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Challenges and Anxieties in English Language Learning: A Study of Urdu EFL Learners in Intermediate Level Pakistan

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Abstract

This research aimed to explore the obstacles and anxieties faced by Urdu English as a Foreign Language (EFL) learners at the intermediate level in Pakistan. The study uncovered multiple challenges that hinder students' English language acquisition in a country like Pakistan. Students struggle due to limited availability of English language learning resources, including textbooks, internet access, and supplementary materials. This scarcity affects their ability to engage effectively with the language. Economic constraints, particularly poverty, further impede students' access to language classes and learning materials. Societal attitudes toward English proficiency also play a crucial role, as negative perceptions and discouragement from peers and family members reduce motivation and confidence. Additionally, the influence of Urdu, Pakistan's primary language, leads to errors in pronunciation, grammar, and overall language use, causing interference in English learning. Theoretical syllabi, incompetent teachers, poorly equipped institutions, and the absence of audio-visual aids further diminish the learning experience. These factors create an environment that is not conducive to language acquisition. Moreover, students experience significant anxieties, including shyness, lack of confidence, fear of making mistakes, and concerns about being mocked or judged. Strict and harsh teacher behavior further discourages students from speaking English. The study covered three districts of Punjab (Pakpattan, Bahawalnagar, and Okara), with findings applicable nationwide. Addressing these issues by improving resource availability, mitigating socio-economic disparities, fostering positive attitudes, enhancing teacher competency, and creating a supportive learning environment is essential for overcoming challenges and promoting effective English language learning in Pakistan.

Keywords: English as a Foreign Language (EFL) Learners, Language Learning Obstacles, Anxieties in Language Acquisition

1. INTRODUCTION

Research, as a study and investigation rooted in actuality, relies on practical experimentation and observation to generate findings and results. Its fundamental purpose is to facilitate positive and favorable changes that contribute to the betterment of society as a whole. Through research, a deeper understanding of various phenomena is attained, paving the way for informed decision-making and impactful interventions. In reviewing earlier research efforts, it becomes apparent that identifying research gaps is essential for advancing knowledge and addressing pertinent issues. One such study conducted by Ahmed et al. (2011) focused on exploring the phenomenon of English as a Foreign Language (EFL) speakers' anxiety. Titled "A Study on Sources and Management of High School Principals and Their Views about Anxiety," this research delved into the sources of anxiety among high school principals and examined their perspectives on anxiety management strategies. By shedding light on the factors contributing to anxiety and exploring potential coping mechanisms, Ahmed et al.'s study aimed to fill a significant research gap in the field of educational psychology and leadership. Understanding the complexities of anxiety among high school principals not only enriches scholarly discourse but also informs practical interventions aimed at promoting well-being and effective leadership within educational institutions. This example underscores the importance of research in identifying gaps in knowledge and addressing pressing societal issues. Through rigorous inquiry and analysis, researchers contribute to the advancement of knowledge and the enhancement of societal well-being, ultimately driving positive change and progress.

The aim of this research is to investigate the factors contributing to stress and anxiety experienced by

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high school principals. The study focused on the population of all high school principals in District Kohat, Khyber Pakhtunkhwa. To gather data, the researcher developed a questionnaire comprising 35 items designed to explore various aspects of stress and anxiety among principals. The data collection process involved the researcher personally administering the questionnaire to participants. The findings revealed several key factors contributing to the stress and anxiety experienced by high school principals. Principals reported feeling overwhelmed by the demands of their roles, including administrative tasks, managerial responsibilities, and academic duties. Extended work hours were identified as a significant source of stress for principals, leading to feelings of exhaustion and burnout. Principals expressed frustration over challenges related to managing and motivating teaching staff, including issues with teamwork, communication, and collaboration. Principals reported experiencing anxiety related to the academic performance and future prospects of their children, as well as concerns about their children's marriage. By identifying these factors, the research sheds light on the complex challenges faced by high school principals and highlights the need for interventions and support mechanisms to address stress and promote well-being in educational leadership roles. The findings of this study can inform strategies for workload management, professional development, and support services aimed at enhancing the resilience and effectiveness of high school principals in District Kohat and beyond. The study focused on ten randomly selected high school principals in the District of Kohat, Khyber Pakhtunkhwa (KPK). The findings revealed significant factors contributing to anxiety among principals in the region. The study revealed that 50% of principals reported feeling anxious due to political leaders' involvement in school matters. This highlights the detrimental impact of external influences on the functioning of educational institutions. Additionally, 40% of principals cited low income as a source of anxiety. Financial concerns can adversely affect principals' well-being and job satisfaction, underscoring the need for adequate compensation. Furthermore, 50% of principals expressed worries about their children's education and financial security. Concerns about providing for their families and ensuring their children's future success contribute to stress and anxiety among principals. A significant majority (70%) of principals reported anxiety stemming from teachers' non-cooperative behavior. Challenges in managing and motivating teaching staff can create additional stress for school leaders. Recommendations from the study include increasing teachers' salaries to improve their social status and job satisfaction, thereby enhancing cooperation and performance within schools. Participants unanimously agreed that political involvement in school affairs should be avoided to maintain autonomy and promote effective decision-making. Finally, engaging in regular prayer and sharing personal matters with friends and family were identified as strategies for alleviating anxiety and promoting satisfaction among principals. The study underscores the importance of addressing systemic challenges such as political interference and low income while promoting practices that support principals' personal well-being. By implementing these recommendations, educational authorities can create a more conducive environment for effective school leadership and positive outcomes for students and staff alike.

Hashwani (2008) conducted a mini research titled "Students' Attitudes, Motivations and Anxiety towards English Language Learning," focusing on English learners in a private secondary school in Karachi. The study employed a quantitative approach to gather data. The sample comprised 77 students, including 40 males and 33 females, all from the 8th class. A questionnaire consisting of 35 items was adopted as the primary tool for data collection. The research aimed to explore the motivations, attitudes, and anxiety levels of English learners within the school context. By employing a structured questionnaire, the study sought to elicit insights into students' perceptions and experiences related to English language learning. The questionnaire was administered to the students in a relaxed and friendly manner, with clear explanations provided regarding the study's objectives, as well as assurances of anonymity and confidentiality. The findings, based on responses from 77 students (comprising 40 males and 37 females), revealed positive attitudes and a high level of enthusiasm towards learning English among the student population. Moreover, the research indicated that students exhibited favorable attitudes, high motivation,

and moderate levels of anxiety in relation to English language learning. Interestingly, when examining classroom anxiety, boys demonstrated a level of confidence similar to that of girls. Conversely, girls displayed lower levels of nervousness and shyness compared to their male counterparts. These findings shed light on the complex dynamics of attitudes, motivations, and anxiety levels among students in the context of English language learning. Understanding these nuances can inform educators and policymakers in designing effective strategies to support and enhance students' learning experiences in the English language.

Awan et al. (2010) conducted a research study titled "An Investigation of Foreign Language Classroom Anxiety and Its Relationship with Students' Achievement," which aimed to explore the impact of classroom anxiety on English language learning outcomes. The target population consisted of 149 students from various departments of Sargodha University, all enrolled in either the 2nd or 6th semester. The researchers utilized an abbreviated version of the Foreign Language Classroom Anxiety Scale (FLCAS) as the questionnaire for data collection. Results from the study revealed a negative relationship between classroom anxiety and students' academic achievement. Interestingly, female students exhibited lower levels of anxiety compared to male students, and their learning outcomes were found to be more effective. The questionnaire was administered to 176 undergraduate students across approximately 25 departments of Sargodha University, with 26 students failing to return the questionnaire. Of the 149 respondents, 65 (43%) were male and 85 (57%) were female. Overall, the study concluded that while language learning anxiety may not significantly impede English language acquisition, it emphasized the importance of providing a supportive and friendly learning environment. Such an environment should encourage students to embrace grammatical mistakes, spontaneity, and pronunciation practice, as making mistakes is a natural part of the learning process and should not be feared. These findings underscore the significance of creating a conducive atmosphere that fosters confidence and resilience among language learners.

Awan et al. (2009) conducted a research study on classroom anxiety and its correlation with students' academic achievement. The participants included 149 undergraduate students enrolled in the second and sixth semesters across various departments of the University of Sargodha, all of whom were learning English as a foreign language. The researchers utilized an abbreviated version of the Foreign Language Classroom Anxiety Scale (FLCAS) as the questionnaire for data collection. Additionally, the students' grade point average (GPA) in English classes was used to assess their academic achievement. Results from the study revealed a negative relationship between language anxiety and academic achievement, indicating that higher levels of anxiety were associated with lower academic performance. The sample included undergraduate students from 25 departments of the University of Sargodha, with participants selected from the second and sixth semesters of five randomly chosen departments. Out of the 149 students involved in the study, 65 were male and 85 were female. The findings suggested that language anxiety had detrimental effects on students' academic achievements at the undergraduate level. This underscores the importance of addressing anxiety-related issues in educational settings to promote positive learning outcomes and enhance students' overall academic success. Additionally, the study highlighted the socioeconomic significance of education, emphasizing its role in shaping individuals' achievements and opportunities.

Cowden (2009) conducted a research study on communication and conflict anxiety and its impact on learning. The study aimed to address the lack of awareness among educators regarding anxiety and its effects on students. Anxiety, as defined in the study, refers to the experience of excessive and uncontrollable worry about future and past events, along with heightened concern about performing competently and significant self-consciousness. Students experiencing anxiety often hold negative perceptions about their ability to handle stressful academic situations. These negative views can affect their overall learning experience and academic performance. The research aimed to shed light on the implications of communication and conflict anxiety in educational settings, providing valuable insights

for educators to better understand and support students experiencing such challenges. By recognizing the presence and impact of anxiety on learning, educators can implement strategies to create supportive learning environments conducive to student success and well-being. According to Cowden (2009), students experiencing social anxiety often struggle to engage in speaking and interactions within an educational environment. In the classroom, these students may find themselves drifting into daydreams filled with anxious thoughts and concerns. For instance, they may have difficulty maintaining focus if exposed to distressing news events, as their minds tend to fixate on these worries. The presence of academic anxiety can have detrimental effects on students' academic achievement, performance, as well as their social and psychological development. It is crucial for teachers to recognize and understand the impact of academic anxiety on their students. By doing so, teachers can play an essential role in supporting students through the healing process. A collaborative effort is essential for the road to recovery from academic anxiety. Teachers, as part of this team, can contribute significantly to students' academic, social, physical, and mental well-being. Through awareness and proactive support, students experiencing academic anxiety can not only improve their academic performance but also experience positive growth in various aspects of their lives.

A study conducted by Chan and Wu (2000) examined foreign language anxiety among elementary school students studying English as a foreign language (EFL) in Taipei County, Taiwan. Unlike previous research that focused on foreign language anxiety among college or high school students, this study specifically investigated anxiety levels among fifth-grade EFL students. The population of the study comprised all fifth-grade students in 205 elementary schools across Taipei County. Researchers employed stratified purposeful sampling and cluster sampling techniques to select eighteen classes from nine educational districts. A total of 601 students from these eighteen classes participated in the study by completing questionnaires. The study highlighted the different stages of foreign language learning, which include input, processing, and output. Anxiety was found to potentially impact an individual's ability to process information at each of these stages. Understanding the prevalence and effects of foreign language anxiety among elementary school students is essential for developing effective strategies to support their language learning journey.

These studies revealed that many students experienced nervousness when they struggled to understand their teachers' instructions. This issue underscores the importance of providing comprehensible input during language instruction. While previous research on foreign language anxiety primarily focused on college or high school students, this study uniquely targeted primary school students and identified a clear inclination towards language anxiety among English as a Foreign Language (EFL) learners at this level. The anxiety-inducing situations identified in this study represent direct factors that contribute to students' anxiety levels. Among the challenges highlighted were significant variations in English proficiency among students and the constraints posed by limited English teaching time. These findings shed light on the obstacles faced by EFL students in the province of Punjab, Pakistan, emphasizing the need to address Urdu EFL students' anxiety in educational settings within the region.

2. RESEARCH METHODOLOGY

The research methodology employed in this study was descriptive in nature, necessitating the utilization of both qualitative and quantitative research paradigms through a survey-based approach. Surveys typically involve the use of questionnaires, which were constructed by the researchers based on the common hurdles and anxieties experienced by Urdu EFL students throughout Punjab. This survey aimed to gather comprehensive data regarding the prevalent challenges and concerns faced by Urdu EFL students in the region. By incorporating both qualitative and quantitative elements, the researchers sought to obtain a nuanced understanding of the factors contributing to students' anxieties and hindrances in their language learning journey. The questionnaire utilized in this study was designed on a five-point Likert scale, aiming to capture the perceptions and experiences of students at the secondary and higher

secondary levels throughout Punjab. Data collection was conducted using a stratified random sampling technique, ensuring representation from diverse educational backgrounds across the region. Upon collection, the gathered data were processed and analyzed using statistical software SPSS version 21. Key statistical measures such as the mean and standard deviation were computed to provide a quantitative assessment of the responses. The findings were then presented through tables, offering a clear visualization of the results for further interpretation and discussion.

Table 1 showing Results about Hurdles among Urdu EFL Learners

Statements	N	Mean	SD
Lack of educational environment, books, internet access are root causes of weak performance among Urdu EFL learners at intermediate level.	50	1.95	0.7
Poverty is also a problem that affects efficient learning among Urdu EFL learner at intermediate level.	50	1.87	0.4
Society also discourages to English learners at intermediate level.	50	2.08	0.84
Mother-tongue interference is also a problem among Urdu EFL learners at intermediate level	50	2.8	0.88
Studying English as subject to pass the examination is also a hurdle for Urdu EFL learner at intermediate level	50	2.58	1.19
Lack of competent teacher is also a great problem in for English language learners at intermediate level.	50	2.49	1.03
Poor social background is also a cause of Urdu EFL students’ poor competency.	50	2.51	0.92
Lack of Audio & video in English is great problem for Learning English for the students	50	2.47	1.2
Syllabus is theoretical that is why students cannot learn English easily	50	2.13	1.14
Poor social background is also a cause of Urdu EFL students’ poor competency.	50	2.15	1.21

Table 1 presents the results on the hurdles faced by Urdu EFL learners at the intermediate level, highlighting key barriers affecting their English language proficiency. The table reports mean scores and standard deviations for different challenges identified by 50 respondents.

The lack of an educational environment, access to books, and internet facilities (mean = 1.95, SD = 0.7) is identified as a key barrier, suggesting that Urdu EFL learners struggle due to insufficient learning resources. This aligns with research indicating that educational infrastructure plays a vital role in second language acquisition (Krashen, 1982). Similarly, poverty (mean = 1.87, SD = 0.4) is another significant obstacle, implying that financial constraints limit students' access to quality education, in line with studies on socioeconomic disparities in language learning (Cummins, 2000).

The role of society in discouraging English learning (mean = 2.08, SD = 0.84) indicates a perception that social attitudes create an unsupportive environment for language acquisition. This supports previous findings that sociocultural factors influence students' motivation and confidence in learning English (Gardner, 1985). Additionally, mother-tongue interference (mean = 2.8, SD = 0.88) emerges as a major issue, reflecting the challenge of linguistic transfer, where native language structures affect English learning (Odlin, 1989).

A high mean score for studying English only to pass exams (mean = 2.58, SD = 1.19) indicates that Urdu EFL learners might focus on rote memorization rather than communicative competence. This aligns with research emphasizing the need for communicative approaches in EFL instruction rather than exam-driven learning (Brown, 2000). The lack of competent teachers (mean = 2.49, SD = 1.03) further exacerbates the problem, highlighting the necessity of qualified instructors with effective pedagogical strategies (Richards & Rodgers, 2001).

The results also indicate that poor social background (mean = 2.51, SD = 0.92) negatively impacts learners' English proficiency, supporting studies that suggest students from underprivileged backgrounds have limited exposure to English outside of the classroom (Bourdieu, 1991). Additionally, the lack of audio-visual resources (mean = 2.47, SD = 1.2) is a major hurdle, emphasizing the importance of multimedia tools in enhancing listening and speaking skills (Harmer, 2007).

The theoretical nature of the syllabus (mean = 2.13, SD = 1.14) also presents challenges, reinforcing arguments that EFL curricula should focus more on practical language skills rather than excessive theoretical content (Larsen-Freeman, 2000). The repeated mention of poor social background (mean = 2.15, SD = 1.21) underscores its significance as a recurring challenge.

Overall, the findings highlight multiple interrelated barriers, including socioeconomic factors, inadequate resources, pedagogical shortcomings, and sociocultural influences, that hinder Urdu EFL learners' proficiency at the intermediate level. Addressing these issues requires policy interventions, improved teacher training, curriculum reforms, and the integration of digital learning tools to enhance English language learning outcomes.

Table 2 presents the mean scores and standard deviations of different types of anxieties experienced by Urdu EFL learners at the intermediate level, based on responses from 50 participants. The results highlight various psychological and social barriers that affect students' willingness and ability to participate in English language learning, especially in speaking activities.

The lowest mean score (1.30) is for the statement that *students feel shy while speaking in the class*, indicating that shyness is a common but less intense form of anxiety. This is consistent with Horwitz et al. (1986), who identified shyness and fear of negative evaluation as central to foreign language anxiety. However, as shyness has a lower mean compared to other anxieties, it might be more manageable through classroom activities that build gradual exposure.

The lack of confidence (mean = 2.00) is another notable factor. Confidence is a well-documented predictor of successful language performance, and its absence reflects the learners' hesitation to engage due to self-doubt, which has been frequently reported in contexts where English is viewed as a symbol of social privilege (Young, 1991).

The fear of speaking incorrectly (mean = 2.18) and the feeling of being under pressure while learning English (mean = 2.40) further reflect performance-related anxieties. These findings suggest that learners may over-focus on accuracy, fearing ridicule for grammatical or pronunciation mistakes. Such pressure is linked to environments where error correction is harsh or public, as noted by MacIntyre and Gardner (1994).

The fear of being insulted by listeners (mean = 2.69) is among the highest-rated anxieties. It implies a strong social-evaluative component in learners' perceptions, especially in classrooms that may lack emotional safety. This aligns with Krashen's (1982) affective filter hypothesis, which states that emotional variables such as anxiety and self-esteem can block input processing and language acquisition. Similarly, learners express that they are not given proper chances to speak (mean = 2.68) and that they are often discouraged when they try to speak (mean = 2.94)—the highest mean score in the table. This reflects a significant barrier rooted in classroom practices. The lack of opportunities for oral communication and negative reinforcement can severely hinder students' motivation and engagement (Brown, 2000).

Other sociocultural anxieties include the feeling of belonging to an inferior group (mean = 2.42) and discomfort in speaking English due to its association with the elite class (mean = 2.20). These findings align with Bourdieu's (1991) theory of linguistic capital, which argues that language is tied to power, and students from marginalized groups may feel alienated or unworthy of using high-status languages like English.

Finally, the feeling that teachers do not treat students in a friendly manner (mean = 2.44) underscores the importance of classroom climate in shaping learners' emotional responses. A non-supportive environment exacerbates anxiety, which can significantly impair second language learning (Arnold, 2000).

Overall, the data clearly illustrate that anxiety among Urdu EFL learners stems not only from internal fears (like making mistakes or feeling shy) but also from external factors such as teacher behavior, peer judgment, and limited speaking opportunities. Addressing these concerns would require creating inclusive, supportive classrooms with communicative language teaching approaches and a strong emphasis on student confidence-building.

Table 2 Showing Anxieties among Urdu EFL learner at intermediate level

Statements	N	Mean	SD
Students feel shy while speaking in the class	50	1.302048	0.858548
There is lack of confidence among students in the class	50	2.007557	0.909888
Students feel themselves under pressure while learning English	50	2.408209	0.739758
Students feel that they will speak wrong sentences	50	2.179583	0.54451
Students feel fear of being insulted by the listeners	50	2.693483	0.969363
Students feel themselves belonging to inferior groups	50	2.426342	0.655632
Students do not feel well in speaking English as it is the language of elite class	50	2.20051	1.168986
Students are not given proper chance to speak in the class	50	2.684937	0.91851
Students are always discouraged when they try to speak	50	2.947862	1.092573
Students are not treated in friendly manner in the class room by teachers	50	2.446149	1.048292

3. DISCUSSION

The study delved into the hurdles faced by Urdu EFL students, uncovering significant challenges that impede their English language learning journey. Analysis of the data highlighted several key obstacles, notably the lack of essential educational resources such as suitable books and internet access, which are fundamental for effective learning. Additionally, socioeconomic factors such as poverty and discouraging societal attitudes further exacerbate the difficulties faced by students. Moreover, the interference of the mother tongue poses a significant barrier to mastering English skills. These challenges persist even within esteemed educational institutions, underscoring the pervasive nature of the obstacles encountered by Urdu EFL learners. Furthermore, the historical legacy of English rule in India before

partition likely contributes to the complex dynamics surrounding English language learning in the region. Indeed, the historical context of English colonialism in Pakistan has left a lasting impact, fostering a natural aversion towards the language among many. This sentiment often leads to discouragement from peers and society at large towards English language learning. Furthermore, the compulsory nature of studying English, coupled with a shortage of skilled teachers and adequate language institutions, poses significant challenges for students. The lack of access to audiovisual resources, along with a predominantly theoretical syllabus, further compounds the difficulties faced by learners. Moreover, factors such as poor social background can exacerbate these obstacles, creating a multifaceted barrier to effective English language acquisition in Pakistan. It's promising to note that the Government of Punjab is taking proactive measures to address the deficiencies in English language education by establishing new institutions and hiring additional teachers. However, despite these efforts, Urdu EFL students continue to experience anxiety due to the prevailing anti-English sentiment in the social fabric. For students from disadvantaged socio-economic backgrounds, there exists a perception that English is reserved for the elite class, leading to apprehension and reluctance to engage with the language. Additionally, the lack of opportunities to practice English speaking in the classroom exacerbates these feelings of anxiety and inhibits students' language development. Therefore, fostering a supportive and inclusive learning environment where all students feel empowered to engage with English is essential for overcoming these barriers. The pressure on Urdu EFL students is compounded by the fear of making mistakes and facing potential humiliation from their teachers. The apprehension of speaking incorrect sentences and the consequent fear of ridicule contribute to heightened anxiety among students. Moreover, students' anxiety is exacerbated in environments where teachers adopt strict disciplinary approaches, creating a significant disconnect between students and educators. This disconnect impedes effective communication and hampers the learning process. Therefore, fostering a supportive and encouraging atmosphere in the classroom is crucial for alleviating students' anxiety and facilitating their language development.

The study delves into the intricate hurdles faced by Urdu EFL students, revealing significant challenges that hinder their English language learning journey. Through thorough analysis of the data, several key obstacles emerge, highlighting the multifaceted nature of the difficulties encountered by students. One of the primary barriers identified is the lack of essential educational resources, such as suitable books and internet access, which are indispensable for effective learning. This deficiency not only impedes students' access to necessary materials but also limits their exposure to diverse learning opportunities. Moreover, socioeconomic factors, including poverty and discouraging societal attitudes, compound the challenges faced by students, further exacerbating the already complex landscape of language learning. The interference of the mother tongue adds another layer of difficulty, posing a significant barrier to mastering English skills. The historical legacy of English colonialism in Pakistan looms large, contributing to the intricate dynamics surrounding English language learning. The enduring legacy of colonial rule fosters a natural aversion towards the language among many, leading to societal discouragement and stigma associated with English language acquisition. Additionally, the compulsory nature of studying English, coupled with a shortage of skilled teachers and adequate language institutions, presents formidable challenges for students. The lack of access to audiovisual resources and a predominantly theoretical syllabus further compounds the difficulties faced by learners. Furthermore, factors such as poor social background exacerbate these obstacles, creating a complex and multifaceted barrier to effective English language acquisition in Pakistan. While the Government of Punjab is taking proactive measures to address deficiencies in English language education, challenges persist due to the prevailing anti-English sentiment in the social fabric. For students from disadvantaged socio-economic backgrounds, there exists a pervasive perception that English is reserved for the elite class, fostering apprehension and reluctance to engage with the language. Moreover, the lack of opportunities to practice English speaking exacerbates feelings of anxiety and inhibits students' language development. The

pressure on Urdu EFL students is further compounded by the fear of making mistakes and facing potential humiliation from their teachers. Apprehension of speaking incorrect sentences and the consequent fear of ridicule contribute to heightened anxiety among students. Moreover, students' anxiety is exacerbated in environments where teachers adopt strict disciplinary approaches, creating a significant disconnect between students and educators, which impedes effective communication and hampers the learning process. Overall, fostering a supportive and inclusive learning environment where all students feel empowered to engage with English is essential for overcoming these barriers. Addressing systemic deficiencies in educational resources, tackling socio-economic disparities, and promoting positive attitudes towards English language learning are crucial steps towards facilitating students' language development and ensuring equitable access to quality education for all.

4. CONCLUSION

In conclusion, the study highlights the multitude of challenges and anxieties faced by Urdu EFL students in their journey to learning English. These hurdles, coupled with the effects of anxiety, significantly impact students' language acquisition and confidence. However, by addressing these obstacles and fostering a supportive learning environment, educators can empower students to overcome their anxieties and develop proficiency in English. Exactly, creating a supportive and enriching learning environment is essential for the progress of Urdu EFL students in mastering English. With the guidance and support of dedicated teachers and well-equipped educational institutions, students can navigate through their challenges and build confidence in their language skills. By collaborating on effective teaching strategies and providing access to quality learning materials, educators can empower Urdu EFL students to thrive academically and realize their full potential in English language acquisition.

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