

Review research paper

## TRIGGERS OF SPEAKING ANXIETY IN FOREIGN LANGUAGES FOR SPECIFIC PURPOSES: INSIDERS' PERSPECTIVES

Slavica Čepon

School of Economics and Business, Ljubljana, Slovenia

**Abstract.** *Learning a new language presents a host of challenges for non-native speakers. Foreign language anxiety of non-native speakers is one of the main issues in teaching and learning a foreign language. Non-native students of foreign languages and their teachers may not be aware of their different views on foreign language anxiety, therefore an attempt at fostering dialogue and mutual understanding must be made with a view to informing all parties concerned. This paper will examine only speaking anxiety of non-native learners of five different foreign languages for specific purposes (FLSP). The aim is to identify FLSP students' and teachers' perspectives on the causes of FLSP speaking anxiety as well as any differences in their viewpoints. A survey was conducted with FLSP students and teachers from all four Slovenian universities in winter 2020/2021. The results show the discrepancies between FLSP students' and teachers' views on the triggers for speaking anxiety of non-native speakers as learners of FLSP.*

**Key words:** *foreign language anxiety, foreign languages for specific purposes, non-native speakers, perspectives, causes*

### 1. INTRODUCTION

As more and more attention nowadays is paid to foreign language (FL) learning, FL anxiety has been classified as a crucial challenge for language learners. FL anxiety has been one of the major issues addressed by many language teachers and discussed by many scholars since the mid-1980s (e.g., Horwitz et al., 1986; Horowitz, 2001; MacIntyre & Gardner, 1994; Yan Xiu & Horwitz, 2008; Young, 1990), who have found it to be an important factor affecting FL learners' speaking abilities. The interest in the relationship between FL anxiety and FL performance dates back to the 1960s (Horwitz, 2001), however, studies in the 1960s or 1970s failed to find consistent correlations between FL anxiety and FL performance (Scovel, 1978). This inconsistency has been largely resolved since Horwitz and her colleagues developed the seminal FL classroom anxiety scale (FLCAS) in the 1980s (Horwitz et al., 1986), with which studies systematically found negative correlations between FL anxiety and FL performance.

---

Submitted August 12<sup>th</sup>, 2022, accepted for publication August 16<sup>th</sup>, 2022

Corresponding author: Slavica Čepon, School of Economics and Business, Ljubljana, Slovenia

E-mail: [slavica.cepon@ef.uni-lj.si](mailto:slavica.cepon@ef.uni-lj.si)

FL anxiety is a universal phenomenon (Djafri & Wimbari, 2018) that is not only found in the English classroom (Sila, 2010). Horwitz et al., (1986) believe that anxiety undermines the process of FL learning. Language researchers almost agree that anxiety arising from the language learning process is one of the most important obstacles that learners of English encounter in learning a FL (Alrabai, 2014). Horwitz et al. (1986, 128), as pioneers and key scholars in FL anxiety research, have provided the following definition: “FLA is a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning which arise from the uniqueness of the language learning process.” They emphasised that FL anxiety is related to communication anxiety, fear of negative evaluation and test anxiety (Horwitz et al., 1986). Krashen (1982) explains that anxiety associated with a FL can act as a barrier that prevents information from reaching the language acquisition area in a learner's brain. In addition, several studies have been conducted on FL anxiety which emphasised that language learners who experience anxiety in FL learning may not enjoy it, which negatively affects learners' performance and achievement (Riasati, 2011).

The seminal work of Horwitz et al. (1986), marked the beginning of the Specialized Approach, which conceptualized, measured, and studied FL anxiety specifically in relation to FL learning. Subsequently, Foreign Language Classroom Anxiety Scale (FLCAS) was formally developed by the same authors. As shown by MacIntyre's (2017) review and a most recent meta-analysis on FL anxiety (Botes et al., 2020), the research on FL anxiety has been fruitful, and it still keeps attracting scholarly interest.

A number of studies went even further and reported on practical anxiety-relieving interventions conducted in natural classroom environments (e.g., Kralova et al., 2017). However, these studies have centred upon what teachers can do to alleviate students' FL anxiety. From learners' perspective, their use of affective strategy to “regulate emotions, motivations, and attitudes” has always been an important part of their language learning process (Oxford 1990, 135). Strategy Inventory for Language Learning (SILL; Oxford, 1990) for instance measures students' strategies for FL anxiety alleviation by incorporating only five items to examine either learners' general feelings in language learning or a couple of different types of affect, such as anxiety and fear. Such taxonomy might be inadequate if we aim to closely examine how learners cope with a specific affective challenge in FL learning, such as FL anxiety. Nevertheless, it must be pointed out that, like SILL, the instruments employed in previous research are usually comprehensive in scope, and thus each category of strategy represented in them may not be exhaustive.

In response to this situation, some studies have utilized such qualitative methods as interviews and open-ended questionnaires to elicit learners' actual use of FL anxiety-reducing strategies and found that not only affective, but also cognitive and behavioural types of strategy have been employed to cope with FL anxiety (Kondo & Ying-Ling, 2004; Hurd, 2007; Hurd & Xiao, 2010; Guo et al., 2018). This has been further verified by a number of studies that investigated links between FL anxiety and social and language-learning metacognitive strategies (Chow et al., 2017) and studies on self-regulated learning (Bown, 2006; Bown & White, 2010), evidencing that thoughtful control of affect and cognition is a salient feature of self-regulated learning (Winne, 1995; Guo et al., 2018). At the same time, also significant differences emerged from the comparison of students and teachers' perceptions of FL anxiety. One of the major differences was associated with the views about a lack of English vocabulary as a reason for students' speaking anxiety (e.g., He, 2013).

Studies on FL speaking anxiety have been mostly carried out on FL for general purposes (e.g., Alber-Morgan & Riley, 2007; He, 2013; Zhang & Zhong, 2012) while they have rather neglected FLSP. When the two common threads of all conceptualizations of FLSP are taken into consideration, namely the central role of FLSP learners' needs and their reasons for learning an FLSP, it is evident that teaching/learning a FL for general purposes and an FLSP are different: a FL for general purposes is less specific and less purpose driven than an FLSP (Widdowson 1984, 1). The assumption was thus made that the reasons for FLSP speaking anxiety would be different from those encountered by learners of FL for general purposes (He, 2013; Zhang & Zhong, 2012). Although many studies have addressed FLSP, there is no study that examines both students' and teachers' views of the causes of speaking anxiety in FLSP as well as identifies any differences in their views with a view to factoring in our new reality now that coronavirus has sent the world education systems online. This is important because knowing both perspectives could help reduce speech anxiety in FLSP.

## 2. METHODOLOGY

Given the shortage of FLSP empirical research into FL anxiety, this paper attempts to investigate FLSP learners' and teachers' viewpoints on the causes of speaking anxiety in an FLSP as well as any possible differences in their opinions. The study attempted to address the following two questions:

- 1: What kind of perspectives on the reasons for speaking anxiety do FLSP students and their teachers have?
- 2: Are there any differences between FLSP students' and their teachers' perspectives on the reasons for speaking anxiety in an FLSP?

The study design was a questionnaire survey. The inclusion of FLSP teachers and students was considered necessary to ensure independent, possibly differing perspectives on the same issue of speaking anxiety in an FLSP.

### 2.1. Participants

The participants were selected because they are the most deeply involved in the daily teaching/learning of FLSP and thus most closely related to the issues addressed in this research. FLSP teachers were sent an invitation to participate in the research and to invite their students to partake in it in the form of an e-survey. Altogether 190 participants from all four Slovenian universities took part in the questionnaire survey in the winter 2021, namely 160 FLSP students and 30 FLSP teachers. All the students were learners of FLSP, more precisely 104 were learners of English for Specific Purposes, 23 were learners of Italian for Specific Purposes, 21 learned German for Specific Purposes, 9 studied French for Specific Purposes and 3 Spanish for Specific Purposes. At their faculties, the carrier content of their FLSP study involved different disciplines, such as economics, business, and management (N=149) and political studies, sociology, communication studies and journalism (N=11).

To look at the profile of teacher-respondents, they have all been awarded the habilitation required for FLSP teachers at the tertiary level in Slovenia. Among them, 19 are teachers of English for Specific Purposes, 8 teach German for Specific Purposes,

1 teaches Spanish for Specific Purposes, 1 French and 1 Italian for Specific Purposes. Professionally, FLSP teachers are employed at all four Slovenian universities.

## 2.2. Instrument and procedure

For the purpose of this study, namely for the FLSP context, we adopted a 5-point Likert scale called The Foreign Language Speaking Anxiety Scale (He, 2013). To adapt a 13-item questionnaire (He, 2013) to the specifics and complexity of FLSP speaking, four new items were added based on Čepon's (2016a) findings on important reasons for students' speaking anxiety in business English, namely items 4, 10, 16 and 17 as described below. The final version of the questionnaire contained the following 17 structured items: 1. I feel embarrassed to speak FLSP, because I think my pronunciation and intonation are poor; 2. I am often worried that if I cannot speak FLSP well, I will not get a decent job in future; 3. I feel that not knowing enough vocabulary is the biggest problem preventing me from speaking ESP easily; 4. A lack of knowledge of my academic discipline is preventing me from speaking FLSP; 5. I become anxious when I get stuck on one or two words in speaking FLSP; 6. I feel more nervous when having to give important information orally in ESP; 7. I would not be so anxious just to learn to read and write in ESP rather than having to learn to speak as well 8. I do not mind thinking aloud in ESP, but I feel very uncomfortable when I have to speak to others in it; 9. I am nervous if I have to speak ESP when I am not familiar with the topic; 10. I get anxious when I have to discuss my academic discipline in general, because I have not mastered it yet; 11. When speaking ESP, I often know all the words I need, but still fail to express myself easily due to anxiety; 12. I feel nervous when having to be tested orally in FLSP; 13. I get worried when I have little time to think about what I have to talk about in FLSP; 14. I get anxious when I find I cannot speak in FLSP fluently; 15. Others will look down on me if I make mistakes in speaking FLSP; 16. I get anxious when I have to react unprepared to a group interaction on topics from my academic discipline; 17. I feel nervous or get anxious when I have to carry out complex professional speaking activities based on the knowledge of my academic discipline. To ensure the best comprehensibility, FLSP anxiety scale was translated into the Slovene language. Reliability was 0.91.

In order to enable FLSP teachers to judge their students' anxiety levels and feelings as independent stakeholders, a teacher's version of the questionnaire was provided. The two versions are almost the same except for some wording. The respondents were contacted through professional contacts and via members of the Slovenian Association of LSP Teachers. The survey was active from 24 January until 9 March 2021.

## 2.3. Data Analysis

The response frequencies and the means of all the items were tabulated. Rank-orders of the means for both student and teacher groups were obtained to examine the importance of the reasons to each group. Multivariate analysis of variance (MANOVA) was also conducted to find specific differences in the emphasis of the reasons between student and teacher groups. This method was used to compare the two groups (students and teachers) in terms of their means on each of the 17 items.

### 3. RESULTS

If we look at the reasons for speaking anxiety observed by FLSP students, the anxiety scale items show that the students perceive as the most important insufficient knowledge of the academic discipline (item 10) with a 4.0 mean score and a lack of familiarity with the topic (item 9) with a mean of 3.9 score. This suggests that for FLSP students a key reason for speaking anxiety is a lack of the specialist carrier content. Among the top reasons for speaking anxiety are also the performance of complex professional speaking activities based on the knowledge of the carrier content related to their academic discipline (item 17) with a mean of 3.7 score and the necessity to speak unprepared (item 16) with a mean of 3.6 score. Five reasons received a 3.4 mean score: speaking in an FLSP (item 7), speaking to others in an FLSP (item 8), an oral test (item 12), too little time to prepare for speaking (item 13) and giving important information orally (item 6). Six reasons received a 3.2 mean score: presumption of poor pronunciation and intonation (item 1), worry about not getting a decent job in future without speaking an FLSP well (item 2), not knowing enough FLSP vocabulary (item 3), a lack of the knowledge of the academic discipline (item 4), pressure from a peer group (item 15) and getting stuck on one or two words when speaking in an FLSP (item 5). At the end of the list, there are two reasons with a 3.0 mean score which dealt with foreign language proficiency (items 14, 11).

Speaking anxiety observed by FLSP teachers shows that the top three reasons with a mean of 4.4 score were: oral test (item 12), students cannot speak FLSP fluently (item 14), and pressure from a peer group (item 15). Four reasons received a 4.2 mean score: giving important information orally, speaking to others in an FLSP (item 6), thinking aloud (item 8), being unfamiliar with the topic (item 9), and performance of complex professional speaking activities (item 17). In the middle of the list with 4.0 mean score are: too little time (item 13), a lack of the knowledge of academic discipline (item 10), and speaking unprepared in an FLSP (item 16). Next group of reasons with 3.6 mean score consists of following reasons: speaking as the most difficult skill in an FLSP (item 7) with 3.7 mean score, and presumption of poor pronunciation and intonation (item 1), inability to express oneself easily (item 11) and not knowing enough vocabulary (item 3). Getting stuck on one or two words (item 5) received a 3.4 mean score, and, at the end of the list, there are two reasons with a 2.8 and 2.7 mean scores, respectively, namely a worry about not getting a decent job in the future without speaking an FLSP well (item 2) and a lack of the knowledge of an academic discipline (item 4).

MANOVA at item level revealed significant differences on nine out of the 17 items between FLSP students and their teachers. The calculations of items 1, 3, 4, 5, 7, 9, 10, 11, 16 did not show significant differences between FLSP students and teachers at 0.05 level. Both FLSP students and their teachers argued that a lack of the specialist carrier content is the main reason for speaking anxiety.

Teacher scores were significantly higher than those of students on seven items. Among them, four reasons (items 6, 8, 13 and 14) are related to the situation in which the students have to speak quickly and fluently to others, presenting important information. FLSP teachers placed significantly more emphasis than students on oral tests (item 15) and situations when students have to carry out complex professional speaking activities based on the knowledge of the academic discipline. Significantly higher mean scores on these items indicate that FLSP teachers were more likely than their students to regard these reasons as important causes of speaking anxiety.

#### 4. DISCUSSION

If we compare these findings with the research of speaking anxiety in FL for general purposes so far (e.g., He, 2013), we can conclude that there are not major differences in the perceptions regarding the reasons for speaking anxiety. He (2013) found that speaking on an unfamiliar topic was a very prominent reason for speaking anxiety in a FL for general purposes. This reason was also strongly emphasized by both FLSP students and teachers in this study. However, in comparison with the students of FL for general purposes, the academic knowledge of the carrier content is more crucial for FLSP students where the presentation of certain language items (i.e., real content) should rely on topics from a particular discipline (i.e., carrier content) (Dudley-Evans & St. John, 1998).

The results of this study point towards insufficient knowledge of the carrier content, both in the mother tongue and a foreign language, as the key reasons for pre-experience FLSP students' speaking anxiety. More precisely, the necessity to discuss the carrier content in a FL before having really mastered it in their mother tongue, speaking on an unfamiliar topics in a FL, speaking unprepared in an FLSP about topics from the academic discipline and carrying out complex professional speaking activities based on the knowledge of the academic discipline. On the contrary, FLSP teachers' perspective is that the most important students' reasons for speaking anxiety in an FLSP are being tested orally in an FLSP, not speaking FLSP fluently and social pressures from a peer group. That is to say, FLSP teachers are not of the opinion that a lack of the knowledge of the carrier content could be an important trigger of FLSP students' speaking anxiety. The results of MANOVA show that the most differently scored item is "Students think that a lack of the knowledge of their academic discipline is preventing them from speaking FLSP." The study identified 17 reasons leading to speaking anxiety of FLSP students.

One possible explanation for lower levels of consonance between FLSP teachers' and students' perceptions of the carrier content as a trigger for FLSP students' speaking anxiety could lie within the postulations of FLSP instruction, which requires teachers to accentuate the real content of FLSP instruction (i.e., foreign language) and not the carrier content (i.e., academic discipline; subject matter) for which they would have to possess genuine, real-world knowledge of the specialist subject content (Dudley-Evans & St John, 1998). Consequently, the apparent disregard of FLSP teachers of the effect of inadequate carrier content on the raised levels of speaking anxiety may stem from a variety of reasons, such as taking the levels of the carrier content knowledge of FLSP students for granted, using learning activities that don't involve technology for technologically adept Millennials, employing activities not meaningful in carrier content, or not authentic and relevant enough for students' specializations (Buitrago Tinjaca & Contreras, 2008; Gibson & Sodeman, 2014).

The current findings indicate that the combined effect of FLSP students' unfamiliarity with the carrier content as well as concomitant insufficient real content is a major trigger for the speaking anxiety for both groups of respondents. However, all FLSP students' mean scores of the causes of their speaking anxiety are quite low while teacher-respondents reported higher values of the causes of speaking anxiety. One of the possible explanations for these disparities could be the rise of online teaching/learning during the covid-19 pandemic in 2020 and 2021 when schools and ways of instruction in Slovenia have undergone considerable metamorphosis. All four Slovenian universities moved instruction online as early as February 2020, therefore at home FLSP students were able

to access all sources for an FLSP that were normally not put at their disposal in classrooms during face-to-face instruction. Given the ongoing current extraordinary circumstances at the beginning of 2021, the levels of speaking anxiety reported in the study could be lower because the students were able to rely on all assistive devices at their disposal, such as online translation tools, online dictionaries and pronunciation tools as well as their textbooks and notes which were accessible at all times at their homes. Consequently, learning a FL, that is to say learning a real content of FLSP instruction, did not seem as problematic as it used to for some FLSP students during in-school instruction. The logical assumption is thus that online delivery of FLSP lessons must have alleviated the particular type of FLSP students' speaking anxiety that stems from a lack of real content of FLSP instruction which is an insufficient knowledge of a FL. As a result, also the levels of another type of their speaking anxiety that arises from a lack of carrier content must have decreased, therefore the cumulative levels of FLSP speaking anxiety noted in this study were lower. On the one hand, some FLSP learners may feel less motivated and distracted at home, but on the other hand a virtual classroom seems to make some of them enjoy getting to work at their own pace, setting their own schedule and being free from the environment of school (Stoerber & Pekrun, 2004).

If truth be told, and unlike FLSP students, most FLSP teachers had quite low levels of digital literacy at the onset of the pandemic and were thus rather unprepared to adapt quickly to new technologies for virtual FL classes. Logically, this must have had some unfavourable effects on their perceptions of their students' FL ability, hence higher mean scores of the causes of students' speaking anxiety from teacher-respondents.

When the pandemic set the stage for a sustained shift towards online learning in all Slovenian universities in 2020, it must have been more difficult for FLSP teachers to embrace digital technologies and get used to virtual instruction than it was for their students (Vrača, 2020). As a consequence, FLSP teachers could have expected higher levels of FL anxiety in their remote students. Based on the findings of 2021 study, and in the light of the pandemic, it is possible to infer that FLSP teachers could have subconsciously made attributions about their students' FL ability and higher levels of speaking anxiety based on their own raised levels of technology-related anxiety.

The evidence from previous research shows that negative anxiety-coping strategies could be transformed into effective strategies (e.g., Kao & Craigie, 2013) on condition that FLSP teachers could find creative ways to reinforce their students' existing anti-anxiety coping behaviours and eliminate those that are maladaptive. Primarily, this could be achieved by creating an environment conducive to minimizing speaking anxiety, but also with a focus on developing the necessary skills for coping with speaking anxiety and trying to customize the instructional activities to the affective needs of the learners (Young, 1991). With a view to minimizing speaking anxiety, FLSP teachers could more often discuss FLSP topics that the students are familiar with or knowledgeable about both in English and in their mother tongue, as well as prepare an FLSP curriculum and learning materials based on the carrier content covered in other subjects in English and in Slovenian. Another strategy to reduce cognitively mature FLSP students' speaking anxiety could be promoting conversations about non-FLSP topics (e.g., concerning the current state of world affairs in 2021), allowing sufficient time for answering, waiting for the students to speak until they have exhibited an eagerness to do so as well as using a variety of types of speaking (Krashen, 1982; Muntiningsih, 2015). Since Millennials were born into a technological world and stand out for their technology use, Juneja (2021) suggests that a pedagogical integration of technology and learning into Computer-

Supported Collaborative Learning (CSCL) has the potential to enhance teaching and learning with the help of modern ICT. The cumulative impact of meagre carrier content and inadequate real content of FLSP instruction, plus a lack of FLSP vocabulary, is not just anxiety inducing, but may render some cognitively mature FLSP students incapable of expressing themselves as young professionals, intellectuals and individuals. Eventually, they may become almost »incapable of communicating their inability to communicate« in an FLSP class (Granger, 2004).

According to He (2013), oral-test anxiety may cause a negative performance in FLSP, inhibit students from studying efficiently, and decrease their interest in FLSP, therefore, teachers should include students' classroom performance in their semester assessment. Similarly, fear of oral tests appeared at the top of the teachers' lists in the study by He (2013) and in the middle of the students' list of the importance of reasons for speaking anxiety in FLSP. A significant difference in this aspect – oral exam anxiety – suggests something important that can only be guessed at. All language teachers have witnessed the struggles of students during an oral exam, so it is not surprising that teachers rank it high. If the students do not, it could suggest that when they think about speaking anxiety, the feelings that last longer are emphasized. In other words, speaking anxiety before and during an oral test may be quite severe, but is ephemeral, while the threat of having to speak in a FL on any particular day in class in front of the peers and the teacher is not so short-lived and transitory. Some of the anxiety-reducing strategies could include reminding FLSP students that speaking in an FLSP class is a vital part of FL learning, and not a test situation. In other words, the realization that speaking is but a means of achieving FLSP knowledge, and not the ultimate goal of FLSP classroom interaction, might have a calming effect on high-anxiety FLSP students. Similarly, as pronunciation is often overstressed in language teaching, knowing that intelligible pronunciation and not perfect, or native like, pronunciation is the goal in an FLSP classroom, could reassure more anxious FLSP students (Gilakjani, 2012).

Additionally, as an anxiety-reducing technique, FLSP teachers should employ proactive focus on linguistic form (FoF) and avoid overcorrection. Instead of direct correction, teachers should use implicit unobtrusive exchanges in the form of immediate contingent auditory recasting, as this appears to have little anxiety-evoking effect on FLSP students (Doughty, 2003). Unsurprisingly, FLSP students often claim they usually feel uncomfortable when being the focus of attention in FLSP class, especially when they are not prepared enough and cannot speak accurately and fluently. A strategy that is likely to decrease their speaking anxiety is not to put anxiety-prone students in the limelight before they are ready for an oral task, as well as providing a relaxed atmosphere where language errors are considered natural in the process of FLSP learning, implementing group and project work, and focusing on fluency rather than accuracy (Amara, 2018).

The results of the present study on FLSP students' concern over a negative evaluation from their teachers or peers corroborated the findings of earlier studies (Horwitz et al., 1986). That is to say, the worry about others' negative evaluation, avoidance of evaluative situations, and the fear and expectation that others would evaluate oneself negatively ranks high among the main reasons for FLSP speaking anxiety in our study. The strategies to minimize social pressures from a peer group should encompass a shift in attitude in order to make FLSP students change the way they regard one another. More precisely, using dialogue to substitute a competitive condition in an FLSP class with a collaborative condition, as well as using reflection to place more focus on the group and on viewing



peers as members of the same learning community (Pais Marden & Harrington, 2020). Thus, teachers should create a supportive learning classroom community as well as the one that provides optimal motivation and a collaborative atmosphere. According to Shinde & Shinde (2022, 6), the students' views on use of cooperative learning techniques, such as for instance jigsaw class, are positive as it not only lowers their anxiety levels, but »also intends to disclose student's own understanding of a concept, as well as reveal any misunderstandings.«

Despite the fact that our study showed that the knowledge of the carrier content was paramount for FLSP students, the question arises as to how and when pre-experience FLSP students should acquire the genuine real-world, specialist subject content knowledge related to various academic disciplines in a FL and in their mother tongue? It is evident that FLSP students experience speaking anxiety because they are not able to fully comprehend that FLSP was meant to be different from general FL instruction. Namely, FLSP integrates discursive competence of a certain discipline/profession in a FL with disciplinary knowledge and with professional practice.

One of the limitations of the study is that it does not use randomly selected participants. Another shortcoming could be that it encompasses only 16 Slovenian faculties, regardless of the fact that they are from all four Slovenian universities. Thus caution should be exercised with regard to the generalizability of the findings. Moreover, regarding the research method, only quantitative data through self-report instruments have been collected at a particular point in time, reflecting only how much the learners are affected by various dimensions of the reasons for speaking anxiety.

It must be noted that the construct of anxiety is dynamic rather than static on account of the complex interplay of individual internal variables and various socio-cultural and contextual factors (Kruk, 2017). Thus, learners' use of anxiety self-regulatory strategies may also be affected by these variables and may display a dynamic nature, which requires more in-depth studies with both quantitative and qualitative data collection tools. Finally, the current study does not investigate the variable of strategy, however some strategies from previous studies have been mentioned (e.g., Čepon, 2015). Future studies could assess whether students' use of anxiety self-regulatory strategies in a FL have accomplished its desired effect by measuring changes in their anxiety levels and language attainment.

## 5. CONCLUSIONS

The study showed that FLSP students and teachers hold different perspectives regarding the reasons for speaking anxiety in an FLSP. FLSP students perceived insufficient specialist subject content knowledge as the main reason for their speaking anxiety, while FLSP teachers' perceptions gave priority to oral-test anxiety, the students' inability to speak fluently and speaking anxiety arising from a feeling of apprehension of being looked down upon by classmates/peers for making mistakes. To conclude, insufficient knowledge of the carrier content is a decisive reason for FLSP speaking anxiety that the teachers should acknowledge more extensively.

These findings are likely to provide insightful information and have practical implications for tertiary FLSP education. The difference in perceptions of the reasons for speaking anxiety between FLSP students and teachers calls for further mutual understanding with a view to becoming better informed of each other's viewpoints.

## REFERENCES

- Amara, N. "Correcting Students' Errors: Theory and Practice". *Current Educational Research* 1, no. 5 (2018): 45-57.
- Botes, E., J. M. Dewaele, & Greiff, S. "The Foreign Language Classroom Anxiety Scale and Academic Achievement: An Overview of the Prevailing Literature and a Meta-Analysis". *Journal for the Psychology of Language Learning* 2, no. 1, (2020): 26-56.
- Bown, J. "Locus of learning and affective strategy use: Two factors affecting success in self-instructed language learning". *Foreign Language Annals* 39, (2006): 640-659.
- Bown, J. "Self-regulatory strategies and agency in self-instructed language learning: A situated view". *The Modern Language Journal* 93, (2009): 570-583.
- Bown, J., & White, C. J. "Affect in a self-regulatory framework for language learning". *System* 38, (2010): 432-443.
- Buitrago Tinjaca, R. A. & Contreras, R. A. "Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers". *Profile Issues in Teachers' Professional Development* 9, (2008): 23-46.
- Chow, B. W.-Y., Chiu, H. T., & Wong, S. W. L. "Anxiety in reading and listening English as a foreign language in Chinese undergraduate students". *Language Teaching Research* 1, (2017). <https://doi.org/10.1177/1362168817702159>.
- Čepon, S. "Coping strategies for reducing English language speaking anxiety in the Balkans". *Didactica Slovenica* 30, (2015): 50-62.
- Čepon, S. "Causes of business English speaking anxiety in the Balkans". *Journal of English Studies* 14, (2016a): 73-93.
- Čepon, S. "Teachers' and students' perspectives on the reasons for speaking anxiety in English for specific purposes". *ESP today: Journal of English for specific purposes at tertiary level* 4 no. 2, (2016b): 184-201.
- Djafari, F. & Wimbari, S. "Measuring foreign language anxiety among learners of different foreign languages: in relation to motivation and perception of teacher's behaviors". *Asian-Pacific Journal of Second and Foreign Language Education* 3, (2018): 2-15.
- Doughty, C. J. 2003. "Instructed SLA: Constraints, Compensation, and Enhancement". In *The Handbook of Second Language Acquisition* edited by Catherine Doughty & Michael Long, 256-310. Oxford: Blackwell.
- Dudley-Evans T. & St. John, M. J. *Developments in English for Specific Purposes*. Cambridge: CUP, 1998.
- Gibson, L. & Sodeman, W. A. "Millennials and Technology: Addressing the Communication Gap in Education and Practice". *Organization Development Journal* (2014): 63-75.
- Gilakjani, A. P. "The Significance of Pronunciation in English Language Teaching". *English Language Teaching* 5, no. 4, (2012): 96-107.
- Granger, C. A. *Silence in Second Language Learning*. Clevedon. UK: Multilingual Matters LTD, 2004.
- Guo, Y. Xu, J. & Liu, X. "English language learners' use of self-regulatory strategies for foreign language anxiety in China". *System* 76, no.1, (2018): 49-61.
- He, D. "What makes learners anxious while speaking English". *Education Studies* 39, (2013): 338-350.
- Horwitz, E. K., Horwitz, M. B. & Cope, J. "Foreign language classroom anxiety". *The Modern Language Journal* 70, (1986): 125-132.

- Horwitz, E. K. "Language anxiety and achievement". *Annual Review of Applied Linguistics* 21, (2001): 112-126.
- Hurd, S. "Anxiety and non-anxiety in a distance language learning environment: The distance factor as a modifying influence". *System* 35, (2007): 487-508.
- Hurd, S., & Xiao, J. "Anxiety and affective control among distance language learners in China and the UK". *RELC Journal* 41, (2010): 183-200.
- Juneja, K. K. "Innovative Pedagogy with Computer-Supported Collaborative Learning in Teaching English Language". *The Journal of Teaching English for Specific and Academic Purposes* 9, no. 3, (2021): 551-556.
- Kao, P. O. & Craigie, P. "Coping strategies of Taiwanese University Students as Predictors of English Language Learning Anxiety". *Social Behaviour and Personality* 4, no.3, (2013) : 411-420.
- Kondo, D. S., & Ying-Ling, Y. "Strategies for coping with language anxiety: The case of students of English in Japan". *ELT Journal* 58, (2004): 258-265.
- Kralova, Z., Skorvagova, E., Tirpakova, A., & Markechova, D. "Reducing student teachers' foreign language pronunciation anxiety through psychosocial\_training". *System* 65, (2017): 49-60
- Krashen, S. *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press, 1982.
- Kruk, M. "Changes in foreign language anxiety: A classroom perspective". *International Journal of Applied Linguistics* 18, no.1, (2017): 1-27.
- MacIntyre, P. D. & Gardner, R. C. "The subtle effects of language anxiety on cognitive processing in the second language". *Language Learning* 44, (1994): 283-305.
- MacIntyre, P. D. 2017. "An Overview of Language Anxiety Research and Trends in its Development". In *New Insights Into Language Anxiety: Theory, Research and Educational Implications* edited by Christina Gkonou, Mark Daubney & Jean-Marc Dewaele, 11-30. Bristol, UK: Multilingual Matters. 2017.
- Muntiningsih, R. "The Need of ESP Course in Communicative Speaking Skill". *Journal of English Language and Learning* 2, no. 2, (2015): 283- 293.
- Oxford, R. L. *Language learning strategies: What every teacher should know*. New York: Newbury House/Harper & Row,1990.
- Pais Marden, M. & Herrington, J. "Collaborative foreign language learning practices and design principles for supporting effective collaboration in a blended learning environment". *Educational Media International*, 57, no. 4, (2020): 299-315.
- Riasati, M. J. "Language learning anxiety from EFL learners' perspective". *Middle-East Journal of Scientific Research* 7, no. 6, (2011): 907-914.
- Scovel, T. "The effect of affect on foreign language learning: A review of the anxiety research". *Language Learning* 28, (1978): 129-142.
- Shinde, S. M. & Shinde, M. B. "Effectiveness of Cooperative Learning Techniques in Teaching Communication Skills: ESP Learners' Perspective". *The Journal of Teaching English for Specific and Academic Purposes* 10, no. 1, (2022): 1-12.
- Sila, A. Y. "Young adolescent students' foreign language anxiety in relation to language skills at different levels". *The Journal of International Social Research* 3, no. 11, (2010): 83-91.
- Stoeber, K. & Pekrun, R. "Advances in test anxiety". *Anxiety Stress & Coping* 17, no. 3, (2004): 205-211.

- Yan Xiu, J. & Horwitz, K. E. "Learners' Perceptions of How Anxiety Interacts with Personal and Instructional Factors to Influence Their Achievement in English". *Language Learning* 58, (2008): 151-183.
- Young, D. J. "An investigation of students' perspectives on anxiety and speaking". *Foreign Language Annals* 23, (1990): 539-553.
- Young, D. J. "Creating a Low-Anxiety Classroom Environment: What does Language Anxiety Research Suggest?". *The Modern Language Journal* 75, no. 4, (1991): 426-439.
- Widdowson, H. G. *Learning purpose and language use*. Oxford: OUP, 1984.
- Winne, P. H. "Inherent details in self-regulated learning". *Educational Psychologist* 30, (1995): 173-188.
- Vrača, M. (2020). *Pouk na daljavo – težave na daljavo*. [online] Available at <https://www.sviz.si/pouk-na-daljavo-tezave-na-daljavo> (December 1, 2020) [Accessed June 2022].
- Zhang, R. & Zhong, J. "The Hindrance of Doubt: Cause of Language Anxiety". *International Journal of English Linguistics* 2, (2012): 27-33.