

# Effects of Speaking Anxiety among Major in English First Year and Second Year Students in Gordon College

Apolonio, Pauline Jane M., Barbero, Raizah P., Garcia, Jiellen Mei C. and Mobo, Catherine

Apolonio, Pauline Jane M.

Bachelor of Secondary Education Major in English, Gordon College, Olongapo City, Philippines

paulinejanemangilitapolonio@gmail.com

Barbero, Raizah P.

Bachelor of Secondary Education Major in English, Gordon College, Olongapo City, Philippines

raizahbarbero@gmail.com

Garcia, Jiellen Mei C.

Bachelor of Secondary Education Major in English, Gordon College, Olongapo City, Philippines

jiellenmeicavestanygarcia@gmail.com

Mobo, Catherine

English Program Coordinator, College of Education, Arts and Sciences, Gordon College, Olongapo City, Philippines

mobo.catherine@gordoncollege.edu.ph

**Abstract:** *Speaking anxiety is a form of social anxiety disorder characterized by a fear of public speaking, nervousness around others, fear of judgment, and self-consciousness in front of large groups. This study aims to understand why first and second-year college students majoring in English experience speaking anxiety. It utilizes a descriptive research design, examining academic performance, communication, fear of negative evaluation, and low self-confidence. A questionnaire was used to gather data from 100 College of Education, Arts, and Sciences students at Gordon College. The findings, analyzed using the statistical package for the social sciences version 26, indicate no significant relationship between respondent profiles and dimensions. However, a moderate positive correlation exists between communication apprehension, fear of negative evaluation, and low self-confidence. Additionally, fear of negative evaluation strongly correlates with low self-confidence. In conclusion, female English majors dominate the survey, and speaking anxiety is prevalent when speaking English unprepared, giving oral presentations, facing unexpected questions, and using correct grammar. Collaboration between educational institutions and organizations is crucial to address speaking anxiety and providing effective solutions for tertiary students.*

**Keywords:** Speaking anxiety, fear, negative evaluation, students, low self-confidence

## 1. INTRODUCTION

English major students' contribution to the foundation is particularly important in the school's linguistic and speaking performance. Speaking is a skill that represents the student's proficiency in speaking English (Gumartifa & Syahri, 2021; Asio et al., 2023). However, 63.9% of college students feared public speaking (Marinho et al., 2017). These fears made most students feel different anxiety about their speaking abilities.

The capacity to interact effectively is a crucial aspect of education. For college students, learning how to speak in public is essential for their academic and professional future. However, many students fear speaking in public, which is the so-called Public Speaking Anxiety (PSA) (Ridero & Larrea, 2022).

Despite growing research on instructor techniques and treatments to mitigate public speaking anxiety, this issue remains prominent, especially among university students. An alternative to mitigating such anxiety is identifying authentic coping strategies that university students could practice (Tee et al., 2020).

The results suggest that self-reported public speaking anxiety predicts speech duration, as well as speech quality, as

rated by the participants themselves and observers. (Gallego, et al, 2022) Speech anxiety can also be prevented by adding the cause or causes of speech disorders and solving errors in the curriculum at all education levels (Mete, 2021).

The relationship between speech anxiety and speaking skill attitudes of middle school students and the reasons for students' speech anxiety, the conditions in which speech anxiety is observed, and the teachers' solutions were scrutinized. In the research, the mixed method was used since it allows more in-depth examination (Teksan et al., 2019)

English is a medium of instruction in many higher education institutions in the Philippines. Despite its prevalence, many Filipinos, including college students, are still anxious when utilizing it in communication. In research undertakings, little is being discussed about this type of language anxiety in the Philippine context (Giray et al., 2022).

This undertaking might be possible to know the effect of speaking anxiety among first-year to second-year English major students at Gordon College.

The lack of a culturally tailored Speaking Anxiety Scale for the Philippine context poses a significant research gap. Largely developed in Western contexts, existing scales fail to capture the unique manifestations of Speaking Anxiety

among Filipino students. Addressing this gap is crucial to accurately assess and address Speaking Anxiety, considering the Philippines' distinct socio-cultural factors, language attitudes, and educational systems. Developing a culturally valid scale would enable targeted interventions and support systems to enhance oral communication skills among Filipino learners.

Based on the presented research gap. The researchers aim to analyze the effects of speaking anxiety among first- and second-year students in the local higher education institution in Olongapo City. This study also intends to see the relationship between the profile of the respondents and the different dimensions of speaking anxiety.

The results of this study on the effects of speaking anxiety among first- and second-year students in the local higher education institution in Olongapo City can provide valuable insights and benefits to various stakeholders.

The study on speaking anxiety among students in Olongapo City's educational institutions can provide valuable insights for developing effective support systems, interventions, and resources. It empowers students with self-awareness, enables educators to create a supportive learning environment, contributes to the research community, and has the potential to positively impact educational institutions, students, faculty, counselling services, and the wider community.

## 2. REVIEW OF RELATED LITERATURE

Effective communication skills, particularly in spoken English, play a significant role in a student's linguistic and speaking performance within educational institutions. Proficiency in speaking is often seen as an indicator of a student's English language skills (Gumartifa & Syahri, 2021). However, approximately 63.9% of college students report experiencing fear or anxiety when speaking in public (Marinho et al., 2017). This fear significantly affects students' speaking abilities, leading to varying anxiety levels.

Communication is crucial in both academic and professional spheres, making public speaking skills essential for college students (Ridero & Larrea, 2022). Despite extensive research on instructor techniques and treatments to mitigate public speaking anxiety, the issue remains prevalent among university students. To address this, it is necessary to explore authentic coping strategies that students can practice in real-life situations (Tee et al., 2020).

Recent studies have indicated that self-reported public speaking anxiety can impact speech duration and quality, as rated by both participants and observers (Gallego et al., 2022). Furthermore, the causes and solutions to speech anxiety should be integrated into the curriculum at all educational levels to prevent speech disorders and address errors (Mete, 2021). Understanding the relationship between speech anxiety, students' attitudes toward speaking skills, and the underlying reasons for anxiety is essential. Therefore, a comprehensive examination using a mixed-method approach is warranted (Teksan et al., 2019).

English is widely used as a medium of instruction in many higher education institutions in the Philippines. However, even among college students, there is prevalent anxiety when using English in communication. Unfortunately, limited research has been conducted on language anxiety in the Philippine context (Giray et al., 2022). Therefore, there is a need to investigate the effects of speaking anxiety among first-year to second-year English major students at Gordon College.

A significant research gap exists regarding a culturally tailored Speaking Anxiety Scale specifically designed for the Philippine context. Existing scales, primarily developed in Western contexts, fail to capture the unique manifestations of Speaking Anxiety among Filipino students. Addressing this gap is crucial to accurately assess and address Speaking Anxiety, considering the Philippines' distinct socio-cultural factors, language attitudes, and educational systems. Developing a culturally valid scale would enable targeted interventions and support systems to enhance oral communication skills among Filipino learners.

## 3. METHODOLOGY

### *Research Design*

This study used the descriptive-survey research design with the questionnaire as the main instrument in gathering data to determine the factors affecting speaking anxiety among first-year and second-year English majors at Gordon College. Survey research intends to describe the characteristics of a population or phenomenon being studied (Asio, 2021). The descriptive study aims to identify the present condition, examine the relationship between traits and characteristics, and interpret the result using statistical calculations. According to McCombes (2019), descriptive research aims to systematically describe a population or phenomenon. A descriptive research design can use various research methods to investigate one or more variables. QuestionPro (n.d.) surveys are among the most effective and trustworthy research methods. An online survey extracts information about a significant business matter from an individual or a group. It comprises of structured survey questions that motivate the participants to respond.

### *Respondents*

The total sample size is 100 students from first-year and second-year English majors at Gordon College, and is accessible to the researcher. The total class population for Academic Year 2022-2023 in the English Department was 224. The study employed the universal sampling technique to select college student respondents. Universal sampling refers to selecting samples where only some in the population have the same probability of being included in the sample. For each one of them, the probability of being selected is unknown. The researcher surveyed in collaboration with the English department at a tertiary-level institution. The respondents were first and second-year college students majoring in English. The college also offered various courses

in education, arts and sciences, business and accountancy, allied health studies, computer studies, and hospitality and tourism management.

*Instrument of the Study*

The main instrument for data collection in this study was an adapted questionnaire sourced from a study titled "Examining Levels and Factors of Speaking Anxiety among EFL Libyan English Undergraduate Students", authored by Abdalaziz M. Toubot. It was composed of two main parts. The first part is about the respondents' demographic profile, which describes their student-related factors: age, sex, course/year level, and academic performance. The second part determined the factors affecting the speaking anxiety of first-year and second-year English major students, including the communication apprehension dimension, fear of negative evaluation, and low self-confidence dimensions. The respondents answered (strongly agree, agree, neutral, disagree and strongly disagree)

The reliability test for the SA scale was computed after the EFA for the whole scale and every factor. The Cronbach's Alpha for the SA scale (16 items) is 0.902, whereas the Cronbach's Alpha for the first factor (7 items) is 0.823, the Cronbach's Alpha for the second factor (5 items) is 0.789, and the Cronbach's Alpha for the third factor (4 items) is 0.738. All these Cronbach's Alpha values are more than the accepted value, which, according to Sekaran and Bougie (2016), is 0.60.

*Statistical Analysis*

Statistical treatment applies methods to uncover patterns and relationships. Frequency counts occurrences to understand data distribution. Percentage expresses proportions in the dataset. SPSS V.26 is a software for statistical analysis. Spearman rho assesses ordinal relationship strength. Mann-Whitney U compares two groups on a dependent variable. Kruskal-Wallis H compares three or more groups. These analyses provide insights for research conclusions.

**4. RESULTS AND DISCUSSIONS**

Table 1 provides information on the age distribution of tertiary students. The majority (55.0%) fall under the 18-19 age group, followed by 33.0% in the 20-21 age group, and the remaining 12.0% are aged 22 and above. This data sheds light on citizens' co-delivery behaviour and reveals that respondents demonstrate a strong acquisition of human relations and creativity skills. In contrast, other skills and competencies are moderately acquired.

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percentage
<i>Age</i>		
18-19 years old	55	55.0
20-21 years old	33	33.0
22 years old and above	12	12.0

<i>Sex</i>		
Male	21	21.0
Female	79	79.0
<i>Year Level</i>		
First Year	41	41.0
Second Year	59	59.0
<b>Total</b>	<b>100</b>	<b>100</b>

The table also indicates that among English major students, 79.0% are female, and 21.0% are male. This gender distribution suggests that females may experience higher anxiety levels when speaking English. However, they tend to perform better in learning foreign languages. This result could impact male students' participation and language development.

Furthermore, the distribution of respondents among English majors shows that 41.0% are first-year students and 59.0% are second-year students. The study highlights significant differences in teachers' professional well-being based on age, educational attainment, positive relations with colleagues, and autonomy in professional activities. Additionally, the study emphasizes the influence of educational forms on student development paths, particularly in terms of significant sub-intelligences.

Table 2. Distribution on Respondent's Profile According to GWA

GWA	Frequency	Percent
80 - 85	13	13.0
86 - 90	38	38.0
91 - 95	45	45.0
96 - 100	4	4.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

Table 2 displays the distribution of respondents based on their GWA (General Weighted Average). The breakdown is as follows: 13.0% fell within the 80-85 GWA range, 38.0% fell within the 86-90 GWA range, 45.0% fell within the 91-95 GWA range, and 4.0% achieved the highest GWA range of 96-100. Research findings suggest active learning can increase student anxiety, particularly when students perceive less control over their academic performance and uncertainty about interacting with others during class (Cooper et al., 2018). Additionally, it has been observed that less-proficient students experience higher levels of anxiety compared to proficient students when speaking in English (Abrar et al., 2016).

Table 3. Students Speaking Anxiety in Terms of Communication Apprehension Dimension

Indicators	Mean	Interpretation
SA-CAD1	3.49	High
SA-CAD2	3.52	High
SA-CAD3	3.54	High
SA-CAD4	3.09	Average

SA-CAD5	3.59	High
SA-CAD6	3.93	High
SA-CAD7	3.49	High
<b>Average</b>	<b>3.52</b>	<b>High</b>

Table 3 presents the mean computation for students' speaking anxiety regarding the communication apprehension dimension. The results indicate that most students agreed with the statements, suggesting high anxiety when speaking. Communication Apprehension points to the fear and anxiety associated with communicating with others. The table displays the mean results and interpretations for seven Communication Apprehension factors. Speaking plays a significant role in language learning, but some students need help speaking in front of the class. This idea could be attributed to feelings of inadequacy compared to their classmates (Sari, 2017). Struggling with speaking in front of the class can also impact academic performance, as language anxiety has been found to correlate negatively with language proficiency (Nimat, 2013).

Table 4. Students Speaking Anxiety in Terms of Fear of Negative Evaluation

Indicators	Mean	Interpretation
SA-FNE1	4.08	Agree
SA-FNE2	3.89	Agree
SA-FNE3	3.40	Neutral
SA-FNE4	3.12	Neutral
SA-FNE5	3.28	Neutral
<b>Average</b>	<b>3.55</b>	<b>Agree</b>

Table 4 presents the mean computation results for students' speaking anxiety related to fear of negative evaluation. The table includes five statements representing this factor, such as feeling nervous when the English teacher asks questions or thinking other students are better at speaking English. Most students agreed with these statements, indicating a high level of fear. The fear of speaking significantly impacts students, as they can feel threatened, unsafe, and uncomfortable when speaking English in front of their peers (Sari, 2017). They also fear negative judgments from others and tend to expect negative evaluations (Listyani & Damayanti, 2020).

Table 5. Students Speaking Anxiety in Terms of Low Self-Confidence Dimension

Indicators	Mean	Interpretation
SA-LSC1	3.71	Agree
SA-LSC2	3.38	Neutral
SA-LSC3	3.59	Neutral
SA-LSC4	3.2	Neutral
<b>Average</b>	<b>3.47</b>	<b>Agree</b>

Table 5 presents the mean computation results for students' speaking anxiety in terms of low self-confidence. Low self-confidence can be influenced by various factors

such as stressful life experiences, personality traits, and unrealistic expectations. It can hinder learners from speaking, particularly in a foreign language context. Anxiety and low self-confidence in language classes can impede the development of speaking skills (Tridinanti, 2018). On the other hand, students with higher self-confidence tend to achieve better. Therefore, teachers and lecturers must encourage students to practice speaking in English and build their self-confidence in communication (Tridinanti, 2018).

Table 6. Difference in Students' Speaking Anxiety by Age

Dimensions	Age	n	Median	H	df	Asymp. Sig.
CAD	18-19	5	3.71	1.100	2	.577
	20-21	3	3.57			
	22 and above	1	3.43			
	18-19	5	3.60			
	20-21	3	3.80			
FNE	22 and above	1	3.20	1.638	2	.441
	18-19	5	3.50			
	20-21	3	3.75			
	22 and above	1	3.88			
	18-19	5	3.50			
LSCD	20-21	3	3.75	4.140	2	.126
	22 and above	1	3.88			
	18-19	5	3.50			
	20-21	3	3.75			
	22 and above	1	3.88			

Legend: Communication Apprehension Dimension (CAD); Fear of Negative Evaluation (FNE); Low Self-Confidence Dimension (LSCD)

Table 6 evaluated the difference in students' speaking anxiety by age group using the Kruskal-Wallis H test. The results depict no statistically significant difference in communication apprehension and fear of negative evaluation among age groups at the 5% significance level. However, the study highlighted the influence of power distance, age, and gender on oral communication apprehension (Silva, 2023). Communication apprehension was common among early-career professionals, women, introverted professionals, and those with anxiety (Priest et al., 2023).

The test also revealed no significant difference in low self-confidence among age groups. However, self-confidence correlated significantly with speech achievement, emphasizing the importance of encouraging students to



practice speaking and improving their self-confidence (Tridinanti, 2018).

Furthermore, the study showed that English class performance anxiety and confidence in English were two dimensions underlying foreign language anxiety (FLA), with bilingual students experiencing more FLA but also exhibiting higher self-confidence (Thompson, 2022).

Table 7. Difference in Students' Speaking Anxiety by Sex

Dimensions	Sex	Mdn	U	z	Asymp. Sig.
CAD	Male (n=21)	3.43	749.000	-.683	.495
	Female (n=79)	3.71			
FNE	Male (n=21)	3.40	794.500	-.297	.766
	Female (n=79)	3.60			
LSCD	Male (n=21)	3.75	800.500	-.246	.805
	Female (n=79)	3.50			

Legend: Communication Apprehension Dimension (CAD); Fear of Negative Evaluation (FNE); Low Self-Confidence Dimension (LSCD)

Table 7 evaluated students' speaking anxiety using a Mann-Whitney U test. The study found no significant difference in the communication apprehension dimension between males and females at the 5% significance level. However, the study revealed that female students experienced greater fear of foreign language learning, including communication apprehension, fear of negative evaluation, and test anxiety, compared to male students (Subramaniam et al., 2023). Additionally, participation in parliamentary debate lowered communication apprehension and increased argumentative approaches, particularly in men (Jodoi, 2023).

The test also showed no significant difference in fear of negative evaluation and low self-confidence between males and females. However, it was observed that female students generally exhibited higher levels of fear of foreign language learning compared to male students (Subramaniam et al., 2023). Furthermore, a low-level positive relationship was found between students' fear of negative evaluation and their tendency for academic dishonesty (Berkan, 2021).

Table 8 analysis using a Mann-Whitney U test found no significant difference in students' speaking anxiety regarding the communication apprehension dimension between first-year and second-year students at the 5% significance level. It was also observed that students with less anxiety had a higher level of English proficiency. Additionally, Arab students exhibited higher anxiety levels

than Amazigh students, and speaking multiple languages appeared to reduce anxiety. No significant differences in anxiety levels were found based on students' majors (Boudouaia et al., 2023).

Table 8. Difference in Students' Speaking Anxiety by Year Level

Dimensions	Level	Mdn	U	z	Asymp. Sig.
CAD	1 <sup>st</sup> Year (n=41)	3.57	1147.500	-.436	.663
	2 <sup>nd</sup> Year (n=59)	3.71			
FNE	1 <sup>st</sup> Year (n=41)	3.40	1051.000	1.114	.265
	2 <sup>nd</sup> Year (n=59)	3.80			
LSCD	1 <sup>st</sup> Year (n=41)	3.25	1098.000	-.785	.433
	2 <sup>nd</sup> Year (n=59)	3.75			

Legend: Communication Apprehension Dimension (CAD); Fear of Negative Evaluation (FNE); Low Self-Confidence Dimension (LSCD)

A previous study identified six main components of anxiety: speaking anxiety, fear of negative evaluation, peer pressure/social-image anxiety, comprehension-related anxiety, negative attitude towards class, and test anxiety. Addressing these components can help alleviate student anxiety (Abdullah, 2021).

Furthermore, first-year and second-year students had no significant differences in fear of negative evaluation and low self-confidence. There was also a low-level positive relationship between university students' fear of negative evaluation (Capinding, 2021).

It should be noted that there was no significant difference in anxiety levels between native and non-native English-speaking students (Bridgers, 2020).

Table 9 evaluation using the Kruskal-Wallis H test found no significant difference in students' speaking anxiety in terms of the communication apprehension dimension among different GWA groups at the 5% significance level. However, it is worth noting that anxiety is a common

phenomenon experienced by students worldwide and can negatively impact academic performance (Dawood, 2016). Students who experience anxiety during the learning process may receive unsatisfactory grades due to nervousness, confusion, shyness, or limited vocabulary (Listyani & Damayanti, 2020).

Table 9. Difference in Students' Speaking Anxiety by GWA

Dimension	GW	n	Media	H	d	Asymp
s	A		n		f	. Sig
CAD	85	13	3.71	1.358	3	.715
	90	38	3.57			
	95	45	3.71			
	100	4	3.79			
FNE	85	13	3.20	4.794	3	.188
	90	38	3.40			
	95	45	3.60			
	100	4	4.60			
LSCD	85	13	3.25	.885	3	.829
	90	38	3.38			
	95	45	3.75			
	100	4	3.63			

Legend: Communication Apprehension Dimension (CAD); Fear of Negative Evaluation (FNE); Low Self-Confidence Dimension (LSCD)

Similarly, for fear of negative evaluation, no significant difference was found among the GWA groups. Students with high anxiety throughout the semester may receive unsatisfactory grades due to the fear of being evaluated by peers based on language errors, which can hinder language improvement (Listyani & Damayanti, 2020; Tercan & Dikilitas, 2015).

Moreover, no significant difference was found between groups for the low self-confidence dimension. Lack of motivation, low self-confidence, and high anxiety can hinder students' speaking skills and academic performance (Christie & Listyani, 2018; Dişlen, 2013). Anxiety can negatively affect students' learning effectiveness and motivation (Tercan & Dikilitas, 2015).

The study did not find significant differences in speaking anxiety, fear of negative evaluation, and low self-confidence among the GWA groups. However, anxiety, fear of evaluation, and low self-confidence can impact students' academic performance and hinder their language learning progress.

Table 10. Relationships Between Students' Speaking Anxiety Dimensions

Dimensions	1	2	3
1. CAD	-		
2. FNE	.696**	-	
3. LSCD	.640**	.745**	-

Note: \* $p < 0.5$

Legend: Communication Apprehension Dimension (CAD); Fear of Negative Evaluation (FNE); Low Self-Confidence Dimension (LSCD)

Table 10 shows the relationship between students' speaking anxiety dimensions. The Spearman rho correlation revealed significant moderate positive correlations between the communication apprehension dimension, fear of negative evaluation, and low self-confidence dimension. Additionally, fear of negative evaluation has a significant strong positive correlation with the low self-confidence dimension. These relationships have a large effect size.

The correlation determination indicates that a significant portion of the variance in the communication apprehension dimension (48.44%) and fear of negative evaluation (55.50%) can be explained by the presence of the respective dimensions. Similarly, the low self-confidence dimension can explain 40.96% of the variance in the communication apprehension dimension.

Anxiety, particularly speaking anxiety, is detrimental to learners' performance and can hinder their language skills. Students experience anxiety due to various factors, such as presenting in class, making mistakes, fear of failure, and poor language proficiency. Despite students' motivation and autonomy, anxiety still negatively affects their achievement.

Moreover, speaking anxiety has been found to impede problem-solving abilities and hinder the clear articulation of thoughts. (Cooper, 2020).

In summary, Table 10 demonstrates the significant correlations between different dimensions of speaking anxiety, emphasizing the impact of anxiety on learners' performance and language skills.

## Conclusion

Based on the study's findings, the conclusions are as follows: The participants consisted of first and second-year English majors predominantly from the department of Education, Arts, and Sciences, with female English majors outnumbering males. There was no significant difference in speaking anxiety based on age, sex, course/year, or academic performance. Students experienced high anxiety levels when speaking spontaneously in English, delivering oral presentations, facing unexpected questions, and using correct grammar. Anxiety was triggered by concerns of being judged by peers, feeling inferior to others, and worrying about failure or low grades. A proposed plan for enhancing English speaking skills is recommended to address these issues.

## Recommendations

The following recommendations are suggested based on the findings: Gordon College, the regional government, and non-governmental groups should collaborate to educate tertiary students about handling speaking anxiety. Students and teachers should handle anxiety-provoking situations carefully, implementing strategies to reduce anxiety. Engaging in activities outside the classroom to learn and practice English can enhance language skills, reduce anxiety, and boost self-confidence. Creating a friendly classroom atmosphere is important; students believe it can help them overcome speaking anxiety.

## 5. REFERENCES

- Abrar, M., Failasofah, F., Fajaryani, N., & Masbirorotni, M. (2016, January 1). EFL student teachers' speaking anxiety: The case in one English teacher education program. Repository Unja. <https://repository.unja.ac.id/17820/>
- Albuquerque, F., Silva, B., & Silva, D. (2023, March 1). A cultural approach to oral communication apprehension by accounting students in Brazil and & Culture ,International Journal of Society .Portugal .Language [https://www.ijscel.net/article\\_701181.html](https://www.ijscel.net/article_701181.html)
- Asio, J. M., Pasubillo, M. A., & Valenzuela, C. L. (2023). EDUTOKING: Improving the English-Speaking Skills of Grade 9 Learners using Tiktok-Based Activities. *Journal of English As A Foreign Language Teaching and Research*, 3(1), 57–70. <https://doi.org/10.31098/jefltr.v3i1.1444>
- Asio, J. (2021). Research designs in the new normal: A brief overview. *Academia Letters*, Article 2596. <https://doi.org/10.20935/AL2596>.
- Bovaird, T., Loeffler, E., Yates, S., Van Ryzin, G., & Alford, J. (2021). International survey evidence on user and community co-delivery of prevention activities relevant to public services and outcomes. *Public Management Review*, 25(3), 657–679. <https://doi.org/10.1080/14719037.2021.1991665>
- BOZDAĞ, B. (2021). Examination of University Students' fear of negative evaluation and academic dishonesty tendencies. *Participatory Educational Research*, 8(3), 176–187. <https://doi.org/10.17275/per.21.60.8.3>
- C. Alih, N. A., Komarudin, N. E., Subramaniam, S. K., Fakhruddin, S. S., & Rahmat, N. H. (2023). The cycle of fear of learning a foreign language: Does gender matter? *International Journal of Academic Research in Business and Social Sciences*, 13(1). <https://doi.org/10.6007/ijarbss/v13-i1/15567>
- Cardon, P., Okoro, E. A., Priest, R., & Patton, G. (2022). Communication apprehension in the workplace: Focusing on inclusion. *Business and Professional Communication Quarterly*, 86(1), 52–75. <https://doi.org/10.1177/23294906221129599>
- Cooper, K. M., & Brownell, S. E. (2020). Student Anxiety and fear of negative evaluation in Active Learning Science Classrooms. *Active Learning in College Science*, pp. 909–925. [https://doi.org/10.1007/978-3-030-33600-4\\_56](https://doi.org/10.1007/978-3-030-33600-4_56)
- Cooper, K. M., Ashley, M., & Brownell, S. E. (2018). Breaking down barriers: A bridge program helps first-year biology students connect with faculty. *Journal of College Science Teaching*, 047(04). [https://doi.org/10.2505/4/jcst18\\_047\\_04\\_60](https://doi.org/10.2505/4/jcst18_047_04_60)
- Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal*, 4(2), 152–170. <https://doi.org/10.37147/eltr.v4i2.70>
- Dawood, E., Al Ghadeer, H., Mitsui, R., Almutary, N., & Alenezi, B. (2016). Relationship between test anxiety and academic achievement among Undergraduate Nursing Students. <https://files.eric.ed.gov/fulltext/EJ1089777.pdf>
- DİŞLEN, G. (2013). The reasons for the lack of motivation from the students' and teachers' voices. *The Journal of Academic Social Sciences*, 1(1), 35–35. [https://www.researchgate.net/publication/308792361\\_THE\\_REASONS\\_OF\\_LACK\\_OF\\_MOTIVATION\\_FROM\\_THE\\_STUDENTS'\\_AND\\_TEACHERS'\\_VOICES](https://www.researchgate.net/publication/308792361_THE_REASONS_OF_LACK_OF_MOTIVATION_FROM_THE_STUDENTS'_AND_TEACHERS'_VOICES)
- Echon, J. F. E., & Cabal, E. M. (2022, July 31). School principal teachers interactions in relation to teachers' professional well-being. Online Submission. <https://files.eric.ed.gov/fulltext/ED622109.pdf>
- Ferreira Marinho, A. C., Mesquita de Medeiros, A., Côrtes Gama, A. C., & Caldas Teixeira, L. (2017). Fear of public speaking: Perception of college students and correlates. *Journal of Voice*, 31(1). <https://doi.org/10.1016/j.jvoice.2015.12.012>
- Gallego, A., McHugh, L., Penttonen, M., & Lappalainen, R. (2021). Measuring public speaking anxiety: Self-report, behavioural, and physiological. *Behavior Modification*, 46(4), 782–798. <https://doi.org/10.1177/0145445521994308>
- Giray, L., Alcala, Ma. A., Edem, J., & Sabacajan, T. M. (2022). English language anxiety among college students. *International Journal of Qualitative Research*, 2(1), 65–76. <https://doi.org/10.47540/ijqr.v2i1.569>
- Gumartifa, A., & Syahri, I. (2018). English speaking anxiety in language learning classroom. *English Language in Focus (ELIF)*. <https://jurnal.umj.ac.id/index.php/ELIF/article/view/7965>
- Główka, D. (2014). The impact of gender on attainment in learning English as a foreign language. *Studies in Second Language Learning and Teaching*, 4(4), 617. <https://doi.org/10.14746/ssllt.2014.4.4.3>

20. Jodoi, K. (2023). The correlations between parliamentary debate participation, Communication Competence, communication apprehension, argumentativeness, and willingness to communicate in a Japanese context. *Argumentation*, 37(1), 91–118. <https://doi.org/10.1007/s10503-022-09591-5>
21. Lacay, S., Gaytos, C. E., & Manzano, E. (2023). Demographic profile, employment status, competencies, skills and values acquired among Bachelor of Elementary Education graduates. *East Asian Journal of Multidisciplinary Research*, 2(4), 1375–1386. <https://doi.org/10.55927/eajmr.v2i4.3739>
22. Listyani, L.-, & Kristie, L. S. (2018). Teachers' strategies to improve students' self-confidence in speaking: A study at two vocational schools in central Borneo. *Register Journal*, 11(2), 139. <https://doi.org/10.18326/rgt.v11i2.139-153>
23. Nimat, N. (2013, August 1). An investigation of English language anxiety: Experiences of undergraduate students in Bangladesh. An investigation of English language anxiety: experiences of undergraduate students in Bangladesh. <http://dspace.bracu.ac.bd/xmlui/handle/10361/3555>
24. Rodero, E., & Larrea, O. (2022). Virtual reality with distractors to overcome public speaking anxiety in university students. *Comunicar*, 30(72), 87–99. <https://doi.org/10.3916/c72-2022-07>
25. Sari, D. (2017). Speaking anxiety as a factor in studying EFL. *English Education Journal*. <https://jurnal.usk.ac.id/EEJ/article/view/7226/5938>
26. Tee, X. T., Kamarulzaman, W., & Tan Joanna, T. A. (2020). A systematic review of self-coping strategies used by university students to cope with public speaking anxiety. *English Language Teaching*, 13(10), 57. <https://doi.org/10.5539/elt.v13n10p57>
27. Tekşan, K., MUTLU, H. H., & Çinpolat, E. (2019). The examination of the relationship between the speech anxiety and speaking skill attitudes of middle school students and the opinions of teachers on speech anxiety. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(4), 1395–1412. <https://doi.org/10.17263/jlls.668527>
28. TERCAN, G., & DİKİLİTAŞ, K. (2016, January 23). EFL students' speaking anxiety: A case from tertiary level students. *ELT Research Journal*. <https://www.semanticscholar.org/paper/EFL-students%E2%80%99-speaking-anxiety%3A-a-case-from-level-Tercan-Dikilita%C5%9F/cc5e346a5e44093ac8fc4338b5f70c95fc8596de>
29. Tridinanti, G. (2018). The correlation between speaking anxiety, self-confidence, and speaking achievement of undergraduate EFL students of private university in Palembang. *International Journal of Education and Literacy Studies*, 6(4), 35. <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>
30. WILIŃSKI, A., & KUPRACZ, L. (2020). A comparative study of the multiple intelligence profiles of first-year it students and employed graduates. *Informatics in Education*, 491–517. <https://doi.org/10.15388/infedu.2020.22>