

English and Anxiety Related to Public Speaking as Correlates of Extemporaneous Speech Performance: A Developmental Program Proposal for Senior High School Students in Alicia, Bohol, Philippines

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Abstract - The ability to communicate in the English language has been greatly treasured by the world today. Within the framework of globalization, it is clear that English language is a language that is being highlighted because it is considered one of the keys to global access. The learners must be given a chance to express themselves well in English. The research was done with the purpose of investigating the English language anxiety and anxiety connected with the oratory in regards to extempore speaking of the students and the final perspective of providing a development program that will assist the students to reduce their anxiety regarding English language and also will enhance their performance regarding oratory. In the study, the quantitative method was implemented, and the descriptive correlational survey method was applied in which a pair of groups of standardized questionnaires and a standard rubric were used. It used purposive-universal method of sampling in which all Grade 11 students of La Hacienda High School, Alicia, Bohol were used. The outcome revealed that there is an insignificant result on the correlation between Level of English Language Anxiety and Level of performance in the extemporaneous speaking which showed that there is no significant correlation between the level of English language anxiety and the level of performance of extemporaneous speaking. Also, the outcome on the Correlation between Level of anxiety related to public speaking and Level of performance in extemporaneous speaking implied that the degree of anxiety associated with public speaking was not related with the degree of performance in the context of extemporaneous speaking. Thus, no influence of the two variables was demonstrated on one another. The school is also supposed to carry out program which will improve/develop speaking performance of the students.

Keywords: English Language Anxiety, Speaking Performance Development, Descriptive Correlational Survey, Bohol, Philippines

I. INTRODUCTION

The capacity to use the English language effectively is highly valued in the world today. In the context of globalization, learning the English language is emphasized, as it is regarded as a valuable key to global access. The Association of Southeast Asian Nations (ASEAN), wherein the Philippines is a member country, for instance, has taken English as its official working language to bring the region closer together amidst diversity in languages, history, culture, ethnicity, and religion, among others. Amidst regional cooperation and/or competition in the fields of

commerce, industry, education, or entertainment, the English language is deemed a sustaining and binding force. With this consideration, the Philippines has reinforced English as a medium of instruction in basic education as well as in higher education. However, it is important to note that, through the 1987 Philippine Constitution, English has always been the primary medium of instruction in the country. Every school in the Philippines has a goal of producing learners who can communicate in English as a foreign language. The Department of Education (DepEd) and the Commission on Higher Education (CHED) school curriculum implement English as an academic subject.

In school, it is essential to provide learners with opportunities to effectively express themselves in English. They must be given opportunities to take part in activities that promote the use of the English language—may it be reading, writing, or speaking. Specifically, oral communication is an important social activity that gives learners the chance to practice the language. Extemporaneous speaking is one of the essential public speaking activities in oral communication. According to Katie Mandell (2014), “Public speaking is one of the most important forms of communication.” Being able to speak confidently in front of a group of people is a valuable skill. Public speaking performance is so important that it could be the deciding factor in many things, such as career development. It is a skill worth learning, a vital skill to have and to hone. Indeed, the need to develop the skill of speaking English is emphasized, for it is of great help to the country to be able to speak English, particularly in public speaking. However, English language anxiety hinders learners from immersing themselves in the language. Language anxiety is a feeling of tension, apprehension, and nervousness associated with the situation of learning English. It has been a common emotional reaction against learning a language. Thereupon, English language anxiety has a great impact on the oral performance of speakers of English as a second language (Horwitz *et al.*, cited in Nascente, 2001). Learning English is a common problem for students. They tend to see it as a big challenge, as they are more likely to undergo difficulties due to linguistic structures, words, and rules. Language anxiety greatly affects individuals when speaking in public and may

develop into anxiety related to public speaking. Anxiety related to public speaking is also a common fear for individuals. Speaking publicly has been a long-standing issue in the communication and language arena. English language anxiety and anxiety related to public speaking are common problems that students encounter. They may bring negative effects on the performance of students in public speaking (Gaibani, 2014). Anxiety in English language learning and public speaking brings challenges in the classroom setting. Nervousness, refusal to participate, and limited risk-taking in speech are some of the possible challenges for a teacher with anxious students (Zgutowicz, 2009). English language anxiety and anxiety related to public speaking are affective states denoting that learners feel insecure while learning. At La Hacienda High School, Alicia, Bohol, most students tend to be anxious when using English and even more anxious when speaking publicly, particularly in extemporaneous speaking. They fear speaking English even in the classroom setting. English language anxiety and anxiety related to public speaking experienced by the students can be a significant factor in their difficulty in speaking, particularly in extemporaneous speaking. This is probably becoming a concern for the school. This is a problem encountered by the teacher-researcher at the school, where she is assigned to teach the subject Oral Communication. Quality education should provide learners with the capabilities to use the English language, which is essential in today's times; hence, this study was conducted to examine English language anxiety and anxiety related to public speaking in relation to performance in extemporaneous speaking of the students in La Hacienda High School, Alicia, Bohol, with the end view of proposing a development program that will help students lessen their anxiety in English and improve their performance in public speaking.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the English Language Anxiety and anxiety related to public speaking in relation to the performance in extemporaneous speaking in English among Grade 11 students in La Hacienda High School, Alicia, Bohol during the school year 2017-2018. The findings of the study served as the bases of proposing a development program. Specifically, this study sought to determine the profile of the students, students' level of English language anxiety, students' level of extemporaneous speaking anxiety, level of performance in extemporaneous speaking of the students, significant degree of variance in the performance in the different criteria in performance in extemporaneous speaking, and significant degree of variance when the participants are grouped according to the different strands.

III. MATERIALS AND METHODS

A. Research Design

This study is quantitative research which employed the descriptive correlational survey method, wherein two sets of standard questionnaires and a standard rubric were used.

B. Research Participants

The participants were the Grade 11 students of La Hacienda High School for School Year 2017–2018. There were 82 students who participated in the survey.

TABLE I PROFILE OF THE STUDENTS

Strand	Sex	
	M	F
GAS	28	13
TVL- Electronics	10	0
TVL- Bread and Pastry	0	13
TVL- Dressmaking	2	16

C. Research Environments

This study was conducted at La Hacienda High School in Alicia, Bohol, which is seven kilometers away from the town proper. For SY 2017–2018, it had 727 enrollees in both senior high school and junior high school from different nearby villages. It is headed by a principal and supported by 31 teachers.

D. Research Instrument

To facilitate the gathering of data, two sets of questionnaires were used, along with a rubric to grade the performance of the participants. The first questionnaire used was the "Foreign Language Classroom Anxiety Scale" by Horwitz, Horwitz, and Cope, to determine the students' level of English language anxiety. The second questionnaire used was the "Anxiety Related to Public Speaking" instrument by McCroskey, J. C., to determine the students' level of anxiety related to public speaking. Each item of both questionnaires is rated on a four-point Likert scale, ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), to 4 (Strongly Agree). The level of performance in extemporaneous speaking of the students was determined using a rubric taken from the book entitled *Oral Communication in Context for Senior High School* by Philippe John Fresnillo Sipacio and Anne Richie Garcia Balgos. It has a five-point scale that ranges from 1 (Poor), 2 (Needs Improvement), 3 (Average), 4 (Good), to 5 (Very Good).

E. Research Procedure

The researcher conducted the study during class hours, wherein the Grade 11 students were the participants. The researcher administered the questionnaires to the participants during the time allotted for the subject. The two sets of questionnaires were given on separate days. The researcher made use of the lessons in the Oral Communication subject to further facilitate the students' performance in extemporaneous speaking. All students were required to perform the extemporaneous speech. The speaking activity was conducted on a weekend to combine the three sections. Topics were prepared by the researcher, with each topic intended for every ten participants. Every ten participants were asked to stay outside the performance

venue so they could not hear the others' speeches. The topic was given six minutes before the participant's performance, and each participant was expected to convey their message within three minutes. The researcher rated each participant during the performance using the rubric. The data obtained were recorded, tallied, and collated, and were subsequently subjected to statistical treatment; analysis and interpretation were given thereafter.

F. Statistical Treatment

1. *Percentage*: The data gathered were analyzed on a percentage basis.
2. *Weighted Mean*: To quantify the responses, the weighted mean for each item was computed by adding all the products of the frequencies by their corresponding weights and then dividing the sum by the number of cases.
3. *Chi-Square*: To determine the degree of relationship of the profile, the study used Chi-Square.
4. *Pearson Product Moment Coefficient of Correlation*: The study used the Pearson Product Moment Coefficient of Correlation to determine the degree of relationship of: the students' profile to their level of English language anxiety, level of anxiety related to public speaking, and level of performance in extemporaneous speaking; level of English language anxiety to level of anxiety related to public speaking; level of English language anxiety to level of performance in extemporaneous speaking; and level of anxiety related to public speaking to level of performance in extemporaneous speaking.
5. *Analysis of Variance (ANOVA)*: ANOVA was used in the study to determine the variance among the different criteria in public speaking performance.

IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered from the questionnaires and the recorded scores of the participants. It gathered information on the level of English language anxiety and anxiety related to public speaking of the students. The scores of the participants determined their performance in extemporaneous speaking. The raw data are presented in tables, subjected to statistical analysis, and interpreted according to the various aspects of the problems addressed in this study.

A. The Profile of the Students

1. *Age*: As shown, thirty-nine out of eighty-two participants are sixteen years old, which ranked the highest. The second in rank are the participants aged seventeen, with thirty-one out of eighty-two participants. Six participants were eighteen years old, three were nineteen years old, two participants were twenty years old, and only one was twenty-two years old. The profile of the participants in terms of age yielded a mean rating of 16.80. This indicates that most of the respondents are sixteen years old.

TABLE II PROFILE OF THE STUDENTS

Items	F	%	Rank
Age			
16	39	47.56	1
17	31	37.80	2
18	6	7.32	3
19	3	3.66	4
20	2	2.44	5
22	1	1.22	6
Mean Age = 16.80 y.o.			
Sex			
Male	40	48.78	2
Female	42	51.22	1
Strand			
GAS	41	50.00	1
TVL			
EPAS	10	12.20	4
Dressmaking	18	21.95	2
Bread and Pastry	13	15.85	3

2. *Sex*: Regarding the sex of the participants, the same table shows that females outnumbered males who participated in the study. There are forty male participants and forty-two female participants.

3. *Strand*: The computed data on the strand of the participants showed that forty-one participants were enrolled in the General Academic Strand (GAS). There were also forty-one participants in the Technical Vocational and Livelihood (TVL) track, divided according to their strand. Ten participants took TVL major in EPAS, eighteen took TVL major in Dressmaking, and thirteen were in TVL major in Bread and Pastry. Most of the students are enrolled in the General Academic Strand.

B. The Students' Level of English Language Anxiety

As reflected in Table III, the thirty-third item, "I get nervous when the language teacher asks questions which I haven't prepared in advance," received the highest rank, with a weighted mean of 3.22. The second-ranked statement, "I worry about the consequences of failing my English language class," had a weighted mean of 3.21. The thirteenth statement, "It embarrasses me to volunteer answers in my language class," was third in rank with a weighted mean of 3.20. The first three in the ranking were interpreted as indicating a moderate level of English language anxiety. Meanwhile, the seventeenth statement, "I often feel like not going to my language class," ranked the lowest, with a weighted mean of 2.01, which was interpreted as a fair level of language anxiety. The computed data resulted in a composite mean of 2.82, illustrating that the participants have a moderate level of English language anxiety.

TABLE III STUDENTS' LEVEL OF ENGLISH LANGUAGE ANXIETY

Item No.	Statements	SD (1)	D (2)	A (3)	SA (4)	N	WM	DV	Rank
1	I never feel quite sure of myself when I am speaking in my English language class.	4	23	53	2	82	2.65	M	24
2	I worry about making mistakes in language class.	2	12	50	18	82	3.02	M	8
3	I tremble when I know that I'm going to be called on in language class.	5	11	56	10	82	2.87	M	16
4	It frightens me when I don't understand what the teacher is saying in the English language.	1	34	41	6	82	2.63	M	25
5	It bothers me to take more English language classes.	9	30	41	2	82	2.44	F	30
6	During language class, I cannot find myself thinking about things that have nothing to do with the subject.	5	47	30	0	82	2.30	F	32
7	I keep thinking that the other students are better at language than I am.	3	16	49	14	82	2.90	M	15
8	I am not usually at ease during tests in my language class.	0	29	51	2	82	2.67	M	23
9	I start to panic when I have to speak without preparation in language my class.	1	9	49	23	82	3.15	M	6
10	I worry about the consequences of failing my English language class.	2	6	47	27	82	3.21	M	2
11	I don't understand why some people get so upset over English language classes.	2	16	60	4	82	2.80	M	19
12	In language class, I get so nervous, I forget things I know.	2	18	42	20	82	2.98	M	11
13	It embarrasses me to volunteer answers in my language class.	0	8	50	24	82	3.20	M	3
14	I feel nervous in speaking the English language with the native speakers.	4	5	52	21	82	3.10	M	7
15	I get upset when I don't understand what the teacher is correcting.	0	42	37	3	82	2.52	M	29
16	Even if I am well prepared for language class, I still feel anxious about it.	3	11	52	16	82	2.99	M	10
17	I often feel like not going to my language class.	16	51	13	2	82	2.01	F	33
18	I am not confident to speak in foreign language class.	2	21	55	4	82	2.74	M	22
19	I am afraid that my language teacher is ready to correct me every mistake I make.	2	34	42	4	82	2.59	M	27
20	I can feel my heart pounding when I'm going to be called on in language class.	2	8	45	27	82	3.18	M	4
21	The more I study for a language test, the more confused I get.	6	43	27	6	82	2.40	F	31
22	I feel pressure to prepare very well for language class.	0	21	57	4	82	2.79	M	20
23	I always feel that the other students speak the English language better than I do.	6	12	55	9	82	2.82	M	17
24	I feel very self-conscious about speaking the English language in front of other students.	1	18	43	20	82	3.00	M	9
25	Language class move so quickly, I worry about getting left behind.	4	7	42	29	82	3.17	M	5
26	I feel more tense and nervous in my language class than in my other classes.	2	34	40	6	82	2.61	M	26
27	I get nervous and confused when I am speaking in my language class.	2	19	55	6	82	2.79	M	20
28	When I'm on my way to language class, I feel unsure and tense.	0	18	61	3	82	2.82	M	17
29	I get nervous when I don't understand every word the language teacher says.	0	18	50	14	82	2.95	M	12
30	I am not overwhelmed by the number of rules you have to learn in speaking English language.	3	34	40	5	82	2.57	M	28
31	I am afraid that the other students will laugh at me when I speak the English language.	4	13	48	17	82	2.95	M	12
32	I don't feel comfortable around native speakers of the English language.	1	14	56	11	82	2.94	M	14
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	0	8	48	26	82	3.22	M	1
	Composite Mean						2.82	M	

The result above is supported by the Theory of Foreign Language Anxiety of Horwitz, Horwitz, and Cope, which acknowledges the uniqueness of foreign language anxiety (FLA). Anxiety caused by the language is distinctive from other academic anxieties. It is possible that students with general anxiety are likely to experience language anxiety;

C. The Students' Level of Anxiety Related to Public Speaking

TABLE IV STUDENTS' LEVEL OF ANXIETY RELATED TO PUBLIC SPEAKING

Item No.	Statements	SD (1)	D (2)	A (3)	SA (4)	N	WM	DV	Rank
1	While preparing for giving a speech, I feel tense and nervous.	2	4	32	44	82	3.44	H	1
2	I feel tense when I see the words "speech" and "public speech" on a course outline when studying.	2	13	50	17	82	3.00	M	19
3	My thoughts become confused and jumbled when I am giving a speech	3	7	55	17	82	3.05	M	12
4	Right after giving a speech, I feel that I have had a pleasant experience.	3	21	49	9	82	2.78	M	31
5	I get anxious when I think about a speech coming up.	4	7	54	17	82	3.02	M	16
6	I am afraid of giving a speech.	2	13	48	19	82	3.02	M	16
7	Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.	0	12	52	18	82	3.07	M	9
8	I don't want to look forward on giving a speech.	3	33	38	8	82	2.62	M	34
9	When the instructor announces a speaking assignment in class, I can feel myself getting tense.	1	16	55	10	82	2.90	M	25
10	My hands tremble when I am giving a speech.	3	11	55	13	82	2.95	M	22
11	I don't feel relaxed while giving a speech.	2	13	45	22	82	3.06	M	11
12	I don't enjoy preparing for a speech.	2	31	40	9	82	2.68	M	33
13	I am in constant fear of forgetting what I prepared to say	1	13	47	21	82	3.07	M	9
14	I get anxious if I'm asked something about my topic that I don't know.	2	13	46	21	82	3.05	M	12
15	I don't face the prospect of giving a speech with confidence.	1	24	48	9	82	2.79	M	29.5
16	I don't feel fully in control of myself while giving a speech.	1	9	54	18	82	3.09	M	7
17	My mind is unclear when giving a speech.	3	21	48	10	82	2.79	M	29.5
18	I dread on giving speech.	2	19	48	13	82	2.88	M	27
19	I perspire just before starting a speech.	3	9	55	15	82	3.00	M	19
20	My heart beats very fast just as I start a speech.	1	9	38	34	82	3.28	H	2
21	I experience considerable anxiety while sitting in the room just before my speech starts	2	15	50	15	82	2.95	M	22
22	Certain parts of my body feel very tense and rigid while giving a speech	0	11	50	21	82	3.12	M	5
23	Realizing that only a little time remains in a speech makes me very tense and anxious	3	10	56	13	82	2.96	M	21
24	I can't control my tension and stress when I give a speech.	0	15	45	22	82	3.09	M	7
25	I breathe faster just before starting a speech.	2	17	47	16	82	2.94	M	24
26	I feel calm and relaxed in the hour before a speech	1	12	54	15	82	3.01	M	18
27	I do poorer on speeches because I am anxious.	1	23	47	11	82	2.83	M	28
28	I feel anxious when a speaking assignment is announced.	2	11	50	19	82	3.05	M	12
29	When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.	2	10	47	23	82	3.11	M	6
30	During an important speech I experience a feeling of helplessness building up inside me.	2	17	50	13	82	2.90	M	25
31	I have trouble falling asleep the night before a speech.	3	21	49	9	82	2.78	M	31
32	My heart beats very fast while I present a speech.	1	11	46	24	82	3.13	M	4
33	I feel anxious while waiting to give my speech	4	9	48	21	82	3.05	M	12
34	While giving a speech, I get so nervous I forget facts I really know.	3	4	48	27	82	3.21	M	3
	Composite Mean						2.99	M	

however, it is not uncommon to find students who are very good at other subjects frustrated in learning a foreign language. The theorists asserted that there must be something unique to the language learning experience that makes some students anxious.

It is shown that the first item of the thirty-four-item questionnaire ranked first. The first statement, "While preparing for giving a speech, I feel tense and nervous," has a weighted mean of 3.44, which is interpreted as indicating a high level of anxiety related to public speaking. Second in rank is the twentieth statement, "My heart beats very fast just as I start a speech," with a weighted mean of 3.28, which is also interpreted as indicating a high level of anxiety related to public speaking. The thirty-fourth statement appeared third in rank, stating, "While giving a speech, I get so nervous I forget facts I really know," with a weighted mean of 3.21, which can be interpreted as indicating a moderate level of anxiety related to public speaking. Meanwhile, the eighth statement, "I don't want to look forward to giving a speech," appeared lowest in rank, with a weighted mean of 2.62, which is interpreted as indicating a moderate level of anxiety related to public speaking.

The overall data resulted in a composite mean of 2.99. This result indicates that the participants have a moderate (M) level of anxiety in public speaking. Most of the students feel anxious when it comes to public speaking. According to Steven Stasczak (2015), "Public speaking is becoming a distinguished fear for many. The thought of standing in front to speak English to a large audience is a great dilemma for many of us. It creates anxiety in the foreign language and, accordingly, in public speaking."

D. Degree of Relationship Between the Profile and the Level of English Language Anxiety

The performance in extemporaneous speaking of the participants was determined through their scores on the rubric, which has four categories: organization, content, verbal communication, and non-verbal communication. The gathered data are presented in Table V.

TABLE V CORRELATION BETWEEN AGE AND LEVEL OF ENGLISH LANGUAGE ANXIETY

Students	Age		Level of English Language Anxiety		XY
	X	X ²	Y	Y ²	
Sum	1378	23254	231.06	659.0459	3879.61
Mean	16.80		2.82		
SD	1.0936		0.3135		
$r = -0.12024$					
Critical Value of r at 80 df (0.05) = 0.2172					
Result: Insignificant					
Ho: Accepted					

The computed data obtained, $r = -0.12024$ $r = -0.12024$ $r = -0.12024$, is less than the critical value of r at 80 df at the 0.05 level of confidence, which is 0.2172. Thus, the result is not significant. The null hypothesis in this regard was therefore accepted. This means that the age of the students does not affect English language anxiety.

E. Degree of Relationship Between the Profile and the Level of Anxiety Related to Public Speaking

TABLE VI CORRELATION BETWEEN AGE AND LEVEL OF ANXIETY RELATED TO PUBLIC SPEAKING

Students	Age		Level of Public Speaking Anxiety		XY
	X	X ²	Y	Y ²	
Sum	1378	23254	245.26	746.9265	4113.47
Mean	16.80		2.99		
SD	1.0936		0.4057		
$r = -0.22742$					
Critical Value of r at 80 df (0.05) = 0.2172					
Result: Significant					
Ho: Rejected					

The computed data obtained, $r = -0.22742$ $r = -0.22742$ $r = -0.22742$, and the critical value of r at 80 df at the 0.05 level of confidence is 0.2172. The result is significant. Thus, the null hypothesis in this regard was rejected. This shows that there is a relationship between the participants' age and their level of anxiety related to public speaking. The age of the participants affects their level of anxiety in public speaking.

F. Correlation Between Level of English Language Anxiety and Level of Anxiety Related to Public Speaking

TABLE VII CORRELATION BETWEEN LEVEL OF ENGLISH LANGUAGE ANXIETY AND LEVEL OF ANXIETY RELATED TO PUBLIC SPEAKING

	Level of English Language Anxiety		Level of Public Speaking Anxiety		XY
	X	X ²	Y	Y ²	
Sum	231	659.0459	245.26	746.9265	697.39
Mean	2.82		2.99		
SD	0.3135		0.4057		
$r = 0.60982$					
Critical Value of r at 80 df (0.05) = 0.2172					
Result: Significant					
Ho: Rejected					

Table VII shows the results, where X represents the Level of English Language Anxiety and Y represents the Level of Anxiety Related to Public Speaking. The r -computed value is 0.60982, which is higher than the critical value at 80 df at the 0.05 level of confidence, which is 0.2172; thus, the result is significant. The null hypothesis in this regard is rejected. This result indicates that there is a significant relationship between English language anxiety and anxiety related to public speaking. When a person has a fear of the language, they are also likely to experience fear in using the language, particularly in public speaking.

G. Correlation Between Level of English Language Anxiety and Level of Performance in Extemporaneous Speaking

TABLE VIII CORRELATION BETWEEN LEVEL OF ENGLISH LANGUAGE ANXIETY AND LEVEL OF PERFORMANCE IN EXTEMPOREANOUS SPEAKING

Students	Level of English Language Anxiety		Level of Extemporaneous Speaking Performance		XY
	X	X ²	Y	Y ²	
Sum	231	659.0459	243.36	761.1512	684.41
Mean	2.82		2.97		
SD	0.3135		0.6930		
	$r = -0.07597$				
	Critical Value of r at 80 df (0.05) = 0.2172				
	Result: Insignificant				
	Ho: Accepted				

The computation yielded an r value of -0.07597, and when referred to the critical value of r of 0.2172 at 80 df at the 0.05 level of confidence, it was found to be lower; hence, the result was insignificant. The null hypothesis is accepted. The result indicates that there is no significant correlation between the level of English language anxiety and the level of performance in extemporaneous speaking. This means that English language anxiety does not affect the students' performance in extemporaneous speaking.

The result above is similar to the study of Kamridah, Yassi, Arafah, and Imran (2016) on the correlation between the level of anxiety and public speaking performance through a systematic learning approach in a foreign language. It showed that learners tend to feel anxious about speaking publicly; yet, the study ultimately resulted in a negative correlation between levels of anxiety and performance in extemporaneous speaking.

H. Correlation between Level of Anxiety Related to Public Speaking and Level of Performance in Extemporaneous Speaking

The value of r , -0.06503, is less than the critical value of r at 80 df at the 0.05 level of confidence, which is 0.2172. This finding resulted in an insignificant result and the acceptance of the null hypothesis. It can be deduced from the result that there is no relationship between the level of anxiety related to public speaking and the level of performance in extemporaneous speaking.

Therefore, the two variables do not affect one another. This means that the level of anxiety related to public speaking does not affect the level of performance in extemporaneous speaking. Furthermore, this implies that students' anxiety toward the English language neither advances nor hinders their performance in extemporaneous speaking.

TABLE IX CORRELATION BETWEEN LEVEL OF ANXIETY RELATED TO PUBLIC SPEAKING AND LEVEL OF PERFORMANCE IN EXTEMPOREANOUS SPEAKING

Students	Level of Public Speaking Anxiety		Level of Extemporaneous Speaking Performance		XY
	X	X ²	Y	Y ²	
Sum	245	746.9265	243.36	761.1512	726.42
Mean	2.99		2.97		
SD	0.4057		0.6930		
	$r = -0.06503$				
	Critical Value of r at 80 df (0.05) = 0.2172				
	Result: Insignificant				
	Ho: Accepted				

The result above is contrary to the study conducted by Kamridah, Yassi, Arafah, and Imran (2016), which examined the correlation between the level of anxiety and public speaking performance through a systematic learning approach in a foreign language. The study resulted in a negative correlation between levels of anxiety and public speaking performance. Furthermore, the systematic learning approach was effective in fostering the public speaking performance of the participants in a foreign language.

I. Degree of Variance in the Performance in the Different Criteria in Performance in Extemporaneous Speaking

TABLE X SUMMARY

Groups	Count	Sum	Average	Variance
A. Organization	82	224.667	2.74	0.56522
B. Content	82	227.400	2.77	0.65656
C. Verbal	82	247.875	3.02	0.53207
D. Nonverbal	82	273.500	3.34	0.40157

Table VIII presents the summary of the variance for each criterion, where content has the largest variance of 0.65656. Organization has a variance of 0.56522, followed by Verbal with 0.53207. Non-verbal showed the smallest variance of 0.40157. The result shows a significant variance among the criteria in students' extemporaneous speaking. The table also indicates that the students obtained the highest mean score in the Non-verbal criterion, with a value of 3.34. Thus, the null hypothesis is rejected since the F-value is 11.56445, which is greater than the F Critical of 2.63248 with 3 and 324 df at the 0.05 level of significance. Therefore, there is a significant degree of variance in the performance across the different criteria in extemporaneous speaking.

V. CONCLUSION

From the following findings, the following conclusions are drawn:

On the Profile of the Students: Almost all the participants were teenagers, mostly 16 years old. The study had a greater number of female participants than male. Most participants

were enrolled in the General Academic Strand, while the rest were distributed across their chosen TVL strands, namely: TVL- Electronics, TVL- Dressmaking, and TVL- Bread and Pastry.

On Students' Level of English Language Anxiety: The findings showed that participants had a Moderate (M) level of English language anxiety. This indicates that the Grade 11 students have a fear of the language.

On Students' Level of Anxiety Related to Public Speaking: Likewise, the obtained data showed a Moderate (M) level of anxiety related to public speaking. From this, the researcher concluded that the participants tend to fear public speaking.

On Students' Level of Performance in Extemporaneous Speaking: Each category in the rubric, which determined the level of performance in extemporaneous speaking, resulted in a Small Extent (SE) of performance. Students often performed to a small extent in the four categories: organization, content, verbal, and nonverbal. Therefore, the students showed that they need improvement in speaking to larger audiences.

On the Relationship Between the Profile and the Level of English Language Anxiety: The participants' age had no relationship with English language anxiety. The same result was found for sex and level of English language anxiety. The strand of the participants also had no significant relationship with the level of English language anxiety. Therefore, the profile of the participants does not affect their level of English language anxiety.

On the Relationship Between the Profile and the Level of Anxiety Related to Public Speaking: From the obtained data, it can be concluded that sex and strand do not affect the participants' level of anxiety related to public speaking. However, the participants' age affects the level of anxiety in public speaking. Therefore, only age matters in relation to anxiety in public speaking.

On the Relationship Between the Profile and the Level of Performance in Extemporaneous Speaking: Age, sex, and chosen strand of the participants had no relationship with their level of performance in extemporaneous speaking. Therefore, the participants' profile did not affect performance in extemporaneous speaking.

On the Correlation Between Level of English Language Anxiety and Level of Anxiety Related to Public Speaking: This result shows a significant relationship between English language anxiety and anxiety related to public speaking. Therefore, when one has a fear of the language, they are likely to also fear using the language, particularly in public speaking.

On the Correlation Between Level of English Language Anxiety and Level of Performance in Extemporaneous Speaking: The insignificant result indicates that there is no significant relationship between English language anxiety

and performance in extemporaneous speaking. Therefore, the two variables do not affect each other. English language anxiety does not affect participants' performance in extemporaneous speaking.

On the Correlation Between Level of Anxiety Related to Public Speaking and Level of Performance in Extemporaneous Speaking: The result indicates that there is no relationship between the level of anxiety related to public speaking and performance in extemporaneous speaking. Therefore, the two variables do not affect each other.

On the Analysis of Variance in the Performance Across Different Criteria in Extemporaneous Speaking: The result showed a significant variance among the criteria in students' performance in extemporaneous speaking. There was a significant degree of variance among the different criteria.

On the Analysis of Variance in the Level of English Language Anxiety When Participants Are Grouped According to Strand: This finding was insignificant; thus, the null hypothesis was accepted. Therefore, there was no variance between English language anxiety and the participants' strand.

On the Analysis of Variance in the Level of Anxiety Related to Public Speaking When Participants Are Grouped According to Strand: The finding was insignificant; thus, the null hypothesis was accepted. It can be concluded that there was no difference between anxiety related to public speaking and the participants' strand.

On the Analysis of Variance in the Level of Performance in Extemporaneous Speaking When Participants Are Grouped According to Strand: The null hypothesis in this regard was rejected. This indicates that there was a significant degree of variance in the level of performance in extemporaneous speaking across the participants' strands.

On the Multiple Comparisons of Variance According to Strand: The results indicated that only the participants specializing in GAS and TVL-EPAS showed a significant degree of variance. Other strands, when compared to each other, revealed insignificant variation.

VI. RECOMMENDATIONS

It is suggested that, based on the findings, specific interventions should be used to help overcome the anxiety related to the English language and apprehension about speaking in front of others and improve the performance levels in the spoken extempore. Language-related fears can be alleviated using activities like confidence-building workshops, peer to peer practice sessions, and counseling assistance. Public speaking anxiety can be solved using progressive exposure, mindfulness training and skill-based workshops. In order to enhance performance in extemporaneous speaking, a rigorous training in terms of

organization, delivery of contents, as well as verbal and nonverbal is required. It is proposed that communication should be utilized, and the practice should be regular and accompanied by rubric-guided feedback. Also, age-sensitive and strand-specific courses must be created, especially that of General Academic Strand (GAS) and TVL-EPAS to respond to the high divergence in the level of performance. Anthropomorphic strategies involving the use of language and anxiety-related reduction of strategies of public speaking are also advisable since these fears are interconnected. These interventions will be effective due to constant monitoring, individual support systems and consultation with teachers and the end result will be building confidence and communication abilities in students.

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