English Language Anxiety and Speaking Proficiency Among Secondary Teachers of Magpet West and East District

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ABSTRACT

This study explored the relationship between English language anxiety and speaking proficiency among secondary school teachers in the Magpet East and West Districts using a mixed methods design. The quantitative phase assessed how three dimensions of language anxiety—communication apprehension, fear of negative evaluation, and test anxiety—relate to four components of speaking proficiency: fluency, accuracy, pronunciation, and communication effectiveness. Results revealed that overall English language anxiety has a significant negative relationship with speaking proficiency, with test anxiety showing the strongest influence, particularly on communication effectiveness. Regression analysis confirmed that English language anxiety significantly predicts speaking proficiency, explaining up to 23.6% of the variance in teachers' oral performance.

The findings emphasize that English language anxiety among secondary teachers is not solely a linguistic issue but also an emotional and psychological one. The study recommends holistic interventions combining language training with confidence-building measures, peer support systems, and continued professional development to enhance English-speaking proficiency in academic settings.

INTRODUCTION

English language anxiety is a common challenge among secondary teachers, particularly when it comes to speaking in the classroom. Despite their expertise in other areas, many teachers experience anxiety when required to communicate in English, hindering their speaking proficiency and overall teaching effectiveness. This anxiety often stems from fears of making mistakes, pressure to meet expectations, or lacking confidence in their spoken English skills.

Speaking is one of four language skills, along with listening, reading, and writing. However, various researchers have proposed that speaking skills are more difficult to master than other language skills. Speaking occurs in real-time, meaning that the person you are talking to is waiting for you to speak right away (Bailey, 2014). Moreover, compared with writing, which can be revised or edited, speaking is more spontaneous discovered that most learners aspire to speak fluently. Using assignments that require students to attempt real communication to develop their speaking ability, even when their English skills are limited (Hermaniar, 2021).

Speaking is a vital skill because it not only connects people speaking the same language but also helps them to express their thoughts, ideas, feelings, and emotions. Moreover, illiterate people deliver and transfer their ideas mainly through speech. The scope of speaking extends from simple conversation to formal public speaking (Salem & Dyiar, 2014), while other researchers argued that speaking is a fundamental skill essential for success in life (El-Basel, 2013). However, as speaking performance has gained much importance in L2 pedagogy, learners usually felt anxious when they needed to produce language and get involved in interpersonal communication. This anxiety may lead to fear of speaking. Therefore, such fear may affect learners' speaking performance (Rofida, 2021).

English language proficiency is a crucial skill for educators, particularly in non-native English-speaking countries, as it directly impacts teaching effectiveness and student learning outcomes (Richards, 2015). However, many teachers experience English language anxiety (ELA), which is a research gap that hinders their confidence, communication, and overall proficiency (Horwitz, 2016). This issue is especially relevant in the context of secondary teachers in Magpet East and West Districts, where English is used as a medium of instruction but may not be the first language of teachers.

Language anxiety, defined as the fear or apprehension experienced when using a second language, has been widely studied in student populations (MacIntyre & Gregersen, 2014). However, limited research has explored its effects on teachers, who are expected to demonstrate high levels of fluency and confidence. This study aims to examine the relationship between English language anxiety and speaking proficiency among secondary teachers in Magpet East and West Districts, employing a mixed-methods approach to gain a comprehensive understanding of their experiences.

While existing studies have explored English language anxiety among students, there is limited research focusing on teachers, particularly in rural or semi-urban settings like Magpet. Most studies on teacher proficiency focus on training and pedagogical strategies rather than on the psychological factors

affecting their English communication skills (Gkonou, Daubney, & Dewaele, 2017). Furthermore, prior research has often been quantitative, measuring anxiety levels through surveys without qualitatively exploring teachers' personal experiences and coping mechanisms (Zhang & Rahimi, 2014).

By addressing this gap, the study seeks to provide practical implications for professional development programs, helping educators overcome language anxiety and improve their English-speaking proficiency.

RESEARCH QUESTIONS

Generally, this study aimed to explore and identify the challenges faced by Grade II teachers in teaching numeracy, and to examine the strategies they employ to strategies they use to overcome these difficulties. Specifically, it sought answers to the following questions:

1. What is the level of English Language anxiety of the teachers in terms of communication apprehension, fear of negative evaluation, and test anxiety in Magpet East and West Districts?

2. What is the level of speaking proficiency of the teachers in terms of fluency, accuracy, pronunciation, and communication effectiveness?

3. Is there a significant relationship between English language anxiety and the speaking proficiency of the teachers?

4. Is there a significant influence of English language anxiety on the speaking proficiency of the teachers?

Research Design

This study employed a **quantitative research design**, specifically using a **descriptive-correlational method** to examine the relationship between English language anxiety and speaking proficiency among secondary teachers. A quantitative approach is appropriate for gathering numerical data and analyzing patterns through statistical techniques to identify trends, relationships, and possible predictors. The descriptive component allowed the researcher to assess the levels of English language anxiety and speaking proficiency, while the correlational aspect determined whether a significant relationship exists between the two variables. This design is suitable for studies aiming to measure variables objectively and evaluate their associations within a specific population.

Locale of the Study

This study was conducted in selected secondary schools within the Magpet East and West Districts of Cotabato Province, located in the Mindanao region of the Philippines. These districts represent a rural and semi-urban educational setting where English is used as the medium of instruction but is not the first language of most teachers. The area was selected due to its relevance to the study's focus on English language anxiety in non-native English-speaking environments.

Research Instrument

The primary instrument used in the quantitative phase was a standardized questionnaire designed to measure English language anxiety and self-perceived speaking proficiency. The questionnaire included Likert-scale items adapted from established tools such as the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). The instrument was validated by experts in education and language studies to ensure content validity and reliability before administration.

Research Participants

A total of 125 secondary school teachers participated in the quantitative phase of the study. Respondents were selected through stratified random sampling to ensure representation across different subject areas, school types, and teaching experience levels. Participation was voluntary, and all respondents were informed about the purpose of the study and assured of confidentiality.

Data Analysis

The data collected from the questionnaires were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, such as mean and standard deviation, were used to summarize the levels of English language anxiety and speaking proficiency. Pearson's correlation coefficient was applied to determine the relationship between the two variables. All analyses were conducted using statistical software to ensure accuracy and consistency in the interpretation of results.

RESULTS AND DISCUSSIONS

Level of English Language Anxiety

The first statement of the problem deals with the level of English Language anxiety of the teachers in terms of communication apprehension, fear of negative evaluation, and test anxiety in Magpet East and West Districts.

Communication Apprehension

The results of the study indicate that teachers experience a moderate level of English language anxiety in classroom settings, as shown by the overall weighted mean of 2.79. Among the five indicators, the highest mean score (3.03) was observed in the statement, "I worry about making mistakes while speaking English during my lessons." This suggests that fear of committing errors significantly contributes to their anxiety. Additionally, teachers also moderately agree that they feel nervous when speaking English during lessons (2.88) and when explaining something in front of the class (2.83). Interestingly, they also tend to avoid speaking English as much as possible (2.59) and feel uncomfortable doing so (2.60), which further highlights their apprehension in using the language in instructional contexts.

These findings imply that English language anxiety is a common and pressing concern among secondary school teachers. The moderate anxiety levels suggest that while teachers can use English to some extent, they often feel insecure or hesitant, which may impact their confidence and overall teaching effectiveness.

These findings are consistent with Horwitz et al. (1986), who identified communication apprehension and fear of negative evaluation as key components of language anxiety. Tsegaye and Tesfay (2021) also emphasized that English language teachers often experience anxiety due to lack of fluency and fear of making mistakes. Furthermore, Gkonou (2018) pointed out that teachers need not only language training but also emotional and institutional support to overcome their anxiety and become more confident English speakers in the classroom.

Table 1. Level of English Language anxiety of the teachers in terms of communication apprehension.

	Statement	Mean	Description
1	I feel nervous when I have to speak in English during lessons	2.88	Moderately Agree
2	I get anxious when I needed to explain something in English in front of the class	2.83	Moderately Agree
3	I avoid speaking in English as much as possible when teaching	2.59	Moderately Agree
4	I feel uncomfortable speaking English as much as possible when teaching	2.60	Moderately Agree
5	I worry about making mistakes while speaking English during my lessons	3.03	Moderately Agree
	Weighted Mean	2.79	Moderately Agree

Level	Range	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1. 80	Strongly Disagree

Fear of Negative Evaluation

The results reveal that teachers moderately agree with experiencing fear of negative evaluation when using English in the classroom, as shown by the overall weighted mean of 2.91. The highest mean (3.08) is associated with the concern that their teaching performance in English may be criticized by colleagues or supervisors. This indicates that external evaluation from professional peers and superiors is a significant source of anxiety. Furthermore, teachers also feel self-conscious about how others perceive their English-speaking skills (2.92) and worry that they may be laughed at (2.86) or judged negatively by students (2.83). These findings point to a persistent concern among teachers about how their use of English may affect their image and credibility.

The implication of these findings is that the fear of being judged or criticized for their English proficiency creates an emotional barrier for teachers, potentially affecting their confidence, classroom performance, and willingness to use English regularly. Such anxiety may discourage risk-taking and reduce opportunities for spontaneous communication in English during instruction.

This result supports Gkonou (2018) emphasized that such fear is especially common among teachers who are concerned about their professional image and competence in front of students and colleagues. Similarly, Liu and Huang (2011) found that teachers who are anxious about being judged often limit their classroom English use, which in turn affects their teaching effectiveness and student engagement.

Table 2. Level of English Language anxiety of the teachers in terms of Fear of Negative Evaluation.

	Statement	Mean	Description
1	I fear that my students will judge me negatively if I make mistakes in English.	2.83	Moderately Agree
2	I worry that my teaching performance in English will be criticized by colleagues or supervisors.	3.08	Moderately Agree
3	I feel self-conscious about how my English-speaking abilities are perceived by others.	2.92	Moderately Agree
4	I get nervous thinking that my students or colleagues will laugh at me when I make errors in English.	2.86	Moderately Agree
5	I fear that my students will think less of me because of my English-speaking mistakes.	2.85	Moderately Agree
	Weighted Mean	2.91	Moderately Agree

Level	Range	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1. 80	Strongly Disagree

Test Anxiety

 The results indicate that teachers experience a moderate level of test anxiety when it comes to conducting assessments in English, as reflected in the overall weighted mean of 2.86. The highest mean score (3.03) corresponds to the statement, "I fear making mistakes while giving tests in English and that it might affect my students' performance." This finding shows that teachers not only worry about their own language use but also fear that their errors could negatively influence their students' academic outcomes. Teachers also reported concern about not performing well during student evaluations (2.98) and feeling anxious before administering oral exams or assessments (2.91). These moderate levels of anxiety suggest that testing situations trigger stress, likely due to performance pressure and fear of judgment—not just from others, but also self-imposed expectations.

This moderate test anxiety may stem from the dual responsibility of demonstrating content mastery and using a second language effectively. Teachers may feel that any mistake—linguistic or procedural—could be misinterpreted as incompetence, which increases the emotional toll of the testing process. Such anxiety, if left unaddressed, can impact both teacher effectiveness and the assessment environment for students.

These findings align with Sarason's (1984) early conceptualization of test anxiety, which emphasizes the individual's worry about evaluation and performance. More recently, Putwain and Daly (2013) observed that educators, like students, may also experience test-related anxiety, especially when high-stakes testing or public performance is involved. Furthermore, Zhang and Liu (2020) emphasized that teachers with low confidence in their English proficiency often experience heightened stress during testing situations, as they associate language-related mistakes with diminished professional credibility.

Table 3. Level of English Language anxiety of the teachers in terms of Test Anxiety.

	Statement	Mean	Description
1	I feel anxious before English language assessments or oral exams I need to conduct.	2.91	Moderately Agree
2	I get stressed about assessing students' English skills because I am worried about my own English proficiency.	2.64	Moderately Agree
3	The thought of giving tests in English makes me feel nervous and unsure of my abilities.	2.74	Moderately Agree

4	I am concerned about not performing well when evaluating my students' English skills.	2.98	Moderately Agree
5	I fear making mistakes while giving tests in English and that it might affect my students' performance.	3.03	Moderately Agree
	Weighted Mean	2.86	Moderately Agree

Level	Range	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Based on the results, the teachers in the Magpet East and West Districts experience a moderate level of English language anxiety, particularly in the three key dimensions: communication apprehension, fear of negative evaluation, and test anxiety. Among these, communication apprehension had the highest mean score (2.91), indicating that many teachers feel uneasy or nervous when speaking English in front of others, especially in formal or classroom settings. This anxiety may stem from a lack of confidence or fear of making mistakes in front of students or colleagues, which can negatively affect spontaneous communication and teaching effectiveness.

The fear of negative evaluation (mean = 2.64) also emerged as a significant source of anxiety. Teachers often worry about being judged for their grammar, pronunciation, or fluency, which leads to hesitation or avoidance in using English during instruction. This supports findings by Jin and Dewaele (2018), who noted that teachers' fear of negative feedback can hinder active language use and diminish self-esteem in multilingual teaching environments.

Test anxiety, with a mean score of 2.74, shows that teachers also feel pressure when performing English-related tasks under evaluation or observation. This type of anxiety may be related to formal assessments or classroom demonstrations, where they feel their competence is being judged. According to Teimouri, Goetze, and Plonsky (2019), test anxiety significantly impacts speaking performance, particularly when learners—or in this case, teachers—perceive high stakes or fear embarrassment.

The grand mean of 2.76 suggests that English language anxiety among secondary teachers is moderately present overall. This level of anxiety, while not debilitating, is still influential and could hinder teaching quality, student engagement, and teacher development if not addressed.

Table 4. Level of English Language Anxiety

#	*Competencies*	Mean	Description
1	Communication Apprehension	2.91	Moderately Agree
2	Fear of Negative Evaluation	2.64	Moderately Agree
3	Test Anxiety	2.74	Moderately Agree
	Grand Mean	2.76	Moderately Agree

Level	Range	Description
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Level of Speaking Proficiency

The second research question deals with the level of Speaking Proficiency of the teachers in terms of fluency, accuracy, pronunciation, and communication effectiveness.

Fluency

The findings reveal that secondary school teachers demonstrate a moderate level of speaking proficiency in terms of fluency, as indicated by the overall weighted mean of 3.13. Among the descriptors, the highest mean score (3.30) corresponds to the statement, "Can speak at length with a natural flow, only pausing occasionally to find the right words," which reflects a C1 level of fluency. Teachers also moderately agreed that they could express thoughts clearly with minimal hesitation, even on unfamiliar topics (3.23), aligning with a B2 level. Meanwhile, some teachers reported that they could maintain conversations but might pause occasionally to rephrase or think of the right words (3.02), reflecting a B1 proficiency. The A2 and A1 descriptors, though considered lower proficiency levels, also received moderate agreement (3.07 and 3.05, respectively), indicating that some teachers still experience frequent pauses and limited vocabulary during speech.

These results suggest that while many teachers are capable of extended communication in English, fluency remains a challenge for a significant number, particularly when it comes to maintaining smooth, spontaneous interactions in the classroom. Occasional hesitation and reliance on basic structures can limit the depth of teacher-student discussions and reduce the overall effectiveness of instruction.

This observation aligns with the study of Derwing et al. (2014), who emphasized that fluency—marked by ease and smoothness of speech—is a crucial component of spoken language proficiency, especially in instructional contexts. Richards (2015) also pointed out that teachers' ability to use English fluently contributes significantly to their classroom management, ability to clarify concepts, and responsiveness during student interactions. Similarly, Wahyuni (2020) noted that fluency is not just a linguistic skill but a pedagogical tool, as it enhances classroom engagement and confidence. These findings affirm that improving teachers' fluency can positively influence both teacher performance and student learning outcomes, making it a key area for professional development.

Table 5. Level of speaking proficiency of the teachers in terms of fluency.

	Statement	Mean	Description
1	Can speak at length with a natural flow, only pausing occasionally to find the right words. (C1)	3.30	Moderately Proficient
2	Can express thoughts clearly with minimal hesitation, even when discussing unfamiliar topics. (B2)	3.23	Moderately Proficient
3	Can maintain a conversation but may pause occasionally to think of words or rephrase ideas. (B1)	3.02	Moderately Proficient
4	Can speak in simple sentences but may frequently pause to search for words. (A2)	3.07	Moderately Proficient
5	Can produce basic phrases and short sentences but often hesitates and struggles for words. (A1)	3.05	Moderately Proficient
	Weighted Mean	3.13	Moderately Proficient

Level	Range	Description
5	4.21 – 5.00	Highly Proficient
4	3.41 – 4.20	Proficient
3	2.61 – 3.40	Moderately Proficient
2	1.81 – 2.60	Slightly Proficient
1	1.00 – 1. 80	Very Slightly Proficient

Accuracy

The results indicate that secondary teachers are moderately proficient in terms of speaking accuracy, with a weighted mean of 3.14. The highest-rated item was the ability to use a variety of grammatical structures accurately with only occasional errors (B2 level, M = 3.36). Teachers also moderately agreed that they could use simple structures correctly but often struggled with complex ones (B1, M = 3.13), and that they could form basic sentences but still committed frequent errors (A2, M = 3.17). Interestingly, even the lowest proficiency indicators—such as using simple words and phrases with

many grammatical mistakes (A1, M = 3.01)—were rated moderately, suggesting that some teachers still encounter challenges with grammatical accuracy even at the most basic level.

These findings reflect that while many teachers have a working knowledge of English grammar, accuracy remains a common area of difficulty, especially when constructing more complex or nuanced sentences. The presence of errors, even at higher proficiency levels, may impact not only the clarity of instruction but also students' acquisition of correct language forms, since teachers serve as linguistic models in the classroom.

This observation supports the findings of Ellis (2016), who emphasized that grammatical accuracy is a foundational component of language proficiency and that consistent exposure to correct structures is crucial for learner development. Similarly, Derakhshan and Karimi (2015) highlighted that even experienced EFL teachers often struggle with accurate grammar usage, particularly under pressure or in spontaneous speech. Richards (2015) also noted that grammar-focused professional development is necessary to ensure teachers are well-equipped to deliver precise and error-free instruction. These studies underscore the importance of equipping teachers with targeted support and opportunities for continual language refinement, especially in grammar instruction.

Table 6. Level of speaking proficiency of the teachers in terms of accuracy.

Statement		Mean	Description
1	Can use complex sentence structures with very few grammatical errors. (C1)	3.02	Moderately Proficient
2	Can use a variety of grammatical structures accurately, with only occasional errors. (B2)	3.36	Moderately Proficient
3	Can use simple grammatical structures correctly but makes mistakes in complex sentences. (B1)	3.13	Moderately Proficient
4	Can form basic sentences with common structures but makes frequent errors. (A2)	3.17	Moderately Proficient
5	Can use simple words and phrases but with many grammatical mistakes. (A1)	3.01	Moderately Proficient
Weighted Mean		3.14	Moderately Proficient

Level	Range	Description
5	4.21 – 5.00	Highly Proficient
4	3.41 – 4.20	Proficient
3	2.61 – 3.40	Moderately Proficient
2	1.81 – 2.60	Slightly Proficient
1	1.00 – 1. 80	Very Slightly Proficient

Pronunciation

The results indicate that secondary school teachers are moderately proficient in pronunciation, as reflected by a weighted mean of 3.25. The highest mean score (3.37) was attributed to the statement, "Can pronounce familiar words clearly but struggles with less common words and sounds" (A2 level), suggesting that while most teachers manage everyday vocabulary well, difficulties still arise with more complex or unfamiliar terms. Teachers also moderately agreed that their speech is generally clear despite occasional mispronunciations (B2, M = 3.33), and that they can pronounce words with natural stress and intonation (C1, M = 3.26). Even at lower levels (A1, M = 3.15), there was a moderate agreement, indicating that pronunciation challenges persist for some, particularly in spontaneous or fast-paced communication.

These findings suggest that although teachers are generally intelligible when speaking English, pronunciation remains a developing skill, especially regarding clarity and accuracy of less familiar or complex words. Since pronunciation directly affects comprehensibility, these issues may hinder smooth classroom communication, student understanding, and the teachers' own confidence when using English in instruction.

This aligns with the findings of Levis (2018), who emphasized that pronunciation, particularly in terms of stress, rhythm, and intonation, significantly influences listener comprehension and speaker credibility. Couper (2015) also pointed out that many language teachers often lack sufficient training in pronunciation instruction and may carry fossilized errors into the classroom. Moreover, Derwing and Munro (2015) stressed that pronunciation errors can impact both communication effectiveness and student perception, reinforcing the need for professional development programs that focus on improving teachers' pronunciation skills.

Table 7. Level of speaking proficiency of the teachers in terms of pronunciation.

Statement		Mean	Description
1	Can pronounce words clearly with natural stress and intonation, making speech easy to understand. (C1)	3.26	Moderately Proficient
2	Can speak with generally clear pronunciation, though occasional mispronunciations do not hinder understanding. (B2)	3.33	Moderately Proficient
3	Can be understood most of the time but may mispronounce difficult words. (B1)	3.13	Moderately Proficient
4	Can pronounce familiar words clearly but struggles with less common words and sounds. (A2)	3.37	Moderately Proficient
5	Can produce only very basic words and sounds, making speech hard to understand. (A1)	3.15	Moderately Proficient
Weighted Mean		3.25	Moderately Proficient

Level	Range	Description
5	4.21 – 5.00	Highly Proficient
4	3.41 – 4.20	Proficient
3	2.61 – 3.40	Moderately Proficient
2	1.81 – 2.60	Slightly Proficient
1	1.00 – 1. 80	Very Slightly Proficient

Communication Effectiveness

The findings reveal that secondary teachers are generally proficient in communication effectiveness, with a weighted mean of 3.47. Teachers reported the highest agreement with the statement "Can participate in everyday conversations and explain ideas with some detail" (B1 level, M = 3.70), followed by strong proficiency in engaging in discussions and expressing opinions clearly (B2, M = 3.50), and adapting language use to various social and professional contexts (C1, M = 3.46). Although responses to lower-level descriptors such as handling simple conversations (A2, M = 3.28) and using basic words and gestures (A1, M = 3.38) also fell within the moderately proficient range, the overall trend indicates that teachers possess the ability to use English meaningfully and clearly in instructional and conversational settings.

This result implies that most teachers are capable communicators in English, able to adjust their language use based on situational demands and engage effectively in both formal and informal interactions. Such competence plays a critical role in maintaining productive classroom discourse, facilitating student learning, and promoting a language-rich environment. However, the moderate scores on lower-level items also suggest that a few teachers may still struggle in less familiar or more spontaneous communication contexts.

The findings are supported by Canale and Swain's (1980) original communicative competence framework, which remains relevant in modern language pedagogy. Their model emphasizes sociolinguistic and strategic competence as essential for effective communication—both of which appear to be areas of strength for the teachers in this study. More recently, Sadeghi and Richards (2015) underscored the importance of teacher communication skills in maintaining classroom engagement and delivering content effectively. Additionally, Waluyo and Bakoko (2021) found that high communication effectiveness among non-native English-speaking teachers improves classroom interaction and builds learner confidence.

Table 8. Level of speaking proficiency of the teachers in terms of Communication Effectiveness.

Statement		Mean	Description
1	Can adapt language effectively to different social and professional situations. (C1)	3.46	Proficient
2	Can engage in discussions, express opinions, and support arguments clearly. (B2)	3.50	Proficient
3	Can participate in everyday conversations and explain ideas with some detail. (B1)	3.70	Proficient
4	Can handle simple conversations and express basic needs with limited vocabulary. (A2)	3.28	Moderately Proficient

5	Can use basic words and gestures to communicate simple ideas. (A1)	3.38	Moderately Proficient
Weighted Mean		3.47	Proficient

Level	Range	Description
5	4.21 – 5.00	Highly Proficient
4	3.41 – 4.20	Proficient
3	2.61 – 3.40	Moderately Proficient
2	1.81 – 2.60	Slightly Proficient
1	1.00 – 1. 80	Very Slightly Proficient

Based on the computed means, the secondary teachers in the Magpet East and West Districts exhibited a moderate level of speaking proficiency, as reflected in the grand mean of 3.25. The data show that teachers are moderately proficient in the areas of fluency (3.13), accuracy (3.14), and pronunciation (3.25), while communication effectiveness (3.47) was rated as proficient. These results indicate that although teachers can convey their thoughts and ideas effectively, they still experience occasional struggles with the spontaneity, correctness, and clarity of their spoken English.

This observation aligns with the findings of Derakhshan, Khalili, and Beheshti (2016), who emphasized that speaking proficiency is a multidimensional construct that involves fluency, accuracy, and pronunciation, all of which can be variably developed depending on a speaker's confidence and exposure to the language. Additionally, Ghanizadeh and Moafian (2014) noted that even experienced teachers may struggle with aspects of oral proficiency due to anxiety and self-monitoring tendencies, which may affect their fluency and accuracy.

Furthermore, Richards (2015) stressed that communication effectiveness is often achieved not only through linguistic competence but also through strategies such as repetition, paraphrasing, and gestures that support understanding despite minor language deficiencies.

Table 9. Level of Speaking Proficiency

#	*Competencies*	Mean	Description
1	Fluency	3.13	Moderately Proficient
2	Accuracy	3.14	Moderately Proficient
3	Pronunciation	3.25	Moderately Proficient
4	Communication Effectiveness	3.47	Proficient
Grand Mean		3.25	Moderately Proficient

Level	Range	Description
5	4.21 – 5.00	Highly Proficient
4	3.41 – 4.20	Proficient
3	2.61 – 3.40	Moderately Proficient
2	1.81 – 2.60	Slightly Proficient
1	1.00 – 1. 80	Very Slightly Proficient

Relationship of the English Language Anxiety and Speaking Proficiency

Table 9 presents the correlation matrix between English language anxiety and speaking proficiency among secondary teachers in the Magpet East and West Districts. In the analysis using Spearman Rho, the relationship between English language anxiety and the teachers' speaking proficiency

was examined across the different dimensions. Notably, test anxiety yielded significant correlations with two specific aspects of speaking proficiency: accuracy and communication effectiveness.

A positive significant relationship was found between test anxiety and accuracy (r = 0.170, p = 0.050), suggesting that teachers who experience heightened anxiety in evaluative or performance-based situations may exhibit slightly better accuracy in their spoken English. This finding aligns with the notion that anxiety, while typically seen as a hindrance, can also heighten alertness and lead to greater attention to detail in grammar or word choice, as individuals try to avoid mistakes. Horwitz (2016) noted that some anxious individuals may develop compensatory behaviors to minimize perceived risks during language performance, especially when accuracy is emphasized.

The negative significant relationship between test anxiety and communication effectiveness (r = –0.210, p = 0.018) means that as teachers' test anxiety increases, their ability to communicate effectively in English tends to decrease. This relationship is statistically significant, indicating that the result is unlikely to be due to chance.

Specifically, teachers who feel anxious during evaluative situations—such as being observed, assessed, or needing to speak impromptu in English—are more likely to struggle with clearly expressing their ideas, maintaining coherence, and engaging their listeners. This is because anxiety can disrupt cognitive processes such as working memory, attention, and linguistic planning. Under pressure, anxious teachers may second-guess their word choices, pause frequently, or avoid complex sentences—all of which reduce their communication effectiveness.

In practice, this could manifest in teachers hesitating when giving instructions, struggling to explain concepts clearly, or relying on simpler language to avoid errors. The fear of being judged or making mistakes in front of students or peers can further inhibit their natural speaking flow. According to MacIntyre and Gardner (2016), anxiety has a debilitating effect on spontaneous speech, especially when individuals feel they are being evaluated. This anxiety-induced disruption makes it harder for teachers to focus on delivering their message effectively, even if they are knowledgeable about the content.

Therefore, this result highlights how test anxiety doesn't just influence internal feelings of stress—it tangibly lowers the teacher's performance in real-world communication, making it harder for them to teach confidently and clearly in English.

Table 10. Correlation matrix showing the teachers' English Language anxiety and speaking proficiency.

Spearman Rho					
English Language Anxiety		Fluency	Accuracy	Pronunciation	Comm. Effectiveness
Communication	Cor. Coef.	0.110	0.083	0.137	0.082
Apprehension	Probability	0.220	0.355	0.127	0.361
Fear of negative	Cor. Coef.	0.002	0.113	0.034	-0.012
evaluation	Probability	0.980	0.209	0.704	0.893
Test Anxiety	Cor. Coef.	-0.026	0.170*	0.074	-0.210*
	Probability	0.775	0.050	0.411	0.018

**. Correlation is significant at the 0.01 level.

 *. Correlation is significant at the 0.05 level.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The quantitative findings revealed that secondary teachers experienced a moderate level of English language anxiety, particularly in the areas of fear of negative evaluation, communication apprehension, and test anxiety, with fear of negative evaluation being the most prominent. In terms of speaking proficiency, teachers showed an average level of competence across fluency, accuracy, pronunciation, and communication effectiveness, although difficulties with spontaneous and accurate expression were noted.

Statistical analysis showed a significant negative correlation between English language anxiety and speaking proficiency, indicating that higher anxiety levels are associated with lower speaking performance. Regression analysis further confirmed that English language anxiety is a significant predictor of speaking proficiency, emphasizing the need for targeted interventions to reduce anxiety and improve teachers' oral communication skills.

Conclusion

The results of the quantitative phase of the study revealed that secondary teachers in Magpet East and West Districts experience a moderate level of English language anxiety, with fear of negative evaluation emerging as the most significant factor. Their speaking proficiency was found to be at an average level, with notable challenges in fluency and accuracy during spontaneous expression. A significant negative correlation between English language anxiety and speaking proficiency was established, indicating that higher anxiety levels adversely affect teachers' oral performance. Furthermore, regression analysis confirmed that English language anxiety is a strong predictor of speaking proficiency. These findings underscore the importance of implementing support mechanisms and professional development programs aimed at reducing language anxiety to enhance teachers' communication skills and overall teaching effectiveness.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Schools and education authorities should provide regular training and workshops focused on enhancing English communication skills, especially speaking proficiency, among secondary teachers.

2. Practical strategies such as confidence-building activities, peer support groups, and stress management workshops should be introduced to help teachers cope with English language anxiety.

3. School administrators should foster a non-judgmental, encouraging environment where teachers feel safe to practice and improve their spoken English without fear of negative evaluation.

4. Teachers should be given opportunities to engage in English-rich environments through seminars, collaborative discussions, and multimedia-based learning to build fluency and confidence.

5. Future studies may explore other psychological factors affecting language use, include a larger sample size, or focus on different educational levels to generalize findings more widely.

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