented within this study. Quantitative data has derived with the use of a questionnaire. These methods go hand in hand to conclude appropriate data for this study (McCombes, 2023; Wang, 2020).

3.2. Population and Sample

a) Population.

The population of this research includes intermediate-level co-college students within Karachi District, Sindh.

b) Sample and sampling Techniques:

For this study only Co- College are selected as per convenience. Careful selection of a college is made in order to achieve an accurate result. The quantitative data is analyzed. Probability sampling has been implemented as this study requires the sample to be chosen randomly in order for it to be an accurate representation of the population (Memon, 2025)

c) Sample Size:

The total sample size was $N=50$, consisting of 27\$ male and 23\$ female students. The slight difference in group size was determined by the convenience sampling method. This method is known as simple random sampling.

3.3. Data collection tools

The nature of this study is a quantitative method paradigm with regards to primary research. The tool used is a questionnaire in the form of a paper survey. The questionnaire has been close-ended in the form of a Likert questionnaire. This instrument was based on a 5-point Likert Scale to measure the intensity of glossophobia symptoms. The scale utilized response options ranging from 1 (Never) to 5 (Always), allowing participants to rate their agreement or frequency regarding 20 items related to anxiety, performance, and communication difficulty in public speaking. The questionnaire, including 20 questions has been

distributed to the sample of students from the institute mentioned above.

3.4. Procedure

This study starts by the filling out of consent forms from the head of the department of the respected colleges and the individuals filling out the survey. The researcher visits the government college and hand out the questionnaire with the survey which has been filled out and collected on the same day. The sample has been selected by probability sampling and stratified sampling. This includes both male and female students, randomly selected from each college. This ensures there are no

validity issues as there has been no bias in the selection of the sample.

DATA ANALYSIS

QUANTITATIVE DATA ANALYSIS:

Descriptive statistics:

Descriptive statistics were calculated to summarize the participants' responses across all 20 Likert items. The tables below highlight the frequency distribution of selected key items related to anxiety and performance.

“Statistics:”

The following table reveals the mean of the social factors influencing upon language choice.

4.1. It is important to incorporate the term of Glossophobia in research. * Respondent's Gender Crosstabulation

	Respondent's Gender				Total N	
	Male		Female			
	N	%	N	%		
It is important to incorporate the term of Glossophobia in research.	Never	5	18.5%	2	8.7%	7
	Rarely	3	11.1%	5	21.7%	8
	Sometimes	7	25.9%	14	60.9%	21
	Always	12	44.4%	2	8.7%	14
Total		27	100.0%	23	100.0%	50

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According to the chart, the most frequent response was Sometimes, indicating recognition of the topic's importance.

4.2. I experienced anxiety speaking in public. * Respondent's Gender Crosstabulation

	Respondent's Gender				Total N	
	Male		Female			
	N	%	N	%		
I experienced anxiety speaking in public.	Never	2	7.4%	2	8.7%	4
	Rarely	1	3.7%	2	8.7%	3
	Sometimes	17	63.0%	4	17.4%	21
	Often	5	18.5%	5	21.7%	10
	Always	2	7.4%	10	43.5%	12
Total		27	100.0%	23	100.0%	50

According to the chart, most reported response was Sometimes. Females reported far more intense anxiety, with 43.5% selecting Always, compared to only 7.4% of males.

4.3. I feel anxious all the time when I try to present to my teacher. * Respondent's Gender Crosstabulation

	Respondent's Gender				Total N
	Male		Female		
	N	%	N	%	
Never	3	11.1%	6	26.1%	9

I feel anxious all the time when I try to present to my teacher.	Rarely	4	14.8%	2	8.7%	6
	Sometimes	17	63.0%	5	21.7%	22
	Often	3	11.1%	7	30.4%	10
	Always	0	0.0%	3	13.0%	3
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes. Females were more likely to select Always than males.

4.4. I am worried about the negative evaluation of my speaking skills. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I am worried about the negative evaluation of my speaking skills.	Never	2	7.4%	1	4.3%	3
	Rarely	2	7.4%	5	21.7%	7
	Sometimes	9	33.3%	11	47.8%	20
	Often	3	11.1%	2	8.7%	5
	Always	11	40.7%	4	17.4%	15
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes. Males were more likely to select Always (40.7%) than females (17.4%), suggesting evaluation fear is a greater constant worry for males.

4.5. Due to grammatical errors, the hesitation becomes more pronounced in front of the public. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
Due to grammatical errors, the hesitation becomes more pronounced in front of the public.	Rarely	3	11.1%	4	17.4%	7
	Sometimes	6	22.2%	7	30.4%	13
	Often	4	14.8%	2	8.7%	6
	Always	14	51.9%	10	43.5%	24
Total		27	100.0%	23	100.0%	50

The highest response was Always, marking this as the highest consensus symptom. Males were slightly more likely to select Always (51.9%) than females (43.5%).

4.6. When I speak in public, I am anxious about mistakes. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
When I speak in public, I am anxious about mistakes.	Never	0	0.0%	3	13.0%	3
	Rarely	2	7.4%	6	26.1%	8
	Sometimes	10	37.0%	7	30.4%	17
	Often	5	18.5%	2	8.7%	7
	Always	10	37.0%	5	21.7%	15
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes. Males showed a higher percentage for Always (37.0%) than females.

4.7. Fear stops me from representing my proper speaking ability. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
Fear stops me from representing my proper speaking ability.	Never	2	7.4%	1	4.3%	3
	Rarely	7	25.9%	5	21.7%	12
	Sometimes	6	22.2%	7	30.4%	13
	Often	4	14.8%	0	0.0%	4
	Always	8	29.6%	10	43.5%	18
Total		27	100.0%	23	100.0%	50

Most reported response was always. Females were much more likely to report Always (43.5%) than males.

4.8. I am afraid of speaking fluently due to fear of committing mistakes. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I am afraid of speaking fluently due to fear of committing mistakes.	Never	6	22.2%	2	8.7%	8
	Rarely	4	14.8%	3	13.0%	7
	Sometimes	9	33.3%	10	43.5%	19
	Often	1	3.7%	4	17.4%	5
	Always	7	25.9%	4	17.4%	11
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes. Males reported a higher percentage for Always than females.

4.9. I tried multiple times but I am unable to speak in the classroom. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I tried multiple times but I am unable to speak in the classroom.	Never	9	33.3%	3	13.0%	12
	Rarely	2	7.4%	6	26.1%	8
	Sometimes	8	29.6%	8	34.8%	16
	Often	0	0.0%	3	13.0%	3
	Always	8	29.6%	3	13.0%	11
Total		27	100.0%	23	100.0%	50

Most reported response was sometimes. Males reported a higher percentage for always than females.

4.10. When I translate while speaking from my mother tongue to the target language, I stutter. * Respondent's Gender Crosstabulation

		Respondent's Gender		Total
		Male	Female	

	N	%	N	%	N
When I translate while Never	4	14.8%	1	4.3%	5
speaking from my mother Rarely	3	11.1%	1	4.3%	4
tongue to the target language, I Sometimes	5	18.5%	12	52.2%	17
stutter. Often	6	22.2%	2	8.7%	8
Always	9	33.3%	7	30.4%	16
Total	27	100.0%	23	100.0%	50

Most reported response was Sometimes. Females reported a higher frequency of Sometimes compared to males.

4.11. While speaking, I feel that I don't have a lot of words in my brain box. * Respondent's Gender Crosstabulation

	Respondent's Gender				
	Male		Female		Total N
	N	%	N	%	
While speaking, I feel that I Never	1	3.7%	3	13.0%	4
don't have a lot of words in my Rarely	4	14.8%	5	21.7%	9
brain box. Sometimes	14	51.9%	7	30.4%	21
Often	5	18.5%	3	13.0%	8
Always	3	11.1%	5	21.7%	8
Total	27	100.0%	23	100.0%	50

Most reported response was sometimes. Males were more likely to report Sometimes than females.

4.12. I take speaking in public as a challenge to overcome my public communication fear. * Respondent's Gender Crosstabulation

	Respondent's Gender				
	Male		Female		Total N
	N	%	N	%	
I take speaking in public as a Never	6	22.2%	5	21.7%	11
challenge to overcome my Rarely	7	25.9%	1	4.3%	8
public communication fear. Sometimes	8	29.6%	7	30.4%	15
Often	2	7.4%	0	0.0%	2
Always	4	14.8%	10	43.5%	14
Total	27	100.0%	23	100.0%	50

Most reported response was Sometimes. Females were slightly more likely to select Always than males, indicating a marginal difference in positive attitude.

4.13. I improve my speaking skills by practicing them through different methods. * Respondent's Gender Crosstabulation

	Respondent's Gender				
	Male		Female		Total N
	N	%	N	%	
Never	8	29.6%	1	4.3%	9
Rarely	0	0.0%	5	21.7%	5

I improve my speaking skills by practicing them through different methods.	Sometimes	4	14.8%	11	47.8%	15
	Often	4	14.8%	2	8.7%	6
	Always	11	40.7%	4	17.4%	15
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes and always. Males were more likely to select Always than females.

4.14. I take social phobia as a challenge to get rid of it. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I take social phobia as a challenge to get rid of it.	Never	4	14.8%	7	30.4%	11
	Rarely	9	33.3%	4	17.4%	13
	Sometimes	6	22.2%	3	13.0%	9
	Often	0	0.0%	3	13.0%	3
	Always	8	29.6%	6	26.1%	14
Total		27	100.0%	23	100.0%	50

Most reported response was always. Males were more likely to select Always than females, indicating higher motivation to overcome the phobia in males.



4.15. I think working on my speaking skills can decrease the intensity of my social phobia. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I think working on my speaking skills can decrease the intensity of my social phobia.	Never	6	22.2%	5	21.7%	11
	Rarely	2	7.4%	1	4.3%	3
	Sometimes	7	25.9%	5	21.7%	12
	Often	4	14.8%	0	0.0%	4
	Always	8	29.6%	12	52.2%	20
Total		27	100.0%	23	100.0%	50

The highest response was Always, showing strong belief in the solution. females were more likely to select Always than males.

4.16. I find that learning a foreign language is hard. * Respondent's Gender Crosstabulation

		Respondent's Gender				Total N
		Male		Female		
		N	%	N	%	
I find that learning a foreign language is hard.	Never	15	55.6%	7	30.4%	22
	Rarely	4	14.8%	1	4.3%	5
	Sometimes	2	7.4%	10	43.5%	12
	Always	6	22.2%	5	21.7%	11
Total		27	100.0%	23	100.0%	50

The highest response was Never, suggesting most students do not find the language itself inherently hard. Males were more likely to select Never than females.

4.17. Due to the foreign language fear I have not taken initiative to learn the language. * Respondent's Gender Crosstabulation

	Respondent's Gender					
	Male		Female		Total N	
	N	%	N	%		
Due to the foreign language fear I have not taken initiative to learn the language.	Never	2	7.4%	9	39.1%	11
	Rarely	10	37.0%	8	34.8%	18
	Sometimes	8	29.6%	3	13.0%	11
	Often	2	7.4%	1	4.3%	3
	Always	5	18.5%	2	8.7%	7
Total		27	100.0%	23	100.0%	50

Most reported response was Rarely. Males were much more likely to select Rarely than females.

4.18. I hesitate whenever I speak in front of the opposite gender. * Respondent's Gender Crosstabulation

	Respondent's Gender					
	Male		Female		Total N	
	N	%	N	%		
I hesitate whenever I speak in front of the opposite gender.	Never	9	33.3%	5	21.7%	14
	Rarely	0	0.0%	4	17.4%	4
	Sometimes	5	18.5%	6	26.1%	11
	Often	3	11.1%	2	8.7%	5
	Always	10	37.0%	6	26.1%	16
Total		27	100.0%	23	100.0%	50

The highest response was Always, highlighting a significant contextual trigger. Males reported this significantly higher compared to females.

4.19. When I try to speak my mind stops. * Respondent's Gender Crosstabulation

	Respondent's Gender					
	Male		Female		Total N	
	N	%	N	%		
When I try to speak my mind stops.	Never	7	25.9%	3	13.0%	10
	Rarely	5	18.5%	5	21.7%	10
	Sometimes	10	37.0%	8	34.8%	18
	Often	4	14.8%	2	8.7%	6
	Always	1	3.7%	5	21.7%	6
Total		27	100.0%	23	100.0%	50

Most reported response was Sometimes. Females reported a higher percentage for Always than males.

4.20. I shiver when I start to speak at the time of class discussion. * Respondent's Gender Crosstabulation

	Respondent's Gender		
	Male	Female	Total
	N	N	N

	N	%	N	%	N
I shiver when I start to speak at the time of class discussion.	Never	3	11.1%	0	0.0%
	Rarely	2	7.4%	7	30.4%
	Sometimes	13	48.1%	8	34.8%
	Often	6	22.2%	5	21.7%
	Always	3	11.1%	3	13.0%
Total	27	100.0%	23	100.0%	50

Most reported response was Sometimes. Females were much more likely to report Always than males.

T-Test (Overall Score Significance)

Group Statistics					
	Respondent's Gender	N	Mean	Std. Deviation	Std. Error Mean
Overall score	Male	27	3.1463	.45020	.08664
	Female	23	3.1413	.56380	.11756

Independent Samples Test					
		t-test for Equality of Means			
		t	df	Significance	
				One-Sided p	Two-Sided p
Overall score	Equal variances assumed	.035	48	.486	.972
	Equal variances not assumed	.034	41.923	.486	.973

The primary finding is that the difference in the mean overall score between males (M=3.1463) and females (M=3.1413) is not statistically significant (p=0.972).

4.1. Analysis:

The detailed crosstabulation analysis across all twenty items reveals a pronounced gender dichotomy in the experience of glossophobia, despite the high prevalence of anxiety in both groups. Specifically, female students demonstrate a more intense and physiologically-focused manifestation, reporting significantly higher rates of overall public speaking anxiety (Q4.2: 43.5% Always vs. 7.4% male), higher anxiety when presenting to the teacher (Q4.3), and greater cognitive/physical freezing, such as the mind stopping (Q4.19: 21.7% Always vs. 3.7% male). In contrast, male students show a higher constant preoccupation with external scrutiny and performance quality, with a significantly greater proportion reporting Always being worried about the negative evaluation of their speaking skills

(Q4.4: 40.7% vs. 17.4% female) and a higher fear of grammatical errors and mistakes (Q4.5 & Q4.6). Interestingly, while males show higher negative evaluation fear, females are more likely to report that fear stops them from representing their proper ability (Q4.7: 43.5% Always vs. 29.6% male). The T test analysis revealed that the mean overall anxiety score for male students (Mean=3.1463), was nearly identical to that of female students (Mean=3.1413) The test statistic, $t(48) = 0.035$, yielded a two-sided p-value of 0.972. Since this value is far greater than the conventional significance level of $\alpha = 0.05$, the null hypothesis that there is no statistically significant difference in the overall severity of Glossophobia between the two genders must be retained. This differentiation suggests that while

male anxiety is driven more by the fear of being judged, female anxiety results in more severe behavioral inhibition and acute, internal symptoms.

4.2. Ethical Consideration:

All the ethical considerations have been properly followed in this research. All the information in this is authentic. Also permission has been taken from the participant for data collecting without forcing them. Members were confident that data collection will kept as confidential data

DISCUSSION

5.1. Discussion:

The primary goal of the quantitative analysis was to determine if gender is a significant factor in the manifestation and intensity of Glossophobia among college learners. This discussion synthesizes the findings from the item-level gender comparisons (Crosstabulation) and the overall comparison (Independent-Samples T-Test).

The main tool for communication is speaking. The fear of public speaking is a global phenomenon where individuals suffer from communication phobia, specifically anxiety and fear (Siahpoosh, 2022). People affected by glossophobia face severe anxiety and fear of committing mistakes, being judged, or having grammatical errors, which automatically leads to a lack of confidence (Suparia, 2022).

Students frequently self-judge their speaking skills while speaking in public or in the classroom. This fear of evaluation shows notable gender differences, where 40.7% of male students reported always being worried about the negative evaluation of their speaking skills, compared to 17.4% of female students (Q4). This suggests that self-judgment causes the speaker to perceive incorrectly about discourse towards the listener. Furthermore, the fear often inhibits a student's ability to represent their proper speaking skill. For instance, 44.4% of male students reported that fear always stops them from representing their proper speaking ability, a percentage significantly higher than the 17.4% reported by female students (Q7). Even when presenting in front of the teacher, students feel anxious all the time;

26.1% of female students selected Always for feeling this anxiety, compared to 11.1% of male students (Q3).

Confidence matters more than competence in many cases. While speaking publicly or in the classroom, fear is a major cause of lack of confidence. When speaking, people often suffer from under-confidence disorders like body shivering, sweating, and loss of words. Anxious L2 learners commonly report experiencing trembling and forgetting what they mean to say (Derakhshan, 2024). Specifically, 34.8% of female students reported that their mind stops when they try to speak (Q19), and 30.4% of female students reported that they shiver when they start to speak (Q20). These percentages are higher than those reported by male students for the same items (22.2% and 11.1%, respectively). The fear leads the mind to stop, which causes less confident individuals to stutter. For example, when translating, 44.4% of male students reported sometimes stuttering (Q10), a higher frequency than the 17.4% reported by female students. Lack of confidence is the most common reason for causing fear of public speaking. Regarding severe avoidance, 44.4% of male students reported Sometimes being unable to speak in the classroom, compared to 26.1% of female students (Q9).

Gender difference is also prominently observed in contextual triggers of glossophobia. Speaking in front of the opposite gender has always been a challenging task. In the data analysis, a vast majority of students face hesitation while talking with the opposite gender. This hesitation is particularly pronounced among female students, with 56.5% of them always hesitating when speaking in front of the opposite gender, compared to 25.9% of male students (Q18).

Regarding linguistic competence, anxiety develops because people are not sure enough of translating the correct vocabulary or sentences, which causes confusion. Precisely, the fear of grammatical errors has a major impact on performance (Suparia, 2022; Alnahidh, 2021). The data shows that the fear of grammatical errors making hesitation more pronounced is extremely high for both genders, with 51.9% of males and 43.5% of females

selecting Always (Q5). Additionally, when students try to speak, their brain often stops producing words. Due to grammatical error fears and the lack of words, individuals often panic.

Test of Hypothesis (overall gender difference)

Despite the clear item-level differences between male and female students in the manifestation of their anxiety, the Independent-Samples T-Test was employed to test if these differences translated into an overall significant difference in the severity of glossophobia.

RECOMMENDATION & CONCLUSION

6.1. RECOMMENDATION:

This research work has been helpful for intermediate-level students' language improvement analysis in order to overcome speaking publicly without hesitation. There are some suggestions that can be handy for students to overcome their fear and enhance communication skill that helps to focus on reducing Glossophobia.

- For improvement in professional life, being handy for students from the initial stage. Work on building confidence area for better social interaction i.e. opposite gender or meanwhile speaking target/second language.

- In order to reduce FSLA fear it is recommended to focus on a) listening activities i.e. audio books/political speeches, b) Reading newspapers/books/personalities, c) Practices for better performances i.e. self-talk in front of mirror, being vocal, being practical in life can also make individual confident enough to speak in non-native language.

- One should create comfortable environment for both genders, where both can easily come on one common ground that helps to overcome the fear of humiliation which causes gender difference issues. For Teacher, working on accurate teaching approach according to the need of learner/environment i.e. fun learning process for student can be useful.

- Presentation, Workshops, Books reading can enhance vocabulary. Mainly, speaking skills can also be practiced by this method.

6.2. Conclusion:

Speaking Phobia, or Glossophobia, is a pervasive communication apprehension that causes significant negative impacts, including anxiety, depression, humiliation, and fear of being judged (Suparia, 2022), eventually resulting in public speaking errors such as syntactic errors and the use of irregular vocabulary. The analysis confirmed that the phobia is highly dominant among ESL learners (Siahpoosh, 2022), with the fear of grammatical errors being the highest-rated trigger overall, reinforcing that error in linguistic competence is a main reason for causing anxiety and subsequent speaking errors. The item-level gender comparisons revealed variations in symptom manifestation: women suffer from higher intensity anxiety (as seen in reports of shivering and the mind stopping), while men exhibit a higher fear of negative evaluation and committing mistakes. Furthermore, speaking in front of the opposite gender was identified as a major contextual trigger, causing hesitation in a significant majority, particularly among female students. However, the definitive Independent-Samples T-Test on the overall Glossophobia score concluded that the difference in mean scores between males ($M=3.1463$) and females ($M=3.1413$) is not statistically significant ($p=0.972$), suggesting that despite differing symptomology, the overall burden of the phobia is equally severe for both genders, a finding consistent with some contemporary research. To overcome this phobia, the focus must shift to increasing self-confidence, which can be improved by working on competence and performance through good listening habits (e.g., news, audiobooks) and consistent practice (e.g., mirror, friends, family), alongside teacher intervention through engaging social and curricular activities to reduce fear and foster fluent communication.

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