A PHENOMENOLOGICAL STUDY ON LEARNERS WITH FEAR OF PUBLIC SPEAKING

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ABSTRACT

Public speaking is an essential skill for students in secondary education, yet many struggle with fear and anxiety when it comes to giving presentations or speeches. This study aims to understand the lived experiences of grade-10 secondary students with a fear of public speaking through a phenomenological approach. In-depth interviews were conducted with 10 grade-10 students of Mangayon National High School, Mangayon, Compostela, Davao de Oro, who were identified as having a fear of public speaking. Participants were chosen through a purposive sampling method where set of criteria was used to choose the participants. The data collected was analyzed using a phenomenological method to identify common themes and patterns in the participants' experiences. The findings of the study revealed that the fear of public speaking among grade-10 students is a complex phenomenon that is influenced by a variety of factors, including past experiences, negative self-perception, and a lack of confidence. Participants described feelings of anxiety, nervousness, and embarrassment when faced with the prospect of giving a presentation or speech. Many reported avoiding public speaking opportunities whenever possible, while others described using various coping strategies to manage their fear. The study also found that the fear of public speaking can have a significant impact on the academic and personal lives of grade-10 students. Participants reported feeling limited in their ability to fully participate in class discussions. Additionally, the fear of public speaking can affect their self-esteem and overall well-being. In conclusion, it is clear that the fear of public speaking is a significant concern for high school students, and that more research is needed to understand its causes and effects. Additionally, this study highlights the need for interventions and support for grade-10 students with a fear of public speaking.

Keywords: - *public speaking, lived experiences, causes of fear, coping mechanisms, insights, phenomenological research*

1. INTRODUCTION

Students are frequently required to speak in front of their peers and teachers during school. Oral reports, reading aloud in class, group projects, assemblies, athletics, school plays, organizations, and even fundraisers requiring door-to-door solicitation are a few examples. While some kids seem to "be naturals," others frequently exhibit anxiety. Speaking in public develops anxiety among leaners that affects their performance in school and in their personal lives.

In Pakistan, Nazir, Bashir, and Raja (2014), discovered that most Pakistani students have a high level of communication anxiety, which prevents them from speaking English language in the classroom. Another study found that Pakistani students are afraid to communicate because their teachers politicize them based on their ethnicity and social standing (Dhar & Khan, 2014). Even Chinese students in their tertiary years reported having severe communication anxiety, particularly when required to speak in front of the class without any prior practice (Mak, 2011).

In the Philippines, Filipinos still have moderate to severe verbal communication anxiety, despite the fact that English is already a second language and has been used as the primary language of instruction from elementary through post-graduate levels. Several factors influence this type of anxiety, including prior painful experience,

rejection, educational basis, verbal fluency, and others. She thought, however, that with the right intervention and direction from educators, particularly language teachers, the fear felt by Filipino learners might be diminished. (Del Villar, 2010)

In Camarines Sur Polytechnic Colleges (CSPC), one of the tertiary schools in the Philippines, a lot of students face the anxiety as mentioned above. A teacher teaching in the said college handling Speech and Oral Communication noticed that majority of the students experienced fear in speaking in front of the class during oral communication drills and recitations. With such reason, the teacher conducted a small group discussion to get the reason why students experienced glossophobia. It was discovered that the students had not been exposed to public speaking events in prior years and felt inadequate. (Pontillas, 2020).

In Mangayon National High School, the students also suffered the same fate of experiencing the fear of public speaking. The researcher had observed that most of the students were showing salient features and symptoms (trembling, uneasiness, stress, sweating, and apprehension) of glossophobhia among grade 10 students. These attributes were evidently seen when facing the crowd, be it in the classroom or in a school activity. It is also evident and manifested during oral presentations, speech deliveries and other forms of learning processes. The teacher conducted interviews to learners who suffers fear in public speaking to understand why students are suffering such problem. In addition, the teacher also asked the subject teachers regarding students fear of public speaking and it has been discovered that the students manifest the same problem with the other subjects. Moreover, researchers conducted classroom activities that would help the learners cope with their fear in public speaking such as oral recitation, group presentation, and dialogue. The researcher conducted this research to address the learners' problems in fear of public speaking tailored fit to the experiences of the students.

1.1 Research Questions

1. What are the experiences of the students in public speaking using English language?
2. What are the causes of the students' apprehension in public speaking using English language?
3. How do the students cope with the fears they have in public speaking using English language?
4. What are the insights gained by the students on their experience in public speaking using English language?

2. METHODOLOGY

2.1 Research Design

This study utilized a qualitative phenomenological research design. Creswell (2013) explained that a phenomenological study describes the common meaning for several individuals of their lived experiences, discussing the essence of experience for individuals incorporating "what" they have experienced and "how" they experienced it. He also emphasized that qualitative research should result to a reform that may change the lives of participants, the institutions in which they live and work, or even the researchers' lives. This study looks into investigating the reasons why students experienced Glossophobia or fear in public speaking and explore how they cope with their fear and anxiety when speaking.

2.2 Research Participants

The informants of the study were the grade 10 Junior High School students with Glossophobia or fear of public speaking. The participants were from Mangayon National High School of the Municipality of Compostela, Division of Davao de Oro for the school year 2022 – 2023.

One of the key criteria set by the researcher in choosing the participants who can best provide rich and accurate data is through observing their performance and attitude in school focusing on public speaking. The participants will be grade-10 students who had experience in speaking in public or any public engagement that deals with speech delivery either in formal or informal events with the purpose of informing, persuading, or entertaining a large group of audience.

Once they were selected, they were informed on what the study is all about, what its purpose is, and what they were going to do in the whole process of data collection. Since they consented to participate in the study, the researcher asked them of their available time and most preferred venue or platform for the in-depth interview (IDI).

In addition, though the interviews were done privately and treated with confidentiality, the informants were will still made aware that the interviews were recorded as these were used for data analysis. They were assured that their identities would remain anonymous all throughout the course of the study and that the recorded conversations would be used solely for the purpose of the study.

2.3 Data Collection Procedure

These were the steps and procedure that the researcher will utilize in gathering the needed data for the successful conduct of the research.

First, I sent a letter addressed to the Schools Division Superintendent of the Division Davao de Oro asking for legal permission to allow me to conduct my research at Mangayon National High School. Once the approved letter was returned, I will submit another letter addressed to the School Head, stating the purpose of my research and that the involved informants will be the junior high school students of the said school.

Next, I asked the consent of my selected informants. I informed them of the purpose of the study, what the study is all about, and what their role would be in the whole research process. I made sure they are aware of their rights to withdraw anytime, but also, I assured them of the open and trustworthy atmosphere that I would create for everyone.

Then, I proceeded with the in-depth interviews using the validated questions of this study. The IDI was done with the venue/platform and schedule agreed upon by each informant. During the interviews, I informed them that all of our conversations would be recorded. However, I also reassured them of their anonymity and the confidentiality of our conversations. I did not also limit my questions to the validated interview guide. When needs arose, I asked relevant follow-up questions that help me get the answers that I need for my study.

After the interviews, the recorded data from our conversations were transcribed verbatim. Then these data will be analyzed, thematized, and interpreted without any bias and basing solely on what transpired from the discussions.

2.4 Data Analysis

The thematic content analysis was used in the process of data analysis to provide a descriptive presentation of the collected data. Using the transcribed conversations from the IDI, the data was organized and classified according to the emerging themes.

The number of themes generated could range from five to seven. In qualitative studies, these themes appear as major findings and should display multiple perspectives from the participants, supported by evidence and quotations (Creswell, 2009).

Once the themes had been generated and carefully analyzed, the process was redone. By rereading, the number of themes were considered—either they were too few or too many. This redoing process was done to make sure that the themes interpret and make overall sense of the interview transcripts. This way, the researcher can make sure that the findings of study were credible and authentic, free from the researcher's subjective perspective.

3. RESULT, ANALYSIS AND DISCUSSION

3.1 On describing the experiences of the students in public speaking using English language.

Describing the Experiences in Public Speaking. The emerging themes in this structured theme were feeling exciting, nervous, stuttering, anxious, and random emotions. These were the experiences of learners who have fears in public speaking.

The finding revealed that learners felt nervous every time they were told to speak in front of many people. They felt physical symptoms of fear and anxiety such as sweating, shaking of hands, and stuttering. Random emotions were also felt by some of the participants. Based on the study at University of Wisconsin in 2012, people with speaking anxiety can be seen through their gestures and actions. Some of them felt trembling, unease, tension, perspiration, and fear.

Samuelsson (2011) supported that public speaking can cause variety of symptoms such uneasiness, trembling, blushing, and sweating to feeling out of breath, stress, nervousness, dizziness as well as frightening to faint at the moment of speaking. This condition tends to follow one from normal life to school seats, particularly in language courses.

On the other hand, there were learners who happened to find their experience as exciting and amazing. They compared to like riding a roller coaster since it gives them excitement and unexplainable feeling. Brooks 2014, said focusing on excitement rather than trying to calm down actually increases performance. So, when we tell people to calm down before a big public speech, we're actually suggesting something that's incredibly difficult. We're also unwittingly recommending something that could impair someone's performance. In addition, a little nervousness helps you give a better speech (McCroskey, 2001).

Ways in which Public Speaking Experience using the English Language Affecting the Self-confidence. The themes were disappointed, loss of self-confidence, being proud, and motivated.

Disappointment was one of the feelings felt by learners that affected their self-confidence. It hindered and prevented them in pursuing opportunities. They got disappointed of themselves for they could not be able to do their task in public speaking sufficiently. In connection, some learner loss their self-confidence after their experience in public speaking. It caused anxiety and difficulty speaking which resulted to difficulty in performing well and can cause people to doubt their abilities. Sagdeghi et al. (2013) and Melouah (2013) pointed out, less confident learners typically underestimate their language expertise and are unsure of their own talents when speaking.

Alternately, there were also learners who got proud and motivated. These learners affected their self-confidence in a positive way. The achievement of standing in front of many people and dealt with them by deliver a public speech was such a motivating experience for them. In study about reappraising anxiety, the findings state that individuals in an excited state tend to focus on the potential positive outcomes of upcoming events and believe that they can achieve more positive outcomes (Schnall, Roper, & Fessler, 2010).

Changes in Life Brought by those Experiences. The emerging theme were anxiety, learn to overcome fears, loss of confidence, becoming motivated, and more confident.

The change that brought by the experience of public speaking to learners was the development of anxiety to them. The anxiety they felt made them more fearful in doing public speaking. In addition, the experience also brought loss of confidence since due to public speaking it made the learner more shy and it resulted to low self-esteem.

This was supported by Krashen (2003), when he confirmed students fear and shyness in public. In his study, he interviewed ten anxious second language students and stated that their greatest source of anxiety was having to speak the target language in front of their peers and teachers.

Consequently, experience in public speaking helped the learner learn to overcome fears. It helped in easing and controlling the fear and eventually overcame it. Furthermore, becoming motivated and more confident were the changes brought by experiences of public speaking to other learners despite their anxious feelings. The exposure of speaking in public made the learners to become more open to learning and communicating with the public. Learners become more persistent to engaging in public speaking despite their fear. This positive attitude provided them the confidence to speak and share their thoughts and ideas among people.

In the study of Witt & Behnke (2006), they said that a common strategy for many speakers is simply to persist in their speaking despite anxious feelings, knowing that their anxiety will probably decrease as the speech unfolds. This positive persistent attitude is unsurprisingly less common in depressed speakers who are prone to negative expectations and emotions of helplessness.

3.2 On the causes of the students' apprehensions in public speaking using English language.

The Reason of Fear in Public Speaking. The themes generated were scared of being wrong, poor ability of speaking, afraid of being judged, fear of engaging people, uncomfortable, anxiety and nervous, and lack of confidence.

Scared of being wrong originated to the fear of negative evaluation and judgement from others. They were afraid of being judged. The participants voiced their fear of negative evaluation. They feared humiliation of being corrected in public if they commit mistake especially if accompanied by disparaging remarks by the audience.

Liu and Jackson (2008) study of the unwillingness to communicate and anxiety of Chinese learners of English as a foreign language (EFL) in English language classrooms revealed that most of the students were willing to participate in interpersonal conversations, but many of them did not like to risk using/speaking English in class because they feared being negatively evaluated and were apprehensive about public speaking. They added that individuals who are socially anxious are particularly concerned with humiliating or embarrassing themselves when under the scrutiny of others.

Moreover, poor ability of speaking the language was a cause of fear in public speaking. Speaking to public

was daunting when someone lacks the ability to deliver the words in the required language of communication. Consequently, lack of confidence was one of the major barriers to effective communication. It caused shyness, difficulty being assertive, or low self-esteem. These causes hindered someone's ability to make their needs and opinions known.

The fear of engaging people was one of the reasons why students has fear in public speaking. People feel so self-conscious and anxious that prevented them from speaking to the public most of the time. In social circumstances or when required to perform an action in front of others, such as speaking in front of others and making introductions, interacting with people made someone feel extremely anxious and uneasy. It also appears throughout an oral presentation, speech delivery, and even during their own learning process. (Arafah et al., 2017).

Lastly, student experienced fear in public speaking because of these reasons: uncomfortable, anxiety and nervous. Students tend to felt uneasy a lot of time and felt worried. It made people prevent from doing their task and it made them difficult to focus on a specific task. Anxious learners with regard to speaking continue to think about their learning difficulties and, distracted from negative thoughts, cannot manage to concentrate on the language task. When compared to less anxious students in the classroom, extremely anxious students engage in rumination over self-deprecation or bad performance, which significantly limits their capacity to elaborate on the knowledge gained in class (MacIntyre, 2005).

Ways in Which Apprehensions in Public Speaking Using English Language Started. The emerging themes were got mental blocked while performing, got mocked by classmates, during reporting, being bullied, public judgement, impromptu speech, after being given the task to speak, self-doubt.

Someone experienced mental blocked while performing because of loss of focus and panic caused by anxiety. This can be explained by the findings of Richards & Renandya (2002) who claim that speaking a foreign language in public is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learner becomes tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. The students are very cautious about making mistakes in their statements, because making mistakes would be a public display of ignorance, which may be an evident occasion for losing face in some societies. Their incapacity to speak English without hesitation has been attributed to a fear of losing face.

Unprepared public speaking situations such as reporting, a task to speak and impromptu speech also caused apprehensions. Lack of confidence in one's abilities and fear of negative reactions from others causes apprehension. This caused the increase of anxiety level for the individuals that made them more apprehensive during public speaking. People found it challenging to feel in control of the situation and confident due to the lack of preparation time. Even tertiary-level Chinese students exhibited high levels of communication anxiety, particularly when forced to speak English in front of the class without preparation. They find difficulty in expressing themselves in the said language since they are used to their first language (Mak, 2011).

In a study carried out by Hunter, Westwick, & Haleta (2014), speaking anxiety is said to emerge when people are eager to make a desirable impact on an audience yet doubt that they will do so for some reason. This could be owing to a lack of knowledge about certain subjects, or, in the case of a foreign language, to a lack of certain abilities, such as lexicon, pronunciation, or syntax. Consequently, anxious learners attempt to avoid topics that might reveal their ignorance, and try to interact in a passive yet pleasant fashion, holding up his or her end of conversation contributing little and taking minimal social risks preventing any bad impressions.

When it comes to public speaking, people often experience significant anxiety from public opinion. It can be challenging for people to talk confidently and successfully in front of an audience because they are afraid of being judged or condemned by others.

Furthermore, individuals who have been bullied may experience communication apprehension as a result of being made to feel ashamed, insecure, or self-conscious about their communication skills. Cowie (2013) supported that peer bullying caused social anxiety and led students to develop fear of public speaking.

Moreover, due to the factors mentioned above self-doubt could develop. This apprehension was caused by lack of self-confidence, negative feedback and negative thoughts. McCroskey (2001) affirm that negative perceptions about the self are closely related with social anxiety. As a result, nervous students tend to underestimate their ability to speak and concentrate on their mistakes rather than their triumphs in the foreign language.

Problems Encountered as Participants Experienced Apprehension in Public. The themes were stuttering, sweating and shaking of hands, loss of self-confidence and stage fright, fear and embarrassment. Stuttering, sweating and shaking of hands were few of the problem encountered by learners as they experienced apprehension in public. These can affect the ability of an individual to communicate effectively. These are the response of the body when an individual feels threatened or anxious. When you give a speech, you will feel uneasy, and this will appear in physical reactions such as sweating, stuttering, flushing, and dizziness (Lall et al., 2019).

Fear and embarrassment were reasons why learners' loss their self-confidence and develop stage fright. to an excessive fear of negative evaluation or judgement in social or performance situation students felt more anxious and afraid of public speaking. The trigger for speaking anxiety is often the class climate.

Loss of self- confidence and stage fright led to communication apprehension which is the fear of speaking in public or socializing with others. In connection, loss of confidence also led to stage fright. Other causes included fear of being judged, and past negative experiences. Students' improvement in speech delivery most likely contributed to their reduction in CA, supporting previous research (Smith & Frymier, 2006) that links improvements in communication skills to reductions in CA.

3.3 On how students cope with the fears they have in public speaking using English language.

Ways of Motivating Self in Public Speaking. The emerging themes were trusting self, think positive, getting support by love ones, through practice and training, reading books and watching speech videos, and willing to learn from others. Trusting self and thinking positive were one of the ways of motivating self in public speaking because it helped to reduce anxiety and boost confidence. The ability to trust self and think positively helped one overcome their fear of public speaking. Reframing negative thoughts and visualizing a successful outcome greatly affected personal emotion towards public speaking it can reduce one's anxiety and become more effective in public speaking.

Getting support from love ones motivated a student because they offered words of consolation, a listening ear, assistance with practice and preparation, and encouragement. Similarly, Farhan (2020) validated the findings that 75% of participants reported to having a fear of public speaking and 95% stated that this fear can be addressed with sufficient counseling, teaching, and coaching.

In connection, practice and training will also help in motivating self in public speaking because it can help individuals to get motivated and cope with fears related to public speaking. It can be helpful to practice the specific skills involved in public speaking.

As Del Villar (2006) reported that lack of training and exposure or experience were identified as major causes of anxiety. A speaker who is deficient in proper training as those provided in the classroom, exposure to similar experiences, and preparation prior to the speaking event, are liable to suffer from anxiety or fear in public speaking. He added that his previous findings showed that training in the language resulted in facility in its use. Children who were comfortable in using English in the classroom, for example, were those who most probably spoke the language in their homes and past schools. Hence, according to him a speaker who is deficient in proper training as those provided in the classroom, exposure to similar experiences, and preparation prior to the speaking event, are liable to suffer from fear in speaking in the public, thus practice and training are deemed necessary.

England, Herbert, Forman, Rabin, Juarascio & Goldstein (2012) recognized the need and potential benefit of training in public speaking. Importantly though, the nature of the training may be important as simply providing information about how to present may be insufficient, and instead models that borrow from psychological interventions that address social anxiety and fear of negative evaluation may be useful.

Furthermore, reading books and watching speech videos can be a helpful way in motivating self in public speaking. Books on public speaking and communication can provide valuable information on techniques and strategies for speaking effectively and confidently. Watching videos of skilled speakers can also be helpful, as it allows individuals to observe and learn from experienced speakers.

Moreover, willingness to learn from others is a way of motivating ourselves in public speaking. Seeking feedback from others can provide valuable insight into areas for improvement. Thompson's (2008) findings that tutors

can bridge the gap between students and faculty by integrating a support system for students to access. An overwhelming majority of students positively rated their tutoring sessions as helpful in speech preparation, speech delivery, and building confidence.

Reasons of Interest in Gaining Confidence in Public Speaking. The generated themes were to overcome fears, set some goals, to get trust and attention, make speaking a hobby, for smooth delivery, to make an improvement, to gain confidence.

Overcoming fears and gaining confidence resided the reason of interest in gaining confidence in public speaking. Learning to increase your speaking or performance skills is beneficial, but it is rarely enough to significantly diminish your fear. You must address and revise any negative perceptions, beliefs, thoughts, images, and predictions related to public speaking or performing (Stein et al.2000).

Setting some goals and making an improvement is an effective way to reason interest in gaining confidence in public speaking. This can help you focus your efforts, set a clear direction, and track your progress. It reminds yourself of the benefits of becoming a more confident public speaker. Remember to applaud your accomplishments and improvements along the way.

Furthermore, make speaking a hobby and as a result you'll be able to have a smooth delivery in public speaking. Making speaking a hobby can be a powerful motivator, it can build up your self-esteem and reduce your stress. Through this motivation, you will have a polished delivery that can keep listeners interested and improve both the speaker's and the audience's enjoyment of the speech. Also, smooth delivery can create a more enjoyable and memorable experience for your audience, and at the same time, boost your confidence as a public speaker. A shift in their confidence, speaking manner, intonation pattern, and other characteristics might result in a favorable shift in their professionalism and personality (Tacheva, 2013).

Lastly, getting trust and attention, your audience can help them to be more engaged and receptive to your message, while capturing their attention can ensure that they are paying attention and retaining the information you are presenting

Strategies to Do to Overcome the Fear in Public Speaking. The themes were trusting self, self-motivation, being calm, believing in oneself, through practice, think positive of the audience, and boosting self-confidence. Trusting self and believing in oneself is a key tactic for overcoming speaking in front of groups of people. Students are more likely to believe that they can communicate clearly and convincingly when they trust themselves, which can help to lessen their dread and anxiety.

Self-motivation and boosting self-confidence on the other hand is an important strategy to overcome fear in public speaking, as it helps to reduce nervousness and anxiety, allowing students to speak more effectively. Increasing their self-motivation and self-confidence will make them feel more competent and in charge of the circumstance, which will aid in lowering their dread and anxiety. Student can raise their self-confidence and improve their effectiveness by concentrating on their advantages and prior accomplishments.

Additionally, thinking positive of the audience and being calm will help students to think more clearly, concentrate on their speech, and engage with their audience. They can learn to control their nerves and talk confidently and convincingly, which will help them overcome their fear of public speaking. Also, positive perspective on the audience, will help them understand that audience are there to listen to them and learn from them rather than to criticize them. This mental adjustment can assist them in feeling more at ease, assured, and in charge throughout their speech. When you look at someone, you establish a sequence of one-on-one connections, which is akin to interpersonal communication. An audience becomes much less threatening when you think of them not as an anonymous mass but as a collection of individuals (Beebe & Beebe, 2000).

Moreover, one of the strategies in overcoming public speaking fear is practice. Students will feel more at ease with the experience of speaking in front of an audience as they continue to practice. Practicing regularly and consistently allows them to become more familiar and comfortable with the experience of public speaking.

In the study of Witt & Behnke (2006), they said that a common strategy for many speakers is simply to persist in their speaking despite anxious feelings, knowing that their anxiety will probably decrease as the speech unfolds. This positive persistent attitude is unsurprisingly less common in depressed speakers who are prone to

negative expectations and emotions of helplessness.

3.4 On the insights gained by the students on their experience in public speaking using English language.

Pieces of Advice to Other Learners Delivering Speeches in Public. The themes were; speak with proper volume and speed, focus and think positive, be calm, boost confidence and trust, more on practice, be confident, and be courageous. Students who will be engaging themselves in public speaking they must speak with proper volume as advised by the participants. Speaking with proper volume and speed, students can ensure that their message is heard and understood by their audience. This will help to keep the audience engaged and make the speech more enjoyable for both the speaker and the audience.

In addition, students must focus and think positive. Focusing and thinking positively would change their perspective as seeing public speaking a positive task. This will help them to become calm, confident and courageous. It will make them think clearly, concentrate on their speech, and engage in their audience. Also, they can learn to control their anxiety and give a more powerful and appealing speech. Beebe (2000) supported that instead of viewing public speaking as a feared obligation, make a conscious decision to view it as an exciting opportunity.

Furthermore, boosting self-confidence and trust will make the students feel more capable and in charge of the circumstance, which will aid in lowering their worry and anxiety. Additionally, doing so will help them to establish a stronger rapport with the audience and gain their trust, which will improve the effectiveness and persuasiveness of their speech.

Lastly, as piece of advice to learners delivering speeches in public, they should practice their speech. Practicing regularly and consistently is the key, it allows you to become more familiar and comfortable with the experience of public speaking, which in turn will help to reduce your fear and increase your confidence. It is difficult to conduct research on the efficiency of various techniques for performing speech routines (Smith & Frymier, 2006).

Inspiration from those Apprehension to Become Better. The emerging themes were need to overcome anxiety, and becoming stronger. Overcoming anxiety and becoming strong is a vital factor to become a better speaker. Facing fear head-on, exposing oneself to more speaking opportunities, and focusing on the message individual wants to convey would be of great help in overcoming fears and become a good speaker. Moreover, apprehensions can be an inspiration by facing it and by overcoming it. These challenges and fears are needed to be surpassed in order to build resilience and self-confidence. This process of facing and overcoming apprehension can lead to personal growth and the development of new skills.

Songsiri (2007) suggests that if students are supported and provided with diverse ways for achieving their goals at their own pace, they will not only acquire, regain, and repose confidence, but will also become autonomous and lifelong learners.

Insights gained from the Experiences in public speaking using English language. The generated themes were importance of self-confidence, being calm, believing in self, look ways to overcome apprehensions, never be afraid, learn from mistakes, and gain more confidence. Students expressed the importance of self-confidence and believing in self. Believing in self and building self-confidence is essential for them to have the courage to face the public and start delivering a speech. Students will have to muster their courage to develop a strong will that will help them to become strong and be never be afraid in public speaking.

Learners must learn from their mistakes as it allows them to improve their skills and become more effective public speakers. By learning from their mistakes, they could incorporate techniques to improve and excel.

Students must look ways to overcome apprehensions because strategies and techniques are necessary to become a good public speaker. Looking for ways to overcome apprehensions of public speaking is essential to deliver messages with conviction to the audience. In support to this idea, based on the study of Farhan (2020), the findings showed that students who fear public speaking can perform well if they use certain strategies to fight their fears.

According to Abdullah & Abdul Rahman (2010), on the study of University Technology Malaysia to reduce anxiety, learners' confidence level needs to be increased. Students need to determine the perceptions towards the feeling of anxiety experience when speaking English as second language. Learners show poor speaking performance when they are not competent in using the target language. Making learning context less stressful for students, use of

suitable teaching methods and developing self-confidence will help learners to minimize their anxiety in second language.

3.5 Implications for Practice.

On Describing the Experiences in Public Speaking. It can be reckoned that the research participants pointed two different major reaction towards describing their experiences in public speaking. There is a positive point on how they describe their experience as it gives them excitement and random emotions. This shows that even learners are afraid or having fear in public speaking there could be still a positive impact. On the other hand, most of the participants were displaying negative feeling towards public speaking as they experienced nervousness, anxiety, and stuttering. This only mean that despite the positivity it brought to others it still has negative effects to others. Language teachers must provide varied activities that could boost students' confidence in facing people such as class reporting, impromptu speaking, extemporaneous, oral recitation.

On Ways in which Public Speaking Experience using the English Language Affecting the Self-confidence. Public speaking affects the self-confidence of the learners in two different ways. First, there were students who see the bright side of having public speaking as it made them proud and motivated. There were also students who negatively affected by their experiences in public speaking that gravely affect their self-confidence. The students said that due to their experience they felt disappointed and loss their self-confidence. Teachers must provide conducive learning environment for students where they can practice and hone their public speaking engagements.

On Changes in Life Brought by those Experiences. Speaking in public brought changes to the lives of our participants, other say they develop anxiety and loss their confidence while most of them said it made them learn to overcome fears, become motivated and become more confident. Developing intervention might change the perspective of other participant as to perceiving public speaking negatively.

On The Reason of Fear in Public Speaking. The reasons why learners have fear of public speaking were because of the following; scared of being wrong, poor ability of speaking, afraid of being judge, dear of engaging people, uncomfortable feeling, anxiety and nervousness, and lack of confidence. These reasons played an impact why students have anxiety towards speaking in public. Teachers and educators must provide interventions to address these problems. They must provide activities that would allow learners engage with people and practice their speaking skills without being judged. Also, students should be provided with a conducive classroom environment that could help them boost their confidence.

On Ways in Which Apprehensions in Public Speaking Using English Language Started. The origin of students' apprehension in public speaking were mostly due to negative external factors such as; got mocked by classmates, during reporting, being bullied, public judgement, impromptu speech, after being given the task to speak. These show that teachers must provide favorable and sound environment for leaners to hone themselves. There should be a training ground to uplift their confidence and become more courageous to face people. On the other hand, there were also personal factors which made their apprehension started such as; got mental blocked while performing and self-doubt. These things could be intervened when teachers would provide activities that they could practice.

On Problems Encountered as Participants Experienced Apprehension in Public. Participant encountered the following problems as they experienced apprehension in public: stuttering, sweating and shaking of hands, loss of self-confidence and stage fright, fear and embarrassment. Physiological symptoms of fear in public speaking were evident based on the data gathered from the participants. Loss of confidence, fear, and embarrassment were also present on the response of the students. The students fear of embarrassment due to negative evaluation of people and audience could result to students' loss of self-confidence. Relevant intervention must be conducted to counteract the problems brought by the apprehensions to the students.

On Ways of Motivating Self in Public Speaking. Trusting self, think positive, getting support by love ones, through practice and training, reading books and watching speech videos, and willing to learn from others were the responses of the participants. These show positive aspect as everyone have ways on how they can be able to motivate themselves in public speaking. Teachers must reinforce students' eagerness to learn to achieve the goals of learning. They should provide captivating activities to ignite students' interests.

On Reasons of Interest in Gaining Confidence in Public Speaking. Gaining confidence, making an improvement, setting goals and overcoming fears were some of the responses of the participants. They pointed out the

vitality of these aspect in gaining confidence. They also answered about making speaking a hobby, doing smooth speech delivery and getting trust and attention from audience. Educators might help the learners by encouraging them to hone their skills and abilities through various activities. Teachers may also provide progress report to students to keep them updated of their growth and development.

On Strategies to Do to Overcome the Fear in Public Speaking. It can be reckoned that research participants stressed and highlighted on their personal aspect as to providing strategies in overcoming the fear in public speaking. They said that trusting self, self-motivation, being calm, believing in oneself, through practice, think positive of the audience, and boosting self-confidence will be their strategies in braving their fears. The role of the teacher is to motivate the students by giving them inspirations. More than that, teachers must provide interactive and significant tasks and activities to strengthen the drive and adrenalin of the students to learn more and become better. Activities might include role-playing, dramatization, storytelling and monologue.

On Pieces of Advice to Other Learners Delivering Speeches in Public. The participants provided pieces of advice to other learners delivering speeches in public. They said learners must speak with proper volume and speed, focus and think positive, be calm, boost confidence and trust, more on practice, be confident, and be courageous. Teacher must provide assistance to learners and them what are the things they need to improve. Also, teachers may invite people who are adept and skilled about public speaking to inspire learners.

On Insights gained from the Experiences in public speaking using English language. Importance of self-confidence, being calm, believing in self, look ways to overcome apprehensions, never be afraid, learn from mistakes, and gain more confidence were the insights gained by the learners from their experiences in public speaking. These things play vital roles to students since they've gain additional inputs on how they could be able to help themselves to improve and progress. Teachers on the other hand must reinforce these inputs to deepen students' understanding about its importance.

3.6 Implications of Future Research.

In as much as the study was limited to the responses of students in Mangayon National High School, Compostela East District, Division of Davao de Oro, the following implications for future research are considered:

First, future research may be conducted by selecting other group of high school students coming from the same school. Second another research of the same focus may be conducted to another location to investigate the same phenomenon on understanding learners with fear of public speaking. Third, a re-interview of the same research participants and informants may be conducted to see whether their understanding about fears in public speaking have changed over a period of time.

Fourth, this study was done in a public secondary school. Further research could be done to investigate the same phenomenon among private secondary schools. Finally, the findings of the study are viewed from the lens of the selected secondary student research participants and informants. Another research could be conducted to find out the understanding of learners with fear of public speaking among the students of Mangayon Elementary School.

4. CONCLUSIONS

The study provided valuable insights into the lived experiences of individuals who struggle with this common phobia. Through in-depth interviews with participants, the study revealed a number of key themes, including developed anxiety, loss of self-confidence, afraid of being judged and self-doubt when speaking in public. The study also highlighted the importance of addressing this issue in educational settings, as fear of public speaking can have a significant impact on a person's academic and professional success.

In addition to the key themes identified in the study, the findings also suggest the importance of providing support and resources for individuals who struggle with fear of public speaking. This may include providing a safe and supportive learning environment, offering opportunities for practice and feedback. The results of this study can also inform the development of interventions and programs aimed at helping individuals overcome their fear of public speaking. It is also important to note that the study has limitations in terms of sample size and generalizability, and further research is needed to expand upon these findings.

Overall, this study has provided valuable insights into the lived experiences of individuals with fear of public speaking and the ways in which this phobia can impact their lives. Also, it contributes to a deeper understanding of the phenomenon of fear of public speaking and the ways in which it can be addressed.

5. ACKNOWLEDGEMENT

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