



A SEQUENTIAL EXPLANATORY INQUIRY ON LANGUAGE ANXIETY AMONG COLLEGE STUDENTS

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ABSTRACT

The study explored language anxiety among college students in Purposive Communication course in the second semester of the academic year 2025-2026 at Tagbilaran City College. The study determined the language anxiety level of the participants in terms of communication apprehension, test anxiety, and fear of negative evaluation. It also investigated the factors contributing to language anxiety and the coping strategies employed by the participants. The study employed mixed-methods approach. For the quantitative approach, an adapted survey questionnaire was utilized anchored on Ruin's (2024) study based on Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) while for the qualitative approach, a semi-structured interview was utilized. Survey questionnaire responses were analyzed using weighted mean and standard deviation. Qualitative data were analyzed using Creswell's (2007) thematic analysis to identify the factors contributing to language anxiety and the coping strategies employed by the participants. Results indicated that participants have high level of language anxiety across three indicators of language anxiety. Furthermore, factors that contribute to their language anxiety were social pressure and fear of judgement, psychological barriers, linguistic challenges, inadequacy of practice, and past negative experiences. While, participants utilized preparation and skill development, positive mindset and confidence, and emotional regulation and relaxation to manage their language anxiety.

Keywords: *language anxiety, communication apprehension, test anxiety, fear of negative evaluation, factors, coping strategies*

INTRODUCTION

Language is a fundamental tool for human communication that enables individuals to express ideas, establish relationships, and participate in society. As social beings, people rely on language to maintain social interactions and develop new relationships, making effective communication an essential life skill (Damayanti & Listyani, 2020). In today's globalized world, English has become the dominant language of education, business, science, and international communication, making English proficiency an important competency for academic success, employability, and professional development.

Recognizing the importance of English, the Philippine educational system continues to strengthen learners' communication competence through the Philippine Bilingual Education Policy, which is rooted in the 1987 Constitution and implemented through the Commission on Higher Education (CHED, 1996). In higher education, the revised General Education Curriculum requires the course Purposive Communication, which aims to develop students' communicative competence and cultural awareness through meaningful oral and written communication in English (CHED, 2013). These policies reflect the country's commitment to producing graduates who are linguistically competent and prepared for academic, professional, and social demands. Likewise, Sustainable Development Goal 4 emphasizes the importance of providing equitable and quality tertiary education that equips learners with competencies necessary for lifelong learning and employment.

Despite these educational initiatives, English communication remains a challenge for many Filipino college students. Research consistently shows that students continue to experience anxiety when speaking English despite years of formal instruction (Giray, 2022). Language anxiety has been identified as one of the major barriers to effective communication because it reduces learners' confidence, participation, and willingness to communicate in English (Horwitz et al., 1986).

The relationship between emotional factors and language learning is explained by Krashen's (1982) Second Language Acquisition Theory, particularly the Affective Filter and Monitor Hypothesis. The Affective Filter Hypothesis proposes that motivation, self-confidence, and anxiety influence learners' ability to acquire a second language. High levels of anxiety may raise the affective filter, preventing learners from effectively processing language input. The Monitor Hypothesis further explains that excessive attention to grammatical correctness may interfere with spontaneous communication because learners focus more on avoiding errors than expressing meaning. Complementing this perspective, Hymes' (1972) Communicative Competence Theory as cited by Lilis (2005) emphasizes that effective communication requires not only grammatical knowledge but also the ability to use language appropriately in different social contexts. Similarly, Halliday's (1994) Systemic Functional Linguistics as cited by Gibhard and Accurso (2020) explains that language enables individuals to construct meaning, establish interpersonal relationships,

and organize ideas coherently; therefore, language anxiety may hinder learners' ability to perform these communicative functions.

Language anxiety is commonly characterized by communication apprehension, fear of negative evaluation, and test anxiety (Horwitz et al., 1986). Consistent with this framework, students often experience nervousness when answering teachers' questions, speaking before classmates, or using unfamiliar vocabulary and pronunciation (Ahmad, 2021). They also report anxiety caused by grammatical difficulties and fear of making mistakes that may result in criticism from teachers or peers (Giray, 2022). Studies conducted in different educational contexts consistently demonstrate that English-speaking anxiety remains prevalent regardless of whether English is learned as a foreign or second language. Research in EFL settings reported that students generally experience mild to high levels of speaking anxiety during classroom communication (Nuraeni et al., 2024; Quvanch et al., 2024). Similar findings were observed in ESL contexts, where students continued to experience anxiety during classroom participation and oral communication despite regular exposure to English (Daymiel, 2022; Ahmad et al., 2023; Bangcaya et al., 2025). These findings suggest that prolonged exposure to English alone does not eliminate speaking anxiety, highlighting the influence of psychological and contextual factors on learners' communication experiences.

Language anxiety manifests in various emotional, cognitive, behavioral, physiological, and linguistic forms. Students frequently avoid speaking activities, hesitate to volunteer answers, rely heavily on prepared notes, avoid eye contact, speak rapidly, experience trembling, sweating, and mental blocks, or resort to code-switching and fillers when communicating in English (Wati & Larasaty, 2020). Similar manifestations were observed during academic oral presentations, where learners reported emotional distress, difficulty organizing ideas, nervousness, lack of vocabulary, and physiological symptoms associated with public speaking (Fadlan, 2021; Humaera & Pramustiara, 2022; Majid et al., 2025; Rajpar et al., 2026). Sukmawati et al. (2026) likewise emphasized that speaking anxiety results from the interaction of psychological, linguistic, and environmental factors.

Previous studies have identified several factors contributing to students' language anxiety. Psychological factors include fear of making mistakes, lack of confidence, embarrassment, fear of teachers' reactions, and fear of being negatively evaluated by classmates (Suparlan, 2021; Hidayat, 2021; Alazeer & Ahmed, 2023; Nugroho, 2023; Almagsodi, 2025). Linguistic factors include limited vocabulary, pronunciation difficulties, grammatical competence, oral proficiency, and unfamiliarity with speaking topics (Damaiyanti, 2021; Hasibuan et al., 2022; Sacal & Potane, 2023). Environmental factors such as classroom atmosphere, audience familiarity, peer responses, scoring criteria, and instructional practices also influence students' willingness to communicate (Hasibuan et al., 2022; Burgos, 2025).

Fear of negative evaluation has consistently emerged as one of the strongest predictors of language anxiety. Students often underestimate their abilities

and worry more about how others perceive their performance than about communicating their ideas (Damayanti & Listyani, 2020; Ruin, 2024). Studies further revealed that students experience emotional tension, physiological symptoms, and mental difficulties because of fear of criticism and loss of face (Maquidato, 2021). Likewise, negative evaluation was identified as the highest source of anxiety among learners (Ismail et al., 2022). However, supportive classroom environments and active-learning strategies have been shown to reduce anxiety by encouraging collaboration, peer learning, and constructive participation (Downing et al., 2020; Cooper & Brownell, 2020). Cortez and Real (2021) also asserted that the fear of evaluation in English as a second language is commonplace for students who are learning English either as a second or foreign language. Further to formal oral assessments, the concern of 'being judged' may limit active learning with respect to asking questions and interacting with peers during seminars and other learning opportunities (Grieve et. al, 2021).

Teacher feedback also plays a significant role in shaping students' speaking experiences. Appropriate Oral Corrective Feedback has been found to reduce students' anxiety and improve speaking performance (Ruswandi et al., 2025). Students generally prefer immediate correction of pronunciation, vocabulary, and grammatical errors because it helps them improve their communication skills (Cumbicos et al., 2024), although teachers commonly employ various corrective techniques such as elicitation, explicit correction, recasts, and repetition (Guibangguibang, 2020). These findings suggest that the manner in which feedback is delivered may either alleviate or intensify students' anxiety.

To manage speaking anxiety, students employ a variety of coping strategies. Previous studies consistently identified preparation, rehearsal, relaxation, positive thinking, self-talk, peer support, concentration, confidence-building, cooperation, humor, physical movement, and seeking assistance from teachers or classmates as effective strategies for reducing speaking anxiety (Hussain et al., 2021; Duong et al., 2023; Milanrianto et al., 2023; Fitriana, 2023). Among these strategies, preparation and rehearsal were the most frequently used because they increased learners' confidence before speaking tasks. Husniah et al. (2026) in response to these challenges, learners employed several coping strategies, including preparation, relaxation, positive thinking, and peer seeking, with preparation being the most frequently used. Similarly, Nguyen (2025) also underscored the importance of fostering a positive mindset as a key coping strategy for students enabling them to navigate the challenges of language learning with increased resilience and optimism.

Although previous studies have extensively examined language anxiety, most have focused on determining anxiety levels, identifying contributing factors, or evaluating coping strategies in various EFL and ESL contexts. Limited studies have explored these dimensions collectively among college students within the Philippine higher education context. At Tagbilaran City College, whose vision is to develop competent professionals and skilled workers prepared for employment and lifelong learning (Tagbilaran City College, 2019), English communication is a fundamental competency expected of all students. However, informal observations and

interviews with English instructors indicate that many first-year students hesitate to participate in English discussions, request translation into their local language, experience difficulty expressing ideas in English, and demonstrate limited confidence during oral communication activities. These classroom experiences suggest that language anxiety continues to affect students' participation and may hinder the development of the communication skills expected under the Purposive Communication course.

Given these circumstances, the present study seeks to explore language anxiety among first-year college students at Tagbilaran City College. Specifically, it aims to examine the indicators, contributing factors, manifestations, and coping strategies associated with students' language anxiety and to generate evidence that may serve as the basis for a contextualized intervention program. By addressing the emotional, linguistic, and environmental factors that influence English communication, the study hopes to contribute to the development of more supportive teaching practices that foster confidence, improve communicative competence, and prepare students for academic and professional success.

Research Questions

The study explored language anxiety among first year college students in Purposive Communication course in the second semester of the academic year 2025-2026 at Tagbilaran City College.

Specifically, the study sought to answer the following questions:

1. What is the level of language anxiety among the participants in terms of:
 - 1.1 communication apprehension;
 - 1.2 test anxiety; and
 - 1.3 fear of negative evaluation?
2. Is there a significant degree of variance among the indicators of language anxiety?
3. What are the factors that contribute to the participants' language anxiety in speaking the English language?
4. How do the participants cope with language anxiety?
5. What action plan can be proposed based on the findings of the study?

METHODOLOGY

This study employed a mixed-methods approach using a sequential explanatory design to explore language anxiety among first-year college students enrolled in the Purposive Communication course during the second semester of academic year 2025–2026 at Tagbilaran City College, Bohol, Philippines. The study focused on three indicators of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The quantitative phase involved 233

participants selected through cluster convenience sampling, while purposive sampling was utilized in the qualitative phase to select participants with the highest language anxiety scores for semi-structured interviews. Participants were first-year students enrolled in Purposive Communication who use English as a second language and have prior experience using English in academic settings.

Data were collected using an adapted 26-item survey questionnaire anchored on Ruin's (2024) study based on Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The instrument measured the three indicators of language anxiety using a Likert scale and was modified to fit the context of English as a second language and the Purposive Communication course. The questionnaire underwent expert validation and pilot testing among 20 first-year college students from Trinidad Municipal College, obtaining a Cronbach's alpha coefficient of 0.86, indicating high reliability. A semi-structured interview guide was also utilized to explore the factors contributing to language anxiety and the coping strategies employed by the participants.

Quantitative data were analyzed using the weighted mean to determine the level of language anxiety and the Friedman Test to identify significant variance among the indicators. Qualitative responses were analyzed through Creswell's (2007) thematic analysis involving transcription, coding, theme development, refinement, and interpretation. Ethical standards were observed throughout the study through institutional approval, informed consent, voluntary participation, confidentiality, and compliance with the Data Privacy Act of 2012. The study was limited to first-year Purposive Communication students in Tagbilaran City College with data collection conducted within the specified semester and constrained by available time, resources, and participant availability; thus, the findings may not be generalized to students from other institutions, programs, or year levels.

RESULTS

Quantitative Results

**Table 1. Language Anxiety Level in terms of Communication Apprehension
N=233**

Statements	Mean	SD	Adjectival	Description	Interpretation
Q1. I never feel quite sure of myself when I am speaking in my Purposive Communication class.	2.94	2.06	Agree	Moderately Anxious	High
Q2. It frightens me when I do not understand what the teacher is saying in the English language in	2.70	0.68	Agree	Moderately Anxious	High

Purposive Communication class.					
Q3. I start to panic when I have to speak without preparation in Purposive Communication class.	3.11	0.75	Agree	Moderately Anxious	High
Q4. I would be nervous speaking the English language in my Purposive Communication class,	2.90	0.74	Agree	Moderately Anxious	High
Q5. I am not confident when I speak in Purposive Communication class.	2.84	0.75	Agree	Moderately Anxious	High
Q6. I feel very self-conscious about speaking the English language in front of other students.	3.02	0.68	Agree	Moderately Anxious	High
Q7. I get nervous and confused when I am speaking in my Purposive Communication class.	2.89	0.69	Agree	Moderately Anxious	High
Q8. I get nervous when I do not understand every word the Purposive Communication teacher says.	2.75	0.72	Agree	Moderately Anxious	High
Q9. I feel overwhelmed by the number of rules you have to learn to speak the English language.	2.71	0.73	Agree	Moderately Anxious	High
Q10. I would probably not feel comfortable around my classmates when using the English language.	2.50	0.83	Agree	Moderately Anxious	High
Communication Apprehension Mean	2.84	0.51	Agree	Moderately Anxious	High

**Table 2. Language Anxiety Level in terms of Test Anxiety
N=233**

Statements	Mean	SD	Adjectival	Description	Interpretation
Q11. I tremble when I know that I am going to be called on for an	2.95	0.71	Agree	Moderately Anxious	High

oral recitation in Purposive Communication class.					
Q12. It bothers me to take speaking tests such as extemporaneous speech in Purposive Communication class.	2.87	0.76	Agree	Moderately Anxious	High
Q13. I find myself thinking about what to answer when given oral questions by my Purposive Communication teacher.	3.11	0.69	Agree	Moderately Anxious	High
Q14. I worry about the consequences of failing my Purposive Communication class.	3.24	1.51	Agree	Moderately Anxious	High
Q15. During Purposive Communication class, I can get so nervous I forget things I know when speaking.	2.91	0.77	Agree	Moderately Anxious	High
Q16. Even if I am well-prepared for a Purposive Communication speaking test, I still feel that I cannot find the words to complete it.	3.00	0.67	Agree	Moderately Anxious	High
Q17. I can feel my heart pounding when I'm going to be called on in Purposive Communication class.	3.05	0.68	Agree	Moderately Anxious	High
Q18. The more I study for a Purposive Communication speaking test, the more I get confused.	2.42	0.77	Disagree	Slightly Anxious	Low

Q19. I feel pressure to prepare very well for a Purposive Communication speaking test.	2.81	0.68	Agree	Moderately Anxious	High
Q20. Purposive Communication class moves so quickly that I worry about getting left behind.	2.58	0.71	Agree	Moderately Anxious	High
Test Anxiety Mean	2.89	0.51	Agree	Moderately Anxious	High

**Table 3. Language Anxiety Level in terms of Fear of Negative Evaluation
N=233**

Statements	Mean	SD	Adjectival	Description	Interpretation
Q21. I worry about making mistakes when speaking in Purposive Communication class.	3.01	0.70	Agree	Moderately Anxious	High
Q22. I keep thinking that the other students are better at speaking the English language than I am.	3.00	0.77	Agree	Moderately Anxious	High
Q23. It embarrasses me to volunteer answers in my Purposive Communication class.	2.83	0.76	Agree	Moderately Anxious	High
Q24. I am afraid that my teacher is ready to correct every mistake I make in Purposive Communication class.	2.68	0.81	Agree	Moderately Anxious	High
Q25. I am afraid that the other students will laugh at me when I speak the English language.	2.93	0.84	Agree	Moderately Anxious	High
Q26. I get nervous when the Purposive Communication teacher asks	3.13	2.03	Agree	Moderately Anxious	High

questions in English which I haven't prepared in advance.					
Fear of Negative Evaluation Mean	2.93	0.68	Agree	Moderately Anxious	High

**Table 4. Significant Degree of Variance among Indicators of Language Anxiety
N=233**

Indicators	p-value	Decision	Conclusion
Variance	.003	Reject Ho	Significant
Post-hoc:		Mean Ranks	Rank
Communication Apprehension		1.84	3
Test Anxiety			
Fear of Negative Evaluation		2.03	2
		2.13	1

Qualitative Results

Factors that Contribute to Participants' Language Anxiety

Theme 1: Social Pressure and Fear of Judgement. Social pressure and fear of judgement which include being laughed at by classmates, judgement of others, comparing oneself to another, and being corrected by the teacher.

Theme 2: Psychological Barriers. Psychological barriers which include less confidence, overthinking, mental block, afraid to commit mistakes.

Theme 3: Linguistic Challenges. Linguistic challenges such as limited vocabulary, grammar mistakes, mispronunciation, and difficulty constructing ideas to words.

Theme 4: Inadequacy of Practice. The fourth theme that emerged among interview participants was inadequacy of practice.

Theme 5: Past Negative Experiences. Past negative experience also debilitates students' language anxiety.

Coping Strategies that Participants Utilized to Manage Language Anxiety

Theme 1: Preparation and Skill Development. Preparation and skill development such practice, talk in front of the mirror, listen to podcasts, read materials, and translate words to easily understand.

Theme 2: Positive Mindset and Confidence. Positive mindset and confidence such as to think positively, not pressuring oneself, trust oneself, and enjoy.

Theme 3: Emotional Regulation and Relaxation. The third theme that emerged were emotional regulation and relaxation such as keeping calm and relaxing while speaking.

DISCUSSION

Table 1. Language Anxiety Level in terms of Communication Apprehension.

It reveals that statement “I start to panic when I have to speak without preparation in Purposive Communication class” obtained the highest mean of 3.11 which can be described as moderately anxious and interpreted as high level of language anxiety. This finding is consistent with Damayanti and Listyani (2020), who reported that students often experience panic when they are asked to speak in class without prior preparation. Such a reaction is understandable, as speaking spontaneously may leave students uncertain about what to say. Although they may have ideas in mind, they often struggle to organize and express those ideas effectively, causing their minds to go blank and making it difficult to think clearly.

While statement “I would probably not feel comfortable around my classmates when using the English language” obtained the lowest mean of 2.50 which can be described as moderately anxious and interpreted as high level of language anxiety. In the study of Damayanti and Listyani (2020) in which 27% agreed with this statement. It means only few of students experienced this anxiety. The students probably felt that they did not have good ability to speak in front of the class.

The findings of this study are also consistent with those of Quvanch et al. (2024), who reported that respondents exhibited a moderate level of speaking anxiety, particularly in terms of communication apprehension. Also, students often experience nervousness when answering teachers' questions, speaking before classmates, or using unfamiliar vocabulary and pronunciation (Ahmad, 2021). One major factor was students' fear of speaking due to their inadequate language proficiency and limited linguistic skills. These findings suggest that communication apprehension remains a significant source of speaking anxiety among language learners, particularly when they perceive limitations in their language competence and comprehension abilities.

In relation to the present study, students may experience anxiety or panic when asked to speak in English due to perceived deficiencies in their language skills. This anxiety may stem from concerns about making grammatical errors, mispronouncing words, or being unable to express their thoughts clearly and accurately. Such feelings can reduce their confidence and hinder their willingness to participate in oral classroom activities. Overall, the communication apprehension obtained a mean of 2.84 which can be described as moderately anxious and interpreted as high level of language anxiety. Communication apprehension can be related to the textual meta-function in Systemic Functional Linguistics Theory of Halliday (1994) as cited by Gibhard and Accurso (2020) as it involves difficulty in making meaning in real time. Interpersonal communication becomes challenging when learners struggle to organize their messages coherently due to limited language skills, which compromises their ability to communicate effectively with others.

Table 2. Language Anxiety Level in terms of Test Anxiety.

It reveals that the statement “I find myself thinking about what to answer when given oral questions by my Purposive Communication class” obtained the highest mean of 3.11 which can be described as moderately anxious and interpreted as high level of language anxiety, while the statement, “The more I study for a Purposive Communication speaking test, the more I get confused” obtained the lowest mean of 2.42 which can be described as moderately anxious and interpreted as low level of language anxiety. Similarly, Ruin (2024) in her study portrayed test anxiety ratings, showing moderate anxiety levels.

In this context, many college students tend to overthink their responses during oral activities because of their fear of giving incorrect answers or failing to express themselves effectively. As a result, they often become hesitant and anxious when asked to participate in speaking tasks. Test anxiety garnered a mean of 2.89 which can be described as moderately anxious and interpreted as high level of language anxiety. Thus, speaking assessments may serve as situations in which test anxiety amplifies language anxiety. Given these circumstances, teachers, students and their guardians should normalize mistakes as part of learning, emphasizing failure as part of growth. Institutions should provide academic support services, such as tutoring, counseling, or study workshops, to help students manage anxiety and develop effective coping strategies (Ruin, 2024).

Test anxiety aligns with both the ideational and textual meta functions of Systemic Functional Linguistics Theory of Halliday (1994) as cited by Gibhard and Accurso (2020) as assessments require learners to express their knowledge accurately and organize their ideas clearly. However, language anxiety can cause learners to feel that they are unable to do this effectively under evaluative conditions.

Table 3. Language Anxiety Level in terms of Fear of Negative Evaluation.

It reveals that the statement, “I get nervous when the Purposive Communication teacher asks questions in English which I haven’t prepared in advance” obtained the highest mean of 3.13 which can be described as moderately anxious and interpreted as high level of language anxiety, while the statement, “I am afraid that my teacher is ready to correct every mistake I make in Purposive Communication class” obtained the lowest mean of 2.68 which can be described as moderately anxious and interpreted as high level of language anxiety. Similarly, in the study of Ismail et al. (2022) found out that out of the three indicators of language anxiety, it was fear of negative evaluation which garnered the highest mean in which the majority of students tend to get nervous when being asked by the teacher in particular when the question has not been prepared in advance. The findings also portray a concerning feeling worry in making mistakes and feeling embarrassed to volunteer in giving answers in foreign language class. Cortez and Real (2021) also asserted that the fear of evaluation in English as a second language is commonplace for students who are learning English either as a second or foreign language.

Downing et al. (2020) also found out that fear of negative evaluation was the primary factor underlying students' reported anxiety in active-learning courses; students described experiencing fear of negative evaluation when engaging in social situations during active learning, such as asking and answering questions during class and working in groups. This feeling of being judged may limit a student's ability in oral assessments when they are assessed and graded on their presentation. Further to formal oral assessments, the concern of 'being judged' may limit active learning with respect to asking questions and interacting with peers during seminars and other learning opportunities (Grieve et. al, 2021). Cooper and Brownell (2020) suggest creating an inclusive and equitable classroom environment where students feel comfortable making mistakes to facilitate group work with familiar peers, allowing students to communicate with classmates before presenting to the class.

In this context, fear of negative evaluation may be attributed to various situations, such as being laughed at or judged by others, as well as the concern of being corrected immediately, which can negatively affect students' ability to speak. Therefore, preparation and consistent practice are essential, particularly in situations involving unannounced speaking tasks. By regularly developing their speaking skills, students can become more confident and better prepared, even when they are not informed beforehand or do not know the questions in advance. Overall, fear of negative evaluation obtained a mean of 2.93 which can be described as agree and interpreted as moderately anxious.

Fear of negative evaluation is strongly related to the interpersonal meta function of Systemic Functional Linguistics Theory of Halliday (1994) as cited by Gibhard and Accurso (2020) which focuses on building social relationships and negotiating power. Learners may struggle with this meta function because they fear negative judgments from teachers or classmates. As a result, they may lack confidence in speaking, experience anxiety, and avoid forming interpersonal relationships.

Table 4. Significant Variance on the Indicators of Language Anxiety.

It reveals that fear of negative evaluation obtained the highest mean of 2.13 while communication apprehension obtained the lowest mean of 1.84. It implies that external factor such as fear of negative evaluation greatly affect students language anxiety. Ruin (2024) also indicated the highest anxiety ratings were observed in fear of negative evaluation. Downing et al. (2020) and Ismail et al. (2022) also identified fear of negative evaluation as the primary construct underlying student anxiety in classrooms implying that students may practice avoidance to preclude criticisms from their teachers and peers alike, potentially leading to avoidance behaviors.

It is safe to presume that creating a positive environment could help reduce anxious levels in language classrooms. Besides that, incorporating effective teaching methods such as cognitive and metacognitive approach during lessons can be done to maximize learning experience. Additionally, Cooper and Brownell (2020) suggest creating an inclusive and equitable classroom environment where students feel comfortable making mistakes to facilitate group work with familiar peers, allowing students to

communicate with classmates before presenting to the class. Hence, with a p value of .003, the decision was to reject the null hypothesis. It can be concluded that there is significant degree of variance among indicators of language anxiety. It means that the respondents did not exhibit the same level across all indicators, suggesting that certain aspects of language anxiety were experienced more strongly than others. This indicates that the indicators differ significantly in their influence or manifestation among the respondents.

Factors that Contribute to Participants' Language Anxiety

Theme 1: Social Pressure and Fear of Judgement.

Most of the interview participants revealed that one of the major factors contributing to their language anxiety in speaking English are social pressure and fear of judgement which include being laughed at by classmates, judgement of others, comparing oneself to another, and being corrected by the teacher. This fear often creates feelings of embarrassment and insecurity, which discourage students from actively participating in speaking activities. The finding is consistent with the study of Suparlan (2021) which identified embarrassment as a significant source of language anxiety among learners.

Similarly, Ruin (2024) explained that the prospect of classmates staring at students while they recite or speak in front of the class increases their level of anxiety and self-consciousness. Damayanti and Listyani, (2020) worried of being embarrassed by his or her friends had also contributed to students' anxiety in speaking. Also, Hasibuan et al. (2022) elaborated that a classmate's reaction during a public speaking activity can substantially impact a student's anxiety. This factor could be because students are afraid of making a fool of themselves and being laughed at, especially if they are insecure about their English skills. Alazeer and Ahmed (2023) also added that fear of being laughed at by other students contribute to students' speaking anxiety.

These findings suggest that peer reactions and classroom social dynamics greatly influence students' confidence and willingness to communicate in English. Many students experience fear and anxiety during oral participation because they worry about being laughed at, criticized, or even bullied by their classmates. Such negative expectations often reduce their confidence and discourage them from expressing their thoughts freely in class discussions or speaking activities. As a result, students may become hesitant to participate, which can hinder the development of their communication skills and overall academic performance.

Hidayat (2021) emphasized that apprehension regarding peers' evaluation plays an important role in the development of language anxiety among students. Giray (2022) and Alazeer and Ahmed (2023) also found out that judgment of others is one of the contributing factors why students are anxious in speaking the English language. Similarly, Burgos (2025) highlighted judgement of other when speaking English as one of the challenges faced by students in English as a second language. This type of anxiety is

difficult to avoid because individuals cannot fully control the reactions, opinions, or behaviors of others. However, students may learn to manage these feelings by developing a more positive mindset and healthier coping strategies regarding how they respond to criticism or judgment. Strengthening self-confidence, practicing self-acceptance, and viewing mistakes as part of the learning process may help reduce the negative effects of language anxiety. Furthermore, creating a supportive and nonjudgmental classroom environment can encourage students to participate more confidently and express themselves without excessive fear of negative evaluation.

Participants shared their personal struggles when called to recite. They fear that their Purposive Communication is ready to correct them when they speak. Participant 3 explained that the problem perhaps lies with them, that are just afraid to speak because they think they might be corrected immediately, even before they have the chance to express ourselves. Another participant shared that they are afraid that the teacher might ask them a question, and if they answer incorrectly, the teacher might point it out, and their classmates might laugh at them because they think they are just saying nonsense (P4). One participant also mentioned that she is afraid of being corrected by the teacher (P6). Similarly, another participant remarked that she lacks confidence, and she is afraid that the teacher will correct her (P7). The qualitative data are true to the study of Majid et al. (2025) in which social-evaluative challenges were particularly salient, with fear of lecturer evaluation indicating that authority figures significantly intensify students' anxiety. Ruin (2024) also stated that fear of negative evaluation was a significant contributor to speaking anxiety, as it heightened self-consciousness and uneasiness.

Hence, Giray (2022) accentuated that listening open-mindedly to constructive criticism, and building self-esteem is helpful for students to alleviate their speaking anxiety. College teachers, meanwhile, are advised to foster a psychologically safe atmosphere where mistakes are seen as a learning opportunity, refrain from using deprecating comments to students, and undertake planned and meaningful class sessions. Ruswandi et al. (2025) also elaborated that oral corrective feedback from the teacher was able to reduce speaking anxiety when they had to speak in front of the class. Guibangguibang (2020) teachers shall retain the practice of the oral error correction for it does not give high level of learners' anxiety in learning English for undergraduate students choosing English as their major discipline. While, Cumbicos et al. (2024) emphasized to consider the preferences and perceptions of the students, to improve their learning process through the adequate rectification of errors during speaking activities.

Theme 2: Psychological Barriers.

The second theme that emerged among interview participants were psychological barriers which include less confidence, overthinking, mental block, afraid to commit mistakes. The second theme that emerged among interview participants were psychological barriers which include less confidence, overthinking, mental block, afraid to commit mistakes. The findings corroborated the propositions of Second Language Acquisition Theory (Krashen, 1982) specifically the Affective Filter. These variables include motivation, self-confidence, and anxiety. Low motivation, low self-esteem, and

debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition. Also, according to the result of Almagsodi (2025) revealed that psychological anxiety was the most influential variable. Similar findings were observed in ESL contexts, where students continued to experience anxiety during classroom participation and oral communication despite regular exposure to English (Daymiel, 2022; Ahmed et al., 2023; Bangcaya et al., 2025)

Participant 2 explained that one of the factors is that she is not confident when it comes to speaking English. Participant 4 further shared when she was in elementary school, she was not shy at all. However, she experienced bullying when she was in Grade 6, and since then, her self-confidence has gradually declined. She still carries that experience with her until now. Participant 7 elaborated that she has low confidence, and she tends to compare herself with others. When she sees other people who are very good at speaking English, she feels inferior and even a little envious because she knows that she is not as proficient in speaking English as they are. Participant 9 mentioned that sometimes her mind goes blank, especially when she must answer on the spot, such as during oral activities. She also tends to overthink a lot.

Damayanti and Listyani (2020) asserted that students were thinking that other students have better skills in speaking English, embarrassed to volunteer answer, worried about getting left behind and feeling afraid of being ashamed when speaking English. Rajpar et al. (2026) revealed that many learners experience significant nervousness and fear-manifested through physical symptoms such as trembling and mental blocks-when required to speak publicly in English, which in turn undermines their fluency and self-esteem. Also, students frequently avoid speaking activities, hesitate to volunteer answers, rely heavily on prepared notes, avoid eye contact, speak rapidly, experience trembling, sweating, and mental blocks, or resort to code-switching and fillers when communicating in English (Wati & Larasaty, 2020).

In connection with nervousness, Humaera and Pramustiara (2022) indicated that students had feelings of nervousness, fear and worry during impromptu activities such as oral recitations. In connection with language anxiety, it is necessary for lecturer to always encourage and provide a supportive environment for learning to speak in public. Students need to get used to using English or at least be in an environment where English can be seen anywhere. Also, Sukmawati et al. (2026) suggest that speaking anxiety is shaped by the interaction of psychological, linguistic, and environmental factors. Therefore, effective interventions should adopt a holistic approach that integrates confidence-building, supportive teaching practices, and communicative activities.

Theme 3. Linguistic Challenges.

The third theme commonly identified among the participants were linguistic challenges such as limited vocabulary, grammar mistakes, mispronunciation, and difficulty constructing ideas to words. As emphasized by participant 1 that she fears committing grammatical mistakes. Students experience anxiety in speaking English because they are unfamiliar with certain grammatical rules or are afraid of committing

grammatical errors while speaking as elaborated by participant 9 that she fears of being corrected by the teacher and be laughed at by her classmates because of grammatical mistakes.

The result is in consonance to Krashen's (1982) Language Acquisition Theory specifically the Monitor Hypothesis. The grammar rules that a person learned in school have only one function: they act as a monitor, or editor. When one is about to say something in another language, the sentence pops into the mind, because of subconsciously acquired competence. Then just before a person produces the sentence, just before saying it, a person scans it internally, inspect it, and use the consciously learned system to correct errors. Sometimes, a person realizes that something he or she said is incorrect after saying it, and self-correct using the conscious monitor.

This finding is consistent with the study of Nugroho (2023), which identified grammar ability as one of the factors contributing to students' speaking anxiety. Burgos (2025) highlighted that grammatical difficulties are among the reasons why students become anxious when speaking English. Alazeer and Ahmed (2023) emphasized that grammar-related concerns contribute significantly to students' anxiety in learning and speaking English. Similar manifestations were observed during academic oral presentations, where learners reported emotional distress, difficulty organizing ideas, nervousness, lack of vocabulary, and physiological symptoms associated with public speaking (Fadlan, 2021; Humaera & Pramustiara, 2022; Majid et al., 2025; Rajpar et al., 2026).

Participant 4 highlighted that she is also afraid of being judged because she is not yet proficient, especially when it comes to making grammatical errors. Similarly, Participant 5 stated that one of the factors is her fear that she might make grammatical mistakes in the way she speaks in front of others. This is supported by Hussain et al. (2021), who found that difficulties with grammar rules contribute to English-speaking anxiety among university students. Participant 8 also shared that every time she speaks in English, she feels that everything she says is wrong, especially her grammar. She does not really have enough confidence though she has ideas in her mind, but she finds it difficult to express them.

These findings imply that students tend to become overly conscious of grammatical accuracy whenever they speak, causing hesitation and fear of making mistakes. Instead of focusing on communicating their ideas effectively, students become more concerned about constructing grammatically correct sentences. As emphasized by Damaiyanti (2021), teachers should gradually help students re-evaluate and improve their grammatical errors in speaking through effective teaching strategies and supportive feedback. More importantly, teachers should create a stress-free and encouraging learning environment to help reduce students' anxiety and enhance their confidence and motivation in speaking English. Grammar as part of teaching English as academic language must be grammar as part of teaching English as an academic language must be taught in a meaningful, communicative, and learner-centered way that prioritizes

understanding over memorization and encourages confident language use. The students' command of English grammar explains their speaking abilities. (Sacal & Potane, 2023).

Theme 4. Inadequacy of Practice.

The fourth theme that emerged among interview participants was inadequacy of practice. Participant 1 explained that she feels she lacks practice. This is similar to Suparlan (2021) elaborating that insufficient practice is one of the contributing factors of students' speaking anxiety. This is also found out by Fadlan (2020) stating that lack of preparation and practice induce the students to feel anxious in their speaking ability. Alazeer and Ahmed (2023) also mentioned preparation becoming significant challenge among students.

In context, students become more anxious in the event that they lack practice. Therefore, preparation and consistent practice should always be encouraged, even when teachers do not announce oral activities beforehand. Through regular exposure and practice, students can gradually build confidence, improve fluency, and become more capable of responding clearly and spontaneously during speaking engagements.

Theme 5. Past Negative Experience.

Past negative experience also debilitates students' speaking anxiety. Participant 4's account suggests that past experiences of bullying contributed to the development of anxiety and a decline in self-confidence, which continued to influence the participant's present experiences in using English. The memories of these incidents often resurfaced in speaking situations, leading them to fear repeating the same mistakes or experiencing similar negative reactions from others. As a result, they became more self-conscious and hesitant when communicating in English. This suggests that past negative experiences can have a long-term influence on students' speaking anxiety, shaping their emotional responses and confidence in oral communication long after the original events occurred.

The result is still in consonance to Systemic Functional Linguistics Theory of Halliday (1994) as cited by Gibhard and Accurso (2020) which asserts that as children grow up and interact with the world, they have more experiences and ideas to share with a greater variety of people through their uses of a greater variety of languages and modes of communicating. Simultaneously, in interacting with a greater variety of people, children learn to use texts to construct different kinds of interpersonal relationships with family members, peers, and teachers that are shaped by cultural norms related to gender, race, class, and religion. However, negative experiences may lead some individuals to withdraw from sharing their experiences with others, thereby limiting their ability to build and maintain interpersonal relationships. Conversely, positive experiences can enhance confidence and reduce anxiety during oral communication tasks.

Coping Strategies that Participants Utilized to Manage Language Anxiety

Theme 1: Preparation and Skill Development.

The first theme that emerged among the interview participants were preparation and skill development such practice, talk in front of the mirror, listen to podcasts, read materials, and translate words to easily understand. The first theme that emerged among the interview participants were preparation and skill development. These responses were also presented by Maquidato (202) reading English books for leisure and academic purposes was a strategy that the participants utilized to cope with the phenomenon. Reading English in printed and non-printed forms was a helpful activity used by the participants to minimize their perceived fear in the target language.

Some of the interview participants mentioned to read books to widen vocabulary (P1), others also mentioned to habitually read dictionary and other habits to improve speaking skills (P8). Moreover, Duong et al. (2023) elaborated that preparation strategies were investigated to be employed most by the Mekong Delta freshman EFL learners in reducing their speaking anxiety in classes. Specifically, in terms of preparation strategies, the students often ask their friends' suggestions for difficult questions or ones related to strange topics before being called up to talk in front of the class.

Quvanch et al. (2025) highlighted that to cope up with speaking anxiety, students practice regularly even outside school setting. Also, Grieve et al. (2021) revealed that many students had a clear idea of the breadth of practice techniques including breathing techniques, recording of presentations, practicing to peers and speaking out loud. All these methods of practice have been advocated in the literature to increase public speaking proficiency.

In context, participant 1 stated the best way is to practice speaking in English. Participant 4 explained she needs to practice on her own by speaking in front of a mirror. She also prepares and studies what she is going to say beforehand. Participant 6 shared that her older sister trains her by speaking to each other in English. Participant 8 mentioned that she records herself speaking or sometimes talks in front of a mirror. This implies that, through exposure to different preparation strategies, students can identify the approaches that best suit their learning needs and apply them effectively in their classes.

In like manner, one participant mentioned that she starts to listen to motivational podcasts (P9). Nasir (2024) also elaborated the administration of a podcast channel as a safe platform for students to better use English. Listening to different materials such as podcast can be a way for students to better improve communication skills. Also, Vani and Naik (2023) asserted that listening plays a significant role in regular communication and academic success. Students get succeeded in enhancing the communication skills, if they can understand the listening skills.

Theme 2: Positive Mindset and Confidence.

The second theme that were common among interview participants were positive mindset and confidence such as to think positively, not pressuring oneself, trust oneself, and enjoy. Participant 1 shared about not thinking of making grammatical mistakes instead she focuses on effectively conveying what she wants to say. Participant 2 also tried to relax and just enjoy the experience. Participant 4 also reminded herself that it will eventually be over. Once it is finished, she won't have anything to worry about anymore. Participant 6 mentioned to tell herself to keep going no matter what happens as long as she is finished. Participant 7 realized to stop worrying about what other people think because she knows she tends to compare herself with others easily. She no longer pressures herself to be perfect.

Nguyen (2025) underscored the importance of fostering a positive mindset as a key coping strategy for students enabling them to navigate the challenges of language learning with increased resilience and optimism. Similarly, Hussain (2021) indicated that self-praise is a good strategy to cope with language anxiety specifically by encouraging that mistakes are natural and that one can still improve. Recently, Husniah et al. (2026) in response to these challenges, learners employed several coping strategies, including preparation, relaxation, positive thinking, and peer seeking, with preparation being the most frequently used. The study highlights the importance of providing supportive speaking activities and reducing evaluative pressure to help students manage anxiety and improve oral performance.

This implies that maintaining a positive mindset, fostering self-confidence, and avoiding excessive self-imposed pressure can help reduce anxiety. As a result, they are better able to generate effective insights, make sound decisions, and perform tasks more efficiently. Furthermore, a supportive mental outlook promotes resilience and adaptability, allowing individuals to cope with difficulties more constructively and maintain confidence in their abilities despite setbacks.

Theme 3: Emotional Regulation and Relaxation.

The third theme that emerged were emotional regulation and relaxation such as keeping calm and relaxing while speaking. The third theme that emerged were emotional regulation and relaxation such as keeping calm and relaxing while speaking. These strategies were mentioned by some of the interview participant to focus on herself to avoid distractions from classmates and to calm oneself because there would be teachers who conduct speaking tasks which are unannounced (P7) and try to relax oneself while speaking (P4) implying that despite the obstacles and challenges individuals may encounter, maintaining an emotionally regulated mind can significantly help in managing and overcoming anxiety, even though simple and practical coping strategies.

Milanrianto et al. (2023) asserted that relaxation is the specific strategy that involves mental and physical tactics to reduce anxiety which is related to self-talk. Duong et al. (2023) noted strategies such as taking a deep breath; telling themselves that they

could speak English like their friends; keeping silent; looking at things on the table or ignoring focusing on the teacher; or enduring until the end of the class were also utilized in speaking classes. Also, Fitriana (2023) said being relaxed in before delivering oral presentations is aimed at relieving the physical stress of anxious speakers. Even Diana et al. (2024) indicated the strategies for managing speaking anxiety were identified as changing mindset, relaxation. Nuraeni et al. (2024) listed relaxation strategies such as engaging in activities to calm nerves, searching the internet or enjoying oneself, using physical objects like pens or books to distract and relax oneself, taking deep breaths and drinking water to promote relaxation, maintaining a calm demeanor and remaining silent to ease anxiety.

It can be implied that being relaxed and calm helps individuals regulate their emotions more effectively, enabling them to cope with anxiety and navigate challenges with greater resilience. These strategies enable individuals to manage their anxiety more effectively, maintain focus, and express themselves more clearly despite the challenges and pressures associated with speaking situations. This is specifically in consonance with Communicative Competence Theory of Hymes (1972) which asserts that communicative competence goes beyond grammatical knowledge and includes the ability to use language appropriately and effectively in different social contexts. In context, when students are relaxed and can regulate their emotions, they are more likely to participate in conversations, express ideas clearly, and respond appropriately to others.

Conclusions

Based on the findings and discussions from the two phases of the study, it is concluded that language anxiety remains a significant challenge among participants being experienced at a high level. Furthermore, students utilized There was a significant degree of variance among the three indicators of language anxiety such as communication apprehension, test anxiety, and fear of negative evaluation. The factors that affect participants' language anxiety were social pressure and fear of negative evaluation, psychological, linguistic challenges, and inadequacy of practice and past negative experiences. The participants utilized several strategies to cope with language anxiety included preparation and skills development, adoption of a positive mindset, and emotional regulation and relaxation strategies

Recommendations

COURSE SYLLABUS
1st Semester, July – December, 2026

Course Code	GE 5	Teacher	Lozein L. Sang-an, LPT
Course Title	Purposive Communication	Email	llapuz.tcc@gmail.com
Course Credits	3 units	Contact Number	09092021355
Course Classification	General Education	Consultation Hours	
Pre-Requisite(s)	None	Consultation Venue	Faculty Room

COURSE OUTCOMES	PROGRAM OUTCOMES					
After the completion of this course, students should be able to:	P01	P02	P03	P04	P05	P06
CO1. Develop advanced skills for specific purposes on the five macro skills: listening, speaking, reading, writing, viewing		P	O		P	
CO2. Converse critically and intelligently on relevant subjects				P	P	P
CO3. Write and deliver a formal speech	L			P	P	P
CO4. Undergo a Mock Interview		L		P	P	

Legend:

- L - Facilitate **LEARNING** of the competencies (input is provided and competency is evaluated)
- P - Allow student to **PRACTICE** competencies (no input but competency is evaluated)
- O - Provide **OPPORTUNITY** for development (no input or evaluation, but there is opportunity to practice the competencies)

COURSE DESCRIPTION
Purposive Comm. is a three-unit course that develops students' communicative competence and enhances their cultural /intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills, and insights that students gain from this course may be used in their other academic endeavors, their chosen disciplines, and their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.

COURSE CONTENT				
TOPICS	HOURS	LEARNING OBJECTIVES	STRATEGY/METHODOLOGY/ACTIVITIES	EVALUATION METHODS
Week 1-2 Communication Process, Principles, and Ethics: A Review.	6 hours	- To classify the three communication processes through a graphic organizer - To identify the nature and history of communication. - To review the factors of the communication process.	Onsite: - Practice Oral Quiz (Addresses Communication Apprehension and Test Anxiety) Objectives in using the strategy: - Recall and explain the key concepts of the communication process, and communication principles, and communication ethics. - Respond orally to questions about the lesson using clear and appropriate language. - Build confidence in participating in oral classroom activities through repeated speaking practice. - Manage feelings of anxiety by participating in a low-stakes oral practice prior to graded assessments. GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being SDG: SDG 10 – Reduced Inequalities	Pair Scenario Analysis (Students work in pairs to analyze a communication scenario) Example scenario: Two classmates misunderstood each other because one interpreted a text message differently from what the sender intended. Students explain: - the communication process, - the communication barrier, - the communication principle involved, and - the ethical issue, if any. This format encourages collaboration while still assessing understanding.

Week 3 Communication and Globalization	3 hours	- To explain how cultural and global issues affect communication - To appreciate the impact of communication on society and the world	Onsite: Pair to Share Discussion (addresses apprehension) Students answer the question individually: 1. How has globalization changed the way people communicate? Students discuss their answers with a partner and identify three effects of globalization on communication. GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	Global Communication Interview (Pair Activity) Students interview a classmate using English. Guide Questions - How has globalization influenced your daily communication? - Which communication technology do you use most often? - Have you ever communicated with someone from another country? - What communication skills are important in a globalized world? After the interview, each student summarizes their partner's responses to the class in 1–2 minutes.	Intercultural Communication Case Presentation Task: Students analyze a multicultural communication situation and present their recommendations. Example: A Filipino employee works with international colleagues. Misunderstandings occur because of differences in communication styles, values, and expectations.
Week 4-5 Communication in Multicultural Settings - Cultural Values - Cultural Barriers - Challenges in Intercultural Communication - Ethical Intercultural	6 hours	- To determine culturally appropriate terms, expressions, and images - To adopt cultural and intercultural awareness and sensitivity in communication of ideas - To expound the challenges in intercultural communication GAD Practice: Using gender neutral pronouns. Gender equality during class lecture and praising students' efforts. Mental Health Strategies: Incorporated stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	Onsite: Cultural Perspective Sharing (addresses communication apprehension and fear of negative evaluation) Procedure: Step 1: Individual Reflection (5 minutes) Students answer: - What Filipino cultural value influences the way you communicate? - How do you show respect when communicating with others?	Intercultural Communication Case Presentation Task: Students analyze a multicultural communication situation and present their recommendations. Example: A Filipino employee works with international colleagues. Misunderstandings occur because of differences in communication styles, values, and expectations.	

Communication			- Have you experienced a misunderstanding caused by cultural differences? Step 2: Small Group Sharing (10 minutes) Students discuss their answers in groups of 3-4. Guide questions: - How are our communication styles similar or different? - What cultural values influence these differences? Step 3: Class Sharing (10 minutes) Each group shares one important insight. GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	Students discuss: - What cultural barrier is present? - What challenge in intercultural communication occurred? - What ethical communication practices should be applied? - How can the misunderstanding be resolved?
Week 6 Varieties and Registers of Language	3 hours	- To identify the varieties of language used - To distinguish the different language registers	Onsite: Language Detective (addresses fear of negative evaluation) Activity Description: Students analyze different language examples and discuss their appropriateness without labeling them as "wrong." Questions: - Is the language appropriate for this situation? - What register is being used? - How can it be adjusted depending on the context?	Role Play: Choosing the Appropriate Register Task: Students perform a short role-play demonstrating appropriate language use in different contexts. Situations: Situation 1: Formal A student requests an extension for an assignment from a professor.

		Situation 2: A student uses slang during a job interview. Questions: - What makes the language inappropriate? - What register should be used instead? GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being SDG: SDG 10 – Reduced Inequalities	Situation 2: Informal Two friends discuss their plans for the weekend. Situation 3: Professional A job applicant answers an interview question. After the Role-play: Students explain: - What register did they use? - Why was it appropriate? - What language choices helped communicate effectively?
Week 7-8 Evaluating messages and/or picture illustrations	6 hours	Onsite: Message Evaluation Workshop (addresses communication apprehension and fear of negative evaluation) Activity Description: Students evaluate messages from different sources and provide constructive feedback. Sample Materials: - Advertisement - Social media post - Campaign poster - Public announcement Group Questions: - What message is being communicated? - Is the message clear and effective? - What emotions or reactions does it create? - Are there ethical concerns? - How could the message be improved?	Visual Message Analysis Presentation Task: Students select a picture, advertisement, or social media message and present an evaluation. Presentation Guide: Students explain: Description - What elements are present in the message? Interpretation - What meaning does the message convey? Evaluation - Is the message effective? Why or why not?

			Feedback Rule: Students must provide: - One strength of the message - One suggestion for improvement GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	4. Ethical Consideration Does the message promote responsible communication?
Week 9-10 Ways of Presenting Messages	6 hours	- To adopt awareness of audience and context in presenting ideas - To explain the ways of presenting messages and other visuals GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender-neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	Onsite: Practice Oral Presentation Quiz (addresses test anxiety) Before the final presentation, students complete a low-stakes practice presentation. Task: Students deliver a 1-minute presentation about a familiar topic. Examples: - A personal interest - A social issue they care about - A lesson learned from experience GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being SDG: SDG 10 – Reduced Inequalities	Individual Message Presentation Task: Students prepare and deliver a 3–5 minute presentation on an assigned topic. Examples: - The importance of ethical communication - The impact of social media messages - How communication influences relationships Students should demonstrate: - Clear organization: - Introduction - Main points - Conclusion - Effective delivery: - Voice projection - Eye contact - Appropriate gestures - Audience awareness: - Language suited to listeners

				Clear and meaningful message
Week 11 Ways of Communication (Oral Language)	3 hours	- To develop approaches in dealing misconceptions oral language - To create strategies that are effective in enhancing communication skill.	Onsite: Communication Circle (addresses communication apprehension and fear of negative evaluation) Activity Description: Students engage in structured conversations using familiar topics before moving to more academic discussions. Procedure: Step 1: Preparation (Individual – 3 minutes). Students choose one prompt: - Describe a memorable experience. - What communication skill is important in daily life? Why? - What makes someone an effective speaker? Students write keywords (not a full script). Step 2: Pair Conversation (5–10 minutes). Students discuss their responses with a partner. Guide questions: - What is your partner's main idea? - What communication strategy did they use? Step 3: Group Sharing. Students share one idea from their conversation.	"Speak and Respond" Task: Students participate in a short conversation or interview with a classmate. Scenario Examples: Scenario 1: Problem-Solving Conversation. You and your group members must decide how to organize a community project. Scenario 2: Informative Conversation. Explain a skill or lesson you learned and why it is important. Scenario 3: Opinion Exchange. Discuss whether social media improves or weakens communication. Requirements: Students should demonstrate: - clear expression of ideas; - appropriate tone and word choice; - active listening;

			• appropriate responses; • nonverbal communication.
GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. 1. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. 1. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. 1. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	• appropriate responses; • nonverbal communication.
Week 12-13 Communication aids for using tools of technology	6 hours	To convey ideas through oral, audio-visual, and/or we-based presentations for different target audiences in local and global settings using appropriate registers To adopt awareness of audience and context in presenting ideas	Technology-Supported Communication Presentation Task Description: Students will create and present a technology-supported message using a digital communication aid. They will select an appropriate digital tool to enhance their message and explain how the tool improves the effectiveness of their communication. Task Options: Students may choose one of the following: 1. Digital Advocacy Campaign Create an infographic, digital poster, or short video promoting a social issue. Examples: - Responsible social media use - Mental health awareness - Environmental responsibility - Ethical online communication 2. Multimedia Presentation Develop a 3–5 minute presentation using tools such as presentation

			• appropriate visuals, • organized information. Step 3: Brief Presentation Students explain how their digital aid supports their message. Anxiety Reduction Strategy: Students rely on visual support, which reduces pressure from speaking alone and helps organize their ideas. GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	slides, interactive media, or other digital platforms. Topic examples: ▪ The role of technology in modern communication ▪ Digital communication etiquette ▪ The advantages and challenges of online communication 3. Instructional Digital Guide Create a digital guide explaining how to use a communication tool effectively. Example: ▪ How to communicate professionally through email ▪ How to use online platforms for collaboration	Purposed-Based Communication Presentation Task: Students select one communication purpose and deliver a message appropriate to a specific audience. Examples: Informative Speech: Explain the importance of responsible social media use among college students. Persuasive Speech: Convince students to practice ethical online communication.
Week 14-15 Communication for various purposes	6 hours	• To present ideas persuasively using appropriate language registers, tone, facial expressions, and gestures • To adopt awareness of audience and context in presenting ideas • To create clear, coherent, and effective communication materials	Onsite: Communication Situation Analysis (addresses test anxiety and fear of negative evaluation) Activity Description: Students analyze communication situations and determine the most appropriate way to deliver a message. Sample Situations: Situation 1: You need to request an extension for an assignment from your professor. Situation 2: You want to convince classmates to participate in a community activity. Situation 3: You need to explain instructions for a group project. Students discuss:		

		1. What is the purpose of communication? 2. Who is the audience? 3. What tone and language should be used? 4. What strategies can make the message effective? Anxiety Reduction Strategy: Students focus on analyzing communication choices rather than being judged on their English accuracy. GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being SDG: SDG 10 – Reduced Inequalities	Instructional Speech: Explain steps for effective group communication. Requirements: Students should demonstrate: • clear purpose; • organized ideas; • appropriate language and tone; • effective delivery strategies.
Week 16 -17 Communications for work purposes	6 hours • To create clear, coherent, and effective communication materials • To present ideas persuasively using appropriate language registers, tone, facial expressions and gestures	Onsite: Practice Workplace Oral Task (addresses test anxiety) Activity Description: Students participate in an ungraded workplace communication practice before the final assessment. Task Options: Students choose one: • Deliver a one-minute workplace update. • Respond to a common interview question. • Present a project idea briefly. • Explain a workplace procedure. Sample Questions:	Workplace Communication Simulation Task: Students participate in a simulated workplace situation. Scenario Example: Job Interview Simulation A student acts as an applicant, while the teacher acts as an interviewer. The applicant answers:

			• "Tell me about yourself." • "How would you handle conflict with a coworker?" • "Why is effective communication important in the workplace?" • "Describe a time when you worked with a team." GAD Practice: Gender equality in group discussions, in groupings, and in praising efforts. Use of gender neutral terms. Mental Health Strategies: Incorporates stress-reducing practices such as reflective activities, flexible pacing, and personal expression to support emotional well-being	1. Tell us about yourself. 2. What are your strengths? 3. How do you handle challenges? 4. Why is communication important in the workplace?
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GRADING SYSTEM

Prelim to Tentative Final Grade:

Conception Activities	- 10%
Performance Tasks	- 40%
Quizzes	- 20%
Major Exam	- 30%
Total	100%

Prelim Grade = grade computed for the prelim period

Midterm Grade = grade computed for the midterm period

Tentative Final Grade= grade computed for the final period

Final Grade = 25% of Prelim + 25% of Midterm + 50% of Tentative Final Grade

Passing rate: 40%

Compliance with Ethical Standards

This study adhered to established ethical standards to ensure the protection, dignity, and well-being of all participants. Prior to data collection, ethical approval was secured from the ethics review board, and informed consent was obtained from all participants. They were informed about the purpose and procedures of the study, the intended use of their information, their voluntary participation, and their right to withdraw at any time without penalty or consequence. Participants were assured that their responses would remain confidential and anonymous, and that no personally identifiable information would be disclosed in any report or publication. All collected data were securely stored and used solely for research purposes in accordance with the Data Privacy Act of 2012. The researcher ensured that participation was free from coercion and that respondents' well-being was safeguarded throughout the study. Considering the possibility of language-related discomfort, participants were given the option to express their thoughts using their preferred language when necessary. No monetary compensation, incentives, or academic benefits were provided for participation.

The researcher declared that no financial or professional conflict of interest existed in the conduct of the study. Although the researcher was affiliated with the institution where the study was conducted, she had no direct supervisory or evaluative relationship with the participants, ensuring that participation remained voluntary and unbiased. The researcher also maintained objectivity in analyzing and interpreting the findings to prevent personal bias. Academic integrity was upheld by properly acknowledging all sources and strictly avoiding plagiarism. The researcher disclosed the use of AI-assisted writing tools, such as ChatGPT and Perplexity, solely for improving sentence structure, wording, and formatting. All data, analyses, interpretations, and citations were independently verified by the researcher, and no AI tool was used to fabricate information or research findings.

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