



Received: April 20, 2022; Revised: May 1, 2024; Accepted: June 29, 2024

Original Article

Undergraduate Students' Understanding of Public Speaking Anxiety in English Language Classroom

Pushpa Priya* 

Kathmandu University, Nepal
and Samriddhi College, Tribhuvan University

Email: pushpaapriya@gmail.com

Abstract

This study explored the undergraduate students' experiences and perceptions on public speaking in English language classroom. Public speaking competence is demonstrated not only in academic setting but also in professional endeavors. Many students seem nervous and highly stressed while delivering oral presentation in front of the class. In this context, the paper attempted to answer the factors affecting public speaking from the perspectives of undergraduate students. I adopted qualitative research approach to collect the data through the lens of interpretive paradigm under narrative inquiry. Four research participants were purposively selected from two different private colleges of Kathmandu valley. I collected data through semi-structured interview. To support my research study, I use Vygotsky's social cultural theory. Findings revealed that the main causes behind public speaking anxiety in English language classroom are fear of being judged, mistakes, self-body image, physical appearance, communication apprehension and non-conducive teaching and learning environment. Undergraduate students are positive towards public speaking realizing its huge importance, but they lack a conducive learning environment to practice and enhance it. This study offers insights to teachers, students, public speaking experts, policymakers, and curriculum designers about public speaking anxiety and its coping strategies. Overall, the study may add knowledge to the ELT community regarding the causes of public speaking anxiety from the perspectives of undergraduate students.

Keywords: *Anxiety. Communicative approach. English language classroom. Public speaking.*

*Corresponding Author.

© The Author, 2024.

ISSN: 2717-5081 (Print); 2738-9529 (Online)

Journal Webpage:

1. <https://jrtp.kusoed.edu.np/>



Introduction

Public speaking plays a prominent role in enhancing the soft skills for the overall development of students, ensuring better personal, academic and professional life. It is a formal face-to-face communication mode intending to inform or influence a group of listeners (Boltaeva & Kholmuradova, 2022). Fear of public speaking is a phobia among most people; it is concerned with anxiety that has an adverse impact on social, academic and career opportunities (Kessler & Berglund, as quoted in Takac et al., 2019). Public speaking fear comprises physiological (trembling) and psychological (fear, worry) symptoms (Smith et al., 2005). In an academic setting, public speaking comes under assessment, demonstrated in the form of presentation, debate, group discussion, class interaction, etc. The presentation task is under assessment of the bachelor's in social work (BASW) undergraduate program of 1st year for internal evaluation.

I have witnessed my students were comfortable in delivering their presentations from their respective places in the classroom, but they started sweating, trembling and forgetting everything when they were made to present in the front of the classroom. Communicative teaching practices through group work, role-play, interview; etc. minimizes public speaking fear (Gapparova, 2021). To improve the learning of students, motivation plays a magical role; mainly intrinsic (self-driven) and extrinsic (externally driven) motivations make positive changes, in public speaking competence. Observing my undergraduate students overwhelmed with negative emotions like fear and nervousness, I made them to prepare and practice public speaking in the context related to their course work every week, engaged them in a group discussion through engaging class in an interactive way. When I adopted communicative approaches, students seemed confident in their deliverance in the front of the classroom to a great extent. I also engaged them in reflective practices; roles play, individual and group presentation by educating them about principles of public speaking. And I witnessed positive changes in them that aroused curiosity in me towards exploring more about public speaking from undergraduate students' experiences and perceptions.

This research aimed to explore students' experiences and perceptions on public speaking mainly in respect to the factors that cause public speaking anxiety and its coping strategies. Despite having good linguistic skills, many students became victim of psychological distress when they were made to present in front of the classroom. The stress level is compounded when the students are made to present in English. To present in an English language in the front of the mass fill the students with foreign language anxiety. Foreign language anxiety is defined as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (MacIntyre & Gardner, 1994, p. 284, as quoted in Kelsen, 2019). Melough (2013) views speaking anxiety as one of the most important variables affecting foreign language learning of the students mainly in the context of oral performance in English.

21st century students are smart and competent. They expect the teaching strategies to be delivered by the teachers in a way that prepares them to be globally competent. There has been some research studies carried out in the area of public speaking anxiety abroad; however I found methodological gap. For example, Leichsenring (2010) argued the importance of English public speaking ability in the context of Japan in his study. The study reported that Japanese undergraduate students face difficulties with oral presentations due to language anxiety and believed preparation and practice may help them to cope with public speaking anxieties. In contrast, in his study in Korea, Lee (2009) argued that college students struggle for oral presentations due to passive personalities influenced by Korean culture. This culture of learning encourages passivity and silence among individuals. Learners have difficulty maintaining eye contact; this leaves them panicking.

In the context of Nepal, research on public speaking anxiety from undergraduate students' perspectives is lacking. In this regard, I felt the necessity to conduct research in this area to explore the experiences and perceptions of undergraduate students about public speaking as this skill is demonstrated not only in academic and professional life but also in personal life to maintain healthy relationships in this social world. I found Methodological gap since many relevant research studies have been conducted through quantitative method, I believe qualitative study may help to have human understanding in depth and conducted this study through this qualitative approach.

Recognizing the importance of public speaking skill in every aspect of life, I tried to examine the experiences and perceptions of undergraduate students about public speaking in English language classroom that may help instructors know what encourages or discourages students to face and speak in mass. And through reviewing relevant literature, instructors and curriculum designers may know some of the possible ways to address this problem with solution. The researcher expected this study to be further investigated from the perspectives of teachers and experts as public speaking skills enhance one with better communication skills which is key to success in academic, professional and personal life. To locate my study in my context, I formulated the following research question:

1. How do undergraduate students narrate their experiences of public speaking in ELT classroom in respect to public speaking anxiety and its coping strategies?

Vygotsky's Socio-Cultural and Zone of Proximal Development as Theoretical Referent

I integrated Vygotsky's learning theories since they revolve around the theme of social interactions (interpersonal), cultural-historical, and individual factors for the skill development of humans that are central to my research study (Tudge & Scrimsher, 2003 as cited in Schunk, 2012). In addition, some of the other major ideas of Vygotsky's theory that support my research issues are language as the main vehicle of thought, learning precedes development, mediation is central to learning, social interaction is the basis of learning and development, ZPD is a primary activity space where learning happens (Watkins, 2014).

One of the best-known concepts of Vygotskian theory is potential development or zone of proximal development. According to Vygotsky, the zone of proximal is the distance between what a learner can learn independently and what a learner can learn with the help of capable peers or educators. The highest potential of an individual can be gained through collaboration and guidance from capable peers or experts (Vygotsky, 1978). He defined the zone of proximal development as the distance between what an individual learns through his or her own capability, knowledge, and understanding and his/her attainment of potential development through the help of capable peers, adults, and instructors' guidance.

Vygotsky focused on the role of play as a medium to create a zone of proximal development (ZPD) in children. Examining the further role of ZPD, Vygotsky (1987) argued that the zone of proximal development is a step or medium to master any tasks or skills, and this state can be achieved through productive and collaborative engagement with more capable or knowledgeable peers, adults, and teachers. The purpose of ZPD is to examine the development of individuals; hence, the instruction should be designed in a way that ensures the growth and development of children (Vygotsky, 1987)

Zone of proximal development (ZPD) refers to the difference between a learner's actual learning at present and his/her potential learning in the future with the help of an instructor or capable peer. This concept regulates my research study since it relates to my research area. Students on their own do not know an effective way to make a presentation in front of the masses despite having linguistic competence. For example, they do not know the

principles of public speaking, the appropriate use of verbal and non-verbal cues, and the purpose behind communication. These should be well-guided or instructed by teachers or educators.

English is a global language, and its necessities are felt almost in every aspect of life. To train students speaking in mass enhances their communication, speaking and mass-facing skills. And through practice they overcome any psychological distress, that is, nervousness, anxiety, fear etc. Public speaking is a process of delivering speech in front of mass with an intention of either to inform, convince or entertain the readers and through practicing, one will enhance his/her self-esteem resulting in better performance (Yee & Abidin, 2014). This skill is demonstrated in verbal presentation, stage performance, group presentation, and discussions. Most ESL learners undergo facing problem in speaking skills and for this they should be trained to practice in front of others that may enhance public speaking skills too. To enhance speaking skills, practicing public speaking skills is essential to overcome students' anxiety to speak in public, and it also improves the motivational level of the students (Chang, 2011). To have purpose done, communication plays a very important role; and communication can be enhanced through developing speaking skills and that finally enhances public speaking skills. Speech anxiety is the most observed in the form of fear while facing the mass.

Public speaking is a form of communication intended for the audiences that demonstrates both social and communicative skills. To enhance this skill social interactions and communicative practices in an interactive environment are crucial. To support my research study, I have identified Vygotsky's social cultural theory and zone of proximal development appropriately. Vygotsky (1978) discussed personal development of students through group work, collaborative work, and individual work. Vygotsky's social cultural theory argued on students' different learning capabilities; and therefore, teacher should internalize different learning capabilities of the students and deal accordingly to enhance their overall learning process. According to Vygotsky's social cultural theory if students' culture and social background are recognized and paid with a special individual attention by teachers, it works as great motivation in enhancing students' learning capabilities. McLeod (2019) argues zone of proximal development relates to mastering any skill with the help of encouragement and guidance from an instructor or capable peers. Teachers or any knowledgeable person and skilled peers play a vital role in shaping a particular skill in learners. "Zone of proximal development is defined as the difference between actual level of development as determined by independent problem solving and the higher level of potential development as determined through problem solving under guidance or in collaboration with more capable peers" (Vygotsky, 1978 as cited in Verenikina, 2003, p. 3). Thus, zone of proximal development is one of the best-known concepts of Vygotskian theory.

Methodology

To collect the data, I adopted qualitative research approach and narrative inquiry as my research method. As my research question was concerned with exploring perceptions and experiences of undergraduate students about public speaking in English language classroom, this approach is an appropriate one. Qualitative research is generally related with how the social world is understood, experienced, described and tried to find reality through subjective opinions of people (Creswell, 2014), this concept matches with my research question as it provided me with enough time to collect the data in words which could have not possible with quantitative research.

I chose narrative inquiry as my research method since it is the first and foremost method of understanding human experiences. As my research participants have experienced

public speaking through different academic platforms, I viewed narrative inquiry as appropriate for my research study. In addition, my research questions are related to exploring perceptions, experiences, and the importance of public speaking in English classrooms. I believe narrative inquiry would be one of the best research methods since it would give me space to observe and interpret the experiences, perceptions, and emotions of my research participants (Kisber, 2010)

Moreover, I chose narrative inquiry as my research method since my aim was to collect information from my research participants over time in a series of places through social interaction. Supporting this view, Clandinin and Connelly (2000) defined narrative inquiry as gathering information from research participants through good collaboration between the researcher and research participants.

I selected four research participants to gather data: two male students and two female students who were confident to make presentation from their respective places but uncomfortable and shy to make a presentation in the front of the class. The research site was two private campuses affiliated to Tribhuvan University of the Kathmandu Valley. I employed interview as my research tool to collect my data. With reference to Creswell (2012), I adopted an interview as my research tool as it is one of the best means to collect data in terms gathering experiences of participants. Through semi-structured interview I conducted interview after getting consent from both institutions and participants.

I maintained ethical considerations throughout my research study. After collecting the data from my research participants, I maintained field notes. To transcribe the data, I listened to the recorded audio over and again with consent of my research participants based on ethical consideration. Right to privacy is maintained too through using pseudonyms for my research participants. I presented data based on my research participants' narratives about public speaking anxiety and its coping strategies in the form of their lived experiences.

I adopted narrative and thematic analysis for my data analysis, as proposed by Braun and Clarke (2006), which includes initially familiarizing myself with data, transcribing interview recordings, categorizing relevant codes, and developing themes. My aim related to data analysis is concerned with the data, obtaining a general sense of information, the coding process, categorizing themes, and interpretation of the data.

Data Analysis and Interpretation

Victim of Judgmental Attitude

Judging oneself, judging what others think while speaking in front of the mass causes fear among most people. Sugiyati and Inriani (2021) added that one of the primary causes of public speaking anxiety is fear of being judged negatively and communication anxiety. In response to my first research question, Sonam said, *"I forget everything once I come to present in the front of the classroom. I even forget the contents that I prepared for the presentation.* She added *"I start thinking what my teacher and peers are thinking about me, and I also started judging my appearance and my knowledge of the given subject matter for presentation.*

Moreover, she asserted, *I often become judgmental for being ridiculed and scolded for my mistakes by my friends and teachers. Thinking about these things immediately fills me up with anxiety for English public speaking.* Similarly, after conducting depth interview, Geeta said, *"I often become judgmental towards my body image thinking how I look when I present in the front of the classroom, can I able to deliver my presentation effectively".* She added *"I start thinking of my friends and teacher and start thinking they would negatively take my presentation.*

Finding the collected data reveals the main causes of public speaking anxiety are fear of being judged by teachers and peers in respect to knowledge competence, body image and committing mistakes. This finding is in line with Bippus and Daly (1999) who reported the main factors that cause public speaking anxiety are: negative results, personality traits, mistakes, audience interest, humiliation, physical appearance, mass consciousness,

In my teaching and learning experiences, I have also encountered different situations where many students become victim of judgmental attitude. The main cause behind public speaking anxiety is fear of being negatively judged by teachers and peers in respect to competence over the subject matter, lack of conducive learning environment and body image. Most of the students are not able to speak confidently in the mass thinking about self and others, and appearance. My teaching and learning experiences in public speaking align with the findings from the collected data. Bippus and Daly (1999) in their research study showed the main factors behind public speaking anxiety are: negative results, personality traits, mistakes, audiences' interest, humiliation, and physical appearance. The finding is also aligned with Vygotsky (2012) who argued that a conducive learning environment plays a crucial role in facilitating students' learning. Further, he argued teachers can facilitate the teaching and learning process by engaging students in collaborative tasks, group work, and pair work that may reduce the stage fear.

Positive Words and Student-Centered Approach

Positive words or positive reinforcements have a magical power to imbibe confidence in learners whereby they can cope with public speaking difficulties. According to Palmer (2007), praising students for their participation in the activity like public speaking motivates them for learning and improvement resulting in uplifting self-esteem. This finding is in line with my research participants. For example, after an interview, one of my research participants, Shyam, in response to my first research question said,

Oral presentation in front of the classroom demonstrates one's level of confidence. When the teacher starts believing in the ability of the students, students turned out to be confident. This confidence works magically in facing public speaking and communication difficulties.

Similarly, Sonam said, *teachers usually assign us to make a presentation task as a part of assessment but never direct us on the way or strategies to make a presentation. We would be grateful if our teachers showed us the path to overcome the obstacles that comes on the way of making presentation in the front of the classroom.*

From the above data, it has been clarified that teachers play a vital role in imbibing confidence in learners. With the help of teacher's guidance on how to make an effective presentation through adopting principle of effective communication, students can overcome public speaking anxiety and excel in this skill. she finds academic setting challenging for public speaking since the teachers do not guide her with the strategies to enhance her public speaking skill. To quote, Hue and Li (2008) mentioned positive learning environment is one of the essential aspects of encouraging interest and curiosity among learners toward learning and making fearless presentations.

Communicative Teaching Practices and Motivational Environment

After taking the interview Shyam said, *I have ideas but do not know how to communicate them effectively. It would be better if the teachers adopted communicative method of teaching considering the principles of effective communication.* In addition, he said *Interactive classes are lacking, teachers seem busy in finishing the course and not engaged us in skills development activities.* Furthermore, he said, *teachers' motivation, administration's motivation is immensely required in English language classroom as they may positively reinforce them towards achieving learning achievement.* He added, "Teachers should especially imbibe curiosity in us towards learning English and participating in public speaking competition through his/her inspirational and motivational speech".

Furthermore, he said, "we have internal evaluation in compulsory English subject for 30 marks in which presentation is also one of the required areas to be evaluated in TU board exam". "It would be better if the teacher would help us to practice oral presentation in different topics that might be helpful for exam too; and create conducive or motivational environment for learning".

From the provided data, it is revealed that communicative approach in a motivational environment may help in boosting their level of confidence resulting in reduction of public speaking anxiety too communicative mode of teaching may create motivation among learners. They may also build effective communication skills that prepare them with facing mass confidently. It is shown that communicative teaching and learning process might be appropriate for them. They will practice how to communicate effectively facing mass with the help of both verbal and non-verbal means of communication; and it will result in reduction of communication apprehension. Moreover, they wanted to be motivated to participate in public speaking competitions by the guidance of teachers. Supporting the provided data, Beatty et al. (1986) revealed from their research findings that learners enhanced their self-esteem and public speaking competence performance when made trained in effective communication and provided with conducive learning environment to implement theoretical knowledge into practice. Gapparova (2021) stated that communicative method of teaching can be facilitated through instructors, peers and learners with an aim of making learners efficient in using target language in any social context; and it can be enhanced through role play, interview, and group work. Communicative teaching approach should meet some principles of communicative approach that includes learning to communicate in the target language appropriate to the situation, the roles of the speakers and the setting, learners also able to differentiate formal and informal style, topic should be given according to the level, needs, interest of students (Gapparova,2021).

Social Interaction: Preparation, Practice and Nonverbal cues

To be skilled in public speaking skill is not a cup of tea. It requires consistent and persistent efforts to have mastery over the subject matter. To face the mass with ease and confidence is a questionable aspect among the students who are about to make a presentation in front of the mass. In my teaching and learning journey, I have also adopted some of the ways to cope with the challenges of public speaking anxiety. I believe preparation, practice, and positive reinforcement are the basic principles of public speaking skill that prepare us for public speaking with confidence. And for this, teacher plays a crucial role in helping students develop public speaking abilities. My view is in line with Schornack and Beck (2002) who argued when teachers guide students with rhetorical model of communication that is; helping students clarifying his/her position as speaker, purpose behind communication, strategies for

delivery, presenting the speech with confidence; students may start developing confidence for oral communication or public speaking.

There are several strategies to help students cope with public speaking (Tee et al; 2020). They are preparation and practice, modifying thoughts with a positive mindset, visualizing success, relaxation of mind and nerves through deep breathing exercises, and using gestures or body movements. My research participants' response is in line with this finding. For example, in response to my second research question related to coping with public speaking difficulties, Kapil said, *to cope with public speaking challenges, I use to make consistent efforts of preparation and practice. In addition, I rehearse too. I believe this skill can be enhanced through communicative teaching and learning practices, interactive classrooms, and societal and familial environments.*

He further said, Parents, teachers, and people in society play a crucial role in helping you speak the words of your mind confidently. Being exposed to an interactive environment frequently and practicing public speaking content with siblings and friends are steps to have confidence in our public speaking ability.

From Kapil's narrative, social interaction, parents' motivation, a conducive and communicative environment, interactive teaching and learning environment, preparation of subject matter and practicing it with siblings or with anyone whom you are comfortable are necessary to overcome public speaking difficulties. In addition, these kinds of engagements help in improving public speaking skills too. This finding is in line with Malik et al. (2021).

Moreover, he said, to face public speaking challenges, he does enough preparation to command the subject matter and practice it. In addition, through self-reflection strategy focusing on our strengths and weakness in public speaking may be helpful too for improvement. Supporting this view Anandari (2015 as cited in Tee et al., 2020) reported that to cope with the difficulties of public speaking, the students use the self-reflection method. This method helps students work on their weaknesses and strengths for enhancing English public speaking skills.

In response to the question for coping strategies of public speaking, Sonam said, I use to watch presentations made by eminent public speaking speakers in you tube, and try to find out verbal and non-verbal communication cues they have used while speaking in front of the mass.

In addition, she shared, I also engage in the mirror practicing and trying to internalize and integrate the advice suggested by one of the renowned public speakers that I attended at one of the conferences.

In response to the question of how public speaking skill can be enhanced, she said, I believe this skill can be enhanced through a friendly, communicative, and positive teaching-learning environment, preparation of the subject matter, practicing, and having knowledge of effective communication skills. This may help us to overcome public speaking anxiety.

From Sonam's narrative, it has been clarified that to cope with public speaking anxiety she takes the help of social media, particularly listening to renowned public speaking speakers in YouTube mainly focusing on the components they have used during public speaking and also following some of the ideas suggested by public speaking trainers in terms of enhancing this skill.

She believes public speaking skills can also be enhanced with exposure to a different environment that is not only limited to the classroom. She perceives the integration of social

media in teaching and learning as essential to help students develop confidence in public speaking skills. For incorporating this skill into an education system, teachers should play a vital role. Supporting my research participant views, John and Yunus (2021), reported teachers should encourage the use of social media such as YouTube, Google apps, and Instagram in their teaching system to help students develop oral presentation skills. Sonam views is linked to one of the aspects of Vygotsky's theory that claims students can accomplish their assigned tasks and reach to the highest potential when guided within a supportive learning through mentors, computers or any such materials that provides knowledge (Verenikina,2003).

Conclusion

This study reveals the causes of public speaking anxiety, different coping practices to face public speaking challenges. The narratives of my research participants suggest that it is necessary to address this problem with a solution. Teachers or educators should know different factors that cause public speaking anxiety and help students learn and develop this skill for their overall development. The study identified different causes of public speaking anxiety, such as lack of presentation skills, communication apprehension, lack of preparation, practice, fear of mistakes, fear of being negatively evaluated, and linguistic and cultural barriers. Similarly, this research study also identified different coping practices to face public speaking hurdles, such as preparation of the subject matter in advance, practicing it with peers and siblings, mirror practice, and participating in different public speaking activities like debates and speech competitions.

In addition, Undergraduate learners believe this skill can be enhanced if teachers offer a conducive teaching and learning environment, help them with useful presentation tips and guidelines, and engage them in different public speaking activities. This finding supports Vygotsky's socio-cultural theory that advocates students' learning skills are enhanced if they are provided with a conducive and supportive learning environment. In addition, it supports Vygotsky's concept of ZPD since teachers, experts, and capable peers play a crucial role in enhancing students' highest potential. In addition, the study also revealed some of the factors that adversely impact public speaking are physical appearance, lack of motivation, and positive reinforcement. The study shows communicative approach is one of the effective teaching approaches whereby learners get democratic space to ask questions and share ideas.

The study is limited to study public speaking in English language classroom from the perspectives of undergraduate students only. Data collected from limited number of participants cannot be generalized. This study extends its scope to conduct research from teachers' and public speaking experts' perspectives.

Acknowledgements

I am grateful to UGC (University Grants Commission), Nepal for providing me MPhil fellowship. My sincere gratitude to reviewers for their constructive feedback and valuable suggestions. I would like to extend my heartfelt gratitude to the Editorial team of Journal of Transformative Praxis for acknowledging my research paper.

ORCID ID

 Pushpa Priya <https://orcid.org/0009-0004-5068-5578>

List of References

- Anandari, C. L. (2015). Indonesian EFL students' anxiety in speech production: Possible causes and remedy. *TEFLIN Journal*, 26(1), 1–16. <https://doi.org/10.15639/teflinjournal.v26i1/1-16>
- Beatty, M. J., Forst, E. C., & Stewart, R. A. (1986). Communication apprehension and motivation as predictors of public speaking duration. *Communication Education*, 35(2), 143-146.
- Bippus, A. M., & Daly, J. A. (1999). What do people think causes stage fright?: Naïve attributions about the reasons for public speaking anxiety. *Communication Education*, 48(1), 63-72.
- Boltaeva, N. R., & Kholmuradova, L. E. (2022, January). Public speaking as the most important aspect of oral communication. In *Multidiscipline Proceedings of Digital Fashion Conference* (Vol. 2, No. 1).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. *English Language Teaching*, 4(2), 13-24. <http://dx.doi.org/10.5539/elt.v4n2p13>
- Clandinin, D. J., & Connelly, F.M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J.W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Sage.
- Daniels, H. (2001). *Vygotsky and pedagogy*. Routledge/Falmer.
- Gapparova, A. N. (2021). The effective methods and principles of communicative language teaching. *Academic Research in Educational Sciences*, 2 (Special Issue 1), 15-20.
- Hue, M. T., & Li, W. S. (2008). *Classroom management: Creating a positive learning environment*. Hong Kong University Press.
- John, E., & Yunus, M. M. (2021). A systematic review of social media integration to teach speaking. *Sustainability*, 13(16), 9047.
- Kelsen, B. A. (2019). Exploring public speaking anxiety and personal disposition in EFL presentations. *Learning and Individual Differences*, 73, 92-101.
- Kisber, B. (2010). *Qualitative inquiry: Thematic, narrative and arts- informed perspectives*. Sage.
- Lee, G. (2009). Speaking up: Six Korean students' oral participation in class discussions in US graduate seminars. *English for Specific Purposes*, 28, 142-156. <http://dx.doi.org/10.1016/j.esp.2009.01.007>
- Leichsenring, A. (2010). *What do 1st year Japanese EFL students learn by preparing and presenting a group work oriented oral presentations?* Online Submission to the Institute of Education Sciences, ED 537529.
- Malik, S., Qin, H., & Oteir, I. (2021). Perceived psychological, linguistic and socio-cultural obstacles: An investigation of English communication apprehension in EFL learners. *International Journal of Instruction*, 14(4), 733-752.
- McLeod, S. (2019). Vygotsky's zone of proximal development and scaffolding. *Simply Psychology*.
- Melough, A. (2013). Foreign language anxiety in EFL speaking classrooms: A case study of first-year LMD students of English at Saad Dahlab University of Blida, Algeria. *Arab World English Journal*, 4(1), 64-76.

- Palmer, D. (2007). What is the best way to motivate students in science? *Teaching Science-The Journal of the Australian Science Teachers Association*, 53(1), 38-42.
- Schornack, G. R., & Beck, C. E. (2002). *Student public speaking: Creating confidence*. <https://files.eric.ed.gov/fulltext/ED466787.pdf>
- Schunk, D. H. (2012). *Learning theories an educational perspective*. Pearson.
- Smith, C. D., Sawyer, C. R., & Behnke, R. R. (2005). Physical symptoms of discomfort associated with worry about giving a public speech. *Communication Reports*, 18(1-2), 31-41.
- Sugiyati, K., & Indriani, L. (2021). Exploring the level and primary causes of public speaking anxiety among English department students. *Journal of Research on Language Education*, 2(1), 57-66.
- Takac, M., Collett, J., Blom, K. J., Conduit, R., Rehm, I., & De Foe, A. (2019). Public speaking anxiety decreases within repeated virtual reality training sessions. *PLoS one*, 14(5), e0216288.
- Tee, X. T., Joanna, T. A. T., & Kamarulzaman, W. (2020). A systematic review of self-coping strategies used by university students to cope with public speaking anxiety. *English Language Teaching*, 13(10), 57-73.
- Verenikina, I. M. (2003). Vygotsky's socio-cultural theory and the zone of proximal development. In H. M. Hasan, I. M. Verenikina & E. L. Gould (Eds.), *Expanding the horizon. information systems and activity theory* (pp. 4-14). University of Wollongong Press.
- Vygotsky, L. S. (1987). Thinking and speech. *The collected works of LS Vygotsky*, 1, 39-285.
- Vygotsky, L. S. (2012). *Thought and language*. MIT press.
- Vygotsky, L.S. (1978). *Mind in Society. The development of higher psychological process*. Harvard University Press
- Watkins, C. I. (2014). *Strategies for ESL students in community colleges to develop their public speaking skills* [Master's project]. University of San Francisco.
- Yee, K. M., & Abidin, M. J. Z. (2014). The use of public speaking in motivating ESL learners to overcome speech anxiety. *International Journal on Studies in English Language and Literature*, 2(11), 127-135.

Suggested Citation:

Priya, P. (2024). Undergraduate students' understanding of public speaking anxiety in English language classroom. *Journal of Transformative Praxis*, 5(1), 54-64. <https://doi.org/10.51474/jrtp/15760>