

Speaking Under Pressure: A Phenomenological Study of English Language Anxiety and Oral Participation among Senior High School Learners in Taiwan

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ABSTRACT

Anxiety for English language, which is predominant to students' reluctance in speaking in EFL and bilingual classrooms, is still an important concern. The focus of this research was to explore how the English language anxiety influences the willingness and ability of 12 senior high school students, who were attending in a bilingual high school called Shiu-Kuang Senior High School in Taiwan, to speak in class. Using descriptive phenomenological approach, a wide variety of data sources were used such as some semi-structured face to face interviews, observation notes taken during the classes and researcher's reflective journal. The data was transcribed, translated (where necessary), coded and analysed thematically utilising Moustakas' phenomenological procedures. Results revealed that English language anxiety was emotional, cognitive, physical and social. Students indicated that they felt nervous, afraid, embarrassed, self-conscious, couldn't form words, low in voice, stammering, hesitating, and trembling. The events that are generally related to anxiety were found to be speaking in front of the class, being questioned by the teacher from out of the blue, being noticed by others, words and phrases insecurity, having contact with students from other nationalities and being evaluated by the teacher. Common student responses were silence, lack of eye contact, limited answers or relying on scripts or slides, and only being able to engage in discussions with the help of other students, teachers or during classroom activities. The feedback from the teacher, the feedback from the peers, the group activity, the prize/penalty mechanism, the error correction and the norm of participation in classroom discourse could be a factor to decide either increasing or decreasing anxiety of the students' comfort level in speaking. Learners experienced a range of coping strategies for the learners including preparation, rehearsal, memorisation, emotion regulation, peer support, teacher/or academic support, technology support and in some cases avoidance. As a result of this study, the following framework of Anxiety-Sensitive Oral Participation (ASOP) was created: (1) Anxiety Awareness, (2) Supported Preparation, (3) Safe Classroom Interaction, (4) Constructive Error Treatment, and an implemented (5) Self-Regulated Oral Participation. This research highlights the importance of classroom experiences that repeatedly expose students to authentic experiences to speak and which are emotionally safe, socially supportive and pedagogically guided.

Keywords: English language anxiety, oral participation, phenomenology

INTRODUCTION

Speaking is considered to be one of the most important language skills to ensure that learners are able to express themselves to other people, understand other speakers and develop their social and academic ties. Speaking ability is one of indicators that accomplice the communicative competence in English language teaching since the class activities, presentation, discussion and response based on learning activity should be outputted by the students orally. At the moment, learning English as a foreign language (EFL) speakers must try their best to learn the skill of speaking because it is the hardest of language learning skills, particularly since they are required to speak immediately in the presence of the teachers and classmates (Dilobar, 2022; Rahma et al, 2025).

Foreign language anxiety can act as a barrier that can prevent learners from expressing in social or academic situation. Three forms of anxiety Sudbury and Jong Man Kim (1992) viewed foreign language classroom anxiety as a situation-specific form of anxiety proposed by Horwitz, Horwitz and Cope (1986) as going testing anxiety, communication apprehension and the fear of a negative evaluation. Some studies have recently suggested that there are strong relationships between anxiety and fear of failure, pronunciation problems, small database of words, fear of grammar, and peer evaluation and teacher evaluation (Alnahidh & Altalhab, 2020; Papi & Khajavy, 2023; Sam et al., 2024). When taking oral tests, students could fail to listen, recall information, or express themselves due to the interruptions or impacts caused by the oral tasks involving public performance and evaluation (Maher & King, 2022).

In many Asian educational contexts perceptions of speaking anxiety are exacerbated by expectations to be correct, to work hard, and to create a positive social image in class. Learners are nervous and do not want to be negatively assessed when they take an oral examination, as is the case with learners in the Philippines, Indonesia, Cambodia, Thailand, Vietnam, China and Taiwan (Jugo, 2020; Meliyani et al., 2022; Sam et al., 2024). The relationships between communication anxiety and students' self-perceived English proficiency, communicative self-confidence, and oral communication strategies have been explored in the case of Taiwan (Su, 2021). In terms of Bilingual 2030 Policy in Taiwan, English is encouraged to be spoken in learning activities in classrooms; but, there still are emotional and social problems that prevent learners from speaking English. (Ministry of Education, 2021)

Although there have been extensive studies on foreign language anxiety, there are also some areas that warrant additional studies. Many studies have used quantitative scales that differentiate amongst different levels of anxiety, but offer little in terms of understanding how learners emotionally, socially, cognitively and physically experience anxiety. Second, in the field of Taiwanese studies, there is a lack of research, especially on senior high school students. Thirdly, existing research is scarce in the quality domain and investigations of pupils' interpretation of anxiety and classroom situation in relation to their willingness to speak are limited. The expectation for students in a bilingual program is that students communicate in English and that they do presentations, direct feedback from teachers, observation of peers, and interaction with foreign/international students. This study aimed to address these issues and explored the experiences of the learners at Shiuh-Kuang Senior High School in Nantou City, Taiwan who experienced English language anxiety and oral participation in bilingual classroom. Specifically, it explained what anxiety feels like, when and why it occurs, its effect on oral classroom interaction, how the oral classroom discourse might influence learners' propensities to experience anxiety, and how they deal with it and continue to participate. In addition, an Anxiety-Sensitive Oral Participation (ASOP) Framework was developed which may serve as a tool for the learners to handle their anxiety and enter the English classroom interaction more meaningfully.

METHODS

In solving the problems of this study, the qualitative data collection method viz Descriptive Phenomenology was used to explore the experiential experiences of the senior high school learners in dealing with English language anxiety and its impact on their oral role in bilingual classes. According to Frechette et al. (2020) and Moustakas (1994) the appropriateness of descriptive phenomenology is related to the description of essential elements of the lived experience shared by participants in a particular context.

The study was carried out in Shiuh-Kuang Senior High School (SKSHS), Caotun Township, Nantou County, Taiwan, which is a public secondary school. It is placed there because the program of a bilingual class (where) the students are to learn in English in certain classroom activities and in selected subjects has been introduced at the school, which is in the senior high school department. In this context, we were able to analyse the existence of English language anxiety when students spoke only English when the teacher was interacting with students, when the students was observing peers, in bilingual classroom activities.

The respondents of this research were 12 senior high school students that participated in bilingual classes in Academic Year 2025-2026. In selecting the population of learners, the researcher used the purposive sampling approach in which the population investigator gained were those who were experiencing English language

anxiety in Learning Speaking in classroom. In order to identify the students who reported feelings of nervousness, shyness and uncertainty in the speaking of English and who also were willing to participate, the results of the first 'Screening and Willingness-to-Participate Form' were used. Four students were sampled from each grade level, thus including the age group 16-18 years. The levels of English-speaking confidence and the length of English study among the participants along with their various language backgrounds provided a variety of the participants' anxiety experiences and shared patterns.

Data were gathered by taking semi structured face-to-face interview, note-taking on non-intrusive classroom observation and the researcher's reflection as data. The semi-structured interview guide consisted of open-ended questions on anxiety triggers, emotional/physical symptoms, participation behaviors, classroom environment conditions of discourse, coping strategies and needs for support. The translated questions were the same in English and Mandarin in order to allow the participants to share personal experience and feelings. When needed, a bilingual (Mandarin – Chinese/English) language translator was engaged to assist with communication and a non-disclosure agreement was signed to ensure confidentiality.

A planned and ethical approach to data collection took place. The school authorities gave a prior consent before screening of the participants and scheduling of the interview. Consent of parents and assent of participants were obtained as the participants were minors. Interviews were held in a persons' secure and private location, and lasted 40-60 minutes. Audio recording was done periodically and consent was obtained for each recording. They were recorded and transcribed verbatim and translated into English, and if the participant answered in Mandarin, then it was translated. The notes from the observations of the classroom were recorded in terms of participation patterns, peer interaction, teacher feedback, and the presence or absence of anxiety-related behaviors were recorded, while the developing interpretations, methodological decisions and reflexive observations made during the research process were recorded in the reflective journal.

Moustakas' descriptive phenomenological procedures were used for analysis of the data. The transcripts of the interviews have been analysed horizontally to emerge significant statements. These were allocated to meaning units and coded and then analysed at a higher level into higher level themes. Textual descriptions were of what was happening during the participants' experiences, structural descriptions were of what was happening in the conditions of the classroom discourse that structured the experiences. Interview data, classroom observation notes and reflective journal entries were compared to give comparative data for triangulation. An audit trail was set up, comprising transcripts, codes, theme development notes and reflective entries to encourage dependability and transparency.

Researcher Reflexivity and Trustworthiness

Researcher reflexivity was an important part of the study being personal and emotional experiences of the learners. The researcher was aware that the researcher's understanding of the concepts of language, learner's, and classroom anxiety, as well as the assumptions that were made about the concept of language anxiety in the classroom and in bilingual classrooms, might have an impact on participants' narrative. There was bracketing during the data collection and analysis process to minimise this risk. The researcher completed reflective journal entries before and after each interview to determine differences between the significance of participants and the personal expectations, observations, and interpretations.

Use of a reflective journal as a reflexive tool for the researcher in the study to monitor any possible bias, document decisions and note how the researcher's knowledge of anxiety, emerged during the course of the study. As part of the analysis, interview excerpts were revisited numerous times with observation notes on hand and themes that emerged were clarified with participants' description of their experience making sure that they were not representative of preconceived notions of language anxiety. Participant coding helped safeguard anonymity and disclosed meanings of experiences more than individual identities, which allowed for a focus in analysis.

Trustworthiness of the study was enhanced by using methodological triangulation, bracketing and documentation of audit trails. Semi-structured interviews consisted of direct reports of anxiety experiences, classroom observation more about cues of participation and transparency in the interpretive process through

reflective journal entries. The procedures helped to establish credibility, dependability and confirmability and they were conducive to the descriptive phenomenological nature of the study.

Ethical Considerations

Ethical principles of respect for persons, beneficence and fairness/ justice were obeyed. The study was voluntary and students were told that they could withdraw from the study without penalty. To safeguard the identities of participants, coding was used, and research data were kept in coded files which only the researcher could access and which were password protected. After each interview, a debriefing was carried out to ensure that participants did not feel uncomfortable and that each interview was psychologically safe.

RESULTS AND DISCUSSION

The qualitative results presented herein provide a report of major concerns that came through the study. The results of the study revealed that the emotional, cognitive, physical, social classroom discourse and coping mechanism factors were all dimensions tested in the study could be considered a dimensional form of English language anxiety as felt by senior high school learners.

Lived Experiences of English Language Anxiety During Oral Participation

Letting students tell their stories showed that students' feelings of English language anxiety were emotional, cognitive, physical and social. During both before speech and in activities, nervousness, fear, embarrassment, hesitation, self-consciousness and pressure were mentioned. Some students indicated feeling anxious in answering both the teacher's questions and regular class tasks; others indicated to feel anxious when conducting a presentation, report, and in bilingual activities. Learners thought of using English as a job, a social act and one that was judged by teachers & classmates.

One participant said, "When speaking English in class, I feel more afraid because others might think I am showing off. Since I am a high school student, I tend to hold back and do not dare to speak much." Another participant described it as: "Nervous. Just speaking English on stage." These statements indicate that students' association with English is to social visibility. This meant their anxiety was related to a broader set of factors, not only related to language but also to feeling judged by others, such as classmates.

This was the second theme that had to be commented: Fear of making mistakes. Students would be afraid of making wrong answers, pronunciation and grammatical errors, letting down the teacher, being peer-checked and peer-graded, and effecting the performance of the team. One participant stated that he does not like doing it when he is feeling that he 'did not know how' and another stated that he would feel afraid from doing it 'in case he said the wrong thing and what would others say about her'. As these reports illustrate, anxiety was placed in a matrix of linguistic insecurities and social anxieties. Students were motivated to speak correctly, but also felt that any errors would influence how their peers would perceive them.

The third theme was "anxiety as a disorder of cognitions and physicality". Learners experienced blank mind, forgetting words, very long pauses, stuttering, shaking hands, rapid heartbeat, feeling cold, low voice and unstable voice. One of the participants said, "My heart goes boom boom. My brain gets very blank; I can't think of anything." "My hands shook," one said. These descriptions showed that anxiety affected mental functioning and/or bodily control as stated on these descriptions. This pattern could be confirmed by their observations and their notes or scripts often varied in volume, they stuttered and frequently relied on notes.

Also, learners talked of the mechanism of adapting over time in the face of such challenges. As the roles/tasks became more familiar, anxiety decreased, as audience was safe, and as students had chances for practice. More positive in expressing themselves/disclosing their feelings with friends/foreign students in class or previous activities involving oral. The overall findings show that L2 anxiety in the L2 domain of English is manifested, socially sanctioned and has a strong association with learners' self-efficacy in the achievement of good results when they are in front of others.

Situations, Triggers, and Manifestations of English Language Anxiety

The most common stimulus of anxiety found among the participants was public speaking tasks. Students became exposed and vulnerable when addressing an audience or before judges, in a debate, when reporting in class or when in the scenario of speaking in English alone in a presentation. One participant answered with "If there are many people watching and listening, or judges.". The other said, "There are too many foreigners checking on me." The realization that the public speaking would cause an increase in such anxiety was because there was less time to cover up errors and more exposure for them.

A feeling of anxiety was caused and by unexpected questioning in addition to spontaneous talk. If teachers suddenly called out a student, he/she got nervous, because he/she was not prepared to answer. The other anxiety was the students were faced with a challenge during meeting of giving an immediate reply in English to international students. One learner commented "If I didn't know the answer to the question, I was scared I would give a wrong answer.". Yet another one said that she was unable to think clearly when she got her chance to speak at the international exchange. As shown in the responses there was the anxiousness that came from unexpectedness and the time needed to find the words, develop thoughts, and make sure that people had good impressions.

Another key factor was linguistic insecurity. The students are concerned with: limited vocabulary, grammar, pronunciation, not being understood, listening comprehension. "There are some words that I cannot say very clearly.", explained one participant, "Sometimes I do not know how to express what I mean because I do not know the vocabulary". One said, "I can't think of the words that I want to say". The statements suggest that the anxiety was triggered by the disjunction between what students wished to express and felt they were able to express in English.

Emotional, physical and mental signs of anxiety. Learners said that they were afraid, embarrassed, nervous, going blank, shaking, giddy and had a low voice. One student said, "My heart rate goes up really quickly and although the temperature may not be cold, I start shivering and feeling chilly." One states: "My hands tremble. All these evidences suggest that speaking anxiety influenced on students' internal experience and their actual in-class performance.

Influence of English Language Anxiety on Oral Participation

Anxiety had a negative impact on pupils' participation orally in terms of frequency, timing and quality. The first pattern was that of silence and avoidance. Learners attempted to avoid noticing by the teacher, were silent, waited until others responded and didn't speak out. Silence provided a protective barrier by avoiding potential embarrassment for the student and on the other hand, limited students' possibilities to practice English.

The second was a minimal/controlled response. Learners often provided monosyllabic and short word answers when they needed to provide an answer, sometimes responded with yes or no answers. One participant explained that his answers became very simple and that he used the shortest sentences possible when speaking. This pattern shows that anxiety reduced the complexity, length, and spontaneity of students' oral language.

The third pattern was the dependence upon scripts, slides and prepared answers. Learners were more confident in a situation where they pre-planned their utterances, but less confident in making spontaneous utterances. The participants were required to prepare and learn scripts and slides to assist in presenting. When performing a presentation, one learner said "I prepare a script first to avoid suddenly forgetting what I am saying in the middle of speaking". The second observation finding is that students used scripts in presenting the menu, group report and group debate. In terms of asking and answering activities in speech, the use of script enabled students to perform these activities, but in some instances, too much reliance on script happened and that reduced the spontaneity of the student's interaction.

The fourth pattern was whether participation was conditional, if there was a support system. They indicated that they were more willing to speak when they had the opportunity to work with friends, participate in group discussion, get support from teacher, hear friends speak before them, or they were able to get an extra point as

a reward. One target group member said: "When I do a task with my friends, we can discuss it together." Another one talked about "It's a group activity, it's sort of easier for me to keep involved, I think, or want to keep involved." Language ability, as well as social and pedagogical aspects of the classroom, were found to be affecting participation in these.

Classroom Discourse Conditions Influencing Anxiety and Participation

Classroom discourse conditions either intensified or reduced students' anxiety. Teacher feedback functioned as both support and pressure. Students appreciated feedback that was specific, patient, encouraging, and developmental. One participant explained that when the teacher gave suggestions after a presentation, the feedback helped him improve and feel less anxious the next time. Reassuring statements such as "It is okay" and "Do not be afraid of making mistakes" helped learners feel more comfortable. However, immediate correction or highly evaluative feedback could also create pressure, especially when students were still performing or waiting to present.

Peer reactions also strongly influenced anxiety. Some learners feared that classmates would laugh, tease, or interpret English speaking as showing off. One participant said, "My classmate maybe want to make fun of me." Another explained that some classmates thought speaking English meant showing off. At the same time, peers could reduce anxiety when they listened respectfully, helped group members prepare answers, or participated together. Peer culture therefore functioned both as a risk factor and as a source of support.

Classroom silence, audience focus, and evaluation pressure also increased anxiety. Students felt more vulnerable when everyone became silent and attention turned to the speaker. One participant stated, "Everyone is silent, no one is talking, and all eyes are on me." This suggests that silence may be interpreted by anxious learners as judgment rather than neutral listening. The visibility of public speaking made mistakes feel more serious and increased the perceived cost of participation.

Group support, rewards, and flexible participation structures helped reduce anxiety. Students felt safer when they could discuss answers with classmates, prepare through pair or group work, receive rewards, and use Mandarin during preparation before speaking in English. One participant suggested that teachers allow pair discussion after open-ended questions so that students can understand how to answer. Observation notes showed that extra-point systems, group discussion, and collaborative preparation increased hand-raising and active participation. These findings show that anxiety-sensitive classroom structures can increase willingness to communicate while still maintaining meaningful language practice.

Coping Mechanisms and Self-Regulation Strategies

Learners used several coping mechanisms before, during, and after oral participation. The most common strategy was preparation through rehearsal and memorization. Students prepared scripts, reviewed vocabulary, practiced repeatedly with groupmates, and asked teachers to confirm their answers. One participant explained, "I plan to prepare first before I proceed to complete the task." Another stated, "I practice again and again to make sure I will not make mistakes." Preparation reduced uncertainty and helped learners feel more in control before speaking.

Learners also used emotional regulation and mind-conditioning strategies. Participants reported deep breathing, drinking water, positive self-talk, pausing, managing gaze, focusing on scripts, and calming themselves before speaking. One learner stated, "I try to take deep breaths." These strategies helped students manage bodily symptoms of anxiety while continuing to perform. However, strategies such as complete eye-contact avoidance or speaking too quickly sometimes reduced interaction quality.

Peer support and help-seeking were also important. Students asked friends, groupmates, and teachers for assistance before and after oral tasks. Learners also used digital language tools such as Google Translate, ChatGPT, AI search tools, phones, and websites to understand questions, prepare scripts, simplify vocabulary, and improve English expressions. These tools helped bridge vocabulary and comprehension gaps, but their use

requires appropriate pedagogical guidance to ensure that students remain active learners rather than passive users of generated language.

Some students relied on avoidance-based coping through silence, short answers, eye-contact avoidance, rapid speech, immediate task completion, and selection of non-speaking roles. One participant stated, “I just skip it. I don’t say anything and just move on. I just smile.” Avoidance provided temporary emotional relief but limited students’ opportunities for meaningful oral practice. These findings show the need for classroom approaches that strengthen constructive coping while gradually reducing dependence on avoidance.

Anxiety-Sensitive Oral Participation Framework

The Anxiety-Sensitive Oral Participation Framework was developed to serve the needs of students involved in a bilingual English classroom. Five interrelated components for this framework are Anxiety Awareness, Supported Preparation, Safe Classroom Interaction, Constructive Error Treatment and Self-Regulated Oral Participation. The framework does not claim to be an intervention which has been tested using experiments; rather it is a 'findings-based framework' which arose from lived experiences, classroom observations and coping identified in this study.

Anxiety Awareness is helping students to learn to recognise thoughts, conditions, feelings, physiological reactions to anxiety and/or behaviours which are part of anxiety interaction. This component throws anxiety in a different light; as a response that can be managed instead of as personal failure. Supported Preparation consists of rehearsal, vocabulary support, sentence frames, teacher consultation, peer rehearsal and responsible use of digital language. This component minimises uncertainty prior to doing oral tasks and increases readiness for oral tasks.

Safe Classroom Interaction - listening respectfully and encouraging peers with group discussion, low pressure speaking time and clear speaking norms. This aspect is founded on the premise that a better social and emotional climate in the classroom promotes student speaking. Constructive Error Treatment includes mild correction, timing of feedback, praise (for effort), pronunciation scaffolding and providing feedback of strengths & weaknesses. It supports students' continued learning from their errors without the guilt or shame of being bad.

The term used for the students' use of the following is Self-Regulated Oral Participation: respiration, self-talk, pausing, repair talk, repetition requests, use of simplified vocabulary, peer support, progressive increment of speaking demands. This component helps keep engagement going, and helps develop confidence and overcome silence and avoidance. Overall, it means that having individual coping strategies and supportive classroom conditions were more effective in involving students with learning process.

Summary of the Developed Framework

Table 1 presents the core components of the Anxiety-Sensitive Oral Participation Framework developed from the thematic findings of the study.

Component	Description	Focus / Expected Outcome
Anxiety Awareness	Learners identify situations, triggers, emotions, bodily reactions, and participation behaviors associated with English language anxiety.	Builds self-understanding and frames anxiety as manageable rather than as personal failure.
Supported Preparation	Learners prepare through rehearsal, vocabulary support, sentence frames, guided practice, teacher consultation, peer rehearsal, and responsible use of digital tools.	Reduces uncertainty before oral tasks and improves readiness and confidence.

Component	Description	Focus / Expected Outcome
Safe Classroom Interaction	Teachers and peers provide respectful listening, encouragement, group discussion, low-threat speaking tasks, and supportive participation norms.	Creates emotional safety and increases willingness to participate in English.
Constructive Error Treatment	Teachers use gentle correction, delayed feedback when appropriate, effort-based praise, pronunciation scaffolding, and balanced feedback.	Reduces fear of mistakes and negative evaluation while keeping feedback useful.
Self-Regulated Oral Participation	Learners use breathing, self-talk, pausing, repair phrases, asking for repetition, simplifying vocabulary, peer support, and gradual exposure.	Supports sustained participation, confidence building, and movement away from avoidance-based coping.

Transferability of the Findings

This study was qualitative in nature, as a phenomenological study, its goal was not to seek to infer or make statistical generalizations but to account for the lived experiences of learners in a specific bilingual context within a certain school. Readers, teachers and researchers working in similar settings, such as EFL or bilingual classrooms, in which oral performance tasks and peer evaluation are used, teacher feedback is provided, public speaking activities and learners' diverse levels of confidence in English are all involved, may consider transferability.

The results can be particularly relevant to other high school bilingual or EFL classrooms in Asian educational contexts where the students are required to perform with English in public, while at the same time holding onto issues of correctness, image and peer evaluation. But, transferability is dependent on the extent to which the current research context is similar to the context in which the findings might be transferred. Thus, the Anxiety-Sensitive Oral Participation Framework must be tailored to the local classroom culture, language policy, assessment practices, language proficiency of the students, and supports available for students.

Limitations of the Study

Some caution needs to be used in interpreting the results. In the first place, there were twelve senior high school learners in one public secondary school in Taiwan. Due to the limited size and scope of the sample, the descriptions of lived experiences in this study should not be used as a statistic representative of all senior high school students in Taiwan or in any bilingual classroom.

Second, a qualitative descriptive phenomenon approach was employed in the study. The results offer detailed descriptions of the experience of English language anxiety and oral participation of the learners, although they don't indicate the intensity of any relationships between variables or any causal effects from findings. The findings gave rise to the Anxiety-Sensitive Oral Participation Framework, which is meant to be a conceptual and pedagogical framework and not a tested intervention.

Thirdly, data were mainly contributed by the participants' reflection of their experience with classroom observation notes added, and the reflective journal of the researcher. While triangulation enhanced credibility of the findings, learners' responses might have been due to memory recall, shyness, social desirability, or a limited ability to express emotional experiences. Since there was some Mandarin-English translation used for some of the responses, some emotional nuances may have also changed during the translation process (despite attempts to maintain meaning).

Fourth, only the classes and time period observed were targeted for classroom observations. They gave helpful background information about participation in behaviors and terms of discourse but may not reflect all types of

anxiety that the students encountered in various subjects, teachers, speaking activities or school functions. Lastly, the study was done with the regular classroom intervention, and thereby an experiment was not designed to determine the direct effect of anxiety-sensitive strategies on oral involvement. This could be addressed in future studies through interventions in the classroom or longitudinal designs.

CONCLUSION

1.) The findings showed that English language anxiety of the senior high school students in bilingual class was a multi-faceted phenomenon which comprised emotional pressure, fear of mistakes, cognitive disorder, bodily symptoms, and self-consciousness in the social realm. Whenever students engaged in public speaking, unprepared answers, teacher assessment, class observation, and tasks that demanded using more advanced language, they were the most anxious.

2.) English language anxiety constrained students' speaking behaviours, leading them to be silent, to avoid speaking, to give short answers, to rely on prepared material and to speak when they were "well-supported". Anxiety was found to influence on participation as well as time spent speaking and when learners spoke, confidence of their performance, and spontaneous English use.

3.) Learner anxiety and willingness to participate was directly affected by classroom discourse conditions. Teacher feedback, peer reactions, audience attention, treatment of errors, rules of participation, group support, and reward systems either exacerbated anxiety or provided safer contexts for oral participation. Learners were supported to participate and their nervousness was not a hindrance, due to supportive classroom interaction.

4.) Learners employ both constructive and avoidance-based self-regulation strategies to manage English language anxiety. Preparation, rehearsal, peer support, emotional regulation, and the use of digital tools enabled learners to sustain participation despite feelings of anxiety, while avoidance-based strategies provided temporary emotional relief but often limited. Constructive coping in the class allowed students to engage and avoidance had minimal communication practice opportunity.

5.) The experiences documented in the study are part of a findings-based response in the form of the Anxiety-Sensitive Oral Participation Framework. The framework underlines the necessity for a combination of personal coping strategies and supportive classroom conditions to support learners' ongoing engagement with oral interaction in English: the use of anxiety awareness; supported preparation; safe classroom interaction; constructive treatment of error, and dialogue self-regulation.

RECOMMENDATIONS

1.) Students should be directed to see what situations cause them anxiety, what physical reactions they have and how they participate in class while experiencing anxiety. They should be encouraged to practice slowly, work with peers, feel-good statements, pausing, and rehearsal, preparation and vocabulary revisit. It is also important to remind learners that errors are not failures and are a natural aspect of language learning.

2.) Teachers should provide anxiety sensitive oral participation practices in English language classrooms involving allowing students preparation time, using sentence frames and vocabulary support, small group rehearsal, and a gradual progression of scripted participation to semi-spontaneous and spontaneous speaking. Feedback is to be constructive, encouraging and developmental. It is best to not correct in front of the class in ways that would embarrass students and any mistakes are considered as normal learning opportunities.

3.) The findings also highlight the importance of support beyond the school setting. Parents may contribute to learners' confidence by creating low-pressure opportunities for English exposure at home such as simple conversations, watching English videos, or practicing short speaking tasks and by encouraging participation without emphasizing perfection or fear of mistakes. Such support may help learners develop more positive attitudes toward English communication and reduce anxiety associated with oral participation.

3.) Administrators of the schools should foster language activities in English which will develop confidence but not competition. Teacher training around anxiety-sensitive instruction, providing English practice opportunities in small groups can be arranged by schools; speaking clubs, workshops etc. guided enrichment programs can be arranged to practice in safe and supportive environments.

4.) Guidance counselors can develop support programs for students who have communicative-type anxiety. For learners who tend to avoid tasks involving speaking English, confidence building sessions, anxiety management workshops, peer support activities or individual and/or group counselling could be suitable.

5.) The affective aspects of English learning should be included in the considerations of policy makers and curriculum developers in bilingual education. Bilingual programs need to incorporate teacher in-service training, as well as measures and activities for building confidence in the learner, measures for safe classroom interaction, and assessment practices designed to encourage oral participation, yet not compromise subjects through the addition of unnecessary emotional stressors.

6.) Future studies could be conducted to replicate the study in other bilingual/ EFL classrooms or use larger and more diverse participant group or perform intervention studies, comparative studies or longitudinal studies investigating the proposed Anxiety-Sensitive Oral Participation Framework in classroom settings. Teachers' attitudes can also be included in future studies and analyzing the impact of the particular feedback procedures in teachers' long-term speaking anxiety can be taken up in future studies.

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