

Teachers' Strategies and Challenges in Implementing Strategies to Alleviate Students' Speaking Anxiety

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Abstract

Foreign language anxiety (FLA) is one of the primary sources inhibiting students' speaking skill development. Previous studies explored the triggering factors of FLA and the strategies for alleviating students' speaking anxiety. However, studies focusing on teachers' challenges in implementing the strategies have yet to be conducted. To address the existing gap, this study aims to explore strategies teachers implemented in reducing speaking anxiety and challenges in implementing the strategies. Using narrative inquiry as a research design, this study used semi-structured interviews to collect data from two English department lecturers who are teaching in a state university in Indonesia and possess some knowledge and experience in dealing with anxious students in their speaking classes. The findings revealed that teachers' lenience toward students' mistakes helped reduce fear of negative evaluation, creating a comfortable atmosphere that fostered confidence and participation, and peer/group activities encouraged collaborative learning and reduced performance pressure. However, the teachers encountered difficulties maintaining students' motivation, as learners often lost enthusiasm over time despite initial encouragement; addressing deeply rooted anxiety that had developed from repeated negative learning experiences; and managing time constraints that limited opportunities to implement interactive activities and provide individualized support effectively. These findings provide teachers with a comprehensive understanding of the dynamics of the issue in addressing students' speaking anxiety, which consequently grants them extensive insights to design proper strategies that possibly maximize their effectiveness in reducing students' FLA.

Keywords: *foreign language speaking, speaking anxiety strategies, teachers' challenges*

Introduction

Acquiring speaking proficiency has been a complex task for language learners since numerous inhibiting factors could emerge during the learning process. One of the factors that has consistently remained a focal point of language studies is foreign language anxiety (FLA). Experts in language learning and psychology hold divergent views regarding the concept of foreign language anxiety. According to Horwitz et al. (1986), FLA refers to the individuals' apprehension, nervousness, and fear when using a foreign language. Macintyre and Gardner (1989) characterized FLA as "the apprehension experienced when a learner is expected to perform in a second or foreign language and is viewed as a personality trait". Young (1990) defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning. These

definitions create a concept that FLA encompasses various cognitive, affective, and behavioral dimensions that impact learners' performance.

Among these dimensions, speaking a foreign language emerges as the primary source of anxiety in language learning. Some scholars argue that speaking a foreign language is the primary contributor to the anxiety levels of individuals (Leong & Ahmadi, 2017). The increased level of anxiety in individuals can spark fear of speaking a foreign language, thus leading to communication apprehension (Özdemir & Seçkin, 2025; Syahrani et al., 2024). Therefore, the attrition of one's speaking performance can be attributed to a high level of anxiety. This claim is further supported by scientific evidence, reporting that FLA holds a significant negative correlation with learners' foreign language achievement; the higher the anxiety the students possess, the lower their speaking performances are (Alamri & Qasem, 2024; Dewaele & Alfawzan, 2018; Djafri & Wimbarti, 2018; Han et al., 2022; Liu, 2018; Rokhman et al., 2021).

Given the impact of FLA on speaking performance, scholars have extensively explored its sources, primarily from learners, teachers, and instructional practices (Young, 1990). Studies highlighted that the triggering factors of FLA from the learners themselves are complex and encompass multifaceted aspects. The most common sources found in learners are often related to affective factors, including fear of making errors, fear of negative evaluation, communication apprehension, and low self-confidence (Abdurahman & Rizqi, 2020; Alrabai, 2015; Z. Chen et al., 2024; Leong & Ahmadi, 2017). These are culminated by learners' limited vocabulary and grammar knowledge, fear of mispronunciation, and comprehension issues, causing hesitation to express themselves in the target language (Anggraeny et al., 2020; Özdemir & Seçkin, 2025; Syahrani et al., 2024). Moreover, other sources such as trait-induced factors (e.g., emotional intelligence, shyness, and introversion) and cultural influence (societal attitude toward the target language) also contribute to learners' speaking anxiety (Djafri & Wimbarti, 2018; Han et al., 2022). Studies also highlighted teachers as the sources of learners' speaking anxiety. Teachers' negative behaviors, criticism, lack of support, and negative feedback often aggravate anxiety among learners (Dewaele & Alfawzan, 2018; Fajri, 2020; Khoirunnisa et al., 2020; Santosa et al., 2024; Subekti, 2018). Furthermore, some instruction-related factors, including lack of speaking practice, negative classroom environment, lack of collaborative learning, test anxiety, and isolated learning environment, can further trigger learners' anxiety (Alamri & Qasem, 2024; Chen et al., 2024; Hidayati, 2018; Mouhoubi-Messadh & Khaldi, 2022; Pakpahan & Gultom, 2020; Qaddumi et al., 2023; Quvanch et al., 2024; Rosyidah et al., 2020).

These diverse FLA sources have led scholars to conduct extensive studies to address and alleviate learners' anxiety during speaking performance. Some studies pointed out several strategies learners used to mitigate their speaking anxiety. Numerous studies suggest that peer feedback and self-correction can effectively minimize their anxiety as these strategies provide them with autonomy to address their own/peer mistakes without involving the teacher, who is often the source of their anxiety (Aimah & Suhartoyo, 2024; Anggraeny et al., 2020; Wang, 2023). Moreover, other studies highlighted some applicable FLA-reducing strategies before and during speaking strategies. Self-preparation before speaking performances, as reported by Pakpahan and Gultom (2020) improves learners' chances of performing their speaking better, reducing their chances of being anxious. Other strategies, including positive self-talk, deep breathing, and eye contact avoidance, are common relaxation strategies learners apply to mitigate their temporary anxiety before and during speaking performances (Abdurahman & Rizqi, 2020; Ebadi & Azizimajid, 2024). Under a different approach, frequent exposure

to authentic language use through daily L2 interactions or English-speaking content can build learners' confidence to use the language, thus reducing their anxiety when speaking the target language (Quvanch et al., 2024).

In addition to learners' self-mitigation strategies, other studies highlighted some effective strategies teachers can implement for mitigating learners' speaking anxiety, emphasizing teachers' behaviors and instructional practices. Numerous studies agree that teachers' positive reinforcement is the essential aspect of creating a supportive classroom environment where students feel safe to make mistakes (Alamri & Qasem, 2024; Bilqis & Haidlor, 2018; Rosyidah et al., 2020; Subekti, 2018). Therefore, teachers should avoid overcorrecting and overreacting to learners' mistakes to make them feel comfortable and less anxious about speaking (Al Ghaniy & Anugerahwati, 2022; Kusmayanti et al., 2022; Salameh, 2022). Moreover, some studies pointed out several instructional practices that were effective in alleviating learners' anxiety. Hidayati (2018) and Kusmayanti et al. (2022) emphasize that group/pair work speaking activities reduce the potential chance of feeling anxious during speaking performance, as these activities relieve learners' pressure to speak alone in front of their peers. Similarly, as underlined by Mouhoubi-Messadh and Khaldi (2022), introducing learners to speaking activities by progressively moving from simpler tasks to more difficult ones helps students build their confidence. In different cases, incorporating enjoyable activities including games, music, and technologies (e.g., online speaking tasks, virtual reality (VR), and Mobile-Assisted Language Learning, Intelligent Computer-Assisted Language Assessment), helps to build supportive and less burdensome environments for speaking performance, thus reducing learners' anxiety (Abuhussein et al., 2023; Chen & Hwang, 2022; Elov et al., 2025; Toyama & Yamazaki, 2021). Under a different approach, providing emotional intelligence training through rational emotive behavioral therapy can help learners regulate their negative thoughts, behaviors, and emotions related to language learning, allowing them to channel their anxiety and have a more positive language learning experience (Toyama & Yamazaki, 2021).

Those promising strategies showed how FLA can be effectively mitigated. However, implementing FLA-reducing strategies effectively can also be somewhat challenging. Prior studies reported that students' initial motivation could potentially be triggered by fear of negative evaluation and individual differences in coping with anxiety (Chen & Hwang, 2022; Dewaele & Alfawzan, 2018; Fajri, 2020). Moreover, other studies suggested that anxiety develops over time due to repeated negative experiences during language learning, which become an ingrained behavior and challenging to address (Alrabai, 2015; Fajri, 2020; Wang, 2023). Additionally, evidence from prior studies highlighted that this prolonged anxiety can lead students to avoid teachers' intervention in alleviating students' anxiety, causing the intervention to become more challenging to implement (Liu, 2018). Therefore, addressing the teachers' challenges in implementing FLA-reducing strategies is crucial since it provides resources for teachers to create effective learning.

Despite previous studies having explored sources of speaking anxiety and strategies to address it, the exploration of the teachers' perspective on their experiences and challenges in implementing FLA-reducing strategies remains void. Therefore, this existing gap leads to the need for an in-depth exploration of this issue and becomes the novelty of the current study. Theoretically speaking, addressing this issue can complement the existing theoretical framework of Foreign Language Anxiety (FLA) by Young (1990). Moreover, this narrative-based study adds depth to the existing body of literature regarding the dynamics of teachers' experiences and challenges in implementing FLA-reducing strategies during speaking activities. Practically, the insights gained from

exploring this issue offer actionable insights for English language educators, curriculum designers, and teacher educators to design more realistic, empathetic, and suitable strategies and maximize their effectiveness in reducing students' FLA. Using the underlying research gap and significance of the issue, the current study explored teachers' experiences in implementing FLA-reducing strategies in speaking classes and the challenges in implementing the strategies. Therefore, the research questions were formulated as follows:

1. What strategies did the teachers implement to alleviate students' speaking anxiety?
2. What challenges did the teachers face in implementing the strategies?

Method

This study employed a narrative inquiry research design. This research design focuses on perceiving the subject's experience as a storied phenomenon (Johnson & Christensen, 2014). Since the aim of the study is to explore teachers' experiences in implementing FLA-reducing strategies in speaking classes and the challenges in implementing the strategies, this research design is suitable as it allows the researcher to explore the subjects' experiences regarding the implementation of FLA-reducing strategies and their implementation challenges.

A purposive method was employed to determine the participants of the study under one condition. The requirement for the research subject of the present study is teachers who were experienced in implementing FLA-reducing strategies. The subjects who met the requirement were two English Department lecturers at a state university in East Java in Indonesia, who were experienced in implementing FLA-reducing strategies in their speaking classes.

The data were collected through semi-structured interviews (Barkhuizen et al., 2014). A set of open-ended questions was prepared, which focused on exploring the strategies the teachers had implemented in addressing the three sources (teachers, learners, and instructors) of FLA proposed by Young (1990) and the challenges the teachers faced in implementing the strategies. The interviews were conducted through audio recording; the interview questions were sent to the teacher through WhatsApp Messenger, and the teachers recorded their answers using voice notes in WhatsApp Messenger.

The data were analyzed using thematic analysis proposed by Braun and Clarke (2006). The following are the procedures of the thematic analysis: (1) familiarization with data, when the raw data from the interview transcript were highlighted to note several initial ideas and repeated patterns for coding; (2) generating initial codes, when every interesting point of the data within the same patterns was generalized into the same code; (3) searching for themes, when the different codes were sorted and collated into a broadening level of overarching themes; (4) reviewing and refining the themes, when the themes were reviewed entirely in the level of coded data extracts and the whole data set; (5) defining and naming the themes, when the themes were given the final name; (6) constructing narrative when the narrative was composed based on the emerging themes.

Results

The findings were organized into two overarching themes corresponding to the research questions. The emerging themes are (1) strategies implemented by teachers and (2) challenges in implementing the strategies.

Strategies Implemented by Teachers

The first research question explores teachers' strategies to alleviate students' speaking anxiety. From the thematic analysis, several strategies were highlighted: (1) lenience toward making mistakes, (2) creating a comfortable atmosphere, and (3) incorporating peer/group activities.

Lenience toward Students' Mistakes

This strategy values students' effort to speak a foreign language. Therefore, mistakes are viewed as a natural part of the language learning process. This allows teachers to provide constructive feedback to students' speaking performance without instilling fear when they make mistakes. Consequently, students will be more confident in speaking foreign languages, alleviating foreign language anxiety, which poses a barrier to improving their speaking skills. The following interview excerpts illustrate teachers' lenience toward students' mistakes to address students' speaking anxiety:

"I use moderations or lenience toward making mistakes. I told them, "thank you very much for making this mistake so that your friend can learn, so we can learn from the mistakes that you made". That's what I did because that in itself is helping them to raise their self-esteem."
(Teacher 1)

"Most students in my class have a problem... they are afraid of being blamed. So, I always told them that making mistakes is normal. And saying "good job" or "awesome" after their performance usually works well in boosting their confidence." (Teacher 2)

The teachers demonstrated their lenience towards students' mistakes by appreciating them, allowing them to be more comfortable and gain self-esteem. Moreover, the teachers told the students that making mistakes is allowed, emphasizing it as a natural part of the learning process. This enables the teacher to divert students' focus toward the learning process rather than pushing the students to perform perfectly. Consequently, this will promote a positive attitude toward speaking activities and lead to reduced levels of anxiety.

This finding aligns with previous studies, which highlighted the effectiveness of this strategy in reducing students' speaking anxiety. Bilqis and Haidlor (2018) reported that providing positive feedback and friendly error correction reduces students' fear of making mistakes and communication apprehension. Moreover, Al Ghaniy and Anugerahwati (2022) added that students prefer supportive correction techniques (e.g., elicitation) over explicit correction. Other studies highlighted that failing to provide moderation toward students' mistakes (e.g, overreacting, overcorrecting) led to increased speaking anxiety, implying the significance of adopting the lenience strategy to mitigate students' speaking anxiety (Fajri, 2020; Salameh, 2022).

Creating a Comfortable Atmosphere

Establishing positive interaction between teachers and students is an important element for addressing students' speaking anxiety. Creating a comfortable atmosphere will help establish positive teacher-student interactions since it creates a sense of trust and builds rapport between the teacher and students. This atmosphere will reduce students' fear of negative evaluation of their speaking performance, as this atmosphere provides students with a feeling of assurance in expressing themselves during the speaking class. In the interviews, the teachers explained how they build positive interactions with the students:

"... and by comfortable atmosphere we can do a lot of things in this one, such as enjoyable games... smiling and giving out friendly gestures to the students are mainly what I did... I mind the tone not to sound too threatening... and jokes also works well." (Teacher 1)

"I think building positive interactions with my students is very important for me to create a comfortable environment in my class... by giving friendly gestures... like smiling and nodding when they are performing. I want to make them aware their teacher is approachable and not strict" (Teacher 2)

The teachers highlighted that giving friendly gestures, such as smiling, nodding, joking, and demonstrating a non-threatening speaking tone, was one of the ways to create a comfortable classroom atmosphere. This allowed teachers to reflect their welcoming and approachable vibes, thus alleviating students' speaking anxiety. Moreover, one of the teachers added that incorporating enjoyable activities is also applicable to build a comfortable learning environment, as the fun element can help build teacher-student positive interactions.

In line with the foundational theory of FLA, this finding offers additional evidence for the theory proposed by Horwitz et al. (1986), highlighting the importance of positive teacher-student interactions in creating a comfortable classroom environment that can reduce their speaking anxiety. Furthermore, this finding confirms that creating a comfortable classroom atmosphere to reduce speaking anxiety remains a consistent finding across numerous previous studies, indicating solid evidence of its effectiveness in addressing students' speaking anxiety (Dewaele & Alfawzan, 2018; Hidayati, 2018; Khoirunnisa et al., 2020; Rosyidah et al., 2020; Toyama & Yamazaki, 2021).

Incorporating Group Activities

Individual activity or performance can be an anxiety trigger for language learners since they need to bear the burden alone in case they make mistakes and are negatively judged. Incorporating peer/group activities serves as an effective strategy to alleviate students' anxiety. Compared to individual performance, peer/group activities offer students shared responsibility that helps them be more relaxed, encourages participation, and reduces the pressure from the possibility of making individual mistakes. Though speaking performance still requires individual assessment, peer/group activities can serve as a preparation phase before the individual performance. This can help students to be more prepared, which in turn can help alleviate their anxiety during individual performance. In the interview, the teachers elaborated on how they designed the group activities:

"... before I asked the students to perform individually, so we are discussing as a class ... then I divide them into groups ... and they begin to brainstorm in those groups . . . and afterwards we move to pair and then finally by the end of that and we have the individual performance, for example" (Teacher 1)

"...So, I basically divide them into 4-5 people groups... and then, I give each group different topics to talk about... then they brainstorm the topic... and at the end, I ask them to spread out to other groups to present their group topic. I see my students feel more comfortable speaking English this way compared to when they perform individually in front of the class." (Teacher 2)

These excerpts showed that although both teachers have similarities in designing their group activities, each teacher has a distinctive perspective. Teacher 1 explained that she conducted the speaking activities progressively, by following four steps: 1) class brainstorming, 2) group brainstorming, 3) peer practice, and 4) individual performance. All of these activities were provided to let the students be more prepared for their individual performance, reducing the chance of being anxious when performing in front

of the whole class. Similarly to Teacher 1, Teacher 2 also incorporated group brainstorming and peer performance. However, Teacher 2 focused on smaller group peer presentations, not individual performance. The teacher viewed smaller group peer presentations as less burdensome for the students compared to individual performance, since they only perform for a smaller audience.

A broad range of studies reported similar results. Some studies employed scaffolding group activities, starting from group activities into individual activities, which has been proven to minimize students' anxiety (Kusmayanti et al., 2022; Mouhoubi-Messadh & Khaldi, 2022). Moreover, other studies reported that scaling down the speaking performance into smaller audiences reduces students' burdens, which results in reduced anxiety among students (Hidayati, 2018; Wang, 2023). However, several studies reported that group activities could lead to speaking avoidance among individuals. This could result in attrition toward the improvement of students' speaking skills, suggesting that group activities should be structured to become a bridge for individual performance (Liu, 2018; Subekti, 2018).

Challenges in Implementing the Strategies

The second research question explores teachers' challenges in implementing the strategies. From the thematic analysis, several challenges were highlighted: (1) students' low motivation, (2) accumulated speaking anxiety, and (3) time constraints.

Students' Low Motivation

Maintaining students' motivation can be challenging when addressing speaking anxiety. This challenge was pointed out by one of the teachers during the interview:

"...in the beginning of the semester, when I tell them things like it's okay, you don't need to be afraid, making mistakes is fine. They are very motivated in the beginning. But as time goes by, the morale of the class is starting to go down." (Teacher 2)

This might happen due to the intricate interplay between psychological factors and language learning dynamics. Anxiety has the potential to disintegrate students' motivation, causing students to be disheartened or disengaged from speaking activities. Moreover, despite the teacher's intervention, some triggering factors of anxiety, such as fear of negative evaluation and fear of making mistakes, will still exist among students, causing disintegrated motivation among students. Thus, maintaining students' motivation requires teachers' patience and consistent efforts in motivating the students.

Prior studies similarly found that students' initial motivation could potentially be triggered by fear of negative evaluation and individual differences in coping with anxiety (Chen & Hwang, 2022; Dewaele & Alfawzan, 2018; Fajri, 2020). Therefore, studies have suggested that teachers are required to put consistent, supportive learning activities and efforts in managing anxiety to prevent morale decline (Bilqis & Haidlor, 2018; Salameh, 2022; Subekti, 2018). Moreover, students' self-managing strategy can also help complement teachers' efforts (Quvanch et al., 2024).

Accumulated Speaking Anxiety

Speaking anxiety that has accumulated over the years can pose a significant challenge in alleviating students' speaking anxiety. This is true based on what was explained by one of the teachers in the interview:

“...it is not always easy to alleviate students’ anxiety, especially when it has formed through years. Like, sometimes anxiety is the manifestation of years of being anxious during English sessions... especially when they are also speaking in a foreign language they are not familiar with.” (Teacher 1)

The anxiety that the students suffer may be caused by past unpleasant experiences when they speak a foreign language. When the students have persistently experienced unpleasant experiences for a long time, it becomes ingrained in their psychological responses. This can develop into a habitual reaction that causes psychological rejection toward teachers’ efforts in providing immediate interventions for addressing students’ anxiety. Therefore, addressing the accumulated anxiety demands teachers to spend a large amount of time, patience, and consistent effort.

This finding aligns with the theory of FLA by Horwitz et al. (1986) and evidence from prior studies (Alrabai, 2015; Fajri, 2020; Wang, 2023), suggesting that anxiety develops over time due to repeated negative experiences during language learning, which become an ingrained behavior. Additionally, evidence from prior studies highlighted that this prolonged anxiety can lead students to avoid teachers’ intervention in alleviating students’ anxiety, causing the intervention to become more challenging to implement (Liu, 2018). Therefore, several previous studies suggested that this challenge requires patient, structured, and long-term interventions to rewire students’ habitual anxiety (Abdurahman & Rizqi, 2020; Bilqis & Haidlor, 2018; Elov et al., 2025).

Time Constraints

Implementing strategies to alleviate students’ speaking anxiety can sometimes be time-consuming. As an example, in this case, the process of conducting group activities consumes plenty of class time. This was proven true by both teachers during the interview:

“Yes, just for one individual performance, it takes time because you have to go through lots of steps, brainstorm, outlining, drafting, peer practice, and feedback, then finally to the grand individual performance. And when you have 40 students, you are spending half the semester for that just one performance.” (Teacher 1)

“When doing group activities, my biggest challenge is the time allocation. Because I need to do a lot of preparation activities which takes quite a lot of learning time. So, sometimes it takes portions for their individual performance.” (Teacher 2)

Despite the valuable impact of group activities in reducing students’ speaking anxiety, they do demand extensive time to prepare and implement. As highlighted by Teacher 2, this could sacrifice equal chance for individual performance, which consequently limits their chance to improve their speaking skills. Therefore, careful planning time is necessary for teachers to implement group activities to ensure peer support and individual performance are well-balanced. Moreover, implementing asynchronous tasks can also leverage their performance without consuming plenty of time during synchronous activity.

Previous studies, however, reported contradicting results with the current study, suggesting that not all anxiety-reducing strategies (e.g., frequent low-prep speaking activities and peer feedback) require extensive time (Alamri & Qasem, 2024; Mouhoubi-Messadh & Khaldi, 2022; Subekti, 2018). Furthermore, other studies correspond with the results that incorporating blended learning or asynchronous learning using learning platforms can mitigate time constraints and speaking anxiety at the same time (Ebadi & Azizimajd, 2024; Santosa et al., 2024).

Based on the results and discussion above, it can be concluded that although several strategies can alleviate learners' speaking anxiety, some challenges were faced by the teachers during the implementation. As highlighted by the teachers, several strategies, including lenience toward students' mistakes, creating a comfortable atmosphere, and incorporating peer/group activities, allow students to feel less pressured and comfortable in the speaking class. Supported by the previous studies, these provide stronger evidence regarding the effectiveness of the strategies in alleviating learners' speaking anxiety, providing stronger conviction toward other education practitioners to implement them to create a less anxiety-inducing learning environment. However, despite having some effective strategies, teachers were faced with several challenges, such as students' low motivation, students' accumulated speaking anxiety, and time constraints. These highlight the dynamics of implementing strategies to address learners' speaking anxiety. This will provide other teachers with extensive insight to properly design and implement the strategies, for instance, incorporating asynchronous activity, being persistent and patient in implementing the strategy, etc. However, several limitations exist within this study. First, the findings of this study cannot be generalized since it involves only a small number of subjects. Moreover, the employment of a narrative inquiry approach indicates that the findings are context-specific, which cannot accommodate divergent insights that other individuals with different backgrounds might have on the issue. Second, this study did not explore the effect of teachers' gender variables on the effectiveness of implementing the strategy. Finally, as the study did not collect the participants' written narratives, this might limit the depth of the participants' reflective expression.

Conclusion

This study explored the strategies that teachers implemented to reduce speaking anxiety and the challenges they faced in implementing these strategies. The results revealed that the teachers' efforts to alleviate students' speaking anxiety were demonstrated through leniency toward students' mistakes, creating a comfortable atmosphere, and incorporating peer/group activities. However, it was found that to implement the strategies effectively and efficiently, teachers were faced with several challenges, such as students' low motivation, students' accumulated speaking anxiety, and time constraints. These findings contribute to the existing body of literature regarding the dynamics of teachers' experiences and challenges in implementing FLA-reducing strategies during speaking activities. Moreover, the insights gained from exploring this issue provide teachers with a comprehensive understanding of the dynamics of the issue in addressing students' speaking anxiety, which consequently grants them extensive insights to design proper strategies that possibly maximize their effectiveness in reducing students' FLA.

This study, however, possesses several limitations. First, the findings of this study cannot be generalized since it involves only a small number of subjects. Moreover, the employment of a narrative inquiry approach indicates that the findings are context-specific, which cannot accommodate divergent insights that other individuals with different backgrounds might have on the issue. Second, this study did not explore the effect of teachers' gender variables on the effectiveness of implementing the strategy. Finally, as the study did not collect the participants' written narratives, this might limit the depth of the participants' reflective expression. Therefore, it is recommended that future research involve a larger number of participants with diverse genders and institutional backgrounds. Moreover, the combination of oral and written narratives is recommended to enrich the depth of the data. For educational practitioners, creating a

supportive classroom environment is required to be consistently implemented to address the students' accumulated speaking anxiety, complemented with flexible strategies that can address the time management issue.

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