

A Study of Difficulties Faced by Postgraduate Students in Learning the English Language

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Abstract - The English language has emerged as a global medium of academic, social, and professional communication. In multilingual societies such as India, proficiency in English is often considered a marker of success, yet it poses considerable challenges for students whose educational background is primarily in regional languages. This study investigates the difficulties faced by postgraduate students in learning English, with a particular focus on anxiety, speaking phobia, vocabulary limitations, grammar challenges, and lack of confidence. Conducted among 100 postgraduate students from Shivaji University, Kolhapur, the study employs a descriptive survey design and utilizes a structured questionnaire comprising thirty Likert-scale items. Data were analyzed using descriptive statistics and chi-square tests to examine the significance of various difficulties.

The findings reveal that a substantial proportion of students experience nervousness, fear, and low confidence when speaking in English, with speaking phobia emerging as the most significant difficulty. Vocabulary deficits, grammatical challenges, and reliance on the mother tongue were also reported as barriers to effective English communication. While anxiety-related issues were frequently acknowledged, they were statistically less significant compared to speaking phobia and vocabulary-related challenges. The study further emphasizes that students' social and family background, lack of exposure to English in daily life, and inadequate teacher training contribute to these persistent difficulties.

The implications of this research are multifaceted. It suggests targeted interventions such as structured conversation practice, role-play activities, vocabulary-building exercises, and teacher training programs to improve English language learning outcomes. Recommendations are also extended to parents, curriculum designers, and policymakers to create a supportive environment for learners. This study concludes that unless these difficulties are addressed systematically, postgraduate students from regional language backgrounds will continue to face barriers in academic and professional advancement.

Key Words: English language difficulties; postgraduate students; speaking phobia; language anxiety; vocabulary deficit; confidence building; survey research

1. INTRODUCTION

1.1 Background and Rationale of the Study

The English language has long been regarded as a gateway to global communication, academic achievement, and professional advancement. In an increasingly interconnected world, English has emerged not only as an international lingua franca but also as the language of science, technology, business, and higher education. For postgraduate students in particular, proficiency in English is no longer a luxury but a necessity, as it directly influences their ability to access knowledge, publish research, and participate in professional discourse.

In India, where multilingualism is both a strength and a challenge, English occupies a unique position. It serves as a link language across the country's diverse linguistic communities and functions as a co-official language alongside Hindi. Despite its prevalence in higher education and the workplace, mastery of English continues to be uneven, particularly among students from rural areas or those educated primarily in vernacular-medium schools. These students often encounter significant barriers when transitioning to postgraduate studies where English is the dominant language of instruction and evaluation.

The process of learning English as a second or foreign language involves far more than rote memorization of grammar rules and vocabulary. It requires learners to develop confidence, fluency, and cultural competence. However, postgraduate students frequently report experiencing emotions such as fear, nervousness, and anxiety when required to communicate in English. Some even develop a psychological "mental block" against speaking in English, which hampers their academic performance and personal growth. These difficulties are compounded by inadequate exposure to English in their earlier education, insufficient teacher training, and limited opportunities to practice in real-life situations.

1.2 Statement of the Problem

The central issue addressed in this research is the range of difficulties faced by postgraduate students in mastering the English language. These difficulties include problems of pronunciation, vocabulary, grammar, confidence, anxiety, and speaking phobia. While English has become indispensable for academic and professional success, many postgraduate students in India, particularly those from Marathi-medium backgrounds, continue to struggle with the language.

This study, therefore, seeks to systematically investigate these difficulties, quantify their extent, and suggest remedial strategies. The findings will not only help teachers and learners but will also be valuable for curriculum designers, parents, and policymakers.

Problem Statement:

"A Study of Difficulties Faced by Postgraduate Students in Learning the English Language."

1.3 Research Questions

The research is guided by the following key questions:

1. What are the major difficulties postgraduate students face in learning English?
2. How do these difficulties manifest in terms of anxiety, vocabulary, grammar, and speaking confidence?
3. What role do social, cultural, and educational backgrounds play in shaping these difficulties?

4. What strategies and interventions can be recommended to reduce these barriers?

1.4 Objectives of the Study

1. To identify the difficulties faced by postgraduate students in learning the English language.
2. To examine the extent and nature of these difficulties in areas such as speaking, vocabulary, grammar, and confidence.
3. To suggest remedies and practical strategies to help postgraduate students overcome these difficulties.

1.5 Hypothesis of the Study

- **Null Hypothesis (H_0):** Postgraduate students of Marathi-medium colleges do not face significant difficulties in learning the English language.
- **Alternative Hypothesis (H_1):** Postgraduate students of Marathi-medium colleges face significant difficulties in learning the English language.

1.6 Operational Definitions

- **Study** – A systematic investigation of a specific issue, in this case, the difficulties of postgraduate students in English.
- **Difficulties** – Barriers, challenges, or problems encountered by students in acquiring English language proficiency.
- **English Language** – A global medium of communication, widely used in academic, social, and professional contexts.
- **Postgraduate Students** – Students pursuing a Master's degree after completion of undergraduate education.

1.7 Delimitations of the Study

- The study is restricted to postgraduate students from Shivaji University, Kolhapur.
- A sample of 100 postgraduate students was selected.
- The focus is specifically on students from humanities disciplines such as History, Sociology, Economics, Geography, Political Science, and Hindi.

1.8 Importance of the Study

The study is significant in several ways:

- **For Students:** It highlights common difficulties and provides practical solutions to improve language learning.
- **For Teachers:** It helps educators understand student challenges and adapt teaching strategies accordingly.
- **For Parents:** It guides parents in supporting their children's English learning at home.
- **For Curriculum Designers:** It informs syllabus development and teaching materials.
- **For Policymakers:** It underscores the need for language support programs at the postgraduate level.

1.9 Need of the Study

During classroom observation, it was found that many postgraduate students avoid using English wherever possible. They hesitate to speak, feel anxious about making mistakes, and often rely on their mother tongue. These issues not only hinder their academic performance but also reduce their employability. This study is therefore essential to uncover the root causes of such difficulties and suggest meaningful interventions.

1.10 Scheme of Chapterization

Chapter I – Introduction: Background, statement of problem, objectives, hypotheses, definitions, delimitations, importance, and need.

Chapter II – Review of Literature: Past research on English language difficulties.

Chapter III – Methodology: Research design, population, sample, tools, and data analysis procedures.

Chapter IV – Results and Interpretation: Analysis of survey data and hypothesis testing.

Chapter V – Summary and Conclusions: Findings, recommendations, implications, and suggestions for future research.

2. Review of Literature

2.1 Introduction

A comprehensive review of related literature is essential to place any research in its proper academic context. Reviewing existing work helps the researcher to understand what has already been studied, identify gaps, and justify the relevance of the current investigation. In the case of English language learning difficulties, several studies across the globe have examined issues such as anxiety, phobia, vocabulary deficiency, grammar struggles, and speaking confidence. This section synthesizes relevant literature under key themes that align with the objectives of this research.

2.2 Importance of Related Literature

The study of related literature serves multiple functions. It helps define the boundaries of the research field, establishes theoretical perspectives, and provides insights into effective methodologies and tools used in past studies. By learning from both the successes and shortcomings of earlier research, the present study is positioned to contribute meaningfully to the broader understanding of postgraduate students' English learning difficulties.

2.3 Global Perspectives on Language Anxiety

Language anxiety has been recognized as a significant barrier to second language acquisition. Hashemi (2011) noted that learners frequently express apprehension and nervousness when attempting to learn or use a new language. Anxiety is often linked to self-perception, cultural differences, and fear of losing identity.

Tanveer (2007) emphasized that such anxiety can stem from learners' own self-related cognitions as well as external factors such as classroom environment.

Satu Tuomainen (2017) observed that university students in Finland often reveal language anxiety during compulsory English courses. Some students proactively disclose their difficulties, while others reveal them only after repeated failures. This highlights the importance of teacher sensitivity and proactive intervention in recognizing hidden anxiety.

In China, Wang and Zhang (2021) examined language anxiety in online learning environments, noting that the pressures of digital platforms add to students' psychological stress. They recommended group learning, timely feedback, and extracurricular activities to mitigate these challenges.

These global findings consistently highlight that language anxiety not only affects performance but can also create a cycle of avoidance and diminished confidence.

2.4 Indian Context of English Language Anxiety

In India, English occupies a dual role: as a co-official language and as a language of social prestige. Shravan Kumar (2020) pointed out that English anxiety is widespread among Indian students, primarily because English proficiency is often associated with intelligence and social status. Students who fail to perform well in English tend to lose confidence, withdraw from participation, and experience academic underachievement.

This situation is particularly acute in rural areas and regional-medium institutions. Students from Marathi, Hindi, or other vernacular-medium schools enter postgraduate programs with insufficient exposure to English. Their anxiety is not limited to speaking; it extends to reading comprehension, listening, and writing skills. In such contexts, English language anxiety directly impacts employability and academic progression.

2.5 Vocabulary Deficiency and Grammar Difficulties

A recurrent theme in second language learning literature is the struggle with vocabulary and grammar. Vocabulary is the foundation of communication, yet many learners lack the word bank necessary to express themselves fluently. Soriano and Co (2022), in their study of Filipino students, reported that lack of vocabulary was a major source of anxiety and communication breakdown.

Similarly, grammar difficulties complicate sentence formation and reduce confidence. Krismanti and Siregar (2022) found that Indonesian students in speaking classes reported confusion with grammar structures and word order, which inhibited their fluency. These findings resonate with the present study, where postgraduate students reported being "confused about arranging words" and struggling with vocabulary retention.

2.6 Speaking Phobia and Confidence Issues

Speaking in English is often perceived as the most challenging skill. Kobul (2020) noted that even teachers experience anxiety

when speaking English in front of students, suggesting that speaking phobia is not limited to learners. In India, speaking phobia is intensified by fear of ridicule, as students often worry that classmates will laugh at their mistakes.

Soriano and Co (2022) highlighted similar issues, where students' inability to express ideas, coupled with fear of negative evaluation, significantly influenced their language learning experiences. Krismanti and Siregar (2022) also observed that lack of confidence, shyness, and fear of mistakes were among the most persistent barriers in speaking classes.

In the present study, chi-square analysis revealed that speaking phobia accounted for **50% of significant responses**, the highest among all categories. This suggests that overcoming speaking fear is central to improving English proficiency at the postgraduate level.

2.7 Cultural and Social Factors

The role of social background, family environment, and cultural attitudes cannot be ignored. Niaz Ali (2020) studied students in Pakistan and found that examination phobia in English stemmed not only from linguistic difficulties but also from lack of family support and cultural attitudes towards English. Students often internalized the belief that English was "too difficult," which became a self-fulfilling prophecy.

In India, similar cultural dynamics operate. Families and communities that do not encourage English usage at home inadvertently reinforce students' dependence on the mother tongue. This reliance on regional languages reduces opportunities for practice, deepening the learning gap when students reach higher education.

2.8 Technology and Language Learning

In the digital era, technology plays a dual role. On one hand, online tools, apps, and resources can support vocabulary building and pronunciation practice. On the other hand, as Wang and Zhang (2021) observed, online learning environments can increase anxiety due to performance pressures. Students may feel exposed, judged, or overwhelmed in virtual classrooms, particularly when speaking in English is required.

This suggests that technology should be used thoughtfully, integrating supportive strategies such as peer collaboration and formative assessment to reduce stress.

2.9 Key Gaps Identified in Literature

From the review of existing studies, several gaps emerge:

1. **Focus on school-level learners** – Much research addresses difficulties at the school level, but fewer studies systematically examine postgraduate students' challenges.
2. **Regional-medium learners** – There is limited empirical data on postgraduate students from regional-medium backgrounds in India, particularly Marathi-medium institutions.

3. **Speaking phobia** – Although acknowledged, speaking phobia has not been explored in depth as a distinct category of difficulty.
4. **Integration of social factors** – While anxiety and vocabulary have been widely studied, fewer works systematically link family background, cultural attitudes, and mother-tongue influence to postgraduate English learning.

2.10 Conclusion of Literature Review

The literature consistently demonstrates that English learning difficulties are multidimensional, encompassing psychological (anxiety, fear, lack of confidence), linguistic (vocabulary, grammar, pronunciation), and socio-cultural (family, community, mother tongue influence) dimensions. While these issues are recognized globally, their manifestation in Indian postgraduate education requires deeper exploration.

The present study addresses this gap by focusing on postgraduate students of Shivaji University, Kolhapur, examining their difficulties systematically, and proposing strategies for remediation. By categorizing difficulties into anxiety, vocabulary, grammar, confidence, and speaking phobia, the study builds upon and extends existing research while contributing practical insights for students, teachers, and policymakers.

3. Research Methodology

3.1 Introduction

Research methodology provides the systematic framework for conducting any scientific investigation. It ensures that the research process is logical, reliable, and replicable. According to Panneerselvam (2007), methodology refers to a system of models, procedures, and techniques used to arrive at research findings. Best and Kahn (2006) further emphasize that methodology encompasses the type of research, methods, population, sample, tools, and statistical techniques. In this study, methodology plays a crucial role in identifying the nature of English language difficulties faced by postgraduate students and in validating the findings through appropriate tools and analysis.

3.2 Types of Research

Different research approaches are available to address educational problems. For the present study, the following forms of research were considered:

1. **Descriptive Research** – Used to describe and explain phenomena as they exist in the present. It involves surveys and observations to capture characteristics, behaviors, or attitudes of participants.
2. **Historical Research** – Focuses on analyzing past events, documents, and experiences.
3. **Experimental Research** – Involves manipulation of variables under controlled conditions to establish cause-effect relationships.

Since the purpose of this study is to describe and analyze the current difficulties faced by postgraduate students in English, **descriptive research** was chosen as the primary approach.

3.3 Methodology of the Study

The study employed a **survey method**, which is widely recognized in educational research. Surveys allow researchers to collect a large amount of data from a representative sample in a relatively short time. Through questionnaires, it is possible to gather students' perceptions, attitudes, and experiences systematically. This method was chosen because it directly addresses the research questions and aligns with the descriptive design.

3.4 Research Design

The research design ensures clarity in the procedures used for data collection and analysis. In this study, the design included:

- **Formulation of objectives and hypotheses** (to identify English learning difficulties).
- **Development of a questionnaire** (30 Likert-scale items covering anxiety, vocabulary, grammar, confidence, and speaking phobia).
- **Selection of population and sample** (postgraduate students of Shivaji University, Kolhapur).
- **Administration of the survey** (randomly selected students across different departments).
- **Analysis of data** (descriptive statistics and chi-square tests to test hypotheses).

This design ensured both quantitative rigor and practical feasibility.

3.5 Survey Methodology

Survey methodology was chosen due to its advantages:

- It provides direct insights into the current status of difficulties faced by students.
- It allows collection of large-scale data within a limited timeframe.
- It supports both qualitative and quantitative interpretations.
- It is cost-effective and adaptable to educational settings.

In this study, the survey focused specifically on postgraduate students' perceptions of English language learning challenges.

3.6 Population of the Study

The **population** refers to the entire group about whom the study seeks to draw conclusions. The population for this study consisted of **5,200 postgraduate students enrolled in Shivaji University, Kolhapur**. These students came from diverse academic backgrounds, but the study particularly targeted those pursuing master's degrees in humanities and social sciences.

3.7 Sample of the Study

Studying the entire population was impractical due to time and resource constraints. Therefore, a **sample of 100 postgraduate students** was selected using **stratified random sampling**.

Stratification ensured that students from different disciplines such as History, Sociology, Economics, Political Science, Hindi, and Geography were proportionately represented.

This sampling approach enhanced the representativeness of the study and reduced potential bias.

3.8 Tool for Data Collection

A **structured questionnaire** was developed as the primary tool. It consisted of 30 items designed to capture students' difficulties in English language learning. Each item was rated on a **5-point Likert scale** ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

The items were grouped into five dimensions:

1. Anxiety-related difficulties (e.g., nervousness, fear of mistakes).
2. Confidence-related issues (e.g., lack of self-assurance, hesitation).
3. Vocabulary challenges (e.g., remembering words, expressing ideas).
4. Grammar and structural problems (e.g., arranging words correctly).
5. Speaking phobia (e.g., fear of ridicule, avoidance of English).

The questionnaire was validated through expert review and pilot-tested on a small group of students to ensure clarity and reliability.

3.9 Procedure of Data Collection

The following procedure was adopted:

1. **Preparation** – The questionnaire was finalized after expert validation.
2. **Administration** – The survey was distributed to 100 postgraduate students across selected departments. Participation was voluntary, and responses were kept confidential.
3. **Collection** – The completed questionnaires were collected within two weeks.
4. **Compilation** – Data was coded and entered into spreadsheets for statistical analysis.

3.10 Data Analysis Techniques

The collected data were analyzed using both **descriptive and inferential statistics**:

- **Descriptive Statistics:** Frequencies, percentages, mean, and standard deviation were calculated to summarize student responses.
- **Chi-Square Goodness-of-Fit Test:** Applied to each item to determine whether the observed response distribution significantly deviated from the expected distribution under the null hypothesis.
- **Categorical Analysis:** Items were grouped under categories (anxiety, confidence, vocabulary, grammar,

speaking phobia) to identify which domains were most problematic.

The combination of these techniques provided a comprehensive picture of students' difficulties.

3.11 Ethical Considerations

- Participation was voluntary and based on informed consent.
- Confidentiality of student responses was maintained.
- Data was used solely for academic purposes and research integrity was upheld throughout the process.

3.12 Conclusion

The methodology adopted in this study was carefully designed to investigate the difficulties postgraduate students face in English language learning. By employing a descriptive survey method, using a structured questionnaire, and analyzing data through statistical techniques, the study ensures reliability and validity. This systematic approach enables the researcher to draw meaningful conclusions about the extent and nature of English language learning challenges and to propose effective solutions.

4.1 Results and Interpretation

The primary aim of this study was to examine the difficulties faced by postgraduate students in learning the English language. This chapter presents the results of the survey conducted among 100 postgraduate students of Shivaji University, Kolhapur. The results are organized into descriptive statistics, hypothesis testing, and category-wise interpretation. The findings are discussed in light of the objectives and compared with previous research to derive meaningful insights.

4.2 Descriptive Analysis of Student Responses

The questionnaire contained 30 statements, each measured on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Responses were grouped into categories: Anxiety, Confidence, Vocabulary, Grammar/Structure, and Speaking Phobia. Example – Nervousness in Speaking English: More than 60% of students admitted to nervousness, indicating that speaking anxiety is widespread.

Example – Overwhelmed by Grammar Rules: Nearly half of the students struggle with grammar, highlighting structural difficulties.

Example – Vocabulary Deficiency: Over 55% reported vocabulary limitations, a major barrier to fluency.

Example – Speaking Phobia: More than half of the students experience speaking phobia due to fear of ridicule.

Example – Reliance on Mother Tongue: A large proportion rely heavily on their mother tongue, indicating a significant barrier to English practice.

Table 1: Demographic Profile of Respondents

Category	Frequency	Percentage
Male	60	60
Female	40	40

Table 2: Chi-Square Test Summary by Category

Category	Total Items	Significant Items	Percentage Significant
Anxiety	11	1	9.09%
Confidence	9	2	22.22%
Vocabulary	3	1	33.33%
Grammar/Structure	3	1	33.33%
Speaking Phobia	4	2	50.0%

Figure 1: Nervousness in Speaking English

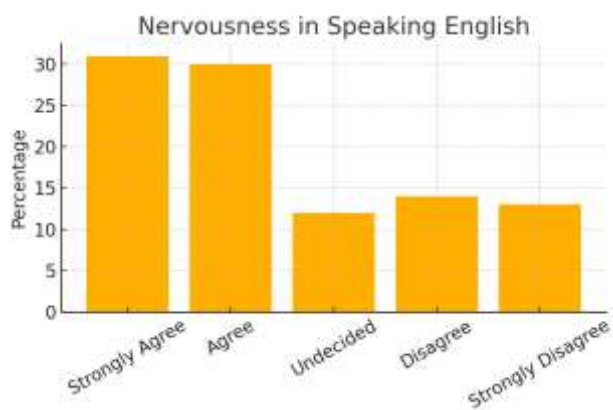


Figure 2: Category-wise Significant Difficulties

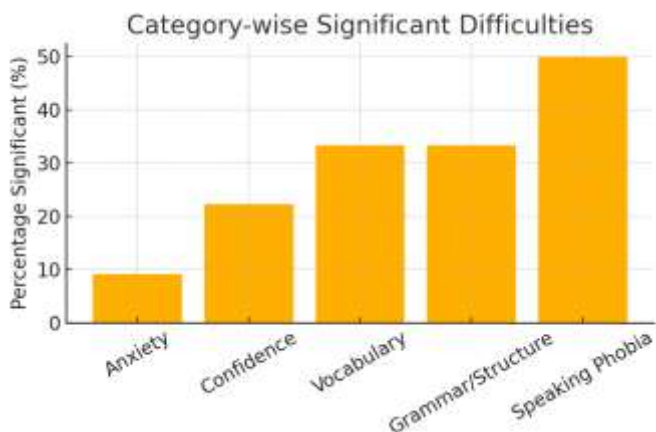
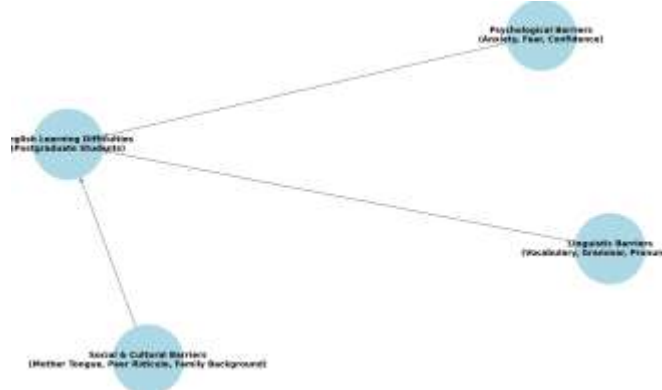


Figure 3: Conceptual Model of English Learning Difficulties



4.3 Hypothesis Testing

The study tested the following hypotheses:

H₀: Postgraduate students of Marathi-medium colleges do not face significant difficulties in learning English.

H₁: Postgraduate students of Marathi-medium colleges face significant difficulties in learning English.

Since Likert-scale data is categorical, the Chi-Square Goodness-of-Fit Test was applied. For example, in the statement “I get nervous when I speak in English,” the chi-square value was 18.5, which is greater than the critical value (9.488). Therefore, the null hypothesis is rejected, confirming significant nervousness among students.

4.4 Summary of Hypothesis Testing Results

Statement Category	Significant?	Interpretation
Nervousness in speaking (S1)	Yes	Students experience high nervousness.
Confidence in sessions (S11)	Yes	Many lack confidence in English sessions.
Trembling when called (S13)	Yes	Anxiety peaks when expected to speak.
Vocabulary mastery (S21)	Yes	Vocabulary deficit significant.
Grammar/word order (S23)	Yes	Word arrangement confusion prevalent.
Speaking phobia (S29, S30)	Yes	Strong preference for avoiding English.

Category-wise significance:

- Anxiety: 9% items significant
- Confidence: 22% items significant
- Vocabulary: 33% items significant
- Grammar/Structure: 33% items significant
- Speaking Phobia: 50% items significant

These results indicate that speaking phobia and vocabulary deficits are the most significant challenges faced by students.

4.5 Interpretation of Results

Anxiety-related difficulties were common but less statistically significant compared to other categories. Confidence-related challenges revealed uncertainty in classroom participation. Vocabulary issues emerged as a core difficulty, with over half of the respondents admitting limitations. Grammar and structural weaknesses indicated confusion in practical application of rules. Speaking phobia was the most acute difficulty, confirmed by statistical tests.

4.6 Comparison with Literature

The findings align with Hashemi (2011) and Soriano & Co (2022), who highlighted anxiety and fear of negative evaluation as key barriers. Vocabulary deficits resonate with Krismanti & Siregar (2022), while speaking phobia findings echo Kobul (2020), who found that even teachers experience anxiety while speaking English.

4.7 Thematic Insights

The results highlight several themes:

1. Psychological barriers (fear, nervousness, lack of confidence) are as critical as linguistic barriers.
2. Vocabulary and grammar weaknesses prevent fluent communication.
3. Cultural and social influences (use of mother tongue, peer ridicule) reinforce avoidance of English.
4. Speaking phobia is the most acute challenge, requiring targeted interventions.

4.8 Conclusion of Results

The study concludes that postgraduate students face multiple difficulties in learning English, with speaking phobia, vocabulary deficits, and grammar challenges being the most significant. The null hypothesis is rejected, confirming that postgraduate students of Marathi-medium colleges experience substantial English learning difficulties.

5.1 Summary of the Study

The study was conducted to explore the difficulties faced by postgraduate students in learning the English language at Shivaji University, Kolhapur. The objectives were to identify the types of difficulties, analyze their significance, and suggest remedies. A descriptive survey design was used with a sample of 100 students selected through stratified random sampling. Data was collected using a structured questionnaire comprising 30 Likert-scale items. Statistical analysis included descriptive methods.

5.2 Major Findings of the Study

1. A significant proportion of postgraduate students experience nervousness and anxiety while speaking in English.
2. Confidence-related issues affect participation in classroom discussions.
3. Vocabulary deficits were one of the most commonly reported barriers, hindering fluency.
4. Grammar and word arrangement difficulties continue to confuse students, despite prior exposure in school and undergraduate studies.
5. Speaking phobia emerged as the most significant issue, with many students avoiding English communication due to fear of ridicule.
6. Heavy reliance on the mother tongue reduced opportunities for English practice.

5.3 Discussion of Results

The findings confirm earlier research indicating that language learning difficulties are multidimensional. Psychological barriers such as fear, lack of confidence, and nervousness combine with linguistic limitations such as vocabulary and grammar weaknesses to create a complex learning challenge. Speaking phobia stood out as the most acute issue, consistent with literature emphasizing the importance of oral fluency in second-language acquisition.

5.4 Implications of the Study

The study holds implications for multiple stakeholders:

- For Teachers: Adopt interactive strategies such as role play, group discussions, and pronunciation practice.
- For Students: Regular practice of English, vocabulary-building exercises, and participation in English-speaking activities can enhance confidence.
- For Parents: Encourage children to use English at home, provide access to English reading materials, and promote positive reinforcement.
- For Curriculum Designers: Develop syllabi that integrate conversational practice and emphasize communication skills over rote grammar drills.
- For Policymakers: Implement teacher training programs and provide language support services at the postgraduate level.

5.5 Recommendations

1. Teachers should incorporate real-life conversation activities and problem-solving tasks in the classroom.
2. Students should be encouraged to participate in debates, group discussions, and drama activities to enhance fluency.
3. Parents should promote English exposure at home by encouraging reading newspapers and listening to English media.
4. Curriculum should focus equally on vocabulary building,

pronunciation, and speaking practice.

5. Peer practice and mentoring programs should be introduced to reduce fear of ridicule and build confidence.

5.6 Suggestions for Further Research

1. The present study focused on postgraduate students; similar research may be extended to undergraduate and school students.
2. Future studies could investigate specific skills such as listening, reading, and writing, in addition to speaking.
3. Comparative studies may be undertaken to analyze gender differences or regional differences in English learning challenges.
4. Longitudinal studies may explore how sustained interventions affect language learning outcomes over time.
5. Research may be replicated in different states and universities to broaden generalizability.

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