A Study on Teachers' and Students' Speaking Anxiety

by Nina Setyaningsih

A Study on Teachers' and Students' Speaking Anxiety: The Causes and Strategies to Overcome It

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Abstract. Anxiety about speaking English is not unusual and can affect any language learner, including teachers can experience anxiety in speaking English. When a person experiences this anxiety, they must have strategies to overcome it. While studies usually focus on students, this current study aims to explore teachers' anxiety as well. This paper addresses three research questions: [1] What type of anxiety do the respondents experience? [2] What causes them to suffer from speaking anxiety? and [3] What strategies do they use to overcome their anxiety? Data in the form of responses from seventy-five respondents were gathered during a workshop conducted by a postgraduate program of a private university in Surabaya, East Java. The respondents were asked about their worries, causes, and strategies to overcome their anxiety. The problems were categorized into psychological, social, and language proficiency. The findings revealed that the respondents experienced social, psychological, and language-proficiency issues. Besides that, the respondents had their strategies for overcoming their anxiety. Only 14 respondents out of 75 mentioned the strategy they had to overcome their speaking anxiety. The results of this research can help university lecturers boost their students' confidence and motivation in speaking enabling them to become competent English teachers.

Keywords: anxiety; EFL; speaking; strategies

Abstrak. Kecemasan dalam berbicara bahasa Inggris bukanlah sesuatu yang aneh. Ini bisa terjadi pada pembelajar bahasa mana pun. Bahkan guru pun bisa mengalami kecemasan dalam berbicara bahasa Inggris. Ketika seseorang mengalami hal tersebut, ia juga harus mempunyai strategi tersendiri untuk mengatasinya. Tulisan ini mengungkap kecemasan berbicara yang dialami oleh 75 responden yang datang ke lokakarya yang diselenggarakan oleh program magister Pendidikan Bahasa Inggris di Surabaya, Jawa Timur, Indonesia. Jenis-jenis kecemasan, penyebab, dan strateginya dibahas dalam makalah ini. Temuan mengungkapkan bahwa responden mengalami masalah sosial, psikologis, dan kemampuan berbahasa. Selain itu, responden mempunyai strategi tersendiri dalam mengatasi kecemasannya. Hanya 14 dari 75 responden yang menyebutkan strategi yang mereka lakukan untuk mengatasi kecemasan berbicara mereka.Hasil studi ini dapat membantu dosen untuk menaikkan semangat belajar dan kepercayaan diri mahasiswa untuk berbicara agar menjadi guru-guru bahasa Inggris yang kompeten.

Kata kunci: berbicara; EFL; kecemasan; strategi

INTRODUCTION

When foreign language teachers have high levels of language anxiety, it is likely to affect how they communicate with their students when teaching, and eventually, the role models to whom the students

are exposed (Kobul and Saraçoğlu, 2020). Thus, speaking becomes a problem not only for students but also for English teachers. Both may have anxiety when they, especially teachers, have to speak in public or when students talk in a class in front of their classmates. Anxiety is common especially when a person is learning or acquiring a second language. However, it becomes serious when the learner feels so over-worried that his/her anxiety hinders his/her progress in his/her L2 mastery. Speaking anxiety can affect learners' oral performance in various settings such as stressful, dangerous, or unfamiliar situations (Horwitz, 1991; White Swan Foundation, 2021) It impacts the effectiveness and fluency of English language learners' speaking (Tiono and Sylvia, 2004). Thus, anxiety is an emotion related to fear, unease, shyness, and nervousness such as forgetting what they already know (Horwitz, 1991; Alamer and Almulhim, 2021)

Language anxiety refers to an individual's worries, nervousness, and fears when using a language that is not his/her mother tongue (MacIntyre & Gregersen, 2012). Oteir and Al-Otaibi (2019) stated that anxiety is psychologically classified into three aspects, namely, trait anxiety, state anxiety, and situation anxiety. Trait anxiety refers to a person who tends to feel anxious in many kinds of situations (West, 2022). When such anxiety happens to a learner, it is due to his/her stressful or traumatic exposures in his/her childhood or adulthood. Unlike trait anxiety, state anxiety temporarily takes place when an individual responds to stressful situations, and situation anxiety is a feeling of fear, uneasiness, or dread due to unfamiliar, or stressful situations. MacIntyre and Gardner, quoted in Oteir and Al-Otaibi (2019), stated that different situations in a foreign-language classroom might bring about learners' anxiety. In language learning situations anxiety involves teachers, interlocutors, or fellow students as in the study by Bailey that competitiveness causes a high level of anxiety (Gass and Selinker, 2001).

As it is known that speaking anxiety may be caused by kinds of psychological factors, social factors, or other factors, this paper is investigating what psychological factors, what social factors, and what other factors may result in the anxiety of the students as well as the teachers when they speak English in front of other people. This paper also reveals how the students and teachers should settle their anxiety to make progress in L2 speaking.

Due to the urgency of addressing speaking anxiety, this study was conducted with a specific aim: to reveal the types of anxiety experienced by teachers and students, the causes of this anxiety, and the strategies they use to overcome it. This study seeks to answer three research questions:

1. What types of anxiety do the respondents experience?
2. What causes them to suffer from speaking anxiety?
3. What strategies do they use to overcome their anxiety?

This study may be particularly useful for EFL learners who are trying to overcome their anxiety. It is hoped that, after reading this paper, they will gain effective strategies to handle their anxiety. Additionally, teachers at any level may learn how to assist their students in overcoming speaking anxiety.

What is Anxiety?

According to Gass and Selinker (2001), anxiety in language learning situations involves teachers, interlocutors, or fellow students. According to Horwitz (1991), anxiety is an emotion that is connected to fear, unease, and shyness. Horwitz (1991) asserted that speaking anxiety can affect students' oral

performance in a variety of settings. The amount of anxiety may also impact the effectiveness and fluency of English language learners' speaking (Tiono and Sylvia, 2004).

Oteir and Al-Otaibi (2019) stated that anxiety is psychologically classified into three aspects, namely, trait anxiety, state anxiety, and situation anxiety. Trait anxiety refers to "a tendency to feel anxious across many situations." (West, 2022). An individual with such anxiety is stable in how to think and feel. One of the factors that induce this anxiety is an individual's stressful or traumatic exposures in his/her childhood or adulthood. Unlike trait anxiety, state anxiety is temporarily taking place when an individual responds to stressful situations. Situation anxiety is a feeling of fear, uneasiness, or dread due to unfamiliar, or stressful situations. A study by Bailey on competitiveness and anxiety in adult language learning indicated that anxiety depends on the situations where the learners are.

MacIntyre and Gardner, quoted in Oteir and Al-Otaibi (2019), claimed that the best approach for foreign language anxiety is a situation-specific perspective because different situations in a classroom may bring about learners' anxiety. Brown (2004) made a study on Japanese EFL students and found that in his sample of 210 first-year college students, there was 58% of the sample felt apprehensive, anxious, and nervous about studying English, and in terms of speaking English in public 53% felt shy and self-conscious. A study on language anxiety was also conducted in the ESL setting in the Philippines where English became the language of instruction. In her study, Jugo (2020) confirms that speaking activity, error correction, and communicating with English speakers make Filipino learners have a high anxiety level.

Anxiety, a concept of psychological significance, has received considerable attention in the realm of education, particularly concerning the process of acquiring English language skills. Scholars and experts offer various interpretations, each illuminating different aspects of this phenomenon. Anxiety, a natural psychological response, manifests in specific situations, typically marked by feelings of tension, worry, and apprehension (Saputra et al., 2023). This definition underscores how humans react to perceived threats or challenges, highlighting the complex interplay of cognitive, emotional, and physiological factors in the context of language learning environments.

Additionally, Ormrod et al. (2023) suggest that anxiety entails feelings of unease and apprehension regarding uncertain outcomes, emphasizing its subjective nature. Individuals may experience discomfort and fear when facing situations perceived as ambiguous or unpredictable. This viewpoint underscores that anxiety is shaped not only by external circumstances but also by internal interpretations and perceptions, which in turn influence individuals' experiences within specific contexts, such as language learning environments.

The Symptoms of Anxiety

Certainly, anxiety is a complex phenomenon that elicits various symptoms in individuals. As noted by Carlson et al. (2009), anxiety entails not just a feeling of worry but also a cascade of specific psychological responses, including an accelerated heart rate, clammy palms, and a sensation of tightness in the stomach. These symptoms of anxiety can profoundly disrupt students' cognitive processes and hinder their academic performance. Moreover, the significance of anxiety extends beyond its physiological effects; in the realm of language learning, it emerges as a critical factor in shaping learners' experiences and outcomes. Riasati (2011) underscores the pivotal role of language anxiety in the acquisition of foreign languages, highlighting its impact on both receptive and productive language skills. Indeed, Marwan (2016) emphasizes how anxiety can impair learners' ability to comprehend and express themselves in a new language. This anxiety-induced passivity, as

discussed by Saputra et al. (2023), ultimately undermines students' confidence, competence, and overall performance in the classroom, illustrating the multifaceted impact of anxiety on the educational process.

The Causes of Anxiety

Soriano and Co (2022) revealed that anxiety is caused by a variety of factors, both internal and external. They mentioned that there are four internal factors contributing to anxiety. The first one is the Inability to Express Ideas, which refers to the situation where students frequently experience anxiety due to their difficulty in effectively expressing their ideas in English. Next, there is the issue of lack of confidence, which refers to anxiety stemming from self-doubt, especially when students fear making mistakes or facing criticism. The fear of English classes is also identified as an internal factor contributing to anxiety, where some students feel apprehensive about attending these classes. The last internal factor is a lack of vocabulary or ideas, which means that students may experience anxiety when they do not have sufficient vocabulary or ideas.

Apart from internal factors, Soriano and Co (2022) also identified three external factors. Three external factors contribute to anxiety in learning the English language. Firstly, the teacher factor highlights how teachers' interactions with students significantly affects their anxiety levels. Secondly, the family factor emphasizes the influence of family dynamics on students' anxiety levels in language learning. Lastly, the peer factor underscores the role of peer pressure in contributing to speaking anxiety among students.

The Solutions to Handle Anxiety

Almost everyone feels uncomfortable in some situations from time to time. Even though feelings of anxiety are perfectly normal, they can disturb them or get in the way of their lives day-to-day. In language learning, several strategies can be employed to manage learners' anxiety and enhance their English language acquisition. Both learners and teachers can use these several strategies in treating anxiety. One section within the Handbook of Stress and Academic Anxiety explores how the Emotional Information Processing (EIP) model is employed to explore academic anxiety (Cassady, 2022). This model offers a streamlined framework for educators to pinpoint key areas where learners form harmful perceptions of threat in academic environments. By acknowledging these stressors and associated goals, educators can devise intervention tactics. These interventions aim to help learners either reframe their perceptions of stressors or develop the skills and self-assurance needed to overcome academic challenges.

An article published in the Journal of Psychologists and Counsellors in Schools delves into educators' awareness of anxiety and their implementation of anxiety-reduction techniques in educational settings (Ginsburg et al., 2022). The research underscores the significance of educators' understanding of anxiety and its influence on students. Educators equipped with knowledge about anxiety can detect anxious behaviors among students and apply methods to alleviate anxiety. The article also explores different anxiety-reduction tactics that educators can employ in classrooms.. These methods include creating a supportive and encouraging learning environment, promoting positive social interactions, educating students about anxiety and its effects, and introducing relaxation techniques and stress-coping strategies.

Reducing Anxiety

Some predictors can lead to a learner's second language learning success. Among others, they are aptitude and motivation.

1. Aptitude

A learner has to have such good abilities as in discriminating sounds of the language he/she is learning, recognizing whether or not words of the language are grammatical, inferring rules from the samples, and associating words or phrases in the language (Gass and Selinker, 2001). A learner may not be equally adept at those abilities. However, a learner's intelligence, social class, parents' education, and foreign language achievement may affect his/her language aptitude.

According to Dörnyei and Skehan (2009), there is a possibility that differences between learners can be noticed, in phonemic coding ability, pattern identification, pattern restructuring and manipulation, pattern control, and pattern integration. Noticing refers to the ability of a learner to focus on the L2 form. Quoting Schmidt, Dörnyei and Skehan also confirmed that the ability to notice significant points and the frequency of input along with the various task conditions make one individual learner different from the others.

Phonemic coding ability includes which sounds belong and do not belong to the L2 the learner is learning. Similarly, the learner's ability to recognize the L2 structure is crucial in identifying L2 patterns. Some learners can analyze and generalize the input data to be structured in the existing rules in the learner's interlanguage system (Dörnyei and Skehan, 2005).

When the restructured and generalized patterns are produced with less effort and errors, which can be the basis for effective speech and writing, the learner gains control of patterns of the L2 on their accuracy and automatization. In the stage of pattern integration, which is more production-oriented, the learner has already achieved the capacity to use such patterns without errors and undue effort.

2. Motivation

Motivation being a social and psychological factor may affect a learner's success in learning a second language. It is an important predictor of L2 success. Gardner in Gass and Selinker (2001) stated that the four aspects that make one motivated to learn a language are a goal, an effort, a desire to attain the goal, and positive attitudes toward all the L2 activities. Besides, good scores may lead a learner to be more motivated. This success in language learning can breed confidence, and confidence leads to more success.

According to Wang (2023), motivation is necessary to enable students not to be afraid of orally expressing themselves in front of people, in this case, the teacher and the classmates, due to the positive classroom atmosphere such as pair work and group discussion, and team cooperation like group members shared interesting stories so that peer relationships would be well built within the group.

Previous Studies

Brown (2004) did a study on Japanese EFL students and found that in his sample of 210 first-year college students, there was 58% of the sample felt apprehensive, anxious, and nervous about studying English, and in terms of speaking English in public 53% felt shy and self-conscious. A study on language anxiety was also conducted in the ESL setting in the Philippines, where English becomes the language of the instruction. In her study, Jugo (2020) confirms that speaking activities, error correction, and communication with English speakers contribute to high anxiety levels among Filipino learners.

Wang (2023) conducted a study on language anxiety among EFL Chinese university students and found that they did not like oral production better than written one. The open-ended questionnaire revealed that personality traits and Foreign Language Classroom Anxiety (FLCA) were the two most important factors influencing students' preference for written production. Most participants said that among other things, they were very anxious when speaking in front of the teacher and classmates as they were afraid of losing face or damaging self-esteem, they had a social phobia where they felt shy so that they could not express themselves clearly in English, they felt that they had limited vocabulary, and their pronunciation was not standard. The teacher was then trying to mitigate the students' speaking anxiety by helping the students with the terms when they had problems finding the right and appropriate words, giving more time to the students to self-practice or encouraging the students to use PowerPoint slides as a mediator to guide their speech or oral practice.

METHOD

Research Design

This study was a qualitative one. Qualitative research and quantitative research are distinctively seen. Research is often distinguished by whether it includes statistical calculations and numerical data. Quantitative research is characterized by the use of numbers, whereas qualitative research is defined by the use of words. Additionally, qualitative research typically employs open-ended questions, while quantitative research uses closed-ended questions (Creswell & Creswell, 2018).

Data Collection Instruments

 The instruments used for data collection included colorful sticky notes and a large whiteboard, which were utilized during a workshop on speaking anxiety.

Data Collection Methods & Procedures

Data were taken in the fourth or final activity in a workshop on the 24th of February 2024 about fluency and anxiety entitled "*From Fear to Fluency*". Out of 102 workshop attendees, seventy-five participated as respondents as they collected the sticky notes distributed by the committee. They had to answer two questions about what kinds of anxiety they experienced and their strategies to cope with those problems. They had to determine whether their anxiety issues were caused by social problems, psychological factors, language proficiency, or other factors. If their issue stems from social factors such as friends, teachers, or the environment, they must take a yellow sticky note from the available options. If their issue is related to psychological factors, they should take a green sticky note. The red sticky paper should be taken by those who have anxiety due to language proficiency or skillsissues. Finally, the color orange should be taken by those who have anxiety due to other issues, such as worry about having to master four language skills at once, or because they experience pressure because personal targets are too high. After writing on the sticky paper provided, participants then stuck the colorful pieces of paper on the board provided.

Data Analysis Procedures

The data consisted of responses from workshop participants who described their types of anxiety and proposed solutions. These responses were then categorized and classified into psychological, social, and language proficiency issues, followed by an analysis of how the participants addressed these problems.

Participants of the Study

There were 75 respondents altogether; three were English teachers, and the rest (72) were undergraduate and graduate students.

RESULTS AND DISCUSSION

Unlike the results of the previous studies that confirmed the students' feelings when speaking in English to the public, even to the teacher and fellow students, this current study reveals that not only students but also teachers were found to have anxiety. Furthermore, this study categorizes issues into psychological, social, and language proficiency domains.

In this part, the respondents' anxiety problems and their solutions are discussed. The respondents' initials along with their identified problems and proposed solutions, are fully presented in Table 1. The respondents' statements were copied verbatim from the sticky notes that they pasted on the board during the workshop.

Table 1 Respondents' Anxiety Problems and the Solutions (Unedited)

No.	Respondents' Initials	Respondents' Anxiety Problems & Solutions
1	R. 1	I am always afraid to be underestimated by others when I am speaking in front of people because my English vocabulary, grammar, and accent are not good enough.
2	R. 2	I feel afraid to speak English because I am afraid of wrong pronunciation and lack of confidence.
3	R. 3 - teacher	When I taught the students (bilingual) for the first time, I felt anxious because they were smarter than me (I thought). So I learn more and be a professional English teacher. My confidence problem was solved. Confidence
4	R. 4	I'm not confident with my English pronunciation.
5	R. 5	*Sulit untuk pengucapan, kurang dalam memahami kata. Berlatih pengucapan dan belajar lagi dengan sungguh-sungguh.*
6	R. 6	I'm afraid my pronunciation cause when we talk with tourists sometimes they cannot understand.
7	R. 7	MY grammar and vocabulary are not good. When I talk or study or learn to other people. I feel inferior.
8	R. 8	Social problem: parents and lecturers' expectations.

9	R. 9	Teacher's expectation
10	R. 10	Lecturer's expectations, extended family expectations, and embarrassing myself in front of strangers.
11	R. 11	I don't like eye contact with strangers (especially lecturers, honorable outsider)
12	R. 12	Feeling anxious when someone is leaving (probably means *laughing*)
13	R. 13	When I speak, I feel my mental is not ok. Somehow, I overcome it. So it's ok, but sometimes not. But when it happens, my brain can't produce any words or can't think of anything. I feel nervous but *gwenchana* (no problem).
14	R. 14	Psychological barriers: feel someone will underestimate if I talk in front of he/she.
15	R. 15	I am afraid of what are people are thinking about me. I will overthink as soon as strangers look at me.
16	R. 16 - teacher	If I find students who are excel at speaking, I feel like I am inferior to them. As a teacher, I should have spoken better, but I am not. That makes me nervous and end up delivering only 50% of the actual materials. Solution: build up the courage within ourselves.
17	R. 17	My speaking anxiety: sometimes I feel shy and not confident to speak because of the person I am talking with. For example: when I talk to someone expert and my lecturers.
18	R. 18	Psychological barrier: anxiety in teaching unusually clever and critical students. How to overcome: study the material/lesson well, anticipate questions that might be asked, be ready, and own your mistakes/that you don't know the explanation to something.
19	R. 19 teacher	Psychological barriers: How to overcome them: by learning the materials before teaching. Sometimes I feel insecure and not confident enough to teach my students. I can learn from my students, too. Never too late too learn, even It's from my students.

20	R. 20	Psychological barriers: self-confident to speak in front of the publics.
21	R. 21	Lack of confidence: afraid to make mistakes. Overthinking.
22	R. 22	My psychology barriers: I feel scared that I will make mistakes when I speak and the people I speak with don't understand me. I've got panic attack when I'm speak in the front, it make me can't speak well.
23	R. 23	Problem: Lack of confidence and afraid of making mistake speaking in front of a large audience.
24	R. 24	As a person who has Chinese and Indonesian bloodline sometimes I get discriminated against and racism in my environment.
25	R. 25	I have a lot of of social anxiety sometimes because I always afraid about people perspectives.
26	R. 26	Sometimes, I'm afraid of what people might think of me. But I know that what people think of me doesn't define who I am.
27	R. 27	I'm afraid to talk in front of many peoples because I experienced bullying back then. So, I'm afraid they might mock me after I talked in front of them.
28	R. 28	I'm a little less able to adapt to some new friends because I don't know what their character is like.
29	R. 29	My social barrier: though my friends will laugh if I'm speaking; my society will judge me.
30	R. 30	What others might think of ourselves? Be it their expectation or the way he judged. Usually, I try to overcome it by paying no attention to them, and we happily.).
31	R. 31	They're laughing and say learning some new language isn't important for my life. Prove to them that we can have a better life when we learn something new (language, culture, creativity, etc.). no problem
32	R. 32	I'm afraid that my friend might mock me after the class when we have presentation or do a teaching demo.

33	R. 33	I always feel anxiety when it comes to presentations in my classes. My lecturers put high expectations on me that I'm afraid I will dissapoint them.
34	R.34	[6] I'm afraid to talk English with people because sometimes my grammar is still wrong/in error.
35	R. 35	[6] I'm afraid to talk with other people, because of my grammar.
36	R. 36	[6] I'm afraid to talk with other people, because of my grammar. I'm afraid my grammar didn't correct.
37	R. 37	[6] I'm afraid to talk with other people because of my grammar and my pronunciation.
38	R. 38	My speaking anxiety: sometimes when I get nervous it makes me blank and I forget the grammar or the vocabs.
39	R. 39	When I speak in English, I'm afraid about my grammar, I'm afraid that I use the wrong type of sentence/ tense/, and I also I'm afraid if I pronounce the wrong way of some words.
40	R. 40	When I speak, I'm afraid that my grammar is not correct, because I think grammar is important in communication (to know it is past/ present). When I write something, I need to turn on my grammatical rules.
41	St. 41	I am so afraid if my pronunciation is not correct when I presentation. Solution: just relax and think about positive vibes.
42	St. 42	My problem is – I'm scared about my misspelling, i.e I have to do some presentations in front of my friends, especially my lecturer because I have to think about the correct grammar so that I can be better if I do it correctly. Solution: I will try to speak English oftenly so that I'm used to speak English.
43	R. 43	Actually, my biggest problem with grammar is because I haven't a lot of vocab, and also if I have to speak I always think twice before I want to speak about vocab, grammar is it already correct or not people perspective.
44	R. 44	I'm not confident with my English pronunciation.

45	R. 45	don't understand now to read and lack confidence when speaking English.
46	R. 46	I'm afraid of speaking in English because I can't grammar, don't really understand.
47	R. 47	I'm afraid I'll make a mistake if I want to speak English, and I feel less confident when I speak English.
48	R. 48	I'm afraid to talk with other people because of my grammar.
49	R. 49	For grammar, yes I honestly have the problem with my grammar mistake, especially when I want to tell a story about my experience that I have to say past tense but sometimes I forgot and used present tense when I say that. It also make my anxiety show up when I want to try speak in English.
50	R. 50	My anxiety in grammar: I think my grammar is not good and scare that I will make mistake when I'm speaking and the people don't understand what I tell. I don't really understand about grammar and still confuse.
51	St. 51	I'm afraid with grammatical when I'm talking with some older people. Afraid with some other perspectives.
52	St. 52	My biggest proble is grammar because for me grammar have to memories the formula.
53	St. 53	Sometimes I'm afraid to talk to other people not because I don't how to talk but I have no confident and sometimes I afraid of my grammar.
54	St. 54	I'm afraid when I spell some words wrong but sometimes I don't really care about that and when I write with wrong grammar.
55	St. 55	Scared to make mistake with strangers.
56	St. 56	I'm afraid I won't be able to meet my expectations in the future. I should try harder.
57	St. 57	I feel anxious when people tell bad things about me. I don't need to care about those who badmouth me.

58	St. 58	Parents and siblings expectation.
59	St. 59	I actually don't have anymore anxiety because I learned that sometimes we have to decide whether we want to improve or not, and I chose to improved myself better. No problem
60	St. 60	Anxiety due to high expectations from people. People always expect that I have perfect English speaking skills. This expectation makes me worried of making mistakes.
61	St. 61	I trembeld since I was little. It is not because I'm anxious but many people think I was anxious, and that's makes me more anxious.
62	St. 62	I'm an overthinker who always think that I haven't given enough. I often feel anxiety bcause of that, I'm afraid that others will think that I am not giving my best. I overcome it by socializing with my friends and I have the closest person who always supporting me to not thinks hard about something.
63	St. 63	Everytime I get nervous I feel like I'm about to throw up so before I start a presentation I need to eat something like pepermint candy or drink a water.
64	St. 64	Psychological: being afraid.
65	St. 65	My worry is that I'm afraid of being laughed when speaking in front of the class or need to presentate in front of the class.
66	St. 66	My anxiety: For sociological, I have problem when I have to talk with someone stranger and speak in the publicspace in English that might. (not continued)
67	St. 67	Environment in home doesn't help me to speak English well, I also have a problem with the social environment.
68	St. 68	I have an anxiety in social barrier because when I'm talking in front of the public, I'm afraid soemone will be laughing at me. In addition, my family dosen't use Enlish when we're talking to each other.
69	St. 69	I have problem in grammar when speaking English.

70	St. 70	Proficiency: lack vocabulary
71	St. 71	I have a barrier in speaking because my tongue is awkward. I am afraid if my grammar is wrong also.
72	St. 72	I'm always thinking about grammar when I speak English and it's a problem of my speaking.
73	St. 73	My proble is I feel afraid when I speak Englis in front of the class or talk to the lecturer and answer their question not confident because because of fear of grammar and pronunciation errors.
74	St. 74	Problem: language proficiency (grammar, vocab), solution: Learn and practice more.
75	St. 75	My worry is that mispronunciation when I talk to another people, and the people misunderstand about what I want to say.

The following part discusses the findings of the research. It is divided into several parts: the categorization of anxiety & the percentages, the causes, and the strategies to overcome it.

The Categorization of Anxiety and the Percentages

This section displays the respondents' anxiety problems and their solutions. Table 2 shows the number of problems of the respondents dealing with their speaking anxiety. The percentages are also shown.

Table 2 The Percentage of Each Speaking Anxiety Category

No.	Categories	Number of respondents	Percentage (%)
1	Psychological	28	37.33
2	Psychological and language proficiency	14	18.67
3	Language proficiency	18	24
4	Social	12	16
5	Social and language proficiency	1	1.33
6	Miscellaneous	2	2.67
	Total	**75**	**100.00**

The highest percentage of the respondents experiencing speaking anxiety was 36.47% (31 respondents) attributed to the result of psychological problems, followed by 23.53% (20 respondents) due to the result of psychological and language proficiency problems, 21.18% (18 respondents) due to language proficiency problems, and 14.12% (12 respondents) due to the social problems. Only 1.18% (1 respondent) attributed anxiety to social and language proficiency problems, and 3.52% (3

respondents) attributed their anxiety to miscellaneous reasons as the respondents did not have issues with anxiety, rather they could find ways out to solve them. The categorization of problems and solutions can be seen in the next section.

The Causes of Anxiety

This section discusses the causes of anxiety and the categorization. This can be seen in Table 3, and the discussion follows.

Table 3 The Categorization of the Anxiety Causes (Unedited)

No.	Category	Resp.	Respondents' Anxiety Problems & Solutions
1	Psychological Problems	3	When I taught the students (bilingual) for the first time, I felt anxious because they were smarter than me (I thought). So I learn more and be a professional English teacher. My confidence problem solved.
2		12	Feeling anxious when someone is leaving *(Note: perhaps the respondent meant 'laughing')*
3		13	When I speak, I feel my mental is not ok. Somehow, I overcome it. So it's ok, but sometimes not. But when it happens, my brain can't produce any word or can't think of anything. I feel nervous but *gwenchana (Note: Korean, meaning 'no problem', 'it's alright')*.
4		14	Psychological barriers: feel someone will underestimate me if I talk in front of him/her.
5		15	I am afraid of what people are thinking about me. I will overthink as soon as strangers look at me.
6		16	If I find students who excel at speaking, I feel like I am inferior to them. As a teacher, I should have spoken better, but I have not. That makes me nervous and end up delivering only 50% of the actual materials. Solution: build up the courage within ourselves.
7		17	My speaking anxiety: sometimes I feel shy and not confident to speak because of the person I am talking with. For example: when I talk to someone expert and my lecturers.
8		18	Psychological barrier: anxiety in teaching unusually clever and critical students. How to overcome: study the material/lesson well, anticipate questions that might be asked, be ready, and own your mistakes/that you don't know the explanation to something.
9		19	Psychological barriers: How to overcome them: by learning the materials before teaching. Sometimes I feel insecure and not confident enough to teach my students. I can learn from my students, too. Never too late to learn, even It's from my students.

10		
	20	Psychological barriers: self-confident to speaks in front of the publics.
11	21	Lack of confidence: afraid to make mistake. Overthinking.
12	22	My psychology barriers: I'm feel scare that I will make mistake when I speak and the people I speak with don't understand me. I've got panic attack when I'm speak in the front, it make me can't speak well.
13	23	Problem: Lack of confidence and afraid of making mistake speaking in front of large audience.
14	26	Sometimes, I'm afraid of what people might think of me. But I know that what people think of me doesn't define who I am.
15	27	I'm afraid to talk in front of many peoples bacuse I experienced bullying back then. So, I'm afraid they might mock me after I talked in front of them.
16	32	I'm afraid that my friend might mock me after the class when we have presentation or do a teaching demo.
17	33	I always feels anxiety when it comes to presentation in my classes. My lecturers put high expectations on me that I'm afraid I will dissappoint them.
18	47	I'm afraid I'll make a mistake if I want to speak English, and I feel less confident when I speak english.
19	55	Scared to make mistake with strangers.
20	56	I'm afraid I won't be able to meet my expectations in the future. I should try harder.
21	62	I'm an overthinker who always think that I haven't even enough. I often feel anxiety bcause of that, I'm afraid that others will think that I am not giving my best. I overcome it by socializing with my friends and I have the closest person who always supporting me to not thinks hard about something.
22	63	Everytime I get nervous I feel like I'm about to throw up so before I start a presentation I need to eat something like pepermint candy or drink a water.
23	64	Psychological: being afraid.
24	65	My worry is that I'm afraid of being laughed when speaking in front of the class or need to presentate in front of the class.

25		66	My anxiety: For sociological, I have problem when I have to talk with someone stranger and speak in the publicspace in English that might. (*not continued*)
26		67	Environment in home doesn't help me to speak English well, I also have a problem with the social environment.
27		68	I have an anxiety in social barrier because when I'm talking in front of the public, I'm afraid soemone will be laughing at me. In addition, my family dosen't use Enlish when we're talking to each other.
28		61	I trembeld since I was little. It is not because I'm anxious but many people think I was anxious, and that's makes me more anxious.
29	Psychological and Language Proficiency Problems	1	I always afraid to be underestimated by the others when I am speaking in front of people because my English vocab, grammar, and accent are not good enough.
30		2	I feel afraid to speak English because I am afraid of wrong pronunciation and lack of confidence.
31		4	I'm not confident with my English pronunciation.
32		7	MY grammar and vocab are not good. When I talk or study or learn to other people. I feel inferior.
33		34	I'm afraid to taliking English with people because sometimes my grammar is still wrong/error.
34		35	I'm afraid to talk with other people, bacause of my grammar.
35		36	I'm afraid to talk with other people, bacause of my grammar. I'm afraid my grammar didn't correct.
36		37	I'm afraid to talk with other people bacuase of my grammar and my pronunciation.
37		44	I'm not confident with my english pronunciation.
38		45	don't understand now to read and lack confidence when speaking english.
39		46	I'm afraid speaking in english because I can't grammar, don't really understand.
40		48	I'm afraid to talk with other people because of my grammar.
41		53	Sometimes I'm afraid to talk to other people not because I don't how to talk but I have no confident and sometimes I afraid of my grammar.

42		73	My proble is I feel afraid when I speak Englis in front of the class or talk to the lecturer and answer their question not confident because because of fear of grammar and pronunciation errors.
43	Language Proficiency Problems	5	Sulit untuk pengucapan, kurang dalam memahami kata. Berlatih pengucapan dan belajar lagi dengan sungguh-sungguh.
44		6	I'm afraid my pronunciation cause when we talk with tourist sometimes they cannot understand.
45		38	My speaking anxiety: sometimes when I got nervous it makes me blank and I forgot the grammar or the vocabs.
46		39	When I speak in English, I'm afraid about my grammar, I'm afraid that I use the wrong type of sentence/tense/, and I also I'm afraid if I pronounce the wrong way of some words.
47		40	When I speak, I'm afraid that my grammar is not correct, because I think grammar is important in communication (to know it is past/ present). When I write something, I need to turn on my grammatical rules.
48		41	I am so afraid if my pronunciation is not correct when I presentation. Solution: just relax and think about positive vibes.
49		42	My problem is – I'm scared about my misspelling, i.e I have to do some presentation in front of my friends, especially my lecturer because I have to think about the correct grammar so that I can be better if I do it correctly. Solution: I will try to speak english oftenly so that I'm used to speak English.
50		43	Actually my biggest problem in grammar is cause I haven't a lot of vocab and also if I have to speak I always thing twice before I want to speak about vocab, grammar is it already correct or not people perspective.
51		49	For grammar, yes I honestly have the problem with my grammar mistake, especially when I want to tell a story about my experience that I have to say past tense but sometimes I forgot and used present tense when I say that. It also make my anxiety show up when I want to try speak in English.
52		50	My anxiety in grammar: I think my grammar is not good and scare that will make mistake when I'm speaking and the people don't understand what I tell. I don't really understand about grammar and still confuse.

53		52	My biggest proble is grammar because for me grammar have to memories the formula.
54		54	I'm afraid when I spell some words wrong but sometimes I don't really care about that and when I write with wrong grammar.
55		69	I have problem in grammar when speaking English.
56		70	Proficiency: lack vocabulary
57		71	I have a barrier in speaking because my tongue is awkward. I am afraid if my grammar is wrong also.
58		72	I'm always thinking about grammar when I speak English and it's a problem of my speaking.
59		74	Problem: language proficiency (grammar, vocab), solution: Learn and practice more.
60		75	My worry is that mispronunciation when I talk to another people, and the people misunderstand about what I want to say.
61	Social Problems	8	Social problem: parents and lecturers expectation.
62		9	Teacher's expectation
63		10	Lecturer's expectation, extended family expectation, embarrassing myself in front of strangers.
64		11	I don't like eye contact with strangers (especially lecturers, honorable outsider)
65		24	As a person who have Chinese and Indonesian bloodline sometime I gets discrimination and racism in my environment.
66		25	I have a lot of of social anxiety sometimes because I always afraid about people perspective.
67		28	I'm a little less able to adapt to some new friends because I don't know what their character is like.
68		29	My social barrier: though my friends will laugh if I'm speaking; my society will judge me.
69		30	What others might think of ourselves. Be it their expectation or the way he judged. Usually I try overcome it by pay no attention to them, and we happily.).
70		57	I feel anxious when people tell bad things about me. I don't need to care about those who badmouth me.

71		58	Parents and siblings expectation.
72		60	Anxiety due to high expectations from people. People always expect that I have perfect English speaking skills. This expectation makes me worried of making mistakes.
73	Social and language proficiency	51	I'm afraid with grammatical when I'm talking with some older people. Afraid with some other perspectives.
74	Miscellaneous	31	They're laughing and say learning some new language isn't important for my life. Prove to them that we can have a better life when we learn something new (language, culture, creativity, etc.).
75		59	I actually don't have anymore anxiety because I learned that sometimes we have to decide whether we want to improve or not, and I chose to improved myself better.
	TOTAL	**75**	

As seen in Table 3, the respondents' statements revealed some categories of anxiety, namely, psychological, psychological, and language proficiency, language proficiency, social, social, and language proficiency, and miscellaneous.

In the psychological category, the respondents felt afraid, anxious, unconfident, inferior, shy, or scared when speaking in English for various reasons. They thought that the interlocutors were smarter; even they were believed to be superior to the interlocutors so this resulted in being very anxious. When they spoke to a stranger, or a large number of people, they had difficulty producing words or did not know what to say, let alone when they talked to experts or lecturers they were afraid to make mistakes. Home also contributed to the source of speaking anxiety as the family members did not use English. This resulted in the respondents lacking someone to converse with in English. Other reasons include fears of being bullied, laughed at, or underestimated by others.

The next category, combining psychological aspects and language proficiency, included the respondents who felt anxious, afraid, and unconfident due to their insufficient English language ability. Many respondents were concerned about their insufficient proficiencies in grammar and pronunciation. Others struggled with understanding written texts, which led to fears of being misunderstood, as well as difficulties with their vocabulary and accent.

In the language proficiency category, many respondents had problems with grammar and vocabulary, some with mispronunciation, and misspellings. They were afraid of using the English tenses incorrectly so their friends, lecturers, and others would misunderstand them. They were still confused about using the English tenses. They were still memorizing the grammar rules and mixing the present and past tenses. They needed to learn and often practice using the tenses, and increase their vocabulary. Mispronunciation was a common concern, too. They mispronounced in their presentations in front of their classmates and lecturers or others. They even felt their pronunciation

did not sound English. They realized that they needed to practice pronunciation and try to often speak English. Besides, some respondents said that they aimed to improve their spelling when writing.

In the social category, the respondents were worried about the expectations of their siblings, parents, and extended families. They feared embarrassing them if they failed to perform well. This anxiety made them avoid having eye contact with their lecturers or even people whom they thought to have good English. Another social issue concerned with their being discriminated in the environment where they lived. It could not fully accept their spoken English. They were also afraid to use English with friends whose characters they still did not know about. From the responses, most respondents did not let this hinder their progress in English. . Thus, social anxiety refers to a situation where fear appears in a person's interaction with others like classmates, lecturers, or people with better English for his/her being judged negatively (White Swan Foundation, 2021; Britley and Daffin Jr., 2024).

In social category and language proficiency, there was only one respondent who feared when s/he was talking with someone older. S/He was worried about how s/he was perceived when speaking.

Two categories did not belong to any categories as the respondents were positive about themselves and they did not feel any worries at all with their English. They were the types of people who wanted to improve themselves and who were decisive in moving forward for a better life.

The Strategies to Overcome Anxiety

This part will discuss the strategies used by the respondents in overcoming their anxiety. Out of 75 respondents who were present in the workshop, only 13 (17.33%) mentioned their strategies in overcoming their anxiety. All the strategies are presented in Table 2. From the strategies mentioned, there were 18 strategies done by the respondents. They are as follows. One respondent, R18, anticipated the questions that the lecturer might ask.. Another strategy, employed by R16, an English teacher, was to build up more courage.

Building up more courage is suggested by Hamilton (2022). We have to believe that we have the courage as well as ability. Take, for example, professional athletes. They will always remind themselves of the reasons they are up for the competition. They repeat "I can do this!" in their mind all the time. Hamilton further states that "…*nothing is as constant or powerful as your inner voice*."

Drinking some fresh water and eating something like peppermint candy were both done by R63. The fact that drinking fresh water can release stress is supported by Naido (2019)'s statement. In addition to healthy guidelines such as eating a balanced diet, drinking enough water to stay hydrated, and limiting or avoiding alcohol and caffeine, can help relieve anxiety. Besides that, eating sweets including candy can also release stress. Vinmec (2019) stated that according to many studies, sweets can help improve mood, and support effective stress reduction. Because the hormone that leads to stress, glucocorticoid, will decrease when people eat sweets such as cake, suck on some candy.

Anxiety is indeed a common problem. According to Filges et al. (2023), cited from Beesdo et al. (2009), every child and teenager faces normal, developmentally appropriate worries, fears, and shyness. For example, primary school students usually worry about injury and natural events. Older children and adolescents typically have worries and fears related to school performance, social competence, and health issues.

R62 had a different strategy to ease anxiety; that is, finding a close person who always supports him. Emotional support given by surrounding people means a lot. According to Piedmont (n.d.), emotional support, which is provided by one's social ties, can enhance his/her psychological well-being. One study found that people, who view their friends and families as supportive, reported a greater sense of meaning in life and felt like they had a stronger sense of purpose. Socializing with friends could be included in this strategy. R62 accomplished it. Another researcher, Hirschiag (2023), added that everyone is different. Some people may undergo social anxiety. One other way to help us manage our anxiety is by spending time with friends and family at a regular basis. Socialization can help relieve stress, enhance feelings of togetherness, and increase laughter. It can also decrease loneliness. Social connectedness can help people to be more resilient to stress in the long term.

Getting prepared for the lecture was done by R18. Being ready for the class can also reduce stress and anxiety. Having an appointment in a foreign language often causes pressure or can be a burden, stress, or nervousness. Nonetheless, good preparation can make many things easier. It also makes burdens lighter (Inge Dosch Sprachen Kommunikation Training, 2022). This good strategy was also done by R18 (getting prepared for the materials); that is, learning the materials well. This was done by R18 and 19. This strategy could be seen as good preparation before the class.

Ignoring wrong words or grammar and deciding to keep speaking was done by R54. Ignoring the wrong words or grammar can be another strategy to overcome stress and anxiety in speaking (Collins, 2024). Language learners often have to tackle the challenge of achieving both accuracy and fluency in speaking skills. Striking the right balance between these two is essential for effective communication. There is a fundamental difference between speaking accuracy and fluency. Accuracy refers to the correctness and precision of language use, encompassing proper grammar, vocabulary, and pronunciation. On the other hand, fluency revolves around the ability to speak smoothly, confidently, and without unnecessary pauses or hesitations, even if some mistakes occur. Achieving perfect accuracy may result in hesitant and stilted speech, hindering effective communication. Conversely, prioritizing fluency alone can lead to careless mistakes that might affect comprehension. Striking the right balance between accuracy and fluency is key to becoming a proficient communicator.

R5, R30, and R57 had a different strategy. They ignored people who were judgmental towards them. Ignoring judgmental people can also be a good way to get rid of speaking anxiety. Bale (2022) stated that bringing an attitude of non-judgment to your life could help you reduce stress with mindfulness. R41 chose to think about positive things. A different but similar strategy was used by R30 and R41. It was trying to be happy and relaxed. Some research shows that personality traits like optimism and pessimism may affect many areas of health and well-being. Positive thinking that usually accompanies optimism is one key element of effective stress management. Effective stress management is related closely to health benefits (Mayo Clinic, 2023).

Another respondent, R56, tried hard to speak well. The final strategy, implemented by R42, was to try speaking English more often. Trying hard to speak English well and trying to speak English more often can be categorized as practice. Erin (2024) stated that the best way to speak better is to speak. It means that language learners should be committed to practicing often and with as many different people as possible. Talking to all kinds of native speakers will benefit language learners. Erin further mentioned that language learners could practice speaking English with teachers, servers in restaurants, taxi drivers, or anyone else to make them comfortable.

Another strategy was self-improvement. This was done by R59. R19 and R3, who happened to be English teachers, learned from students and learned to be more professional. Tracy (n.d.) stated that self-improvement is not a change that occurs overnight, but one that can take months or even years. It is important to prioritize your life for self-improvement to occur. Self-improvement helps enhance strengths, improve mental health, and even heal relationships. Some ways of self-improvement include simple tasks such as reading a book, trying something new, mediating, or even waking up early. There are so many simple, effective ways to start a self-improvement process.

Out of 75 respondents, only 14 respondents mentioned the strategies they took to overcome their anxiety. The rest did not mention how they struggled with it. These strategies can be seen in Table 4.

Table 4 The Strategies Done by the Respondents
(Seen from the strategies in alphabetical order)

No	Strategies	Respondents
1	Anticipating questions that may be asked by the teacher	R18
2	Building up more courage	R16 (English Teacher)
3	Drinking some fresh water	R63
4	Eating something like peppermint candy	R63
5	Finding a close person who always supports him/her	R62
6	Getting prepared	R18
7	Ignoring the wrong words or grammar	R54
8	Ignoring those who are judgmental	R5, R30, R57
9	Improving him/herself better	R59
10	Learning from students	R19 (English Teacher)
11	Learning more to be professional teacher	R3 (English Teacher)
12	Learning the materials well	R18 & R19
13	Socializing with friends	R62
14	Thinking about positive vibes	R41
15	Trying harder	R56
16	Trying to be happy	R30
17	Trying to be relaxed	R41
18	Trying to speak E more often	R42

Table 5 also describes the respondents' strategies. However, the order starts with the respondents. The respondents and their strategies can be seen.

Table 5 The Respondents and Their Strategies to Overcome Anxiety
(Seen from the respondents)

No.	Respondents' Initials	Respondents' Anxiety Problems & Solutions
1	R3 - teacher	Learning more and be a professional English teacher
2	R5	Ignoring the wrong words or grammar
3	R16 - teacher	Building up the courage within him/herself

4	R18	Learning the materials/lessons well Anticipating questions that might be asked Getting prepared for the lesson
5	R19 teacher	Learning the materials before teaching Learning from students
6	R30	Paying no attention to others who are judgmental Trying to be happy
7	R41	Trying to be relaxed Thinking about positive vibes
8	R42	Trying to speak English often so that he/she gets used to it
9	R54	Not caring about the wrong words or grammar
10	R56	Trying harder
11	R57	Not caring about people who are judgmental to him/her
12	R59	Improving him/herself better. No problem
13	R62	Socializing with friends; finding a close person who always supports him/her
14	R63	Eating something like peppermint candy Drinking some water

CONCLUSION

This section shows the conclusion of the study as well as limitations, suggestions, and recommendations for future researchers. First, it must be understood that anxiety is a common problem. Everybody should know that anxiety disorders are a common mental illness. About 310 million people in the world suffer from it (Booth and Romanoff, 2023). Zauderer (2023) further explained that an estimated 15 million people suffer from 'glossophobia', that is, fear of public speaking. About 200 million people feel nervous talking to others. It is equal to 75% of the whole population in the world. It is not a small number.

The second conclusion is that each student as well as a teacher has his or her anxiety case. Unlike previous studies that focused on the students' anxiety, this paper reveals that foreign language teachers may have language anxiety when using English. Students and teachers alike have their anxiety type or category. They also have various causes of anxiety. Besides that, they have strategies to overcome their anxiety. The strategies varied, depending on the students' and teachers' situation as well as characteristics as well.

The next \ is about the limitations of the study. This study is limited in the number of teacher respondents, that is, only 3. Future researchers can have more teacher respondents. Another weakness of this study is the data collection method, which is only 1, that is, via the respondents' answers on sticky notes. Future researchers can interview the respondents for more detailed information. Study Programs in English Education have to provide their students with chances to speak a lot so that they become fluent and competent English teachers apart from pedagogical skills.

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