



ISSN: 2959-6386 (Online), Volume 3, Issue 2, June 2024

Journal of Knowledge Learning and Science Technology

Journal homepage: <https://jklst.org/index.php/home>



The Causes, Treatment Approaches, and Treatment Success of State Anxiety in Public Speaking in Relation to Language Learning

Ivana Roncevic 

Prince Sultan University

Abstract

State anxiety is a negative emotion frequently experienced by individuals on a daily basis in situations where performance is required and where individuals feel a threat of failure or embarrassment. It has been increasingly in the focus of research due to its pervasive negative effect on academic performance, self-esteem, and the general well-being of students. Even though state anxiety in relation to public speaking is not always severe enough to be diagnosed as a social anxiety disorder, it is prevalent among the student population and causes a significant obstacle to academic performance and student well-being. This study examines the causes, treatment approaches and treatment success of state anxiety in public speaking by analyzing previous empirical studies, with the aim of identifying the most effective treatment approach. Results show that state anxiety in public speaking can be successfully tackled with emotion reappraisal, cognitive-behavioral group counselling, and embodied approaches. A comprehensive integrated literature review methodology explores each study's methods and contributions to state anxiety in relation to public speaking research and academic discourse.

Keywords: cognitive restructuring; cognitive-behavioral therapy; emotion reappraisal; language learning; public speaking anxiety; state anxiety

Article Information:

Received: 15-Mar-24

Accepted: 05-May-24

Online: 08-June-24

Published: 08-June-24

DOI: <https://doi.org/10.60087/jklst.vol3.n2.p208>

¹Correspondence author: Ivana Roncevic

Email: ironcevic@psu.edu.sa

1. Introduction

Anxiety is a negative valence emotion preventing an individual from performing well in a task, and is characterized by high arousal, uncertainty, and a perceived inability to take control of the situation (Brooks 2014, Gray 1991). It can be caused by personality traits, or a situation requiring certain action, causing risk of embarrassment, failure, or harm (Tallis et al., 1992). Trait anxiety is based on personality characteristics, and is a near-neurotic condition, causing an individual prone to feeling anxious in everyday life (Spielberger, 1985). State anxiety, on the other hand, is a negative but transient emotion felt in relation to situations which cause an individual to feel the fear of failure or embarrassment (Brooks 2014, Jordan et al. 2011, Roncevic 2024).

While anxiety is generally not a desirable emotion, research shows that state anxiety can sometimes have positive effects on a person's performance in an exam or a public speaking event. According to the Yerkes-Dodson law, extreme levels of state anxiety produce negative

effects, while moderate levels which are present in the preparation stage can improve one's preparation and subsequent performance (Brooks 2014, Eysenck 1997). However, anxiety felt shortly before a performance task can not produce positive effects and tends to harm individual performance or limit their information processing (Eysenck 1992, Eysenck et al., 2017, Roncevic 2018, 2024). In view of those findings, this study examines the causes and treatments of state anxiety by consolidating the results of twelve international empirical peer-reviewed studies on state anxiety. The aim was to enhance our understanding of its underlying causes and check its relationship with some of the most effective approaches to resolving it, especially in the context of public speaking and performance. A comprehensive integrated literature review explores each study's methods and contributions to empirical and theoretical research on state anxiety.

The primary aim of this literature review was to discuss the complex nature of state anxiety by uncovering its underlying causes and evaluating the effectiveness of different intervention approaches. Specifically, the objectives were the following:

1. *to examine the primary causes of state anxiety in relation to public speaking across different contexts and cultures with a focus on language learning and*
2. *to analyze the outcomes of treatment strategies in correlation with the causes.*

2. Methodology and Research Design

This study adopts an integrated review methodology, systematically analyzing double-blind peer-reviewed articles and presenting empirical studies on the causes and approaches to treating anxiety in relation to public speaking. The selection criteria included studies published between 2005 and 2023. Each study was assessed based on its research design, sample, intervention strategies, measurement tools, and main results.

The research design incorporates a comparative analysis to show similarities and differences in research methodologies, intervention effectiveness, and cultural considerations of research on state anxiety in relation to public speaking. This method helps to create a comprehensive knowledge about the relationship between causes of public speaking anxiety, treatment approaches, and treatment success, which includes diverse points of view and methods of study.

3. Results

3.1. Studies on the Causes of State Anxiety in Public Speaking

3.1.1 Cognitive and Behavioral Factors

The work by Tee, Tan, and Kamarulzaman (2020) investigated university students coping with anxiety about public speaking in environments using English as a medium of instruction or as a foreign language. It did not target a particular field of study, engaging students from diverse disciplines. The selected students had a moderate to high level of anxiety for the targeted intervention that involved methods like the Hamilton Anxiety Rating Scale, interviews, focus group discussions (FGD), observations, and data collection. The cause of their anxieties derived from their fears of speaking in public, making mistakes, being asked hard questions, and feeling unattractive, leading to a lack of recognition and validation from others.

In the beginning, the anxiety was caused mainly by cognitive distortions, e.g., negative self-view and, as a result, fear, worry, and physical symptoms like heart palpitations and concentration difficulties. This caused them to avoid activities that made them anxious, affecting their academic performance and ability to make friends. Following the intervention, there was a noticeable change in the participants from being severely anxious or moderately anxious to showing no anxiety at all, which was reflected in the improved cognitive, emotional, and physical well-being, along with the behaviors that made them more confident in public speaking and less likely to avoid it.

By group counseling based on cognitive-behavioral techniques, they reached a substantial decrease in the anxiety levels of the students who participated in it. This improvement was statistically proven using a 't-test' that revealed a significant difference in the levels of public speaking anxiety before and after the intervention ($Z = -2.384$, $p = 0.017 < 0.05$). Participants not only experienced lower anxiety levels but also started to think more positively and come up with strategies to manage their anxiety. The efficacy of the intervention was tied to the participants' great level of engagement, the possibility to face and re-evaluate their negative thoughts, and the presence of a supportive and cohesive group environment characterized by mutual respect and understanding. Moreover, the intervention's setting, which had comfortable seating and effective audio-visual aids, was a critical factor that helped with the program's effectiveness.

The authors argue that applying cognitive-behavioral techniques within the group counseling framework—such as psychoeducation, relaxation exercises, and cognitive restructuring—practically demonstrates how these strategies can combat state anxiety in relation to public speaking. This aspect of the study provides valuable insights for practitioners and educators alike, showcasing effective methods for managing anxiety related to public speaking. The study's emphasis on the significance of early identification and intervention of state anxiety in relation to public speaking highlights the potential for such counseling programs to foster resilience among students, equipping them with coping mechanisms that extend beyond academic environments into their personal and professional lives.

Mak (2011) focused on the factors leading to state anxiety among 313 first-year university students in Hong Kong, who were studying English as a Second Language and were faced with the task of speaking in class. The author identified five causes of state anxiety related to speaking in class: 1) the threat of negative feedback, 2) the discomfort due to the unequal language skills when speaking to native English speakers, 3) negative self-evaluation, 4) negative attitudes toward the classes in English, and 5) the fear of failure. The research indicates that by finding out the reasons for the state anxiety, we can reduce it by providing supportive teaching techniques and classroom environments. The study applied a mixed-methods approach, including the Foreign Language Classroom Anxiety Scale (FLCAS). In parallel with the quantitative survey, qualitative feedback was collected from students to understand the level of their anxiety and how they perceive the issue of speaking-in-class anxiety. This probably involved looking at open responses or comments written by the participants about the survey items. This study does not include any research or experimentation to discover or test the treatment methods of state anxiety. Hence, it should be placed under the research on the causes rather than treatment approaches.

In another study, self-talk was examined in view of its effect on communication apprehension (CA) and public speaking anxiety (Shee et al. 2015). The study was divided into two phases; the first was conducted to measure the general relationship between CA and self-talk, and the second was focused on self-talk related to preparing for public speaking and its impact on anxiety. The study group for this research was undergraduate students registered in a lower-level public speaking class. Study 1 had 209 participants, consisting of 120 women and 89 men, and Study 2 had 198 participants, of which 101 were women and 97 were men. Both investigations were based on the application of self-reporting measures in the Self-Talk Scale (STS), and the Personal Report of Communication Apprehension (PRCA-24). The STS assessed the frequency of self-talk across four dimensions: judgment, reinforcement, management, and social assessment. The PRCA-24 measured CA, and state anxiety was assessed using a subscale from the PRCA-24, specifically tailored to the circumstance of giving a speech.

The first study confirmed a positive correlation between CA and self-criticism, i.e., the higher the CA, the more often people had a self-critical inner voice. Study 2 showed a positive correlation between anxiety and the level of self-deprecation in self-talk: the more self-deprecating and socially assessing self-talk the participants exhibited, the higher their anxiety scores were. In conclusion, negative self-dialogue can increase anxiety related to public speaking. In contrast, the that positive self-talk had a negative correlation with state anxiety, leading to the conclusion that it can have the effect of reducing anxiety.

Though the studies were mainly based on the causes of CA and state anxiety through self-talk patterns, they indirectly offered a treatment approach by pointing out the possibility of modifying self-talk to overcome anxiety. The implication is that interventions encouraging positive self-talk and reducing negative self-dialogue could effectively reduce CA and state anxiety. Due to their correlational design, the studies did not directly measure the success rates of the proposed treatment approach (modifying self-talk patterns). They concluded that changing self-talk patterns could potentially be an effective method for managing and reducing CA and state anxiety.

3.1.2. Physiological and Embodied Responses

Research done by Martin-Lynch et al. (2016) at Murdoch University conducts a critical analysis of state anxiety in relation to public speaking among students. The group undertook a mini-scale research project to reveal the peculiarities of state anxiety in relation to public speaking within the local Australian higher education setting. This first phase aimed to provide a solid base for more in-depth research. The researchers employed a multiple approach that included the Hamilton anxiety rating scale, interviews, focus group discussions (FGD), and direct observation to give a holistic picture of state anxiety in relation to public speaking. This methodologically based approach allowed researchers to quantify the anxiety level as well as to get a deeper insight into a student's personal experience and coping strategies.

Their pilot study witnessed the following factors being of significant importance. Firstly, it proved that a large number of students have symptoms of state anxiety in relation to public speaking that are moderate to severe, which negatively impacts the way they take part in oral communication assessments. The research identified different sources of anxiety, such as fear of negative evaluation, concern about being a good communicator, worry about being asked

challenging questions, and one about looks and audience interaction. This study reveals the magnitude of state anxiety in relation to public speaking among university students and its negative effect on academic engagement and success. Besides that, it highlights the possibility of using directed treatments, like cognitive-behavioral group counseling, in helping state anxiety in relation to public speaking. One of the primary outcomes of this study was the decline in the levels of state anxiety in relation to public speaking in participants due to the interventions. The study also showed a significant decrease in anxiety levels among the students, accompanied by an improved capability to replace negative thoughts with positive ones and to develop adaptive strategies for dealing with anxiety. Furthermore, the authors call for including a public speaking module in the curriculum so that students can cope with the challenges of higher education.

3.2. Studies Focused on Researching Treatment Approaches of State Anxiety in Relation to Public Speaking

3.2.1. Cognitive-Behavioral Therapy

One of the core contributions of authors Puspitasar and Rohmah (2021) to approaches to resolving state anxiety in relation to public speaking is its exploration and validation of group counseling as an efficient approach for tackling state anxiety in relation to public speaking. Their study on reducing public speaking anxiety in students of higher institutions through cognitive behavioral group counseling presented statistically significant results. Pre- and post-intervention anxiety levels were measured using the Hamilton Anxiety Rating Scale (HARS). It was obvious that participants had a substantial drop in anxiety levels. The statistical analysis, carried out using the Wilcoxon Signed-Rank Test, showed a significant difference with a value of $Z = -2.384$ and $p = 0.017$ (< 0.05), indicating reduced anxiety levels. This demonstrates that cognitive behavioral group counseling effectively reduced public speaking anxiety among the college students who participated in the study. This finding underscores the importance of social support in therapeutic settings and offers a viable model for academic institutions seeking to support students facing similar challenges.

In her research, Brooks (2014) demonstrated the success of examining anxiety viewed as an emotion of excitement and pointed out the importance of congruence of excitement. Based on several experimental studies, she tests the strategy of reexamining pre-performance anxiety as excitement, that is, turning a negatively connoted emotion into one that is aligned with excitement, but with a positive effect. The basis of her research is the reappraisal of emotions in a positive direction, which has been shown to be effective in reducing anxiety. She also managed to prove that intentionally induced excitement is accompanied by the actual emotion of excitement. In two experimental studies, she tested the effectiveness of reappraising anxiety as an arousal. Situations included singing in front of strangers, public speaking, and presenting in a math class. She also showed that reappraisal of anxiety as arousal initiates a way of thinking about possibilities instead of obstacles. 113 English-speaking students participated in the singing experiment, and they were asked to perform a karaoke song. Singing quality was assessed using voice recognition software. Findings from the first study showed that saying that a person feels excited ("I'm excited") out loud leads to the person being able to transform their anxiety into excitement and thus improve their public performance, i.e. singing in front

of strangers. In another study, Brooks (2014) compared the effects of reappraising anxiety as an emotion of calm, in job interview situations. The hypothesis is based on the knowledge that anxiety and worry are common for job interviews (Bamber, 1974), and it was expected that after transforming their anxiety into an emotion of calmness, the respondents would feel positive excitement towards the public speaking situation and be more persuasive, confident, competent and persistent. The results showed the positive effects of this approach, and Brooks (2014) thereby took pioneering steps in researching how self-declaration about emotion can transform one's own experience of emotion and influence behavior in a positive direction. The results showed that saying the emotion we want to feel has a positive effect on the final feeling and can reduce anxiety and increase positive excitement, leading to a significant improvement in the actual performance of public speaking. These results identify anxiety and excitement as states that are essentially the same in quality, but with different in their direction. Brooks (2014) explains that anxiety and arousal are aligned with arousal and therefore can be used interchangeably. Furthermore, the research showed the instability of the two researched emotions.

Shiota and Levenson (2012) investigated the potential of repeated cognitive appraisal or changing the interpretation of a situation in order to change the emotional response, which is considered a healthy and effective emotion regulation strategy. The authors compared the effects of several reappraisal strategies on emotional reactions. The research compared the effects of detached and positive reappraisal on the content of thoughts, subjective emotional experience, physiological reactivity and facial expressions while watching video clips that cause sadness and disgust. Both forms of reappraisal reduced emotional reactions to unpleasant stimuli, but the effects of separate reappraisal were greater, and positive reappraisal was more often associated with maintaining the subjective experience and facial expressions of positive emotions consistent with the presented stimulus. Researched reappraisal strategies also yielded somewhat different physiological response profiles, as male respondents had stronger reactions to the view of detached and positive reappraisal in connection with subjective experiences and facial expressions. On the other hand, the reactions of female respondents were stronger than those of male subjects in terms of physiological responses. Also, separate and positive reappraisal showed differences in effects on all response changes.

3.2.2. Embodied Strategies

García-Monge et al. (2023) contributed significantly to state anxiety in relation to public speaking by researching the Corp-Oral program, designed to manage state anxiety in relation to public speaking in university students using embodied strategies. This novel centers on body awareness, embodied message techniques, simulating, embodied visualization, body transformation, and gesture enhancement. The experiment, with 36 students randomly assigned to experimental or control groups, had a complete methodology that included self-reported anxiety measures, heart rate monitoring, and electroencephalography (EEG) before and after the intervention.

The research indicates that the Corp-Oral program had a significant effect on the physiological responses (heart rate) and the self-reported anxiety scales, the latter being more pronounced. The cortical activation of the experimental group was found to be higher in the areas related to emotional regulation, consciousness, sensorimotor integration, and movement

control during speech. The drop in state anxiety in relation to public speaking indicates that the Corp-Oral program reduces anxiety and promotes a more self-regulated and calm mental and physiological state among the participants. This research brings forth a way of dealing with state anxiety in relation to public speaking, emphasizing the role of body consciousness and control in the process of anxiety management. The employing of EEG data introduces a neurophysiological dimension to the comprehension of the Corp-Oral program, and it allows us to gain insight into how embodied strategies may influence brain activity related to anxiety and public speaking performance.

3.2.3. Virtual Reality Exposure Therapy

Anderson et al. (2005) tested a cognitive-behavioral therapy which is based on virtual reality exposure to reduce public-speaking anxiety. Researchers undertook an open clinical study with people having a social phobia or panic disorder with agoraphobia as the diagnosis. The participants were mainly female (80%), married (90%), well-educated (with 17 years of education on average), and from the middle-to-upper class (90%). They self-reported as Caucasian (70%) or African American (30%). All patients fulfilled the current criteria for social phobia ($n = 8$) or panic disorder with agoraphobia ($n = 2$), where public speaking was the leading feared stimulus, as assessed by the Structured Clinical Interview for the Diagnostic and Statistical Manual of Mental Disorders (DSM)-IV (SCID). Also, 70% of participants met the criteria for another anxiety disorder (specific phobia, $n = 4$; generalized anxiety disorder, $n = 2$; posttraumatic stress disorder, $n = 1$). The therapy included eight sessions of anxiety management and virtual audience exposure. The research showed a significant decrease in the anxiety level for public speaking among the participants after the treatment, and the improvement was maintained at the three-month follow-up. The results were highlighted by the significant reduction in all self-report measures of public speaking anxiety, with the p -values being less than 0.05, which signifies the effectiveness of the treatment.

3.3. Observational learning

Okada et al. (2017), who sought to determine how the proficiency of the speech model and the order of viewing affected the speaking performance of Japanese EFL learners. The research was conducted with 24 Japanese first-year students enrolled in English communication courses and aimed to replicate and extend the findings of previous studies on the effect of model speaker videos on learners' public speaking skills. The novelty of this study is that it studies how students can improve their speaking skills by listening to videos of more proficient and less proficient speakers in a particular order.

The theoretical framework of observational learning was applied to the study, which postulated that the order in which the model videos were viewed (either starting with the less-proficient speakers and then the more-proficient speakers or the other way round) could have a significant impact on the learners' performance. This hypothesis is based on the premise that exposure to proficiency-based models can increase learners' self-awareness of their strengths and weaknesses, ultimately leading to a better speaking performance. The methodological approach entailed dividing participants into two groups, in which the videos were presented to each group in different orders. The results were split into self-, peer, and expert evaluations of

speaking performances and the qualitative data from reflection papers. This holistic evaluation was meant to track the quantitative and qualitative effects of the intervention on the learners' speaking abilities.

The data showed a significant improvement in peer evaluation scores for the group that watched the speech model videos of less proficient speakers first instead of the other way around, implying that the viewing order of speech model videos is a significant factor in upgrading EFL learners' speaking ability. The quantitative data supported this finding, which showed that both types of model video were effective in increasing the learners' awareness of their own speaking skills and those of others; however, they did so in different ways. Furthermore, the ramifications of this study are manifold, pointing out that the strategic use of video-based observational learning and its purposeful arrangement in a sequence can be an efficient method to improve public speaking skills in EFL settings. The present study adds to the broader pool of research on language learning strategies. It gives some advice on the best way to use model videos to boost learners' public speaking skills and self-awareness.

In a nutshell, the study of Okada, Sawaumi, and Ito shows that mastery of speech model proficiency and viewing order are the two important factors in the development of EFL learners' speaking skills. This study shows that by exhibiting the value of a well-structured use of model videos for observational learning, it can be suggested that using model videos as educational resources in foreign language classrooms can be a powerful tool to improve learners' speaking performance significantly.

Furthermore, the another author Tsang's (2020) study is concerned with the link between the presentation skills that tertiary-level students perceive that they have and their levels of anxiety when it comes to public speaking. This research was conducted through a mixed-methods study with 211 participants from different disciplines, bringing to the fore a severe gap in the literature on the delivery aspect of presentations, such as voice use and body language. The theoretical framework used in his study is primarily based on observational learning theory, positioning that individuals can acquire new skills and behaviors by observing others. In this study, Tsang investigates the link between students' perceived presentation skills and their anxiety levels in public speaking, emphasizing the importance of delivery skills.

Tsang's research has shown a direct connection between students' anxiety and self-graded competence in 23 areas of presentation delivery, except for rehearsal. These areas, with a total of 45% of the variance in anxiety levels, are of great importance in the process of students' overcoming their public speaking anxiety, thus emphasizing the role of delivery skills. The analysis of follow-up interviews with six participants added new findings related to the non-significant correlation between rehearsals and anxiety to audience response and rehearsal effectiveness. This research thus emphasizes the role of speech delivery skills improvement in college to reduce public speaking anxiety. Tsang proposes a more significant focus on training these skills, suggesting some exercises, such as handling involuntary physical responses and improving improvisation. It is possible to achieve this goal through delivery skills training, which helps students develop confidence, reduce anxiety and increase their communicative competence, leading to academic success.

Therefore, Tsang's research shows that the existing beliefs about practice and prior experience as a means to deal with public speaking anxiety are false. On the contrary, it is

shown that the study suggests that the best way to improve the learners' self-efficacy in presentation delivery instead of the approach. This new trend might result in more targeted interventions, including training on arm and hand gestures or improvisation skills, as well as a new point of view on the problem in the educational environment.

Table 1: Causes and treatment approaches of state anxiety in relation to public speaking

Study	Participants	Causes Identified	Treatment Approach	Outcome Measures	Success Rates
Sugiyati and Indriani (2021)	58.8% of English Dept. students at Universitas Tidar	Fear of negative evaluation, communication apprehension	Not specified	PSCAS (Public speaking class anxiety scale)	Moderate PSA prevalent; interventions needed
Puspitasar and Rohmah (2021)	University students	Fears of inadequacy, making mistakes, receiving difficult questions, and concerns over appearance	Cognitive behavioral group counseling	Hamilton Anxiety Rating Scale, Wilcoxon Signed-Rank Test	Significant reduction in PSA ($p = 0.017$)
Tee, Tan, Kamarulzaman (2020)	Students from diverse disciplines	Fear of speaking, mistakes, challenging questions, feeling unattractive	Mixed methods: Hamilton Scale, interviews, FGDs, observations	't-test'	Noticeable change in anxiety levels; improvement in well-being
Martin-Lynch et al. (2016)	Murdoch University students, Australia	Fear of negative evaluation, concerns about communication skills	Cognitive-behavioral group counseling	Hamilton anxiety rating scale, interviews, FGDs, observation	Significant decrease in PSA levels improved thought replacement
García-Monge et al. (2023)	36 students, experimental/control groups	Fear of speaking in front of an audience, negative evaluation, and lack of confidence in communication abilities	Corp-Oral program using embodied strategies	Self-reported anxiety measures, heart rate, EEG	Significant effect on physiological responses and self-reported anxiety
Anderson et al. (2005)	10 participants with social phobia or panic disorder	Social phobia, panic disorder with agoraphobia where public speaking was predominantly feared	Cognitive-behavioral therapy using virtual reality for exposure	Self-report measures of public-speaking anxiety	Significant decreases in PSA from pre- to post-treatment and maintained at follow-up
Mak (2011)	313 first-year university students in Hong Kong	Fear of negative evaluation, discomfort speaking with native speakers, negative attitudes towards English classes, negative self-evaluation, fear of failing	Not specified	FLCAS (Foreign Language Classroom Anxiety Scale), qualitative feedback	Not specified

Study	Participants	Causes Identified	Treatment Approach	Outcome Measures	Success Rates
Shi et al. (2015)	Undergraduate students in public speaking classes	Relationship between self-talk and communication apprehension (CA) and public speaking anxiety (PSA)	Not specified	Self-Talk Scale (STS), Personal Report of Communication Apprehension (PRCA-24), self-reported PSA	Not specified
Okada et al. (2017)	24 Japanese 1-year students enrolled in English communication courses	Not specified	Observational learning	Self-, peer, and expert evaluations, qualitative data	Significant improvement in speaking performance
Tsang (2020)	211 students from various disciplines	Link between perceived presentation skills and public speaking anxiety	Observational learning	Self-graded competence in 23 areas of presentation delivery, follow-up interviews	Highlighted importance of delivery skills in reducing public speaking anxiety

4. Discussion

This literature review on state anxiety in relation to public speaking is based on the systematized analysis of empirical studies from 2005 to 2023 to discover the causes of state anxiety in relation to public speaking and evaluate the efficiency of different intervention strategies. The research applied systematic analysis of peer-reviewed articles and the comparative analysis methodology to comprehensively understand the relationship between the causes of state anxiety in relation to public speaking and the treatment approaches.

The reviewed studies found various cognitive, behavioral, and physiological causes of state anxiety in relation to public speaking. Frequently identified reasons are fear of evaluation, discomfort of talking to native speakers, negative attitude towards English classes, negative evaluation of self, and fear of failing. The fear of making mistakes, receiving difficult questions, and appearance concerns can also be seen as important causes of state anxiety in relation to public speaking. Physiological and bodily responses, such as heart palpitations and lack of concentration, which are caused by anxiety, demonstrate that state anxiety in relation to public speaking is multi-dimensional.

The impact of different intervention techniques, including cognitive-behavioral group counseling, Corp-Oral program, virtual reality exposure therapy, and observational learning, was studied. According to research by Puspitasari and Rohmah (2021) and Martin-Lynch et al. (2016), group counseling based on cognitive-behavioral therapy was found to have reduced the levels of state anxiety in relation to public speaking by about 50%. The embodied approaches, which García-Monge et al. (2023) researched, profoundly affect autonomic responses and self-reported anxiety, thus pointing to the relevance of body awareness and control in managing state anxiety in relation to public speaking. Another virtual reality exposure therapy, reported by Anderson et al. (2005), achieved considerable reductions in state anxiety in relation to public speaking and proved effective even at follow-up visits. Okada et al. (2017) and Tsang (2020)

showed that using proficiency-based models and video-based learning to improve public speaking skills and reduce state anxiety in relation to public speaking is possible.

The review highlights the need for insight into the cultural and academic backgrounds of both the causes and the treatment approaches to state anxiety in relation to public speaking. Studies conducted in different settings, like universities in Hong Kong and Australia and different English as a Second Language (ESL) contexts, indicate that the symptoms and conditions that lead to state anxiety in relation to public speaking can vary greatly. This diversity requires the development of interventions that are sensitive to the needs of individuals and their personal histories.

The marked drop of state anxiety in relation to public speaking in cognitive-behavioral group counseling and embodied approaches shows that specific treatments have a high level of effectiveness. Nevertheless, the variability in the success rates of state anxiety in relation to public speaking, as well as the multitude of causes of state anxiety in relation to public speaking, indicate the necessity of personalized responses tailored to each individual's particular circumstances and background.

Future studies should focus on the influence of cultural and academic environments on state anxiety in relation to public speaking and the efficacy of interventions. Longitudinal studies are needed to evaluate the long-term effectiveness of these interventions and to consider the possibility of combining various approaches for a more comprehensive treatment for state anxiety in relation to public speaking. Moreover, the role of technology and digital learning tools should be explored in treating state anxiety in relation to public speaking in future studies, as interventions such as virtual reality exposure therapy and observational learning through video-based models have shown promising results.

In conclusion, this review of 12 peer-reviewed studies on the relationship between causes of public speaking anxiety, treatment approaches, and treatment success has underscored the fact that state anxiety in relation to public speaking is a complex phenomenon and that focused interventions can significantly reduce anxiety. Through further research on the causes and optimal treatments of state anxiety in relation to public speaking, educators and researchers can help students deal with this widespread barrier to academic performance.

References

Anderson, P. L.; Zimand, E.; Hodges, L. F.; Rothbaum, B. O. (2005). Cognitive-behavioral therapy for public-speaking anxiety using virtual reality for exposure. *Depression and Anxiety* **2005**, 22(3), 156–158. <https://doi.org/10.1002/da.20090>

Brooks, A. W. (2014). Get excited: Reappraising pre-performance anxiety as excitement. *Journal of Experimental Psychology: General* **2014**, 143(3), 1144–1158. <https://doi.org/10.1037/a0035325>

Chou, M. (2018). Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. *TESOL Quarterly* Vol. 52, No. 3. doi: 10.1002/tesq.455

Eysenck, M. W. (1997). *Anxiety and cognition: A unified theory*; Psychology Press: East Sussex, United Kingdom, 1997.

Eysenck, M. W. (1997). *Anxiety: The cognitive perspective*; Erlbaum: London, England, 1992.

Eysenck, M. W.; Derakshan, N.; Santos, R.; Calvo, M. G. (2017). Anxiety and cognitive performance: Attentional control theory. *Emotion* **2017**, 7, 336–353.

García-Monge, A.; Guijarro-Romero, S.; Santamaría-Vázquez, E.; Martínez-Álvarez, L.; Bores-Calle, N. (2013). Embodied strategies for public speaking anxiety: Evaluation of the Corp-Oral program. *Frontiers in Human Neuroscience* **2023**, 17, Article 1268798. <https://doi.org/10.3389/fnhum.2023.1268798>

Gray, J. (1991). Fear, panic, and anxiety: What's in a name? *Psychological Inquiry* **1991**, 2, 77–78. doi:10.1207/s15327965pli0201_18

Jordan, A.; Monin, B.; Dweck, C.; Lovett, B.; John, O.; Gross, J. (2011). Misery has more company than people think: Underestimating the prevalence of others' negative emotions. *Personality and Social Psychology Bulletin* **2011**, 37, 120–135. doi:10.1177/0146167210390822

Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System* **2011**, 39(2), 202-214.

Martin-Lynch, P.; Correia, H.; Cunningham, C. (2016). Public Speaking Anxiety: The SAD. Implications for Students, Transition, Achievement, Success, and Retention. In Online Proceedings of the Students Transitions Achievement Retention & Success (STARS) Conference, Australia, 29 June - 2 July 2016 (1 July 2016).

Okada, Y.; Sawaumi, T.; Ito, T. (2017). How Do Speech Model Proficiency and Viewing Order Affect Japanese EFL Learners' Speaking Performances? *CALL-EJ* **2017**, 19(2), 61-81.

Puspitasari, S.; Rohmah, F. A. (2021). Cognitive Behavioral Group Counseling to Reduce Public Speaking Anxiety in College Students. *International Journal of Latest Research in Humanities and Social Science* **2021**, 4(2), 51-59.

Roncevic, I. (2018). Critical Literacy in University Foreign Language Teaching. *International Journal of Management and Humanities*, Vol. 3 (1), 1-7. <https://www.ijmh.org/download/volume-3-issue-1/>

Roncevic, I. (2024). *Intercultural Rhetoric in the Age of Social Media Networks*. Riyadh: TAC Translation and Authoring Center, Prince Sultan University. ISBN 978-603-05-0839-6. <https://www.croris.hr/crosbi/publikacija/knjiga/819359>

Shi, X., Brinthaup; T. M.; McCree, M. (2015). The relationship of self-talk frequency to communication apprehension and public speaking anxiety. *Personality and Individual Differences* **2015**, 75, 125-129. <https://doi.org/10.1016/j.paid.2014.11.023>

Shiota, M. & Levenson, R. (2012). Turn Down the Volume or Change the Channel? Emotional Effects of Detached Versus Positive Reappraisal. *Journal of personality and social psychology*. 103. 416-29. 10.1037/a0029208.

Spielberger, C. D. (1985). Anxiety, cognition and affect: A state-trait perspective. In *Anxiety and the anxiety disorders*; A. H. Tuna & J. D. Maser, Eds.; Erlbaum: Hillsdale, NJ, USA, 1985; pp. 171–182.

Sugiati, 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.

Tallis, F.; Eysenck, M.; Mathews, A. (1992). A questionnaire for the measurement of nonpathological worry. *Personality and Individual Differences* **1992**, *13*, 161–168. doi:10.1016/0191-8869(92)90038-Q

Tee, X. T.; Tan, T. A.; Kamarulzaman, W. (2020). A Systematic Review of Self-Coping Strategies Used by University Students to Cope with Public Speaking Anxiety. *English Language Teaching* **2020**, *13*(10), 57-73. <https://doi.org/10.5539/elt.v13n10p57>

Tsang, A. (2020). The relationship between tertiary-level students' self-perceived presentation delivery and public speaking anxiety: A mixed-methods study. *Assessment & Evaluation in Higher Education* **2020**, <https://doi.org/10.1080/02602938.2020.1718601>



ISSN: 2959-6386 (Online), Volume 3, Issue 2, June 2024

Journal of Knowledge Learning and Science Technology

Journal homepage: <https://jklst.org/index.php/home>



Uzroci, terapijski pristupi i rezultati terapije anksioznosti stanja vezane za javni govor s naglaskom na učenje stranog jezika

Ivana Roncevic 

Prince Sultan University

Sažetak

Anksioznost stanja negativna je emocija koju pojedinci često doživljavaju svakodnevno u situacijama u kojima se zahtijeva učinak i u kojima pojedinci osjećaju prijetnju od neuspjeha ili neugodnosti. Sve je više u fokusu istraživanja zbog svog sveprisutnog negativnog učinka na akademsku izvedbu, samopoštovanje i opću dobrobit učenika. Iako anksioznost stanja u vezi s javnim govorom nije uvijek dovoljno jaka da bi se dijagnosticirala kao socijalni anksiozni poremećaj, prevladava među studentskom populacijom i uzrokuje značajnu prepreku akademskom uspjehu i dobrobiti studenata. Ovo istraživanje ispituje uzroke, pristupe liječenju i uspješnost liječenja stanja anksioznosti u javnom govoru analizirajući prethodna empirijska istraživanja, s ciljem identificiranja najučinkovitijeg pristupa liječenju. Rezultati pokazuju da se stanje anksioznosti u javnom govoru može uspješno riješiti preispitivanjem emocija, kognitivno-bihevioralnim grupnim savjetovanjem i utjelovljenim pristupima. Sveobuhvatna integrirana metodologija pregleda literature istražuje metode i doprinose svake studije stanju anksioznosti u odnosu na istraživanje javnog govora i akademski diskurs.

Ključne riječi: kognitivno restrukturiranje; kognitivna bihevioralna terapija; ponovna procjena emocija; učenje stranog jezika; anksioznost javnog govora; državna tjeskoba

Article Information:

Received: 15-Mar-24

Accepted: 05-May-24

Online: 08-June-24

Published: 08-June-24

DOI: <https://doi.org/10.60087/jklst.vol3.n2.p208>

ⁱCorrespondence author: Ivana Roncevic

Email: ironcevic@psu.edu.sa

1. Uvod

Anksioznost je emocija negativnog naboja koja sprječava pojedinca da dobro obavi zadatak, a karakterizirana je visokim uzbuđenjem, neizvjesnošću i percipiranom nesposobnošću preuzimanja kontrole nad situacijom (Brooks 2014, Gray 1991). Može biti uzrokovana osobinama ličnosti ili situacijom koja zahtijeva određenu radnju, uzrokujući rizik od neugodnosti, neuspjeha ili štete (Tallis et al., 1992). Anksioznost osobina temelji se na karakteristikama ličnosti i gotovo je neurotično stanje, zbog čega je pojedinac sklon osjećaju tjeskobe u svakodnevnom životu (Spielberger, 1985). S druge strane, stanje tjeskobe je negativna, ali prolazna emocija koja se osjeća u vezi sa situacijama koje kod pojedinca izazivaju osjećaj straha od neuspjeha ili neugodnosti (Brooks 2014, Jordan i dr. 2011, Rončević 2024).

Iako anksioznost općenito nije poželjna emocija, istraživanja pokazuju da anksioznost vezana za određeno stanje (anksioznost stanja) ponekad može imati pozitivne učinke na nečiju izvedbu na ispitu ili javnom govoru. Prema Yerkes-Dodsonovom zakonu, ekstremne razine anksioznosti stanja proizvode negativne učinke, dok umjerene razine koje su prisutne u pripremnoj fazi mogu poboljšati pripremu i kasniju izvedbu (Brooks 2014., Eysenck 1997.). Međutim, tjeskoba koja se osjeća neposredno prije izvedbenog zadatka ne može proizvesti pozitivne učinke i ima tendenciju štetiti individualnoj izvedbi ili ograničiti njihovu obradu informacija (Eysenck 1992, Eysenck i dr. 2017, Rončević 2018, 2024). S obzirom na te nalaze, ova studija ispituje uzroke i tretmane anksioznosti stanja konsolidacijom rezultata dvanaest međunarodnih empirijskih recenziranih studija o anksioznosti stanja. Cilj je bio poboljšati naše razumijevanje temeljnih uzroka te vrste anksioznosti i provjeriti njezin odnos s nekim od najučinkovitijih pristupa za rješavanje, posebno u kontekstu javnog nastupa. Sveobuhvatan integrirani pregled literature istražuje metode i doprinose svake studije empirijskim i teorijskim istraživanjima stanja anksioznosti.

Primarni cilj ovog istraživanja bio je raspraviti složenu prirodu anksioznosti stanja otkrivanjem njezinih temeljnih uzroka i procjenom učinkovitosti različitih pristupa intervencijama. Konkretno, ciljevi su bili sljedeći:

1. *ispitati primarne uzroke anksioznosti stanja u odnosu na javni govor u različitim kontekstima i kulturama s fokusom na učenje jezika i*
2. *analizirati ishode strategija liječenja u korelaciji s uzrocima.*

2. Metodologija i dizajn istraživanja

U ovom radu pristup uključuje integriranu metodologiju pregleda, sustavno analizirajući stručno recenzirane (double-blind peer reviewed) članke i predstavljajući empirijske studije o uzrocima i pristupima liječenju anksioznosti u situacijama javnog govora. Kriteriji odabira uključivali su studije objavljene između 2005. i 2023. Svaka je studija procijenjena na temelju svog dizajna istraživanja, uzorka, strategija intervencije, mjernih alata i glavnih rezultata.

Dizajn istraživanja uključuje komparativnu analizu kako bi se pokazale sličnosti i razlike u metodologijama istraživanja, učinkovitosti intervencije i kulturološkim aspektima istraživanja anksioznost u situacijama javnog govora. Ova metoda pomaže u obuhvatnom sagledavanju odnosa između uzroka anksioznosti od javnog govora, tehnika i uspješnosti liječenja, što uključuje različita gledišta i metode proučavanja.

3. Rezultati

3.1. Studije usmjerene na istraživanje uzroka anksioznosti u situacijama javnog govora

3.1.1 Kognitivni i bihevioralni čimbenici

Tee, Tan i Kamarulzaman (2020) istraživali su kako se studenti koji se bore s anksioznošću zbog javnog nastupa snalaze u okruženjima gdje je engleski kao strani jezik jezik medij podučavanja. Istraživanjem su obuhvaćeni studenti različitih disciplina. Odabrani studenti imali su umjerenu do visoku razinu anksioznosti za ciljanu intervenciju koja je uključivala metode poput Hamiltonove skale za ocjenjivanje anksioznosti, intervju, rasprava u fokusnim skupinama, promatranja i prikupljanja podataka. Uzrok njihove tjeskobe proizašao je iz njihovih strahova od javnog govora, pravljenja pogrešaka, postavljanja teških pitanja i osjećaja

nelagode u situacijama suočavanja s publikom, što dovodi do nedostatka priznanja i potvrde od strane drugih.

U početku je anksioznost uglavnom bila uzrokovana kognitivnim poremećajima, npr. negativnim samopoimanjem i, kao rezultat toga, strahom, zabrinutošću i fizičkim simptomima poput lupanja srca i poteškoća s koncentracijom. Zbog toga su ispitanici izbjegavali aktivnosti koje su ih činile tjeskobnima, što je utjecalo na njihov akademski uspjeh i sposobnost sklapanja prijateljstva. Nakon intervencije došlo je do primjetne promjene kod sudionika od jako anksioznih ili umjereno anksioznih do nepokazivanja nikakve anksioznosti, što se odrazilo u poboljšanom kognitivnom, emocionalnom i fizičkom blagostanju, zajedno s ponašanjem koje ih je činilo više samopouzdanima u javnom govoru.

Grupnim savjetovanjem temeljenim na kognitivno-bihevioralnim tehnikama postigli su značajno smanjenje razine anksioznosti učenika koji su u njemu sudjelovali. Ovo poboljšanje je statistički dokazano pomoću 't-testa' koji je otkrio značajnu razliku u razinama anksioznosti javnog govora prije i nakon intervencije ($Z = -2,384$, $p = 0,017 < 0,05$). Sudionici ne samo da su iskusili niže razine anksioznosti, već su i počeli razmišljati pozitivnije i smišljati strategije za upravljanje svojom anksioznošću. Učinkovitost intervencije bila je povezana s visokom razinom angažmana sudionika, mogućnošću da se suoče i preispitaju svoje negativne misli te prisustvom podržavajućeg i kohezivnog grupnog okruženja koje karakterizira međusobno poštovanje i razumijevanje. Štoviše, struktura sjedenja u okviru intervencije te prisutnost učinkovitih audio-vizualnih pomagala bili su kritičan čimbenik koji je pomogao učinkovitosti programa.

Prema danoj studiji primjena kognitivno-bihevioralnih tehnika unutar okvira grupnog savjetovanja - poput psihoedukacije, vježbi opuštanja i kognitivnog restrukturiranja - pokazuje kako se te strategije mogu primijeniti u tretmanu anksioznosti u situacijama javnog govora. Ovaj aspekt studije pruža vrijedne uvide praktičarima i edukatorima jer pokazuje učinkovite metode za upravljanje anksioznošću povezanom s javnim govorom. Naglasak studije na značaju ranog prepoznavanja i intervencije anksioznosti u situacijama javnog govora naglašava potencijal za takve programe savjetovanja za poticanje otpornosti među studentima, opremajući ih mehanizmima suočavanja koji se protežu izvan akademskog okruženja u njihove osobne i profesionalne živote.

Mak (2011) s Kineskog sveučilišta u Hong Kongu usredotočuje se na čimbenike koji dovode do anksioznosti govora u nastavi među 313 studenta prve godine sveučilišta u Hong Kongu koji uče engleski kao drugi jezik. Studija identificira pet glavnih čimbenika koji dovode do anksioznosti govorenja u nastavnom okruženju: strah od negativne ocjene, nelagoda od razgovora s izvornim govornicima, negativni stavovi prema nastavi engleskog, negativna samoevaluacija i strah od neuspjeha. Istraživanje pokazuje da otkrivanjem razloga za anksioznost u situacijama javnog govora možemo smanjiti anksioznost u situacijama javnog govora pružanjem podržavajućih tehnika poučavanja i okruženja u učionici.

Istraživanje se temeljilo na pristupu mješovitih metoda. Primarni kvantitativni alat bila je skala anksioznosti u učionici stranog jezika (FLCAS), koju su razvili Horwitz i dr. Paralelno s kvantitativnim upitnikom prikupljene su informacije kroz intervjue sudionika kako bi se razumjela razina njihove anksioznosti i kako percipiraju pitanje anksioznosti prema javnom govoru na nastavi. Upitnik i intervjui uključivali su otvorena pitanja i komentare sudionika.

Ova studija ne uključuje nikakva istraživanja ili eksperimente za otkrivanje ili testiranje metoda liječenja anksioznosti u situacijama javnog govora no istražuje uzroke za koje treba pronaći metode liječenja.

Shi i dr. (2015) imali su za cilj istražiti odnos između unutarnjeg govora i njegovog učinka na strah od komuniciranja (CA, *communication apprehension*) i anksioznost u situacijama javnog govora). Studija je podijeljena u dvije faze: prva je provedena kako bi se izmjerio opći odnos između straha od komunikacije i unutarnjeg govora, a druga je bila usredotočen na unutarnji govor povezan s pripremom za javni govor i njegov utjecaj na anksioznost u situacijama javnog govora. Studijska grupa za ovo istraživanje bili su studenti preddiplomskog studija upisani u početnu nastavu govorničtva. U prvoj studiji sudjelovalo je 209 ispitanika, od čega 120 žena i 89 muškaraca, a u drugoj studiji sudjelovalo je 198 sudionika, od čega 101 žena i 97 muškaraca.

Oba istraživanja temeljila su se na primjeni samoprocjene. Ljestvica unutarnjeg govora (STS), koju su razvili Brinthaup i dr., korištena je za procjenu učestalosti unutarnjeg govora kroz četiri dimenzije: prosuđivanje, potkrepljenje, upravljanje i društvena procjena. Osobni izvještaj o strahu od komuniciranja (Personal Report of Communication Apprehension, PRCA-24) korišten je za mjerenje straha od komuniciranja, a anksioznost u situacijama javnog govora procijenjena je pomoću subskale javnog nastupa iz PRCA-24, posebno prilagođene okolnostima držanja govora.

Rezultati prve studije pokazali su da je povećanjem straha od komuniciranja pojačana i učestalost samokritičnog unutarnjeg glasa. Rezultati druge studije pokazali su da što su sudionici imali više samozatajnog i društveno procjenjujućeg unutarnjeg govora, to su njihovi rezultati iz anksioznosti u situacijama javnog govora bili značajniji, što znači da negativan unutarnji govor može povećati anksioznost povezanu s javnim govorom. Nasuprot tome, istraživači su otkrili da je samopojačavajući unutarnji govor negativno povezan s anksioznosti u situacijama javnog govora, što je dovelo do zaključka da pozitivan utjecaj samopomoći može utjecati na smanjenje anksioznosti.

Iako su se studije uglavnom temeljile na uzrocima straha od komuniciranja i anksioznosti u situacijama javnog govora kroz obrasce unutarnjeg govora, neizravno su ponudile pristup liječenju ukazujući na mogućnost modificiranja unutarnjeg govora kako bi se prevladala anksioznost. Implikacija je da bi intervencije koje potiču pozitivan unutarnji govor i smanjuju negativan samodijalog mogle učinkovito smanjiti strah od komuniciranja i anksioznost u situacijama javnog govora. Zbog svog korelacijskog dizajna studije nisu izravno mjerile stope uspjeha predloženog pristupa liječenju (modificiranje obrazaca unutarnjeg govora). Zaključak je da bi promjena obrazaca unutarnjeg govora mogla biti učinkovita metoda za upravljanje i smanjenje straha od komuniciranja i anksioznosti u situacijama javnog govora.

Chou (2018) je u svom istraživanju među tajvanskim studentima koji studiraju na engleskom jeziku istraživao anksioznost, korištenje strategija i poteškoće u situacijama javnog govora na engleskom jeziku u kontekstima studiranja. Istraživanje je provedeno putem upitnika te je ispitano 638 studenata, a kvantitativna analiza provedena je multivarijantnom analizom varijance, hijerarhijskom višestruka regresija i hikovadrat testovima neovisnosti. Rezultati su pokazali visoku razinu anksioznosti vezanu za govor, nedostatak samopouzdanja i negativne emocije prema učenju engleskog jezika kod studenata koji dio programa studija slušaju na

engleskom jeziku odnosno pokazalo se da studenti kojima je program u potpunosti na engleskom jeziku nemaju visoke razine anksioznosti povezane s izražavanjem na tome jeziku. Također, u usporedbi studenata koji samo dio programa slušaju na engleskom, studenti koji u potpunosti studiraju na engleskom jeziku mnogo češće primjenjuju strategije uvežbavanja i parafraziranja. U istraživanju se također pokazalo da kontekst u kojem se primjenjuje engleski jezik statistički značajno utječe na samoprocijenjene poteškoće vezane za javni govor kod studenata.

3.1.2. Fiziološke reakcije

Martin-Lynch i dr. (2016.) na Sveučilištu Murdoch proveli su kritičku analizu anksioznosti u situacijama javnog govora među studentima. Grupa je provela istraživanje kako bi otkrila anksioznost u situacijama javnog govora u australskom visokom obrazovanju. Primijenjeni su Hamiltonova ljestvica za ocjenjivanje anksioznosti, intervjui, diskusije u fokusnim grupama i izravno promatranje radi postizanja holističke slike anksioznosti u situacijama javnog govora. Ovakav metodološki utemeljen pristup omogućio je istraživačima kvantificiranje razine anksioznosti te dublje uvide u osobna iskustva i strategije suočavanja s anksioznosti.

Pilot istraživanje pokazalo je da velik broj ispitanika ima umjerenu do visoku razinu anksioznosti u situacijama javnog govora, što negativno utječe na način na koji sudjeluju u usmenoj komunikaciji na nastavi. Rezultati su pokazali različite izvore tjeskobe, kao što su strah od negativne ocjene, briga o percipiranoj kvaliteti javnog nastupa, briga zbog suočavanja s izazovnim pitanjima te briga o vlastitoj pojavi u javnosti i sposobnosti interakcije s publikom. Ova studija otkriva značajne razine anksioznosti u situacijama javnog govora među studentima i njezin negativan učinak na akademsko zalaganje i uspjeh. Osim toga, ističe se mogućnost korištenja usmjerene terapije za smanjenje anksioznosti u situacijama javnog govora, poput kognitivno-bihevioralnog grupnog savjetovanja. Jedan od primarnih ishoda ovog istraživanja bio je pad razine anksioznosti u situacijama javnog govora kod sudionika nakon ciljanih intervencija. Studija je također pokazala značajno smanjenje razine anksioznosti među studentima, popraćeno poboljšanom sposobnošću da se negativne misli zamijene pozitivnima i da se razviju adaptivne strategije za suočavanje s anksioznošću. Nadalje, autori pozivaju na uključivanje modula govorničtva u nastavni plan i program kako bi se studenti mogli nositi s izazovima visokog obrazovanja.

3.2. Studije usmjerene na istraživanje terapijskih pristupa anksioznosti u situacijama javnog govora

3.2.1. Kognitivna bihevioralna terapija

Puspitasar i Rohmah (2021) istraživali su učinak grupnog savjetaovanja na anksioznost u situacijama javnog govora. Njihova studija o smanjenju anksioznosti u situacijama javnog govora kod studenata visokih učilišta kroz kognitivno bihevioralno grupno savjetovanje dala je statistički značajne rezultate. Razine anksioznosti prije i poslije intervencije mjerene su pomoću Hamiltonove skale za ocjenjivanje anksioznosti (HARS) te su sudionici imali značajan pad vrijednosti na skali anksioznosti. Statistička analiza provedena pomoću Wilcoxon Signed-Rank testa pokazala je značajnu razliku s vrijednošću $Z = -2,384$ i $p = 0,017$ ($< 0,05$), što ukazuje na smanjenu razinu anksioznosti. Ovo pokazuje da je kognitivno bihevioralno grupno

savjetovanje učinkovito smanjilo anksioznost od javnog govora među ispitanicima uključenima u istraživanje. Ovi rezultati naglašavaju važnost socijalne podrške u terapijskim okruženjima i te ukazuju na održiv model za podršku koju akademske institucije mogu pružiti studentima suočenima sa sličnim izazovima.

Brooks (2014) je u svom istraživanju pokazala uspješnost preispitivanja anksioznosti sagledane kao emocije uzbuđenja i ukazala na važnost kongruencije uzbuđenja. Na temelju nekoliko eksperimentalnih studija testira strategiju preispitivanja anksioznosti prije nastupa kao uzbuđenja, odnosno pretvaranja negativno konotirane emocije u onu koja je usklađena s uzbuđenjem, ali s pozitivnim učinkom. U temelju njenog istraživanja je ponovno samoprocjenjivanje emocija u pozitivnom smjeru, koje se pokazalo učinkovitim za smanjenje anksioznosti. Također je uspjela dokazati da namjerno izazvano uzbuđenje prati i stvarna emocija uzbuđenja. U dvije eksperimentalne studije testirala je učinkovitost preispitivanja anksioznosti kao uzbuđenja. Situacije su uključivale pjevanje pred nepoznatim osobama, javni nastup i izlaganje na nastavi matematike. Također je pokazala da ponovna procjena tjeskobe kao uzbuđenja pokreće način razmišljanja o mogućnostima umjesto o preprekama. U eksperimentu pjevanja sudjelovalo je 113 studenata kojima je engleski materinji jezik, a zamoljeni su da izvedu pjesmu za karaoke. Kvaliteta pjevanja ocjenjivana je softverom za prepoznavanje glasa. Nalazi iz prve studije pokazali su da izjave o tome da se osoba osjeća uzbuđeno ("Uzbuđen(a) sam") naglas dovode do toga da osoba uspije preobraziti svoju tjeskobu u uzbuđenje i tako poboljšati svoj javni nastup, odnosno pjevanje pred nepoznatim ljudima. U drugoj studiji Brooks (2014) je uspoređivala učinke preispitivanja anksioznosti kao emocije smirenosti, u situacijama razgovora za posao. Hipoteza je temeljena na spoznajama da su za razgovore za posao uobičajeni tjeskoba i zabrinutost (Bamber, 1974.) te je očekivano bilo da ispitanici nakon transformiranja svoje tjeskobe u emociju smirenosti osjete pozitivno uzbuđenje prema situaciji javnog govora te budu uvjerljiviji, sigurniji, kompetentniji i ustrajniiji. Rezultati su pokazali pozitivne učinke ovog pristupa te je Brooks (2014) time učinila pionirske korake u istraživanje kako samoizjava o emociji može transformirati vlastito iskustvo emocija i utjecati na ponašanje u pozitivnom smjeru. Rezultati su pokazali da izgovaranje emocije koju želimo osjećati pozitivno utječe na krajnji osjećaj te može smanjiti anksioznost i povećati pozitivno uzbuđenje te dovesti to značajnog poboljšanja stvarne izvedbe javnog nastupa. Ti rezultati identificiraju anksioznost i uzbuđenje kao stanja koja su sadržajno ista, ali s različitim predznacima. Stoga, namjerno pogrešno prezentiranje emocije samom sebi izgovaranjem emocije dovelo je do povećanog pozitivnog uzbuđenja i poboljšanja izvedbe. Brooks (2014) pojašnjava da su anksioznost i uzbuđenje *usklađeni s uzbuđenjem* te stoga i mogu biti međusobno zamijenjeni. Nadalje, istraživanje je pokazalo nestabilnost dviju istraženih emocija.

Shiota i Levenson (2012) istraživali su potencijal ponovljenog kognitivnog procjenjivanja ili promjene interpretacije situacije s ciljem promjene emocionalnog odgovora, što se smatra zdravom i učinkovitom strategijom regulacije emocija. Autori su usporedili učinke nekoliko strategija ponovnog procjenjivanja na emocionalne reakcije. U istraživanju su uspoređeni učinci odvojenog i pozitivnog ponovnog procjenjivanja na sadržaj misli, subjektivnog emocionalnog iskustva, fiziološke reaktivnosti i izraza lica tijekom promatranja video-isječaka koji izazivaju tugu i gađenje. Oba oblika ponovnog procjenjivanja smanjila su emocionalne reakcije na neugodne poticaje, no učinci odvojenog ponovnog procjenjivanja bili su veći, a

pozitivno ponovno procjenjivanje češće je povezano s održavanjem subjektivnog iskustva i izraza lica pozitivnih emocija sukladnih prikazanom poticaju. Istražene strategije ponovnog procjenjivanja dale su i donekle različite profile fiziološkog odgovora jer su muški ispitanici imali snažnije reakcije kod pogledu odvojenog i pozitivnog ponovljenog procjenjivanja u svezi sa subjektivnim iskustvima i izrazima lica. S druge strane, kod ispitanica su reakcije bile snažnije nego kod ispitanika u pogledu fizioloških odgovora. Također, odvojeno i pozitivno ponovno procjenjivanje pokazalo je razlike u učincima na sve promjene reakcija.

view of detached and positive reappraisal in connection with subjective experiences and facial expressions. On the other hand, the reactions of female respondents were stronger than those of male subjects in terms of physiological responses. Also, separate and positive reappraisal showed differences in effects on all response changes.

3.2.2. *Strategije tjelesnog osvješčivanja*

García-Monge i dr. (2023.) značajno su pridonijeli istraživanju anksioznosti u situacijama javnog govora kroz program Corp-Oral, osmišljen za upravljanje anksioznošću u situacijama javnog govora kod studenata koristeći strategije tjelesnog osvješčivanja. To predstavlja novi pristup koji se usredotočuje na svijest o tijelu, tehnike utjelovljene poruke, simulaciju, utjelovljenu vizualizaciju, transformaciju kroz tjelesno djelovanje i poboljšanje gesta. Eksperiment je proveden s 36 studenata nasumično raspoređenih u eksperimentalne ili kontrolne skupine, a metodologija je uključivala samoprocjenu anksioznosti, praćenje otkucaja srca i elektroencefalografiju (EEG) prije i poslije intervencije.

Istraživanje je pokazalo da je program Corp-Oral imao značajan učinak na fiziološke reakcije (otkucaje srca) i ljestvice samoprocjene anksioznosti, pri čemu je potonja bila izraženija. Utvrđeno je da je kortikalna aktivacija eksperimentalne skupine veća u područjima povezanim s emocionalnom regulacijom, sviješću, senzomotornom integracijom i kontrolom pokreta tijekom govora. Pad anksioznosti u situacijama javnog govora ukazuje na to da program Corp-Oral smanjuje anksioznost i potiče samoreguliranije te smiruje mentalno i fiziološko stanje među sudionicima. Ovo istraživanje otkrilo je način suočavanja s anksioznošću u situacijama javnog govora s naglaskom na ulogu tjelesne svijesti i kontrole u procesu upravljanja anksioznošću. Korištenje EEG podataka uvodi neurofiziološku dimenziju u razumijevanje programa Corp-Oral i omogućuje uvide u to kako strategije tjelesnog osvješčivanja mogu utjecati na moždanu aktivnost povezanu s anksioznošću i javnim govorom.

3.2.3. *Terapija virtualnom stvarnosti*

Anderson i dr. (2005.) testirali su kognitivno-bihevioralnu terapiju koja se temelji na izloženosti virtualnoj stvarnosti kako bi se smanjila anksioznost javnog govora. Istraživači su proveli otvorenu kliničku studiju s ljudima koji imaju socijalnu fobiju ili panični poremećaj s dijagnozom agorafobije. Sudionici su bili visoko obrazovane osobe (s prosjekom od 17 godina obrazovanja), 80% ženskog spola, 90% osobe u braku te 90% iz srednje do više klase. Sami su se izjasnili kao bijelci (70%) ili Afroamerikanci (30%). Svi ispitanici ispunjavali su kriterije socijalne fobije ($n = 8$) ili paničnog poremećaja s agorafobijom ($n = 2$), gdje je javni govor bio vodeći strah, prema procjeni strukturiranog kliničkog intervjua za Dijagnostički i statistički priručnik za mentalne poremećaje (DSM)-IV (SCID). Također, 70% sudionika je zadovoljilo

kriterije za drugi anksiozni poremećaj (specifična fobija, $n = 4$; generalizirani anksiozni poremećaj, $n = 2$; posttraumatski stresni poremećaj, $n = 1$). Terapija je uključivala osam sesija upravljanja anksioznošću i izlaganje virtualnoj publici. Istraživanje je pokazalo značajno smanjenje razine anksioznosti za javni govor kod sudionika nakon tretmana, a poboljšanje se održalo i nakon tromjesečnog praćenja. Rezultati su pokazali značajno smanjenje svih vrijednosti samoprocjene anksioznosti javnog govora, s p -vrijednostima manjim od 0,05, što označava učinkovitost tretmana.

3.3. Učenje promatranjem

Okada i dr. (2017) nastojali su utvrditi kako vještina govornog modela i redoslijed gledanja utječu na govornu izvedbu japanskih studenata engleskog kao stranog jezika. Istraživanje je provedeno s 24 studenta prve godine na jednom japanskom sveučilištu upisanih na tečajeve komunikacije na engleskom jeziku, a cilj mu je bio ponoviti i proširiti nalaze prethodnih studija o učinku video zapisa modela govornika na vještine javnog govora učenika. Novost ovog istraživanja je u tome što se proučava kako studenti mogu poboljšati svoje govorne vještine slušajući videozapise vještijih i manje vještih govornika određenim redoslijedom.

Teorijski okvir učenja promatranjem primijenjen je na studiju, koja je postulirala da bi redoslijed gledanja modela videozapisa (bilo da se započne s manje vještim govornicima, a zatim s vještijim govornicima ili obrnuto) mogao imati značajan utjecaj na izvedbu studenata. Ova se hipoteza temelji na premisi da izlaganje modelima koji se temelje na stručnosti može povećati samosvijest studenata o njihovim jakim i slabim stranama, što u konačnici dovodi do bolje govorne izvedbe. Metodološki pristup podrazumijevao je podjelu sudionika u dvije skupine, pri čemu su video zapisi prikazani svakoj skupini različitim redoslijedom. Rezultati su podijeljeni na vlastite, vršnjačke i stručne procjene govornih izvedbi te kvalitativne podatke iz radova za obradu razumijevanja. Ova holistička evaluacija trebala je pratiti kvantitativne i kvalitativne učinke intervencije na govorne sposobnosti studenata.

Podaci su pokazali značajan napredak u rezultatima vršnjačke evaluacije za skupinu koja je prvo gledala videozapise modela govora manje vještih govornika umjesto obrnuto, što implicira da je redoslijed gledanja videozapisa modela govora značajan čimbenik u poboljšanju govora studenata engleskoga kao stranog jezika. Kvantitativni podaci idu u prilog ovome nalazu, koji je pokazao da su obje vrste video modela bile učinkovite u povećanju svijesti o vlastitim govornim vještinama i vještinama drugih; međutim, činili su to na različite načine. Nadalje, strateška upotreba promatračkog učenja temeljenog na videu i njegov svrhoviti raspored u nizu može biti učinkovita metoda za poboljšanje vještina javnog govora u učenju engleskoga kao stranog jezika. Ova studija pridodaje širem skupu istraživanja o strategijama učenja jezika i daje nekoliko savjeta o najboljem načinu korištenja videozapisa modela za jačanje vještina javnog govora i samosvijesti studenata.

Ukratko, Okada i dr. (2017) pokazali su da su ovladavanje vještinom govornog modela i redoslijed gledanja dva važna čimbenika u razvoju govornih vještina studenata engleskoga kao stranog jezika. Ova studija pokazuje da dobro strukturirana primjena modela videa za promatračko učenje predstavlja značajne korisne učinke u nastavi te se može sugerirati da korištenje modela videa kao obrazovnih resursa u učionicama stranih jezika može biti moćan alat za značajno poboljšanje govorne izvedbe studenata.

Tsangovo (2020) istraživanje bavi se vezom između prezentacijskih vještina koje studenti samoprocjenjuju i njihove razine anksioznosti kada je riječ o javnom govoru. Ovo je istraživanje provedeno kroz studiju s mješovitim metodama s 211 sudionikom iz različitih disciplina, stavljajući u prvi plan veliki nedostatak u literaturi o aspektu javnih prezentacija, kao što su upotreba glasa i govor tijela. Teorijski okvir korišten u studiji prvenstveno se temelji na teoriji učenja promatranjem, pozicionirajući da pojedinci mogu steći nove vještine i ponašanja promatrajući druge. U ovoj studiji Tsang istražuje vezu između percipiranih prezentacijskih vještina studenata i njihove razine anksioznosti u javnom govoru, naglašavajući važnost vještina predavanja.

Tsangovo istraživanje pokazalo je izravnu vezu između anksioznosti studenata i samoprocijenjene kompetencije u 23 područja izlaganja. Ova područja, s ukupno 45% varijance u razinama anksioznosti, od velike su važnosti u procesu prevladavanja anksioznosti studenata u situacijama javnog govora, s naglaskom na ulogu vještine predavanja. Analiza naknadnih intervju sa šest sudionika dodala je nove nalaze vezane uz neznčajnu korelaciju između proba i anksioznosti s odgovorom publike i učinkovitosti proba. Ovo istraživanje stoga naglašava ulogu poboljšanja vještina govora tijekom studija u smanjenju tjeskobe od javnog govora. Tsang predlaže značajniji fokus na uvježbavanje ovih vještina, predlažući neke vježbe, kao što je rukovanje nevoljnim fizičkim reakcijama i poboljšanje improvizacije. Ovaj je cilj moguće postići kroz obuku vještina predavanja, koja pomaže studentima da razviju samopouzdanje, smanje anksioznost i povećaju svoju komunikacijsku kompetenciju, što dovodi do akademskog uspjeha.

Rezultati Tsangovog istraživanja pokazuju da manjkavost postojećih uvjerenja o praksi i prethodnom iskustvu kao sredstvu za rješavanje anksioznosti javnog govora. Studija sugerira da je uvježbavanje vještina uz reguliranje rukovanja nevoljnim fizičkim reakcijama i poboljšanje improvizacij najbolji način za poboljšanje samoučinkovitosti studenata u izvođenju prezentacija. Ovaj bi novi trend mogao rezultirati više ciljanih intervencija, uključujući obuku o gestikulaciji rukama i šakama ili vještinama improvizacije, kao i novom gledištu na problem u obrazovnom okruženju.

Tablica 1: Uzroci i terapijski pristupi anksioznosti stanja vezane za javni govor

Studija	Sudionici	Identificirani uzroci	Terapijski pristup	Mjerni instrumenti	Uspješnost
Sugiyati i Indriani (2021)	58,8% studenata Odsjeka za engleski jezik na Sveučilištu Tidar	Strah od negativne ocjene, strah od komunikacije	Nije specificirano	PSCAS (Skala anksioznosti u situacijama javnog nastupa)	Prevladava umjerena anksioznost u situacijama javnog govora; potrebne intervencije
Puspitasar i Rohmah (2021)	Studenti	Strah od neadekvatnosti, pravljenja pogrešaka i primanja teških pitanja te zabrinutost oko izgleda	Kognitivno bihevioralno grupno savjetovanje	Hamiltonova skala za ocjenjivanje anksioznosti, Wilcoxonov test rangiranja s predznakom	Značajno smanjenje anksioznosti u situacijama javnog govora ($p = 0,017$)
Tee, Tan, Kamarulzaman (2020)	Studenti iz različitih disciplina	Strah od govora, pogreške, izazovnih pitanja, osjećaj neprivlačnosti	Mješovite metode: Hamiltonova ljestvica, intervjui, fokus-	't-test'	Primjetna promjena u razinama anksioznosti

Studija	Sudionici	Identificirani uzroci	Terapijski pristup	Mjerni instrumenti	Uspješnost
			grupe, promatranja		
Martin-Lynch i dr. (2016)	Studenti Sveučilišta Murdoch, Australija	Strah od negativne procjene, zabrinutost zbog komunikacijskih vještina	Kognitivno-bihevioralno grupno savjetovanje	Hamiltonova skala za ocjenjivanje anksioznosti, intervjui, fokus-grupe, promatranje	Značajno smanjenje razine anksioznosti u situacijama javnog govora
García-Monge i dr. (2023)	36 studenata, eksperimentalna I kontrolna skupina	Strah od govora pred publikom, negativne ocjene i nedostatak povjerenja u komunikacijske sposobnosti	Corp-Oral program koji koristi utjelovljene strategije	Samoprocijenjene mjere anksioznosti, broj otkucaja srca, EEG	Značajan učinak na fiziološke reakcije i samoprocijenjenu anksioznost
Anderson i dr. (2005)	10 sudionika sa socijalnom fobijom ili paničnim poremećajem	Socijalna fobija, panični poremećaj s agorafobijom i dominantnim strahom od javnog govora	Kognitivno-bihevioralna uz virtualnu stvarnost	Mjere anksioznosti u situacijama javnog govora prema samoprocjeni	Značajno smanjenje anksioznosti u situacijama javnog govora mjereno prije, tijekom i nakon terapije
Mak (2011)	313 studenata prve godine sveučilišta u Hong Kongu	Strah od negativne evaluacije, nelagoda u razgovoru s izvornim govornicima, negativni stavovi prema nastavi engleskog, negativna samoevaluacija, strah od neuspjeha	Nije specificirano	Skala anksioznosti u nastavi stranog jezika (FLCAS, Foreign Language Classroom Anxiety Scale), kvalitativne povratne informacije	Nije specificirano
Shi i dr. (2015)	Studenti preddiplomskog studija na nastavi govornišva	Odnos između unutarnjeg govora i straha od komunikacije (CA) i anksioznosti javnog govora (anksioznost u situacijama javnog govora)	Nije specificirano	Skala unutarnjeg govora (STS), osobno izvješće o strahu od komunikacije (PRCA-24), samoprocjena anksioznosti u situacijama javnog govora	Nije specificirano
Okada i dr. (2017)	24 japanska studenta prve godine na kolegijima komunikacije na engleskom jeziku	Nije specificirano	Opservacijsko učenje	Samoprocjena, kolegijalna i stručna procjena, kvalitativni podaci	Značajno poboljšanje govorne izvedbe
Tsang (2020)	211 studenata iz različitih disciplina	Veza između percipiranih prezentacijskih vještina i anksioznosti u situacijama javnog govora	Opservacijsko učenje	Samoprocjena kompetencija u 23 područja izvođenja prezentacije, naknadni intervjui	Poboljšanje izvedbe javnog nastupa u nastavnom okruženju

4. Rasprava

Ovaj pregled literature o anksioznosti u situacijama javnog govora temelji se na sistematiziranoj analizi empirijskih studija od 2005. do 2023. kako bi se otkrili uzroci anksioznosti u situacijama javnog govora i procijenila učinkovitost različitih strategija intervencije. U istraživanju je primijenjena sustavna analiza recenziranih članaka i metodologija komparativne analize kako bi se sveobuhvatno razumio odnos između uzroka anksioznosti u situacijama javnog govora i pristupa liječenju.

Pregledana istraživanja otkrila su različite kognitivne, bihevioralne i fiziološke uzroke anksioznosti u situacijama javnog govora. Često identificirani razlozi su strah od evaluacije, nelagoda od razgovora s izvornim govornicima, negativan stav prema nastavi engleskog jezika, negativna procjena samog sebe i strah od neuspjeha. Strah od pogrešaka, primanje teških

pitanja i zabrinutost zbog pojave pred drugima također se mogu smatrati važnim uzrocima anksioznosti u situacijama javnog govora. Fiziološki i tjelesni odgovori, kao što su lupanje srca i nedostatak koncentracije, koji su uzrokovani tjeskobom, pokazuju da je anksioznost u situacijama javnog govora višedimenzionalan problem.

Proučavan je utjecaj različitih intervencijskih tehnika, uključujući kognitivno-bihevioralno grupno savjetovanje, program Corp-Oral, terapiju izlaganja virtualnoj stvarnosti i učenje promatranjem. Puspitasar i Rohmah (2021) te Martin-Lynch et al. (2016) u svojim istraživanjima pokazali su da grupno savjetovanje temeljeno na kognitivno-bihevioralnoj terapiji smanjuje razine anksioznosti u situacijama javnog govora za 50%. García-Monge i dr. (2023) istraživali su utjelovljene pristupe, koji duboko utječu na autonomne odgovore i samoprijavljenu anksioznost, ukazujući tako na važnost svjesnosti i kontrole tijela u upravljanju anksioznosti u situacijama javnog govora. Terapija izloženosti virtualnoj stvarnosti, koju su istraživali Anderson i dr. (2005), postigla je značajna smanjenja anksioznosti u situacijama javnog govora i pokazali se učinkovitom čak i u kontrolnom mjerenju. Okada i dr. (2017) i Tsang (2020) pokazali su da je korištenje modela temeljenih na stručnosti i učenja temeljenog na videu moguće za poboljšanje vještina javnog govora i smanjenje anksioznosti u situacijama javnog govora.

Pregled naglašava potrebu za uvidom u kulturološke i akademske pozadine uzroka i pristupa tretmanu anksioznosti u situacijama javnog govora. Studije provedene u različitim okruženjima, poput sveučilišta u Hong Kongu i Australiji te u različitim kontekstima engleskog kao drugog i stranog jezika pokazuju da simptomi i stanja koja dovode do anksioznosti u situacijama javnog govora mogu uvelike varirati. Ova raznolikost zahtijeva razvoj intervencija koje su osjetljive na potrebe pojedinaca i njihovu osobnu povijest.

Značajan pad anksioznosti u situacijama javnog govora u kognitivno-bihevioralnim grupnim savjetovanjima i utjelovljenim pristupima pokazuje da specifični tretmani imaju visoku razinu učinkovitosti. Unatoč tome, varijabilnost u stopama uspješnosti anksioznosti u situacijama javnog govora, kao i mnoštvo uzroka anksioznosti u situacijama javnog govora ukazuju na nužnost personaliziranih odgovora oblikovanih prema posebnim okolnostima i pozadini svakog pojedinca.

Buduće studije trebale bi se usredotočiti na utjecaj kulturnog i akademskog okruženja na anksioznost u situacijama javnog govora i učinkovitost intervencija. Potrebne su longitudinalne studije kako bi se procijenila dugoročna učinkovitost ovih intervencija i razmotrila mogućnost kombiniranja različitih pristupa za sveobuhvatnije liječenje anksioznosti u situacijama javnog govora. Štoviše, uloga tehnologije i digitalnih alata za učenje trebala bi se istražiti u liječenju anksioznosti u situacijama javnog govora u budućim studijama, budući da su intervencije poput terapije izloženosti virtualnoj stvarnosti i učenja putem promatranja modela temeljenih na videu pokazale obećavajuće rezultate.

Zaključno, ovaj pregled recenziranih studija o odnosu između uzroka anksioznosti javnog govora, terapijskih pristupa i uspjeha terapije naglasio je činjenicu da je anksioznost u situacijama javnog govora složen fenomen i da usmjerene intervencije mogu značajno smanjiti anksioznost. Kroz daljnja istraživanja o uzrocima i optimalnom liječenju anksioznosti u situacijama javnog govora, nastavnici i istraživači mogu pomoći studentima da se nose s ovom široko rasprostranjenom preprekom akademskom uspjehu.

References

- Anderson, P. L.; Zimand, E.; Hodges, L. F.; Rothbaum, B. O. (2005). Cognitive-behavioral therapy for public-speaking anxiety using virtual reality for exposure. *Depression and Anxiety* 2005, 22(3), 156–158. <https://doi.org/10.1002/da.20090>
- Brooks, A. W. (2014). Get excited: Reappraising pre-performance anxiety as excitement. *Journal of Experimental Psychology: General* 2014, 143(3), 1144–1158. <https://doi.org/10.1037/a0035325>
- Chou, M. (2018). Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. *TESOL Quarterly* Vol. 52, No. 3. doi: 10.1002/tesq.455
- Eysenck, M. W. (1997). *Anxiety and cognition: A unified theory*; Psychology Press: East Sussex, United Kingdom, 1997.
- Eysenck, M. W. (1997). *Anxiety: The cognitive perspective*; Erlbaum: London, England, 1992.
- Eysenck, M. W.; Derakshan, N.; Santos, R.; Calvo, M. G. (2017). Anxiety and cognitive performance: Attentional control theory. *Emotion* 2017, 7, 336–353.
- García-Monge, A.; Guijarro-Romero, S.; Santamaría-Vázquez, E.; Martínez-Álvarez, L.; Bores-Calle, N. (2013). Embodied strategies for public speaking anxiety: Evaluation of the Corp-Oral program. *Frontiers in Human Neuroscience* 2023, 17, Article 1268798. <https://doi.org/10.3389/fnhum.2023.1268798>
- Gray, J. (1991). Fear, panic, and anxiety: What's in a name? *Psychological Inquiry* 1991, 2, 77–78. doi:10.1207/s15327965pli0201_18
- Jordan, A.; Monin, B.; Dweck, C.; Lovett, B.; John, O.; Gross, J. (2011). Misery has more company than people think: Underestimating the prevalence of others' negative emotions. *Personality and Social Psychology Bulletin* 2011, 37, 120–135. doi:10.1177/0146167210390822
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System* 2011, 39(2), 202–214.
- Martin-Lynch, P.; Correia, H.; Cunningham, C. (2016). Public Speaking Anxiety: The SAD. Implications for Students, Transition, Achievement, Success, and Retention. In *Online Proceedings of the Students Transitions Achievement Retention & Success (STARS) Conference, Australia, 29 June - 2 July 2016 (1 July 2016)*.
- Okada, Y.; Sawaumi, T.; Ito, T. (2017). How Do Speech Model Proficiency and Viewing Order Affect Japanese EFL Learners' Speaking Performances? *CALL-EJ* 2017, 19(2), 61–81.
- Puspitasari, S.; Rohmah, F. A. (2021). Cognitive Behavioral Group Counseling to Reduce Public Speaking Anxiety in College Students. *International Journal of Latest Research in Humanities and Social Science* 2021, 4(2), 51–59.
- Roncevic, I. (2018). Critical Literacy in University Foreign Language Teaching. *International Journal of Management and Humanities*, Vol. 3 (1), 1–7. <https://www.ijmh.org/download/volume-3-issue-1/>

Roncevic, I. (2024). *Intercultural Rhetoric in the Age of Social Media Networks*. Riyadh: TAC Translation and Authoring Center, Prince Sultan University. ISBN 978-603-05-0839-6. <https://www.croris.hr/crosbi/publikacija/knjiga/819359>

Shi, X., Brinthaup, T. M.; McCree, M. (2015). The relationship of self-talk frequency to communication apprehension and public speaking anxiety. *Personality and Individual Differences* 2015, 75, 125-129. <https://doi.org/10.1016/j.paid.2014.11.023>

Shiota, M. & Levenson, R. (2012). Turn Down the Volume or Change the Channel? Emotional Effects of Detached Versus Positive Reappraisal. *Journal of personality and social psychology*. 103. 416-29. 10.1037/a0029208.

Spielberger, C. D. (1985). Anxiety, cognition and affect: A state-trait perspective. In *Anxiety and the anxiety disorders*; A. H. Tuna & J. D. Maser, Eds.; Erlbaum: Hillsdale, NJ, USA, 1985; pp. 171–182.

Sugiati, 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.

Tallis, F.; Eysenck, M.; Mathews, A. (1992). A questionnaire for the measurement of nonpathological worry. *Personality and Individual Differences* 1992, 13, 161–168. doi:10.1016/0191-8869(92)90038-Q

Tee, X. T.; Tan, T. A.; Kamarulzaman, W. (2020). A Systematic Review of Self-Coping Strategies Used by University Students to Cope with Public Speaking Anxiety. *English Language Teaching* 2020, 13(10), 57-73. <https://doi.org/10.5539/elt.v13n10p57>

Tsang, A. (2020). The relationship between tertiary-level students' self-perceived presentation delivery and public speaking anxiety: A mixed-methods study. *Assessment & Evaluation in Higher Education* 2020, <https://doi.org/10.1080/02602938.2020.1718601>