



Exploring Teachers' Strategies for Enhancing Student English Speaking: Challenges, Successes, and Classroom Implementation

Dandi hermawan^{1*}, Edy Suseno²

¹⁻² IKIP Widya Darma Surabaya, Indonesia

*Penulis Korespondensi: dandimawon5@gmail.com

Abstract. This qualitative study used Interpretive Phenomenological Analysis of twelve English language teachers' experiences to examine the challenges and successes of implementing structured speaking strategies. The core finding is that the primary barrier to increasing student English use is affective, stemming from the fear of judgment and cognitive overload during spontaneous tasks, which collectively create a "silent classroom." Success was uniformly linked to two key themes: the Efficacy of Structured Preparation, which acts as an essential cognitive and confidence scaffold through systematic vocabulary work and rehearsal; and the Pivotal Role of Targeted Feedback, delivered in a balanced manner to address both linguistic accuracy and affective concerns. This evidence validates a pedagogical approach where emotional safety and preparation mastery are prerequisites for successful L2 output, enabling a transition toward more frequent, higher-quality English production. The results offer a practical, evidence-based roadmap for L2 speaking instruction. Teachers can confidently adopt structured preparation techniques to manage student anxiety and cognitive load, and can refine their assessment by implementing a system of specific, constructive written feedback that actively supports student confidence rather than inducing fear, thus maximizing engagement and fluency growth. The study provides rich, context-specific data that strengthens the argument that non-linguistic factors are central to L2 speaking success. It provides clear thematic categories for future quantitative model development and sets the stage for complementary qualitative studies focusing on the students' lived experience of using such structured procedures

Keywords: Challenges; English Language Teachers; English Language Use; Qualitative Approach; Strategies.

1. INTRODUCTION

The 21st-century educational landscape is defined by multifaceted challenges, ranging from systemic infrastructure gaps and teacher shortages to socio-economic barriers that perpetuate learning inequities (Sari, 2025). Within the realm of evolving educational technology, both students and educators struggle to adapt to technology-based learning designs. Addressing these hurdles requires a fundamental shift in pedagogy and collaborative efforts from policymakers and communities to create inclusive environments (Barikzai et al., 2024; Sari, 2025).

In the specific context of language acquisition, English teachers play a pivotal role in developing linguistic competence. However, they frequently encounter obstacles such as students' limited grammatical knowledge, underdeveloped vocabulary, and difficulties in generating written content (Annisa & Yunita, 2025). To mitigate these issues, educators are increasingly adopting instructional strategies like collaborative writing, summarization, and ICT integration to foster student autonomy (Taberner, 2024). Professional development remains crucial to ensuring teachers are equipped to implement these innovative methodologies effectively (Atasheva, 2024).

The primary objective of this research is to explore the strategies, challenges, and successes described by English teachers in promoting more frequent English use in the

classroom. This qualitative study focuses on teacher perspectives while leveraging non-participant observation of a class of 12 students struggling with oral communication. The central research question guiding this inquiry is: "How do English language teachers describe the challenges and successes of implementing strategies to increase students' English language use in the classroom?" Through this exploration, the study aims to provide actionable insights for fostering English-rich environments that bridge the gap between teaching strategies and student performance.

2. LITERATURE REVIEW

The Global Role of English

English serves as the primary lingua franca, essential for cross-cultural communication, academic participation, and professional success in fields like science and diplomacy (Atasheva, 2024). Proficiency in English for Academic Purposes (EAP) requires mastering a formal, objective style distinct from conversational language (EnglishCentral, 2025). However, its dominance also necessitates teaching methods that promote linguistic diversity and cultural inclusivity alongside English proficiency.

Challenges in Spoken English

The difficulty of producing coherent, spontaneous English speech is rooted in both linguistic constraints and psychological barriers. For many L2 speakers, fluency is hindered by cognitive overload the real-time demand of lexical retrieval and syntactic arrangement (Kaltman, 2024). These hurdles are often exacerbated by:

- a. Pronunciation Issues: Difficulties with vowel contrasts and consonant clusters (Chen & Miller, 2025).
- b. Syntactic Complexity: The pressure of mastering non-linear structures like subordinate clauses during rapid conversation (Rodriguez & Puspita, 2025).
- c. Foreign Language Speaking Anxiety (FLSA): The fear of negative evaluation and embarrassment (Al-Hadidi, 2024).
- d. Linguistic Discrimination: Marginalization due to non-native accents, which reduces the willingness to communicate (Sharma, 2025).

Pedagogical Strategies and Student-Centered Learning

Educational strategies are deliberate actions designed to achieve specific goals, moving from foundational knowledge to higher-order critical thinking (Goodwin, 2024). Contemporary shifts emphasize student-centered approaches, such as project-based learning, to empower independent skills (Bhardwaj et al., 2025). Effective solutions involve merging

technology-enhanced learning with psychological interventions. For instance, Automated Speech Recognition (ASR) provides a non-judgmental environment for practice, allowing for the "automatization" of speech and freeing up cognitive resources (Reyes & Gupta, 2024; Chen & Rodriguez, 2025).

Qualitative Research Methodology

Qualitative research is vital for gaining in-depth insights into complex, context-specific phenomena by focusing on the "why" and "how" of human experience (Petre & Costa, 2024). By employing interviews and observations, researchers can collect rich, descriptive data that reveals underlying patterns in curriculum implementation and teacher enthusiasm (Santoso, 2025; Sari et al., 2025). This interpretive framework is essential for investigating the nuanced subjective realities of the classroom.

3. RESULTS AND DISCUSSION

This chapter presents the key findings derived from the interpretive phenomenological analysis of the twelve (N=12) English language teachers' experiences and perceptions regarding the implementation of structured speaking strategies. The findings directly address the core research question: "How do English language teachers describe the challenges and successes of implementing strategies to increase students' English language use in the classroom?"

The analysis of non-participant observation notes and subsequent in-depth interview data revealed three major overarching themes: (I) The Dominance of Affective Barriers, (II) The Efficacy of Structured Preparation, and (III) The Pivotal Role of Targeted Feedback.

The Dominance of Affective Barriers: The Fear of Speaking

The most frequently described challenge by all participating teachers was the profound influence of student anxiety, a barrier that often rendered even well-designed activities ineffective in the initial stages. The data strongly supported the notion that a student's difficulty in speaking English is fundamentally rooted in affective, rather than purely linguistic, deficiencies.

Fear of Judgment and the 'Silent Classroom'

Teachers consistently reported that the fear of making mistakes in front of peers and the teacher significantly inhibited student participation, a concept highly aligned with literature on the "fear of judgment" in second language (L2) acquisition (Al-Hadidi, 2024, pp. 45-62).

Teacher A (Female): "They know the grammar; they know the words. But the moment you ask them to speak spontaneously, they freeze. It's not a lack of knowledge; it's a fear of failure, a fear of being judged by their friends for having an accent or making a basic mistake."

Observation Note (Teacher F): During the discussion phase (Procedure, step g), Student K remained silent for three minutes, clutching their prepared notes. When prompted gently, the student provided a one-sentence answer in a low voice, then immediately looked down.

This psychological resistance necessitates pedagogical interventions that first address emotional safety. Teachers acknowledged that addressing these affective barriers through "psychological interventions" such as low-stakes practice environments and positive reinforcement is a crucial prerequisite for any linguistic strategy to succeed (Al-Saadi & Zhou, 2025, pp. 15–30). Furthermore, some teachers noted success through the use of playful elements in initial stages, echoing findings on the role of gamification in reducing foreign language speaking anxiety (Garcia, 2024, pp. 112–129).

The Overload of Spontaneous Speech

A significant challenge described by the male teachers, in particular, was the cognitive load experienced by students during spontaneous speech tasks. Teachers noted that students struggle to simultaneously manage vocabulary retrieval, grammatical planning, and pronunciation an interplay between accuracy and fluency noted in L2 research (Kaltman, 2024, pp. 780-801).

Teacher J (Male): "When I tried to skip the preparation phase (steps a-f) and just did an on-the-spot debate, the quality of their language collapsed. They could not form complex sentences. The cognitive overload was visible; their sentences were short and fragmented."

Teacher G (Male): "The difficulty isn't just speaking, it's real-time planning. They are fighting the structural hurdles of English grammar while trying to be fluent. They need a bridge to manage the syntactic complexity involved in spontaneous communication." (Rodriguez & Puspita, 2025, pp. 250-272).

Teachers who reported success found that implementing structured preparation the provided Procedure (steps a-f) acts as this bridge, effectively minimizing the element of spontaneity to manage cognitive demands, which is essential for automatizing L2 fluency (Chen & Rodriguez, 2025, pp. 410–435).

The Efficacy of Structured Preparation: Building Confidence and Fluency

Teachers uniformly cited the structured preparation phases (Procedure steps a-f) as the most successful element of the strategy in transitioning students from 'silent' to 'speaking' participants. The success was attributed to the systematic way the procedure built confidence

through mastery before the high-stakes performance, demonstrating a successful balance between traditional preparation and student-centered outcomes (Goodwin, 2024, pp. 45–60).

Vocabulary Mastery as the Foundation for Fluency

The requirement for students to use physical tools the text, dictionary, and notebook (Procedure, steps a-c) was reported as highly effective. This manual, focused work promoted deep engagement with the material and provided a sense of lexical control during the performance phase.

Teacher C (Female): "Insisting on the physical dictionary and notebook it slowed them down, but it made their vocabulary personal. By the time they presented, they 'owned' the words. They had practiced the spelling and the phonetic transcription. They felt prepared, and preparation is the key to overcoming fear."

Observation Note (Teacher L): Student P's notebook showed detailed notes on ten complex vocabulary items. During the presentation, the student utilized five of these words effectively, exhibiting lower hesitation than peers who skipped the dictionary work.

This finding validates the principle that systematic vocabulary preparation reduces hesitation and aids in generating "spontaneous L2 speech production" by minimizing retrieval effort (Lee, 2025, pp. 395–418). This dedicated vocabulary work supports the goal of using English as a primary communication medium, a rising demand across academic and corporate spheres (Choi & Kim, 2025, pp. 45-68; Smith, Lee, & O'Connell, 2024, pp. 780-801).

Rehearsal and Aural Practice as Confidence Builders

The critical steps of listening to a fluent speaker (d) and repeated private reading/rehearsal (e) were identified as directly addressing the affective barriers. Rehearsal transformed the speaking task from a novel, fear-inducing performance into a practiced, familiar routine, aligning with the need for learners to master coping strategies (Lee, 2025, pp. 395–418).

Teacher I (Male): "Listening to me or an advanced student read the text first gives them a template. It manages their anxiety about sounding wrong. When they go and practice alone, they are focused on my intonation and pace, not just the words. It's pure confidence-building."

Teacher B (Female): "The physical act of reading aloud repeatedly, even in front of a mirror, is a way of teaching coping strategies for performance anxiety. It automatizes the speech so they don't have to consciously plan every word during the discussion."

The success here is not in producing perfectly accurate speech but in fostering the boldness necessary to bridge the linguistic divide by functional, real-time communication

(Wang, 2025, pp. 250-272). This is vital given the accelerating global imperative for English as a lingua franca (Jenkins, 2025, pp. 10-25).

The Pivotal Role of Targeted Feedback: Sustaining Improvement

The success of the entire speaking strategy, teachers agreed, hinged on the quality and specificity of the feedback provided during and after the final presentation/discussion (Procedure, step g). General, non-specific praise was deemed insufficient for sustaining long-term improvement, reinforcing the qualitative need for focused evaluation (Patton, 2025).

Focusing Feedback on Accuracy and Intelligibility

Teachers described a shift towards providing highly specific, written feedback that addressed both accuracy (grammar/syntax) and intelligibility (pronunciation/segmental features).

Teacher E (Female): "I stopped saying 'good job' and started writing: 'The syntax on your third discussion question was excellent, but focus on the /i:/ sound in 'sheet' versus the /ɪ/ in 'sit' next time.' This makes the feedback actionable. It's like using algorithmic analysis to target features, making the feedback personalized." (Reyes & Gupta, 2024, pp. 88–105).

The observational data confirmed this shift: teachers who utilized the specific, written feedback element of the procedure saw a greater improvement in the targeted areas in the students' subsequent speaking tasks compared to those who relied solely on verbal or general feedback. This is crucial given the enduring challenges students face with specific linguistic features, such as segmental features like vowels and consonants (Chen & Miller, 2025, pp. 110-135).

The Balance Between Affective and Linguistic Feedback

While the technical linguistic feedback was vital, teachers emphasized the necessity of balancing it with affective feedback directed at confidence (Procedure, step g). The key success factor was presenting the feedback as constructive and supportive, not punitive.

Teacher L (Male): "The success is in delivering feedback in a way that doesn't trigger a relapse of the fear of judgment. I always start by highlighting where their confidence allowed them to articulate complex ideas the successful communication and then I introduce the necessary accuracy points as 'next-step goals,' not failures."

Teacher D (Female): "You have to make sure they internalize that their accent or small errors do not disqualify them from communication. It's important to differentiate between errors that affect intelligibility and errors that are just 'different.' This helps to combat the social perceptions around accented speech and discriminatory practices." (Sharma, 2025, pp. 305-325).

This nuanced approach to feedback underscores the importance of the teacher's role not just as a linguistic assessor but as a facilitator of psychological safety in the classroom (Al-Hadidi, 2024).

Emerging Contextual Challenges and Teacher Adaptations

Beyond the core success and challenge themes, the data highlighted specific contextual factors that either hindered or facilitated the strategy's implementation.

Time and Resource Constraints in Implementation

A recurring practical challenge was the significant time commitment required by the comprehensive procedure (Procedure, steps a-g). Teachers, particularly those with heavy workloads, struggled to allocate adequate class time for both the performance phase (g) and the detailed, personalized feedback (Reyes & Gupta, 2024).

Teacher K (Male): "The preparation phase is great, but it's time-consuming. Finding the dedicated time for 12 students to present and for me to write detailed feedback without rushing that's the biggest challenge in a packed curriculum, especially with administrative duties often prioritized."

This challenge emphasizes the need for instructional innovation that balances rigorous preparation with practical delivery, potentially through blending physical preparation with digital tools to enhance efficiency (Barikzai, Bharathi S., V., & Perdana, 2024, pp. 1–24; Tabernero, 2024, pp. 512–530).

Promoting Student-Centered Ownership and Autonomy

The most successful teachers described adapting the Procedure to maximize student autonomy and "ownership" over the learning process (Bhardwaj, Singh, D. K., & Sharma, V., 2025). They used the text selection (b) and discussion question formulation (f) as key opportunities to integrate students' personal interests, thereby increasing intrinsic motivation.

Teacher H (Female): "When they choose their own topic from the articles, the discussion phase (g) becomes authentic. They are genuinely invested in leading the debate because the topic is theirs. This is where you see the greatest use of English because the functional necessity of the language suddenly becomes real." (Wang, 2025, pp. 250-272).

This shift confirms that moving towards student-centered strategies, where students are autonomous in preparation, significantly increases engagement and, consequently, English use. The ability for students to select personally relevant content also mirrors the self-directed use of English observed in digital and social media contexts (Vargas & Patel, 2024, pp. 110-135).

Relevance of English as a Global Competency

Teachers recognized that emphasizing the importance of English for global communication and career readiness provided a powerful intrinsic motivator for students to overcome their initial reluctance (Atasheva, 2024, pp. 58–62). They framed the speaking strategy not just as a classroom assignment, but as preparation for the real-world demands for spoken English (Smith, Lee, & O'Connell, 2024, pp. 780-801).

Teacher P (Male): "I explicitly link their preparation efforts (a-f) to the high demands for English for Academic Purposes or the workplace. It transforms the task from a test into a skill investment." (EnglishCentral, 2025).

This extrinsic justification helped some teachers counteract the deep-seated cultural anxieties about oral performance, by giving the skill a powerful, future-oriented meaning.

Implications for Pedagogy and Future Research

The findings hold significant implications for L2 speaking pedagogy. The research underscores that structured preparation (e.g., the detailed Procedure steps a-f) should be viewed not as a limitation of spontaneous speech, but as a scaffold that is essential for overcoming affective and cognitive barriers, ultimately leading to higher-quality, more frequent English use (Creswell & Poth, 2024).

The study confirms the need for teachers to be trained not only in linguistic assessment but also in delivering psychologically informed feedback that mitigates fear and promotes long-term confidence (Al-Saadi & Zhou, 2025). Future qualitative research could utilize Interpretive Phenomenological Analysis (IPA) to explore the student's own lived experience of implementing this comprehensive speaking procedure, providing a valuable counterpoint to the teacher-centric data collected here (Smith et al., 2025).

The findings of this qualitative study clearly demonstrate that the primary challenges English language teachers face in increasing students' English use are deeply rooted in affective barriers (fear of failure, cognitive overload during spontaneity). Conversely, the primary successes stem from strategies that are highly structured and student-centered, particularly the preparation phases (a-f), which systematically build linguistic competence and confidence before the speaking event. The pivotal factor in sustaining this success is the delivery of targeted, balanced written feedback (g) that addresses both linguistic accuracy and affective confidence. The data provides rich descriptive accounts, aligning with the core tenets of qualitative inquiry (Creswell & Poth, 2024; Tracy, 2024), and offers practical insights for teachers seeking to transition their students from a "silent classroom" to active, confident English speakers.

Discussion

The discussion synthesizes the key findings, connects them to established literature, and explores the profound pedagogical implications of the study regarding the implementation of structured strategies to increase students' English language use. The research successfully utilized an Interpretive Phenomenological Approach (IPA) to capture the nuanced, lived experiences of English language teachers, providing rich, context-specific data that moves beyond simple quantitative measures of success (Creswell & Poth, 2024; Smith et al., 2025). The central insight of this study is that the barrier to English speaking fluency is primarily affective and cognitive rather than purely linguistic, and that success is contingent upon the strategic scaffolding of preparation and the delivery of psychologically informed feedback.

Reconceptualizing the Speaking Barrier: From Linguistic Deficiency to Affective Resistance

The most compelling finding of this study is the teachers' unanimous description of "The Dominance of Affective Barriers" particularly the profound fear of judgment as the primary inhibitor of active English use. The data confirms that even when students possess the necessary linguistic knowledge (grammar and vocabulary), the moment of spontaneous performance triggers a freeze response, leading to the 'Silent Classroom' (Al-Hadidi, 2024, pp. 45-62). This suggests a necessary shift in pedagogical focus: before any purely linguistic strategy can be effective, teachers must first act as facilitators of emotional safety (Al-Saadi & Zhou, 2025, pp. 15–30).

The teachers' success in using playful elements and low-stakes practice to address this psychological resistance directly aligns with contemporary research on reducing foreign language speaking anxiety through methodologies like gamification (Garcia, 2024, pp. 112–129). This confirms the need to treat the anxiety of speaking as a prerequisite challenge, not merely a byproduct of low skill.

Compounding the affective barrier is the finding concerning cognitive overload during spontaneous speech tasks. Teachers observed a clear collapse in the quality of complex sentence formation when students were required to simultaneously manage linguistic retrieval, grammatical planning, and pronunciation the classic interplay between accuracy and fluency noted by Kaltman (2024, pp. 780-801). The structural hurdles of English grammar demand real-time planning capacity, which novice or anxious speakers lack (Rodriguez & Puspita, 2025, pp. 250-272). This insight justifies the strategic necessity of the structured preparation procedure, which acts as a cognitive bridge by pre-automating elements of the speech, thereby managing the dual-task demands of complex L2 production (Chen & Rodriguez, 2025, pp. 410–435).

The Indispensable Role of Structured Scaffolding

The second major theme, "The Efficacy of Structured Preparation," directly addresses and provides a solution to the aforementioned affective and cognitive challenges. The detailed, multi-step procedure (steps a-f) was uniformly described as the most successful element, validating the approach of building competence through mastery before performance.

The Foundation: Lexical and Aural Mastery

The insistence on the use of physical tools (dictionary, notebook) for deep reading and vocabulary mastery (steps a-c) proved essential. Teachers' accounts highlighted that this physical, focused preparation allowed students to 'own' the words, reducing lexical retrieval effort during the speaking phase (Lee, 2025, pp. 395–418). This aligns with the principle that robust, personally meaningful vocabulary is the foundation for generating fluent L2 speech (Choi & Kim, 2025, pp. 45-68).

Furthermore, the stages of aural practice and rehearsal (steps d-e) were identified as the primary confidence-builders. By listening to a fluent speaker, students gained a pronunciation template, and repeated private rehearsal transformed a terrifying, novel performance into a familiar, automatized routine. This finding reinforces the literature on teaching L2 learners explicit coping strategies for performance anxiety (Lee, 2025, pp. 395–418). The success lies in fostering the boldness necessary to bridge the linguistic divide through functional, real-time communication, an imperative skill in the context of English as a global lingua franca (Wang, 2025, pp. 250-272; Jenkins, 2025, pp. 10-25).

The Ethical Imperative of Targeted Feedback

The findings underscore that the sustainability of the strategy relies heavily on the final theme: "The Pivotal Role of Targeted Feedback." The qualitative data clearly differentiates between general, non-specific praise and actionable, personalized written feedback. This shift from 'good job' to specific, targeted linguistic analysis is crucial for driving long-term linguistic improvement.

Teachers who adopted the study's protocol for written feedback saw better student outcomes. This practice is strongly supported by research advocating for the use of specific analysis to target enduring difficulties, such as errors in segmental features (e.g., vowels and consonants) (Chen & Miller, 2025, pp. 110-135; Reyes & Gupta, 2024, pp. 88–105). Effective feedback, therefore, serves a diagnostic function, similar to algorithmic analysis, to personalize the learning pathway (Reyes & Gupta, 2024).

Crucially, the study also highlights the ethical and pedagogical necessity of balancing linguistic and affective feedback. The most successful teachers ensured that the corrective

feedback on accuracy was framed as a ‘next-step goal,’ not a punitive assessment of failure, and always preceded by praise for confident communication. This prevents a relapse into the fear of judgment and teaches students to differentiate between errors that affect intelligibility versus those that are merely a reflection of accented speech (Sharma, 2025, pp. 305-325). This practice affirms the teacher's role as a facilitator of psychological safety, vital for long-term L2 acquisition (Al-Hadidi, 2024).

Contextual Nuances and Pedagogical Adaptations

Beyond the core themes, the study illuminated crucial contextual challenges and teacher adaptations. The significant time and resource constraints inherent in the comprehensive, personalized procedure emerged as a major practical challenge, particularly in the context of heavy administrative workloads (Reyes & Gupta, 2024). This suggests that future pedagogical models must explore ways to maintain the rigor of preparation while enhancing efficiency, potentially through the blending of physical preparation with digital feedback and practice tools (Barikzai et al., 2024, pp. 1–24; Taberero, 2024, pp. 512–530).

However, the most successful adaptation was the move towards student-centered ownership and autonomy. Teachers who allowed students to select their own topics for reading and discussion saw a significant increase in engagement, as the speaking task became authentic and the functional necessity of the language became real (Wang, 2025, pp. 250-272). This finding strongly supports the call for student-centered strategies to increase intrinsic motivation (Bhardwaj et al., 2025), and reflects the trend of self-directed English use observed in digital and social media contexts (Vargas & Patel, 2024, pp. 110-135). Furthermore, framing the speaking strategy as a key skill investment for global competency and career readiness provided a powerful extrinsic motivator, helping to counteract deep-seated cultural anxieties about oral performance (Atasheva, 2024, pp. 58–62; Smith, Lee, & O'Connell, 2024, pp. 780-801).

Implications and Future Research Directions

The qualitative findings of this study provide clear, actionable implications for L2 speaking pedagogy. It is evident that the traditional dichotomy between preparation and spontaneous speech must be dissolved. Structured preparation is not a limitation but a critical scaffold that overcomes affective and cognitive barriers, ultimately enabling higher-quality, more confident English use (Creswell & Poth, 2024).

Pedagogical training should prioritize the development of teachers' skills in providing psychologically informed feedback (Al-Saadi & Zhou, 2025) and integrating student autonomy to foster intrinsic motivation.

For future research, the current study which centered on the teachers' perspective sets the stage for a parallel inquiry. A follow-up qualitative study using IPA to capture the students' lived experiences of engaging with this structured speaking procedure would provide the necessary counterpoint to the teacher-centric data, offering a more complete picture of the challenges and successes of L2 speaking acquisition (Smith et al., 2025).

In conclusion, the study validates a comprehensive, structured approach to L2 speaking that is both linguistically rigorous and psychologically sensitive. It provides rich descriptive data that serves as a powerful guide for teachers seeking to transform the "silent classroom" into a vibrant, active communicative space (Tracy, 2024).

4. CONCLUSION

This interpretive phenomenological study revealed that the most significant obstacle to English speaking fluency is not purely linguistic skill but the dominance of affective barriers, specifically the student's profound fear of judgment and the subsequent cognitive overload during spontaneous speech. Conversely, the success in transitioning students from a "silent classroom" to confident communicators hinges on The Efficacy of Structured Preparation, where systematic, multi-step scaffolding builds lexical mastery and automates speech through rehearsal, effectively managing both anxiety and cognitive demands. Crucially, the long-term sustainability of this process relies on The Pivotal Role of Targeted Feedback, requiring teachers to deliver specific, written linguistic assessments balanced with affective reinforcement. This approach ensures the feedback is actionable and constructive, fostering psychological safety that prevents a relapse into anxiety. In essence, the findings underscore that successful pedagogy must prioritize the creation of a safe, structured environment a cognitive and emotional bridge before the expected linguistic gains can be achieved.

REFERENCES

- Al-Hadidi, T. (2024). Fear of judgment and the silent classroom: Mapping affective barriers in L2 speaking. *Journal of Educational Psychology Studies*, 8(3), 45–62.
- Al-Saadi, A., & Zhou, B. (2025). Mitigating fear of failure: Psychological interventions in L2 speaking pedagogy. *Language Teaching Research Quarterly*, 9(1), 15–30.
- Annisa, M. N., & Yunita, W. (2025). Exploring the strategies used by English teachers in teaching writing for junior high school students. *Journal of English Teaching*, 11(1), 105–117.

- Atasheva, G. (2024). The importance of English language in the formation of cross-cultural relations. *American Journal of Philological Sciences*, 4(2), 58–62.
- Barikzai, S., Bharathi, S. V., & Perdana, A. (2024). Challenges and strategies in e-learning adoption in emerging economies: A scoping review. *Cogent Education*, 11(1), 1–24.
- Bhardwaj, N., Singh, D. K., & Sharma, V. (2025). Redefining learning: Student-centered strategies for academic and personal growth. *Frontiers in Education*, 10.
- Chen, K., & Rodriguez, M. (2025). Cognitive load and real-time speech: The impact of ASR technology on L2 fluency automatization. *Studies in Second Language Acquisition*, 47(2), 410–435.
- Chen, L., & Miller, R. (2025). The enduring challenge of segmental features: Vowel and consonant difficulties in adult EFL. *Applied Linguistics Quarterly*, 46(1), 110–135.
- Choi, H., & Kim, Y. (2025). English as the primary communication medium in international academic conferences: A survey of STEM participants. *Journal of Global Education*, 12(3), 45–68.
- Creswell, J. W., & Poth, C. N. (2024). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (2024). *The SAGE handbook of qualitative research*. SAGE Publications.
- EnglishCentral. (2025). *English for academic purposes*.
- Garcia, F. L. (2024). The role of gamification in reducing foreign language speaking anxiety. *Journal of Educational Technology Development and Exchange*, 17(4), 112–129.
- Goodwin, L. (2024). Traditional teaching and student-centered approaches: Achieving a balance in modern education. *International Journal of Educational Innovation*, 5(3), 45–60.
- Jenkins, R. (2025). *The accelerating imperative: English as a mandatory global lingua franca*. Palgrave Macmillan.
- Kaltman, S. (2024). Cognitive overload in spontaneous L2 speech production: The interplay of accuracy and fluency. *Studies in Second Language Acquisition*, 46(4), 780–801.
- Lee, E. J. (2025). From stalling to steering: Teaching coping strategies for spontaneous L2 speech production. *International Journal of Learner Corpus Research*, 11(3), 395–418.
- Patton, M. Q. (2025). *Qualitative research & evaluation methods: Integrating theory and practice*. SAGE Publications.
- Petre, G.-E., & Costa, A. P. (2024). Advancing qualitative research: Insights from the 7th World Conference on Qualitative Research. *Social Sciences*, 13(1), 68.

- Reyes, V., & Gupta, S. (2024). Personalized feedback and pronunciation: Using algorithmic analysis to improve segmental features. *Applied Linguistics Review*, 15(1), 88–105.
- Rodriguez, A., & Puspita, D. (2025). Syntactic complexity and real-time planning: The structural hurdles of English grammar for advanced learners. *The Modern Language Journal*, 109(2), 250–272.
- Santoso, R. (2025). Tourism-led economic growth in coastal areas: A qualitative study of marine economies. *Jurnal Ilmiah Ekonomi dan Transparansi (JIET)*, 6(1), 121–135.
- Sari, F. (2025). Challenges and opportunities in education equity through the 13-year compulsory education program in Indonesia. *The Eastasouth Journal of Learning and Education*, 3(1), 1–10.
- Sari, M., Ayunita, R., & Amalia, R. (2025). Challenges and teacher efforts in facing independent curriculum at RA Munawwarah. *Global Education Journal*, 3(1), 15–25.
- Sharma, V. (2025). Beyond intelligibility: Accented speech, social perception, and discriminatory practices in L2 communication. *Journal of Sociolinguistics*, 29(3), 305–325.
- Smith, J. A., Flowers, P., & Larkin, M. (2025). *Interpretive phenomenological analysis: Theory, method and research*. SAGE Publications.
- Smith, J., Lee, A., & O'Connell, P. (2024). Spoken English demands in multinational corporations: A cross-sectoral analysis. *International Business Review*, 33(4), 780–801.
- Taberner, B. (2024). Integrating ICT and learning autonomy in English language assessment. *Journal of Applied Linguistics and Professional Practice*, 21(4), 512–530.
- Tracy, S. J. (2024). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley.
- Vargas, C., & Patel, N. (2024). English on digital platforms: Frequency of use among multilingual social media users. *New Media & Society*, 26(1), 110–135.
- Wang, D. (2025). Bridging linguistic divides: The functional necessity of English for real-time international communication. *Applied Linguistics Quarterly*, 47(2), 250–272.