Quest Journals
Journal of Education, Arts, Law and Multidisplinary
Volume 15 ~ Issue 4 (Jul. – Aug. 2025) pp: 66-77
ISSN(Online): 2347-2895
www.questjournals.org

Research Paper

A Study on Teacher Support and Oral English Anxiety among English Majors—A Case Study from Panzhihua University

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Abstract
With the ongoing deepening of global economic integration and interdisciplinary exchanges, English has seen its pivotal role as a lingua franca for international communication become increasingly prominent. China has incorporated English proficiency into its evaluation system for interdisciplinary talents, with oral competence being essential as a key interdisciplinary communication skill. However, English learners in China commonly experience oral English anxiety, primarily manifested as lack of self-confidence, communication avoidance, and physiological stress responses. These emotional states function through dual mechanisms, weakening self-regulation while intensifying communication apprehension, thereby forming a vicious cycle of anxiety-avoidance-competence stagnation. This study examined the types and pathways of teacher support's impact on speaking anxiety through questionnaire surveys with stratified random sampling of English majors at Panzhihua University, employing SPSS for statistical analysis. The study found that students exhibited relatively high levels of oral English anxiety while simultaneously perceiving comparatively strong teacher support. Teacher support showed significant negative correlations with all dimensions of speaking anxiety, lack of self-confidence, fear of negative evaluation, comprehension barriers, and insufficient language competence. The study further confirmed that enhanced teacher support—particularly emotional and competence support, effectively alleviates speaking anxiety.

R**eceived 15 July, 2025; **R**evised 28 July, 2025; **A**ccepted 30 July, 2025 © The author(s) 2025. **P**ublished with open access at **www.questjournas.org

I. Introduction

This section mainly includes the research background, literature review, and the significance of the study.

1.1 Research Background

In the context of globalization, the significance of mastering spoken English as the main international communication language has surged. For students majoring in English at universities, proficiency in spoken English is not only an academic requirement but also a key skill for future career development. Indeed, numerous students often struggle with anxiety when learning spoken English, which not only affects their learning outcomes but may also undermine their self-confidence and enthusiasm. Teachers, as vital supporters in the students' learning process, directly influence their oral language acquisition through methods and levels of support. Thus, this study explores how teacher support influences oral English anxiety among English majors, aiming to comprehend the way teacher support functions, thereby providing scientific evidence for improving teaching methods and enhancing students' learning experience.

This study aims to investigate the correlation between teacher support and oral English anxiety in English major students, analyze the factors contributing to it, and propose coping strategies based on the research findings. Such efforts aim to alleviate students' oral English anxiety and improve their English proficiency.

1.2 Literature Review

This section systematically reviews existing literature on teacher support and oral English anxiety, synthesizes key theories, identifies research gaps, and establishes the theoretical foundation for this study.

1.2.1 Teacher Support

Teachers are central leaders in the classroom environment and can provide a variety of assistance and support to students. Teacher support is one of the social supports that students receive in the school environment

and is a key factor in their interpersonal and educational development. However, due to diverse perspectives and different angles, there are many ways of understanding and defining the concept of teacher support in academic research. Since the last century, many foreign scholars have realized the importance of teacher support and have begun to study this concept. Trickett and Moos suggests that defining teacher support starts from what should be the student's perspective, including how the student feels about the various forms of help and care given by the teacher. Ryan and Patrick further adds that teacher support focuses on the extent to which the teacher values the student and the establishment of trusting friendly interpersonal relationships. Teacher support is also sometimes understood as a holistic perceived variable in different studies. For example, Ryan, Patrick, and Tas are among the scholars whose studies have explored it as a single-dimensional variable. However, some scholars also argue that teacher support should be studied as a complex variable containing multiple dimensions. For example, Suldo and others point out that teacher support is actually a multidimensional concept that is able to meet the needs of students in different aspects, such as social, academic and emotional, by giving the corresponding multidimensional structure of support**Error! Reference source not found.**.

According to domestic researcher Ouyang Dan, the supportive attitude that students feel from teachers in their academic life is teacher support, and is divided into three dimensions: learning support, Competence support and emotional support**Error! Reference source not found.**. Scholars such as Han Jian Tao and Ge Ming Gui suggests t hat teacher support can be reflected in the process of teacher-student interaction, in which teachers help students to satisfy their autonomous needs by providing them with a series of supportive behaviors, thus enhancing their intrinsic learning motivation**Error! Reference source not found.**.

To summarize, although the specific definition of teacher support varies among scholars, it is generally agreed that teacher support includes the multifaceted positive assistance and positive guidance that teachers provide to students' academic growth and healthy physical and mental development during the teaching and learning process.

Although scholars have basically reached a consensus on the basic connotation of teacher support, there are still differences in specific studies. Overall, domestic and international studies are mainly categorized into two types of research: unidimensional and multidimensional. Under the unidimensional variable research perspective, Chen's study shows that there was a significant positive correlation between the extent to which students felt supported by their teachers and their academic performance. Hughes et al.'s further study finds that when students felt sincere care and warmth from their teachers and established close teacher-student relationships, they were more likely to identify themselves with the school and to take a more positive attitudes towards classroom learning. According to Lai, teacher support is the care, respect, and understanding that students feel from their teachers. Teachers not only pass on knowledge, but also cultivate a positive mindset in students through teaching and learning, so that they can keep improving with their efforts. In daily teaching, teachers help students to grow and develop better by establishing a good interactive relationship with them. Under the perspective of multidimensional variables, Malecki and Demaray propose that teacher support includes four dimensions: emotional support, instrumental support, informational support, and evaluative support. Chen analyzes and distills the three core elements of teacher support in their study: emotional support, instrumental support, and cognitive support. Chai Xiaoyun defines teacher support in three dimensions: autonomy support, cognitive support, and emotional support**Error! Reference source not found.**.

Based on existing research, this study examines teacher support in three dimensions: autonomy support, emotional support, and competence support.

1.2.2 Oral English Anxiety

Horwitz and Cope's argument asserts that anxiety should be categorized as a context-specific anxiety response type when it is confined to a language learning situation. They define language anxiety as a complex construct encompassing self-perception systems, belief structures, affective experiences, and behavioral patterns, arising from the distinctive nature of language learning processes and related to classroom language learning environments. In addition, MacIntyre and Gardner argue that the psychological state of language anxiety refers to the psychological experience of nervous tension and fear that arises in second language application scenarios, and its scope of action encompasses language communication activities such as listening and speaking as well as the process of language knowledge acquisition. As the main source of language learning anxiety, oral English anxiety is the centerpiece of language learning. It is probably one of the most significant psychological barriers that college students in China will encounter when learning English**Error! Reference source not found.**.

Foreign language anxiety is one of the important emotional factors affecting foreign language learners, which refers to the emotional state of foreign language learners who cannot overcome the difficulties of foreign language learning and cannot achieve their own learning goals, thus becoming less confident and accompanied by tension, anxiety and fear. According to Li Jiong ying, foreign language learning anxiety is mainly the fear or uneasiness that learners feel when they express themselves in the target language**Error! Reference source not found.**. A ccording to Li Qing, foreign language anxiety belongs to the specific situation anxiety, which is the negative

feelings and negative emotions that learners have towards this situation of foreign language learning. And in the process of foreign language learning, oral learning is often an important factor that affects the learning process and results[Error! Reference source not found.].

This study explores four main aspects of oral English anxiety. First, the aspect of lack of self-confidence. Non-verbal barriers are equally important parts of the factors that cause anxiety in spoken English. Second, the aspect of fear of negative evaluation. English majors' oral English anxiety is more likely to be affected by the factor of fear of negative evaluation. Third, the aspect of comprehension barriers. Krashen argues that comprehensible linguistic input is necessary for second language acquisition. There are differences in the amount of comprehensible input that different learners can receive. Therefore, they may face comprehension barriers when learning a second language[Error! Reference source not found.]. Fourth, the aspect of insufficient language competence. The l ower a student's English level is, the higher his or her oral English anxiety is, and the more he or she is afraid of opening his or her mouth to speak English in front of classmates and teachers.

Current research on the impact of teacher support on oral English anxiety among English majors remains insufficient. This study aims to examine the impact of teacher support on oral English anxiety among English majors at Panzhihua University, propose corresponding strategies, fill the current research gap on their correlation, and ultimately help reduce students' oral anxiety.

1.2.3 The Effect of Teacher Support on Oral English Anxiety

In recent years, there has been a relatively large amount of research in China on the relationship between teacher support and student learning, primarily focusing on its impact on student learning autonomy. The goal of education is to cultivate learners' self-directed learning capabilities. This requires students to possess subjective learning awareness, intrinsic motivation, and mastery of objective learning methods to achieve continuous progress.

Earlier studies such as Shao Ling and Deng Ke Feng explore how teacher support promotes students' learning autonomy[Error! Reference source not found.Error! Reference source not found.]. Although there was no direct study on the co rrelation with oral English anxiety, the pedagogical concepts they revealed provided a theoretical basis for the subsequent exploration of teacher support to alleviate students' oral English anxiety. This can be done by building mutual trust between teachers and students thereby reducing learners' anxiety. Over time, the focus of research has gradually shift to the relationship between teacher support and students' psychological needs for learning, such as the studies by Tian Pan and Xue Ni , which reveal how teacher support can enhance students' self-directed learning by influencing the classroom environment[Error! Reference source not found.Error! Reference source not found.]. The finding pr ovides new methodological insights for the innovation of theory and practice in English speaking teaching, in which teachers can satisfy students' emotional needs through enhanced affective support and enhance students' self-efficacy through cognitive support, which is the key path to alleviate anxiety in the foreign language classroom.

At present, English teaching in colleges and universities still generally follows the traditional teacher-centered unidirectional teaching mode, in which teachers tend to dominate the classroom and students lack the opportunity to take the initiative to express themselves. The teaching process relies too much on teachers' explanations and textbook contents, and lacks interactive links such as situational dialogues and role-playing, which leads to language learning being detached from real communication scenarios.

However, with the development of information technology, studies have also begun to focus on the impact of teacher support in technological environments, such as those by Huang, Yurong and Zhang, She Ru and Li, Xiao Yan, which emphasize the potential of information technology in enhancing teacher support[Error! Reference s ource not found.Error! Reference source not found.]. It also provides new ideas for solving the problem of oral English anxiety through teacher-student interactions in online contexts, which can effectively circumvent the limitations under the traditional teaching mode, with more flexible teaching environments and more diversified learning styles for students.

Foreign studies are more diverse, covering a wide range of fields such as education research, language learning and computer science. For example, studies by Wang, T and Liu, Q and Zhou, W explore the impact of teachers' emotional support on online learning engagement[Error! Reference source not found.Error! Reference source not found.]. The re velation is that teachers can construct emotional presence through verbal encouragement with nonverbal cues, such as smiling and nodding, to significantly reduce learners' communicative fear. This finding provides a theoretical basis for anxiety intervention in speaking instruction. While Zheng, Q; Yuan, ZH and Pan, XQ investigate the relationship between digital literacy and online learning ability and the mediating role of teacher support in it[Error! Reference source not found.]. This demonstrates that online learning can also serve as a viable approach f or developing oral language skills. Yang examines the relationship between student engagement and performance in online interactive language learning environments[Error! Reference source not found.]. Complementing this, Truong and W ang demonstrate that mastery experiences significantly contribute to self-efficacy beliefs, which positively correlate with EFL proficiency[Error! Reference source not found.]. Most recently, Zhou et al. identifies self-efficacy as a m

ediator between perceived teacher emotional support and interaction engagement among EFL learners, confirming that both teacher support and self-efficacy predict engagement levels[Error! Reference source not found.]. Enhancing self-efficacy, as a key method to alleviate oral English anxiety, demonstrates that strengthened teacher support facilitates anxiety reduction.

These studies not only focus on the impact of teacher support on students' ability to learn, but also emphasize the importance of emotional support and technical support. This provides a new entry point for explaining students' oral English anxiety, and the provision of relevant tools and technical support by teachers can reduce anxiety levels.

1.3 Research Significance

In summary, teacher support has been shown to have a positive impact on student learning, particularly in terms of enhancing learning autonomy, meeting psychological needs and improving learning emotions. Much of the existing literature focuses on the pervasive effects of teacher support, and there is a lack of targeted research on oral anxiety in English majors, and even fewer analyses of the interaction effects of multidimensional support mechanisms. This study aims to fill this research gap by providing new perspectives and suggestions for educational practice through an in-depth analysis of the relationship between teacher support and English major students' oral English anxiety, thus helping students to overcome anxiety in speaking learning and to improve their learning efficiency and professional competence.

II. Research Design

This section describes the research procedure, which comprised two key phases: questionnaire distribution and data analysis. The participants included English majors across all four undergraduate years (freshmen to seniors) at Panzhihua University. The research instrument was adapted from the questionnaire developed by Cao Meichen and Wang Lian. For data processing, SPSS software was utilized to perform three analytical operations: data cleaning, descriptive statistics, and regression analysis to test the study's hypotheses.

2.1 Research Questions

This study focuses on two research questions. First, what types of teacher support do English majors at Panzhihua University perceive, and what forms of speaking anxiety do they experience. Second, what is the relationship between teacher support and oral English anxiety among English majors at Panzhihua University.

2.2 Research Object

The study participants were English majors enrolled at Panzhihua University between 2021-2024. Through stratified random sampling, 355 valid participants were selected (80 freshmen, 22.54%; 95 sophomores, 26.76%; 98 juniors, 27.61%; 82 seniors, 23.1%). Female participants accounted for 49.01% and males 50.99%. Their ages range approximately from 18 to 22. Most English majors at Panzhihua University began learning English in primary school and have studied it for years. However, their focus has been on written exams, applying knowledge with limited emphasis on oral skills. From primary to high school, dedicated oral English courses were rare, and students rarely used English exclusively when answering questions in class. At the university level, although oral English courses are offered in the first and second years, the learning model is relatively monotonous, with limited opportunities for oral practice. At the same time, in class, many oral English teachers are Chinese, and although most of them have studied or worked abroad, there is a lack of foreign teachers. All subjects provided informed consent. The findings offer reference value for researching oral English anxiety among English majors in Chinese universities.

2.3 Research Instrument

The research instrument was a survey questionnaire developed based on existing studies. The questionnaire incorporated Horwitz et al.'s Foreign Language Anxiety Scale, which consists of 30 items on a five-point Likert scale (1=strongly disagree, 5=strongly agree). Based on Wang Lian and Meichen Cao's research, 30 questions about teacher support and oral English anxiety were developed in relation to the actual situation of students. The questionnaire includes four items on lack of self-confidence. For example, I always lack confidence when speaking English in oral classes. There are four items on fear of negative evaluation. For example, I worry about making mistakes in speaking. There are three items on comprehension barriers. For example, I feel nervous when I don't understand what the teacher is saying in English. There are five items on lack of language competence. For example, I cannot construct effective English sentences within a short time. Additionally, the questionnaire includes five items on emotional support. For example, during oral language learning, the teacher shows great concern for me. There are five items on autonomy support. For example, in oral English classes, the teacher provides me with choices and opportunities. There are four items on competence support. For example, whenever I encounter problems, the teacher provides me with immediate assistance.

2.4 Research Procedure

This study employed a questionnaire survey method for data collection. In late February this year, my supervisor facilitated the distribution of the questionnaire to English majors across all four grade levels (freshmen to seniors) at Panzhihua University through an online survey platform. Using SPSS software, data cleaning was conducted by eliminating invalid responses and removing outliers, ultimately obtaining 355 valid questionnaires for analysis. This study adopted a quantitative research paradigm, employing questionnaire surveys to collect data. The collected data were analyzed using SPSS software for descriptive statistics and regression analysis to test the research hypotheses, thereby exploring the correlation mechanism between teacher support and oral English anxiety among English majors.

III. Data Analysis

The study focus on two aspects: the perceived teacher support among English majors at Panzhihua University and their oral English anxiety levels.

3.1 Basic Information Statistics

It can be known from the following table that the total number of samples is 355. From the perspective of gender distribution, the proportion of male samples is 50.99%, and the proportion of female samples is 49.01%. Among the grade samples, 22.54% are freshmen, 26.76% are sophomores, 27.61% are juniors, and 23.1% are seniors. Among the samples with CET-4 scores, 12.68% were below 425 points, 48.45% were between 425 and 499 points, 31.27% were between 500 and 599 points, and 7.61% were above 600 points.

Table 1: Analysis of the Samples

Name	Option	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Male	181	50.99	50.99
	Female	174	49.01	100
Grade	Freshman	80	22.54	22.54
	Sophomore	95	26.76	49.3
	Junior Year	98	27.61	76.9
	Senior Year	82	23.1	100
CET-4 Score	Below 425	45	12.68	12.68
	425-499	172	48.45	61.13
	500-599	111	31.27	92.39
	Above 600	27	7.61	100

3.2 Descriptive Statistical Analysis

In descriptive statistical analysis, the index levels of each variable are generally measured through the mean and standard deviation. The higher the average value, the higher the average level of the sample for this indicator. The discrete trend is used to describe the degree of dispersion of data in the data distribution. For example, the standard deviation represents the magnitude of the difference among different samples on the same indicator.

The data collected from the questionnaire were organized and analyzed using descriptive statistics using SPSS software to obtain the mean and standard deviation of each question item as well as dimension in the questionnaire. According to Oxford and Burry-Stock's classification criteria for the Likert scale, high levels of anxiety have a mean equal to or higher than 3.5, moderate levels of anxiety have a mean between 2.5 and 3.4, and low levels of anxiety are considered when the mean is equal to or lower than 2.4.

In the 5-component scale, the theoretical median of the average value is 3. If the average value exceeds 3, it indicates that the sample tends to be in a "relatively consistent" state. In the 5-subscale, the standard deviation is less than 1, indicating that the data is relatively concentrated and the group attitudes have a high degree of consistency. As indicated from the chart below, the samples tend to have a certain degree of oral English anxiety. Among them, four factors, namely LSC, FNE, OB and ILC, were respectively confirmed. Meanwhile, the sample tends to receive support from teachers, which is divided into four dimensions: ES, AUS, and CS.

As presented in Table 2, oral English anxiety among college students mainly includes LSC, FNE, CB and ILC. Among these, CB showed the highest degree, and its mean value is 3.665, which indicates that students feel anxious when they do not accurately understand the speaker's intention during the process of oral communication. LSC is in the second place with a mean value of 3.563, which indicates a LSC in oral learning. FNE is in the third with a mean value of 3.471. the lowest degree is ILC with a mean value of 3.406.

Table 2: Basic Indicators

Name	Sample size	Minimum value	Maximum value	Average	Standard Deviation
LSC	355	1.25	5	3.563	0.853

FNE	355	1.5	5	3.471	0.852
CB	355	1	5	3.665	0.904
ILC	355	1.2	5	3.406	0.888
OEA	355	1.313	4.75	3.51	0.65
ES	355	1	5	3.703	0.813
AUS	355	1.4	5	3.368	0.873
CS	355	1	5	3.381	0.93
TS	355	1.286	4.857	3.491	0.693

LSC=Lack of Self-Confidence; FNE= Fear of Negative Evaluation
CB=Comprehension Barriers; ILC=Insufficient Language Competence; OEA= Oral English Anxiety
ES=Emotional Support; AUS=Autonomous Support; CS= Competence Support; TS=Teacher Support

3.3 Reliability Analysis of the Questionnaire

In this study, the 30 items that remained after the project analysis were used to test the structural validity of the scale. Generally, a reliability coefficient above 0.9 indicates excellent reliability; between 0.8-0.9 demonstrate excellent reliability; 0.7-0.8 denotes good reliability; 0.6-0.7 shows acceptable reliability; while below 0.6 requires revision.

The analysis results indicate that all variables demonstrate reliability coefficients above 0.8, indicating excellent consistency. However, some indicators did not reach 0.90. This might be related to the relatively small sample size of the subjects measured this time. Comprehensive consideration suggests that the overall goodness of fit of the measurement model is in line with theoretical expectations.
The detailed total statistics of items in each dimension are shown in the following table.

Table 3: Cronbach Reliability Analysis

Variable	Name	Corrected Item-Total Correlation (CITC)	Deleted item's alpha coefficient	Cronbach's alpha
LSC	LSC1	0.718	0.842	0.873
	LSC2	0.718	0.841	
	LSC3	0.733	0.835	
	LSC4	0.742	0.832	
FNE	FNE1	0.719	0.807	0.855
	FNE2	0.669	0.828	
	FNE3	0.723	0.805	
	FNE4	0.682	0.823	
CB	CB1	0.706	0.758	0.834
	CB2	0.672	0.792	
	CB3	0.706	0.759	
ILC	ILC1	0.725	0.869	0.891
	ILC2	0.76	0.861	
	ILC3	0.738	0.866	
	ILC4	0.69	0.877	
	ILC5	0.757	0.862	
ES	ES1	0.731	0.893	0.906
	ES2	0.742	0.89	
	ES3	0.774	0.883	
	ES4	0.825	0.873	
	ES5	0.755	0.888	
AUS	AUS1	0.698	0.87	0.888
	AUS2	0.739	0.86	
	AUS3	0.724	0.864	
	AUS4	0.767	0.854	
	AUS5	0.712	0.868	
AS	AUS1	0.683	0.819	0.854
	AS2	0.728	0.8	
	AS3	0.675	0.826	
	AS4	0.704	0.812	

3.4 Validity Analysis of the Questionnaire

Validity refers to the degree to which the psychological and behavioral characteristics to be tested can be accurately measured through test or scale tools, that is, the accuracy and reliability of the test results. Generally speaking, the smaller the significance level of the Bartlett sphericity test ($P<0.05$), the more likely there is a meaningful relationship between the original variables. The KMO value is used to compare the simple correlation and partial correlation coefficients between items, and its value ranges from 0 to 1. The criterion for whether it is

suitable for factor analysis is: exceeds 0.9, which is very suitable. 0.7-0.9 is suitable; 0.6-0.7 is more suitable. A range between 0.6 and 0.5 is not very suitable. Give up when it is below 0.5. The Bartlett sphericity test value is used to test whether the correlation coefficient between items is significant. If the significance is less than 0.05, it indicates that each item is suitable for factor analysis.

The validity was verified using the KMO and Bartlett tests. As indicated from the chart below: The KMO value is 0.925, and the KMO value exceeds 0.8. The research data is very suitable for extracting information (which reflects the good validity from the side), and factor analysis can be conducted.

Table 4: KMO and Bartlett's Test

KMO Value		0.925
Bartlett's Test of Sphericity	Approximate chi-square	6203.453
	DF	435
	P Value	0.000

3.5 Correlation Analysis

Correlation analysis refers to the process of describing and analyzing the nature and degree of correlation between two or more variables. Significant correlations are indicated by asterisks next to the correlation coefficients. Otherwise, it is unnecessary. When the correlation coefficient exceeds 0, it indicates that there is a positive correlation between the two variables; when it is less than 0, it indicates that there is a negative correlation between the two variables.

As indicated in Table 5, there is a significant correlation between all variables between TS and OEA. Among these, TS showed the strongest correlation with AUS (0.820), indicating a significant positive effect. Second, TS showed a significant negative correlation with OEA (-0.664). Among all variables, ES and ILC exhibited the strongest significant negative correlation.

Table 5: Pearson Correlation

	LSC	FNE	CB	ILC	OEA	ES	AUS	AS	TS
LSC	1								
FNE	0.319***	1							
CB	0.406***	0.458***	1						
ILC	0.382***	0.421***	0.415***	1					
OEA	0.702***	0.732***	0.722***	0.799***	1				
ES	-0.351***	-0.366***	-0.334***	-0.434***	-0.508***	1			
AUS	-0.404***	-0.399***	-0.360***	-0.418***	-0.536***	0.439***	1		
AS	-0.399***	-0.433***	-0.376***	-0.407***	-0.545***	0.438***	0.486***	1	
TS	-0.482***	-0.499***	-0.447***	-0.526***	-0.664***	0.785***	0.820***	0.786***	1

* $p<0.05$ ** $p<0.01$ *** $p<0.001$

3.6 Linear Regression Analysis

In this section, the main content is about the linear regression analysis of the following five aspects.

3.6.1 Lack of Self-Confidence

As indicated from the chart below, ES, AUS and CS are taken as independent variables, and LSC is taken as dependent variables for linear regression analysis. The R-squared value of the model is 0.235, which means that ES, AUS, and CS can explain 23.5% of the variation in LSC. In the F-test of the model, it was found that the model passed the F-test ($F=35.888$, $p=0.000<0.05$), indicating that at least one of the ES, AUS and CS would have an impact on the LSC. According to the multicollinearity test of the model, VIF values in the model are all less than 5, which means that there is no collinearity problem. The final specific analysis reveals the following

information.
The regression coefficient of ES was -0.161(t=-2.840, p=0.005<0.01), indicating that ES had a significant negative effect on self-confidence. The regression coefficient of AUS is -0.224(t=-4.118, p=0.000<0.01), which means that AUS has a significant negative effect on LSC. The regression coefficient of CS is -0.202(t=-3.947, p=0.000<0.01), which means that CS has a significant negative effect on LSC.
Overall, all dimensions of TS showed significant negative effects on students' LSC.

Table 6: Linear Regression Analysis Results

	The Standardized Coefficient		Standardization Coefficient	t	p	Linear Approach	Diagnostic
	B	Standard Error	Beta			Tolerance	VIF
Constant	5.599	0.208	-	26.886	0.000***	-	-
ES	-0.161	0.057	-0.154	-2.84	0.005**	0.741	1.349
AUS	-0.224	0.055	-0.23	-4.118	0.000***	0.701	1.427
CS	-0.202	0.051	-0.22	-3.947	0.000***	0.701	1.426
R2	0.235						
AdjustingR2	0.228						
F	F (3,351) =35.888, p=0.000						

The Independent Variable: LSC
* p<0.05 ** p<0.01 *** p<0.001

3.6.2 Fear of Negative Evaluation
As shown from the chart below, ES, AUS and CS are taken as independent variables, and FNE is taken as dependent variables for linear regression analysis. The R-squared value of the model is 0.254, which means that ES, AUS, and CS can explain 25.4% of the variation in FNE. In the F-test of the model, it was found that the model passed the F-test (F=39.835, p=0.000<0.05), indicating that at least one of the ES, AUS and CS would have an impact on the FNE. According to the multicollinearity test of the model, VIF values in the model are all less than 5, which means that there is no collinearity problem. The final specific analysis reveals the following information.
The regression coefficient of ES was -0.170 (t=-3.034，p=0.003<0.01), indicating that ES had a significant negative effect on FNE. The regression coefficient of AUS is-0.194(t=-3.609，p=0.000<0.01), which means that AUS has a significant negative effect on FNE. The regression coefficient of CS is -0.243(t=-4.827，p=0.000<0.01), which means that CS has a significant negative effect on FNE.
In summary, all dimensions of TS demonstrated significant negative effects on FNE.

Table 7: Linear Regression Analysis Results

	The Standardized Coefficient		Standardization Coefficient	t	p	Linear Approach	Diagnostic
	B	Standard Error	Beta			Tolerance	VIF
Constant	5.577	0.205	-	27.16	0.000***	-	-
ES	-0.17	0.056	-0.162	-3.034	0.003**	0.741	1.349
AUS	-0.194	0.054	-0.199	-3.609	0.000***	0.701	1.427
CS	-0.243	0.05	-0.266	-4.827	0.000***	0.701	1.426
R2	0.254						
AdjustingR2	0.248						
F	F (3,351) =39.835, p=0.000						

The Independent Variable: FNE
* p<0.05 ** p<0.01 *** p<0.001

3.6.3 Comprehension Barriers
As shown from the chart below, ES, AUS and CS are taken as independent variables, and CB are taken as dependent variables for linear regression analysis. The R-squared value of the model is 0.201, which means that ES, AUS, and CS can explain 20.1% of the variation in CB. In the F-test of the model, it was found that the model passed the F-test (F=29.474, p=0.000<0.05), indicating that at least one of the ES, AUS and CS would have an impact on CB. The final specific analysis reveals the following information. According to the multicollinearity test of the model, VIF values in the model are all less than 5, which means that there is no collinearity problem.

The final specific analysis reveals the following information.
The regression coefficient of ES was -0.175(t=-2.846, p=0.005<0.01), indicating that ES had a significant negative effect on CB. The regression coefficient of a AUS was -0.192(t=-3.260, p=0.001<0.01), indicating that AUS had a significant negative effect on CB. The regression coefficient of CS is -0.211(t=-3.807, p=0.000<0.01), which means that CS has a significant negative effect on CB.
In conclusion, all dimensions of TS showed significant negative effects on CB.

Table 8: Linear Regression Analysis Results

	The Standardized Coefficient		Standardization Coefficient	t	p	Linear Diagnostic Approach	
	B	Standard Error	Beta			Tolerance	VIF
Constant	5.675	0.226	-	25.164	0.000***	-	-
ES	-0.175	0.062	-0.158	-2.846	0.005**	0.741	1.349
AUS	-0.192	0.059	-0.186	-3.26	0.001**	0.701	1.427
CS	-0.211	0.055	-0.217	-3.807	0.000***	0.701	1.426
R2	0.201						
AdjustingR2	0.194						
F	F (3,351) =29.474, p=0.000						

The Independent Variable: CB
* p<0.05 ** p<0.01 *** p<0.001

3.6.4 Insufficient Language Competence
As shown from the chart below, ES, AUS and CS are taken as independent variables, and ILC is taken as dependent variable for linear regression analysis. The R-squared value of the model is 0.278, which means that ES, AUS, and CS can explain 27.8% of the variation of ILC. In the F-test of the model, it was found that the model passed the F-test (F=45.126, p=0.000<0.05), indicating that at least one of the ES, AUS and CS would have an impact on ILC. According to the multicollinearity test of the model, VIF values in the model are all less than 5, which means that there is no collinearity problem. The final specific analysis reveals the following information.
The regression coefficient of ES was -0.281(t=-4.891, p=0.000<0.01), indicating that ES had a significant negative effect on ILC. The regression coefficient of AUS is -0.216(t=-3.909, p=0.000<0.01), which means that AUS has a significant negative effect on ILC. The regression coefficient of CS is -0.183(t=-3.538, p=0.000<0.01), which means that CS has a significant negative effect on ILC.
In summary, all dimensions of TS had significant negative effects on ILC.

Table 9: Linear Regression Analysis Results

	The Standardized Coefficient		Standardization Coefficient	t	p	Linear Diagnostic Approach	
	B	Standard Error	Beta			Tolerance	VIF
Constant	5.792	0.211	-	27.5	0.000***	-	-
ES	-0.281	0.058	-0.258	-4.891	0.000***	0.741	1.349
AUS	-0.216	0.055	-0.212	-3.909	0.000***	0.701	1.427
CS	-0.183	0.052	-0.192	-3.538	0.000***	0.701	1.426
R2	0.278						
AdjustingR2	0.272						
F	F (3,351) =45.126, p=0.000						

The Independent Variable: ILC
* p<0.05 ** p<0.01 *** p<0.001

3.6.5 Foreign Language Oral English Anxiety
As shown from the chart below, ES, AUS and CS are taken as independent variables, and OEA is taken as dependent variables for linear regression analysis. The R-squared value of the model is 0.442, which means that ES, AUS, and CS can explain 44.2% of the variation of OEA. In the F-test of the model, it was found that the model passed the F-test (F=92.593, p=0.000<0.05), which means that at least one of ES, AUS and CS will have an impact on OEA. According to the multicollinearity test of the model, VIF values in the model are all less than 5, which means that there is no collinearity problem. The final specific analysis reveals the following information.
The regression coefficient of ES was -0.204(t=-5.506, p=0.000<0.01), indicating that ES had a significant negative

effect on OEA. The regression coefficient of AUS was -0.208(t=-5.867, p=0.000<0.01), indicating that AUS had a significant negative effect on OEA. The regression coefficient of CS was -0.208(t=-6.254, p=0.000<0.01), indicating that CS had a significant negative effect on OEA.

In conclusion, all dimensions of TS demonstrated significant negative effects on OEA

Table 10: Linear Regression Analysis Results

	The Standardized Coefficient		Standardization Coefficient	t	p	Linear Diagnostic Approach	
	B	Standard Error	Beta			Tolerance	VIF
Constant	5.668	0.135	-	41.841	0.000***	-	-
ES	-0.204	0.037	-0.255	-5.506	0.000***	0.741	1.349
AUS	-0.208	0.035	-0.279	-5.867	0.000***	0.701	1.427
CS	-0.208	0.033	-0.298	-6.254	0.000***	0.701	1.426
R2	0.442						
AdjustingR2	0.437						
F	F (3,351) =92.593, p=0.000						

The Independent Variable: OEA

* p<0.05 ** p<0.01 *** p<0.001

3.7 Results

The results of the study show that the mean value of the degree of teacher support for English majors in Panzhihua University is 3.491, which is a medium frequency, indicating that they are helped by teacher in the process of learning spoken English. As presented in Table 2, the highest level of emotional support, with a mean value of 3.703, indicates that the teacher's affective commitment to the students affects their oral language learning. The degree of competence support is in the middle with a mean value of 3.381, which indicates that teachers' helping students to improve their language competence is related to oral English anxiety. Lastly, autonomy support, with a mean value of 3.368, suggests that teachers' provision of autonomy and learning atmosphere affect students' oral learning.

In terms of the factors affecting oral English anxiety, the anxiety influencing factors of the English majors in Panzhihua University mainly involved four dimensions: lack of self-confidence, fear of negative ratings, comprehension barriers, and insufficient language competence. The results of the study show that the mean value of the level of oral English anxiety of English majors in Panzhihua University is 3.51, which is a high frequency, indicating that they have a high degree of tension and anxiety in the process of learning spoken English. Among these, comprehension difficulties (M=3.665) emerged as the most significant influencing factor.

On the other hand, all dimensions of teacher support showed significant negative correlations with each dimension of oral English anxiety. The strongest correlation was between emotional support and insufficient language competence.

IV. Suggestions for Teachers and Students

In this section, some suggestions for teachers to enhance their support, as well as for students to improve themselves and reduce oral English anxiety will be presented.

4.1 Suggestions for Teachers

In the higher education landscape, teachers, as the most frequent educators with whom students interact daily, play a pivotal role in imparting subject-specific knowledge and cultivating professional skills. They serve as pivotal guides and facilitators on students' professional growth journey, playing an irreplaceable supportive role in their all-round development. Higher education instructors should strive to assist students in establishing clear learning objectives and evaluation criteria, creating a space for student-led exploration of academic interests, and promptly and effectively responding to reasonable student demands.

In English language instruction, educators should adhere to the principle that students come first, constructing a support system for them across three dimensions, autonomous support, emotional support, and competence support to facilitate mutual growth.

4.1.1 Enhancing Teachers' Autonomy Support

In autonomous support, teachers must cultivate an atmosphere of independent inquiry in the classroom, encouraging group collaboration, problem-solving discussions, among others. They should also regularly collect and respond to students' learning needs after class. Adaptation of teaching progress and content should be made flexibly based on each student's specific learning situation. Meanwhile, teachers can employ inquiry-based teaching methods in oral instruction. By posing open-ended discussion questions in class, provide ample time for students to ponder and engage in discourse, thus avoiding overly formulaic answers that limit their creativity.

Allow them to express freely after class, with personalized feedback tailored to each individual student.

4.1.2 Enhance Teachers' Emotional Support

In terms of emotional support, educational practices have shown that teachers' emotional investment during teaching not only enhances students' learning motivation but also fosters a positive teacher-student relationship. Teachers must employ positive and constructive language in their teaching, expressing numerous positive expectations towards students and encouraging them to express themselves confidently. A positive emotional experience throughout the learning process contributes to the development of a positive study will, thereby fostering a stable learning motivation that propels students to successfully achieve their learning objectives. Teachers should embrace and acknowledge their students' perspectives with utmost respect, offering abundant positive commentary to boost their confidence and foster an inclusive classroom ambiance.

4.1.3 Enhance Teachers' Competence Support

In terms of support for capacity-building, teachers must cultivate students' critical thinking abilities through methods such as scenario simulations, thereby honing their language expression skills. Teachers can improve students' oral expression skills through group collaboration and impromptu performances. Furthermore, by fostering a positive mindset and imparting strategies for overcoming challenges in their students, teachers not only aid in enhancing learning abilities but also foster resilience in students that enables them to achieve greater accomplishments in life.

4.2 Suggestions for Students

Students are the subject of learning; in addition to teacher support, learners' self-improvement is equally crucial in alleviating speech anxiety.

4.2.1 Strengthen Self-Confidence

According to existing research, poor pronunciation or incorrect intonation is a direct source of anxiety and inferiority in spoken expression among language learners. Therefore, enhancing one's oral proficiency can be achieved by mimicking sounds and engaging in tone training, thereby enhancing confidence.

Students should first boldly engage in oral expression. They can start by practicing with peers and then move on to speaking in class. Secondly, they can track their progress, such as how many sentences they spoke in this lesson and how many new vocabulary usages they accumulated. Additionally, one can change the perspective on making mistakes, treating errors as learning opportunities. For example, note down frequently made grammatical mistakes for focused review. By summarizing and correcting errors, one can reduce the fear of speaking and alleviate oral English anxiety.

4.2.2 Reduce the Fear of Negative Evaluations

Oral language learning requires students to establish a viable and practical study plan in line with their realities. In the process of striving for excellence, one must neither overestimate nor underestimate themselves. Upon receiving negative feedback, it is crucial to acknowledge it and strive to rectify it. In the realm of oral language acquisition, learners develop their own learning strategies under the guidance of their teachers, thus acquiring effective and personalized study methods.

Focus on information transmission during oral communication, rather than on whether self-presentation is perfect. Continuously strengthen self-will to control the impact of negative emotions.

4.2.3 Overcome Comprehension Barriers

When students do not accurately understand the information in the other person's language, the tension can lead to interruptions in the conversation, making it difficult to express themselves fluently. Through the teacher's improvisational training in the classroom, students can master communication strategies. In cases where one fails to comprehend the content being communicated by the interlocutor, one can use polite phrases such as "Sorry, I didn't get that. Could you say it again?" or "Could you repeat the last sentence?" to facilitate comprehension of the speaker's intent.

Additionally, research suggests that many students willingly confide their psychological issues to peers, seeking assistance and receiving beneficial advice that aids their progress. Thus, learners can consult their peers for measures to tackle comprehension difficulties, learn from others' experiences, thereby enhancing their oral proficiency.

4.2.4 Improve Language Competence

Students should cast their eyes forward. English learning is not merely for mere examination, but more importantly, it is about enhancing oneself. By enhancing their learning abilities and overall competitiveness, they facilitate cultural exchange and the dissemination of ideas, thereby achieving self-worth.

To enhance their language competence, English majors should adopt a systematic approach to skill development. By strengthening daily reading practice, they can progressively improve in three key aspects: Firstly, through consistent mimicry of American TV shows' intonation and rhythm, students can systematically improve their spoken fluency. Subsequently, progressively expand lexical resources Memorizing new words in context during reading sessions enables incremental vocabulary growth. Additionally, by actively seizing in-class speaking opportunities, students can steadily reduce oral English anxiety through repeated practice. Persistent accumulation

of these micro-improvements will not only alleviate oral communication apprehension but also elevate overall professional capabilities.

V. Conclusion

In this section, the content of this research will be summarized, and the deficiencies of the research will be pointed out.

5.1 Summary

This study examined the impact of teacher support on oral English anxiety among English majors at Panzhihua University through questionnaire surveys analyzed with SPSS software. The study found that students at Panzhihua University experienced oral English anxiety while perceiving teacher support. All dimensions of teacher support showed significant negative effects on each dimension of oral English anxiety. As a result, strengthening teacher support is of great significance for helping college students reduce oral English anxiety. Reduce learners' oral English anxiety by enhancing teacher support, improving learners' self-confidence, alleviating pre-anxiety, reducing comprehension barriers, and compensating for language proficiency deficits. Improve the English proficiency of English majors while providing technical support for future employment.
These findings deepen our understanding of how teacher support influences oral English anxiety and provide concrete suggestions for both teaching practices and student learning. However, due to limited sample size, the conclusions may lack generalizability. Future research should improve the research methodology and expand the participant pool.

5.2 Limitations

This study has limitations and deficiencies. Firstly, as a college student, my literature reading volume is limited, my knowledge reserve is not rich enough, my understanding of teacher support and oral English anxiety is superficial, my use of software is not proficient enough, and the depth of research is insufficient. Secondly, since my survey subjects were only students of this school and they were majoring in English, the sample size was small and the research scope was limited. Thirdly, due to the limited research time, the exploration of the mechanism of teacher support on oral English anxiety lacks depth. At present, the focus is mainly on the influencing factors that scholars have discovered. The research perspective is relatively single, and there is insufficient exploration of other possible factors. In conclusion, various limitations have, to a certain extent, affected the universality of the results.

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