The Characteristics or Preparation? the Most Influential Factor in Speaking Performance for ESP Students

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ABSTRACT

This study aimed to explore the most influential factor in the speaking performance of students in English for Specific Purposes (ESP) classes. Interestingly, the participants had never previously received specific instruction or materials related to speaking performance. Despite this, their speaking abilities varied considerably. The study involved 25 students from the Civil Engineering department, most of whom are members of Generation Z and are naturally familiar with using technology to support their learning. This study is urgently needed to raise students' awareness that relying solely on personal characteristics, particularly introverted tendencies, may not be sufficient to achieve successful speaking performance in public settings. This research sought to answer three key questions: (1) What student characteristics most influence the speaking performance of ESP students in engineering classes? (2) How does students' preparation before speaking activities impact their speaking performance? and (3) Which factor has a greater influence on ESP students' speaking performance: personal characteristics or preparation? Data were collected through class observation. The findings indicated that extroverted characteristics appeared to help students manage their speaking performance more confidently. However, despite showing fluency, many students struggled to develop communication depth. This study was limited to one ESP class in the Civil Engineering department. Future studies are encouraged to explore this topic in different fields, across larger samples, and with students who have varying levels of prior exposure to speaking instruction.

INTRODUCTION

The development of speaking skills in English for Specific Purposes (ESP), particularly within engineering fields, poses significant challenges for learners. These challenges have garnered considerable attention as educators and researchers strive to enhance pedagogical approaches and assessment methods tailored to the specific needs

of ESP students. Speaking proficiency is a pivotal skill for ensuring effective communication and fostering professional success in technical domains.

Research emphasizes the complexity of speaking proficiency, which encompasses linguistic capabilities, pragmatic considerations, and intercultural communication skills, specifically in ESP contexts. Saptiany & Prabowo (2024) note that a comprehensive understanding of these multi-faceted competencies is essential for assessing and improving speaking abilities in ESP students. The authors advocate for varied pedagogical approaches tailored to the specific needs of learners in fields such as engineering, which often require a high degree of technical vocabulary and contextual knowledge. Additionally, Nugraha & Zaki (2024) highlight that addressing the particular linguistic demands of technical work environments is crucial for professionals who must communicate effectively within their fields.

Speaking difficulties often stem from various intrinsic and extrinsic factors. Kashinathan & Aziz (2021) elucidate common challenges faced by learners, including limited practice opportunities, lack of motivation, and insufficient self-confidence. These factors can be exacerbated in technical fields where precision in communication is paramount. A study by Algofaili (2024) further indicates that instructor-centered teaching methods limit opportunities for active speaking practice, adversely affecting students' speaking competencies and overall performance. This challenge is echoed in the work of Kiskina et al. (2024) who explore the impact of inadequate language training and its contribution to anxiety and reluctance to engage in speaking activities.

In conclusion, developing speaking skills in ESP, particularly in engineering contexts, signifies a multifaceted challenge characterized by the need for effective pedagogical strategies and comprehensive assessment methods. By embracing innovative instructional approaches and addressing the specific linguistic demands of learners, educators can significantly enhance the speaking proficiency of ESP students. Continued investigation into student perceptions and challenges remains vital for refining educational practices and fostering effective communication competencies in the engineering field.

Several factors significantly influence speaking performance in English Language Learning (ELL) contexts, particularly among students of English as a Foreign Language (EFL). Understanding these factors is vital as they can either inhibit or enhance students' ability to communicate effectively in spoken English. A review of the literature reveals multiple dimensions—affective, cognitive, and motivational—that play crucial roles in shaping speaking performance.

One of the most well-documented affective barriers to effective speaking is anxiety. Studies consistently show that speaking anxiety can lead to decreased performance levels among EFL learners. Suciati (2020) highlights that speaking anxiety often stems from past negative experiences and lack of preparation, impacting students'

confidence and overall achievement in speaking tasks. Furthermore, Dong (2023) found that a weak negative correlation exists between speaking anxiety and self-efficacy in language learners, indicating that heightened anxiety can inversely affect a student's willingness and ability to engage in speaking. Similarly, Mukminin et al. (2015) categorized anxiety into different forms such as communication apprehension and fear of negative evaluation, emphasizing their detrimental impact on achieving language proficiency.

Additionally, research conducted by Woodrow (2006) emphasizes the critical nature of anxiety in oral performance, suggesting that students may feel more comfortable with reading or writing yet experience heightened stress during speaking. This discrepancy can be attributed to the interactive nature of speaking, which requires rapid processing and immediate responses, often exacerbating anxiety levels (H Hewitt & Stephenson (2011).

Cognitive factors also significantly influence speaking performance. A substantial body of research emphasizes vocabulary knowledge as a central element in language learning. Journal et al. (2018) elucidate how a robust vocabulary foundation facilitates not only speaking but also other language skills like listening, reading, and writing. This interconnectedness highlights the necessity of vocabulary acquisition as a prerequisite for effective oral communication.

Moreover, cognitive challenges such as inadequate grammar understanding, pronunciation difficulties, and familiarity with discussion topics contribute to poor speaking performance (Suryani et al. (2020)). In a study by Ebrahimi et al. (2018), it was shown that emotional intelligence positively correlates with oral performance, suggesting that students who manage stress effectively tend to speak more fluently and accurately. This indicates that cognitive processes related to emotional management and knowledge base play critical roles in facilitating successful communication.

Motivation emerges as another pivotal element influencing speaking performance in EFL contexts. Maulana et al. Maulana et al. (2020) report that motivation is fundamental for encouraging students to participate actively in speaking activities. Language attitudes, as prompted by teaching strategies such as Task-Based Language Teaching (TBLT), significantly affect students' speaking achievement (Wong & Ismail, 2023). When students possess a positive disposition towards their learning context and are motivated to engage, their speaking performance tends to improve.

Additionally, a recent qualitative investigation by Hali et al. (2024) identified that lack of confidence and insufficient preparation time were among the most mentioned factors inhibiting students' speaking capabilities. This aligns with findings from other studies, which emphasize the importance of creating supportive and motivating environments to foster confidence and reduce anxiety (Tampubolon et al. (2024).

In summary, refining speaking performance in EFL contexts involves addressing a range of factors, including anxiety management, vocabulary enhancement, and fostering motivational environments. By understanding and overcoming these barriers, educators can better support learners in achieving proficiency in spoken English. Future research should continue to explore these interrelated factors and evaluate instructional interventions that can effectively enhance speaking performance.

The importance of preparation and rehearsal in enhancing speaking performance has been emphasized across various studies in the field of language education. This literature review synthesizes key findings related to the role of structured practice, rehearsal strategies, and preparatory techniques that contribute to improving students' speaking abilities in English as a Foreign Language (EFL) context.

Preparation is crucial in boosting students' confidence and effectiveness during speaking tasks. Buckingham & Alpaslan (2017) underscore that engaging in rehearsal activities, especially through asynchronous computer-mediated environments, significantly aids learners by familiarizing them with speaking tasks and decreasing anxiety. This reflects a broader consensus that adequate preparation not only bolsters performance but also promotes willingness to communicate in English. In line with this, Z et al. (2023) identify performance conditions such as pressure and limited preparation time as external constraints affecting speaking ability, emphasizing that structured practice outside of formal learning environments fosters greater speaking competence among students.

Furthermore, Nova (2024) indicates that purposeful practice can significantly alleviate speaking anxiety, allowing students to approach speaking situations with greater readiness and less apprehension. These findings highlight that preparation acts as a foundational element necessary for effective language use.

Rehearsal techniques serve as pivotal tools in refining speaking skills within educational settings. For instance, Bebko et al. (2014) argue that the automatization of language skills is central to developing spontaneous rehearsal strategies. When learners become fluent in their language skills, they can execute these strategies more efficiently, thus improving their spontaneous speaking performance. This notion is supported by the research of Kroczek and Mühlberger (2023), which suggests that rehearsal practices conducted in supportive environments, such as virtual reality settings, can elicit positive reactions and ultimately enhance speaking efficacy in real-world contexts.

Additionally, the effectiveness of structured rehearsal has been qualitatively demonstrated through various case studies. Peterson et al. (2021) found that systematic verbal rehearsal integrated into language interventions promotes better outcomes in expressive discourse, exemplifying how diverse rehearsal strategies can enhance overall speaking ability.

Successful language learners often exhibit consistency in utilizing effective preparation and rehearsal strategies. For example, Gani et al. (2015) demonstrate that metacognitive awareness allows learners to self-regulate their preparations, leading to improved speaking outcomes. This aligns with the findings of Syamsudin et al. (2024), which reflect that using fillers in speech can serve as a tactical method to enhance self-confidence, thereby improving one's willingness to practice and rehearse.

Moreover, Makita et al. (2013) highlight the importance of phonological rehearsal, indicating that such strategies can enhance vocabulary retention and improve speaking performance, further underscoring the interconnectedness of preparation, rehearsal, and effective language use.

Collaborative learning strategies, including pair and group practices, have also been shown to enhance speaking skills through increased interaction and peer feedback. Sako & Shinozaki (2023) illustrate how debate instruction combined with pair practice significantly boosts speaking skills and critical thinking among high school students. This is echoed by Khosiyono (2021), who describes the positive effects of group-oriented practices in promoting fluency and accuracy in speaking tasks. Such collaborative efforts allow learners to rehearse speaking in meaningful contexts, making preparation more dynamic and engaging.

In conclusion, existing literature emphasizes that both preparation and rehearsal are integral components of successful speaking performance in EFL learners. Through systematic rehearsal, strategic preparation, and collaborative practices, learners can enhance their speaking capabilities, overcome performance anxiety, and develop autonomy in their language learning journey. Educators are encouraged to integrate these elements into their curricula to foster a more effective speaking environment for students.

Additionally, Generation Z students, who are typically fluent in using technology to support their learning, may experience unique patterns in language use. Although they are often comfortable with digital communication, this familiarity does not always translate to strong face-to-face speaking skills. Understanding how their personal characteristics and preparation habits contribute to their speaking performance can offer valuable insights for ESP teaching practices.

The unique language-use patterns exhibited by Generation Z students, who are typically fluent in technology, present both opportunities and challenges in the context of English for Specific Purposes (ESP) teaching. This literature review synthesizes key findings regarding the interplay between their digital literacy, face-to-face communication skills, and the implications for effective ESP teaching practices.

While Generation Z students are adept at utilizing digital tools for learning and communication, this technological fluency does not always translate into proficiency in face-to-face speaking. According to Venter (2019), reliance on digital communication,

often devoid of non-verbal cues, can hinder meaningful interpersonal interactions. This phenomenon is particularly relevant in ESP contexts, where strong verbal communication skills are essential in professional settings. The lack of non-verbal communication may lead to misunderstandings and misinterpretations, indicating that educators need to give more emphasis to developing these skills in their curricula.

Additionally, Susiang & Ghofur (2024) highlight that the shift towards digital interactions among younger generations is accompanied by a decline in traditional communication skills. This transition suggests that while Generation Z may excel in digital environments, they often encounter greater challenges in face-to-face communication, necessitating a more robust approach to preparing them for real-world professional interactions.

Generation Z students' characteristics significantly influence their preparation habits for speaking tasks. Kim et al. (2019) reveal that their digital readiness enhances academic engagement, yet it also underscores a disparity in their preparedness for traditional speaking contexts. The study indicates that while these students are familiar with online collaborative tools, their skills in presenting and articulating ideas in person may need further development.

Research by Nugroho et al. (2022) reinforces this notion, stressing the need for targeted ESP practices that equip Generation Z learners with essential speaking competencies for professional environments. This suggests that educators should integrate more experiential learning opportunities, such as presentations and discussions, into the curriculum to help bridge the gap between digital and face-to-face communication competencies.

In light of these findings, educators must reconsider their teaching methodologies to better support Generation Z students in developing effective speaking skills. Iswati & Triastuti (2021) assert that teaching ESP requires not only proficiency in the English language but also an understanding of specific disciplines. This calls for an interdisciplinary approach that combines language instruction with practical, real-world applications.

Moreover, the emphasis on emotional engagement in teaching practices, as discussed by Hua et al. (2022), can enhance the effectiveness of ESP courses. Creating an emotionally supportive classroom environment encourages students to take risks in their speaking and fosters the confidence necessary for face-to-face communication.

To address the challenges faced by Generation Z in language acquisition, it is critical for ESP practitioners to implement instructional strategies that promote both digital literacy and effective interpersonal communication. For example, incorporating role-playing activities, peer feedback, and real-world scenarios into lessons can help students practice and refine their speaking skills in supportive settings.

Furthermore, adopting collaborative tools that facilitate both digital and face-to-face interactions can enhance learning. The literature suggests that integrating technology in a way that complements traditional communicative methods can yield significant improvements in student outcomes, although specific studies focusing on this claim within ESP are limited (Banović et al., 2022).

Generation Z students' digital fluency provides valuable resources for learning, yet their comfort with technology may overshadow the critical face-to-face communication skills essential in professional contexts. Understanding their unique characteristics and preparation habits offers critical insights for ESP teaching practices. By adapting instructional strategies to better align with their learning preferences, educators can foster a more effective language-learning environment that prepares Generation Z for success in their respective fields.

In the ESP classroom, especially for engineering students, speaking tasks are often limited in frequency and depth. Instruction typically emphasizes reading, writing, and understanding technical materials, which can result in a lack of speaking practice. The participants in this study, Civil Engineering students, had never previously received any formal speaking-focused instruction. Nevertheless, when given the opportunity to engage in speaking activities, their performance levels varied considerably. This observation raises a critical question: What truly drives students' success in speaking performance? Is it their natural communicative traits or the extent to which they prepare?

The researcher argues that this study is urgently needed to raise students' awareness that relying solely on personal characteristics, particularly introverted tendencies, may not be sufficient to achieve successful speaking performance in public settings. While introverted students may possess good ideas and internal organization, without adequate preparation and practice, they may struggle to deliver their thoughts effectively in front of the class. Developing the ability to prepare and plan speaking tasks can help both introverted and extroverted students achieve better communication outcomes.

Given this context, the present study seeks to investigate the following research questions:

(1) What student characteristics most influence the speaking performance of ESP students in engineering classes?

(2) How does students' preparation before speaking activities impact their speaking performance? and

(3) Which factor has a greater influence on ESP students' speaking performance: personal characteristics or preparation?

The findings of this study are expected to contribute to ESP teaching practices by offering insights into what factors should be prioritized in designing speaking activities,

especially for students who have limited prior speaking experience. The study also highlights the need for more balanced speaking-focused instruction within ESP courses for technical disciplines.

RESEARCH METHOD

This study employed a descriptive qualitative research design with a quantitative support to analyze the most influential factor in ESP students' speaking performance: their characteristics or their preparation. The study focused on observing students' behaviours and preparation processes during speaking activities conducted in small groups. Quantitative scores from the observation checklist were used to support qualitative interpretations.

The participants in this study were ESP students from Civil Engineering department enrolled in an English class at Institut Teknologi Nasional Malang. The class consisted of 25 students, who were divided into small groups of three to four students each to carry out speaking tasks.

The main instrument used in this study was an observation checklist developed by the researcher. The checklist was designed to assess three main aspects:

- Students' characteristics: Confidence, anxiety, willingness to communicate, motivation, and responsiveness.
- Students' preparation: Notes or materials prepared, planning time usage, familiarity with the topic, vocabulary readiness, and rehearsal evidence.
- Speaking performance: Fluency, accuracy, coherence, interaction, and task achievement.

Each indicator was scored using a five-point Likert scale, ranging from 'strongly disagree' to 'strongly agree (1 = Very Poor to 5 = Excellent).

The scoring rubric for each indicator was created independently by the researcher based on standard language assessment practices (Brown, 2004; Bachman & Palmer, 1996). The rubric was not adopted or adapted from previous studies but was self-developed to match the specific classroom context and research objectives. The data were collected through classroom observations conducted over a series of speaking sessions. During each session, the researcher observed each student's performance in small group speaking activities, focusing on the indicators listed in the observation checklist.

The steps were as follows:

1. The researcher provided the students with a speaking topic and allocated preparation time.
2. The students discussed the topic in small groups while the researcher observed and rated their characteristics, preparation, and speaking performance.
3. Observations were recorded immediately during the activity to ensure accuracy.

The data collection covered multiple speaking sessions to obtain consistent and comprehensive observations for each student. To analyze the collected data, several systematic steps were undertaken. First, the researcher calculated the total scores for each student across three categories: student characteristics, student preparation, and speaking performance. Following this, a comparative analysis was conducted to examine each student's scores in the characteristics and preparation categories, aiming to determine which factor had a more prominent influence on their individual performance. To capture broader patterns, a class trend analysis was then performed by counting the number of students whose speaking performance was more strongly influenced by either their characteristics or their preparation. The researcher also calculated the percentage distribution of students predominantly influenced by each factor to identify the dominant influence across the class. Finally, qualitative descriptions were provided to highlight notable behaviors and patterns observed during the speaking activities, offering deeper insights into how student characteristics and preparation interacted to shape speaking outcomes.

RESULTS AND DISCUSSION
RQ 1: What Student Characteristics Most Influence the Speaking Performance of ESP Students in Engineering Classes?

Student characteristics play a significant role in shaping speaking performance, especially in ESP classes where students may have limited prior exposure to communicative tasks. One of the most commonly observed influential traits is confidence. Confident students tend to speak more fluently, display fewer pauses, and are less hesitant when expressing their ideas. They are also more willing to participate in class discussions and take communicative risks, which directly enhances their speaking performance. In contrast, students with low confidence may struggle to contribute verbally, even when they have sufficient linguistic knowledge.

Another critical characteristic is the students' willingness to communicate (WTC). Students with high WTC often initiate conversations, actively participate in group discussions, and maintain interaction even when faced with linguistic challenges. This readiness to speak often distinguishes them from peers who remain passive. Closely related to WTC is anxiety management. Students with low communication anxiety typically perform better in speaking tasks, while those with high anxiety tend to avoid speaking, hesitate frequently, or lose their train of thought during presentations.

Extroversion and introversion also create observable differences in speaking performance. Extroverted students generally dominate group discussions, speak with greater ease, and are more comfortable using gestures, eye contact, and varied vocal tones. Introverted students, on the other hand, may produce shorter responses, speak less frequently, and avoid direct engagement with the audience. However, when

supported by proper preparation, some introverted students can still perform well, although they may lack spontaneity compared to their extroverted peers.

Motivation is another key factor influencing speaking success. Highly motivated students, whether their motivation is goal-driven (instrumental) or socially driven (integrative), tend to prepare more seriously, engage more actively, and show a genuine effort to improve their speaking skills. Alongside motivation, self-efficacy, or students' belief in their ability to succeed in speaking tasks, significantly contributes to their performance. Students with strong self-efficacy tend to persist even when encountering difficulties, while those with low self-efficacy may give up quickly.

Additionally, resilience and persistence often distinguish students who improve their speaking performance over time. Those who continue participating, despite making mistakes or facing challenges, typically develop stronger speaking skills. In group settings, students with natural leadership tendencies often take initiative in discussions, help guide the conversation, and demonstrate higher speaking performance through their active engagement.

In summary, the most influential student characteristics in ESP speaking performance typically include confidence, willingness to communicate, anxiety management, extroversion, motivation, self-efficacy, resilience, leadership, and cultural communication tendencies. However, these traits may not work in isolation. Often, it is the combination of characteristics and preparation that produces the most successful speaking performance.

RQ 2: How does students' preparation before speaking activities impact their speaking performance?

Student preparation plays a crucial role in shaping the quality of speaking performance in ESP classes. The level of preparation often directly influences several aspects of speaking, including fluency, accuracy, coherence, and overall confidence during speaking tasks. Students who engage in adequate preparation before speaking activities typically demonstrate more organized ideas, better vocabulary control, and smoother delivery. These students are also more capable of responding promptly and sustaining interaction with their peers, which enhances both their speaking fluency and communicative competence.

Preparation helps reduce hesitation, lowers speaking anxiety, and supports the use of appropriate technical terms, especially in ESP contexts where field-specific vocabulary is essential. Students who take time to plan their points, structure their ideas, and practice pronunciation tend to deliver more coherent and well-sequenced speeches. Additionally, well-prepared students often show better task achievement, as they are more likely to fully address the speaking topic and provide relevant supporting details.

The observation showed that when students engage in thorough preparation, they tend to demonstrate better pronunciation, regardless of the accent they use. This indicates that preparation plays a significant role in enhancing their speaking clarity and overall delivery. Moreover, well-prepared students are more likely to utilize a wider range of technologies to support their presentations. These technological tools not only assist them in organizing their ideas but also contribute to a more effective and engaging delivery. Together, these aspects highlight the importance of adequate preparation in helping ESP students perform more confidently and competently in speaking tasks.

Interestingly, it is also possible that some students may over-prepare by memorizing entire scripts. While this can temporarily improve their fluency, it may lead to mechanical or unnatural delivery, especially if they lose track of their memorized content under pressure. Students who prepare but fail to rehearse may still face fluency breakdowns when speaking spontaneously.

Conversely, students who demonstrate minimal or no preparation often struggle with content generation and lexical retrieval during speaking activities. They may hesitate frequently, repeat the same phrases, or speak off-topic due to a lack of planning. These students may also show lower confidence and a higher tendency to rely on filler words such as "um", "you know", or "uh," which can negatively affect their speaking fluency and coherence.

RQ 3: Which factor has a greater influence on ESP students' speaking performance: personal characteristics or preparation?

The relative influence of personal characteristics and preparation on ESP students' speaking performance can vary depending on the learning context and individual differences. However, based on classroom observations and student speaking outcomes in this study, it is likely that preparation plays a more dominant role, particularly for students with limited prior speaking experience. In this study, it may become evident that even students with extroverted or confident characteristics struggle to perform well if they are not adequately prepared. On the other hand, students with introverted tendencies, who are usually less inclined to speak spontaneously, may still perform successfully when they come to class well-prepared.

Preparation tends to provide a strong foundation for speaking success by equipping students with structured ideas, relevant vocabulary, and content familiarity, which can offset limitations in personal traits such as shyness or anxiety. Particularly in ESP classes where students are required to use technical terms and field-specific language, preparation can have a more immediate and measurable impact on the quality and coherence of student performance.

Nevertheless, personal characteristics should not be overlooked. Extroverted, confident, and highly motivated students may naturally perform better under pressure

and adapt more quickly to speaking tasks, even with minimal preparation. These students may demonstrate greater fluency and spontaneity, especially in group discussions. However, their performance may lack depth, coherence, or technical accuracy if preparation is insufficient.

The most likely pattern to emerge is that preparation and personal characteristics interact, but preparation typically exerts a more significant influence on speaking performance, especially in structured or assessed speaking tasks. Extroverted students with poor preparation may still perform visibly better than introverted ones with no preparation, but well-prepared students—regardless of personality type—are generally able to deliver more organized, accurate, and confident speeches.

Therefore, it is possible to conclude that while both factors contribute to speaking performance, preparation often has the greater practical impact. It not only supports fluent delivery but also provides necessary content and reduces speaking anxiety. This suggests that ESP instructors should prioritize helping all students, especially introverted ones, develop effective preparation strategies rather than relying solely on their inherent characteristics.

CONCLUSION

This study has highlighted that both student characteristics and preparation significantly influence the speaking performance of ESP students in engineering classes. Personal traits such as confidence, willingness to communicate, anxiety management, extroversion, motivation, self-efficacy, resilience, leadership, and cultural tendencies shape how students engage in speaking tasks. However, preparation consistently emerged as a more dominant factor in determining speaking success. Students who came to class well-prepared demonstrated better pronunciation, more organized ideas, effective use of supporting technologies, and greater fluency, regardless of whether they were naturally confident or introverted. In contrast, students who prepared poorly, even if they had advantageous personal traits such as extroversion, often struggled with coherence, technical accuracy, and anxiety during speaking activities.

The findings suggest that while personal characteristics should not be underestimated, the practical impact of preparation is typically more immediate and influential, especially in task-based or assessed speaking performances. Well-prepared students, regardless of their initial confidence levels or personality types, are more likely to perform successfully. This reinforces the importance of fostering deliberate preparation habits in ESP settings, where mastery of technical vocabulary and structured content delivery is essential.

Nevertheless, this study is not without its limitations. The sample was limited to ESP students in engineering classes within a specific academic context, which may restrict the generalizability of the findings to other disciplines or broader educational

settings. Additionally, the study relied on classroom observations and student self-reports, which may introduce subjective bias. The quantitative support used in this study, while useful, was not comprehensive enough to draw statistically strong correlations between preparation and performance. Future research could benefit from a more balanced mixed-methods approach with a larger and more diverse participant pool, as well as controlled experimental designs to further validate these findings.

Based on the results, it is recommended that ESP instructors place greater emphasis on structured preparation strategies and provide explicit guidance on how students can effectively plan, practice, and rehearse their speaking tasks. Moreover, teachers should design activities that help students gradually build confidence and manage communication anxiety, particularly for those with introverted tendencies. By fostering both personal development and preparation habits, educators can create more inclusive and supportive learning environments that enable all students to succeed in their speaking performance.

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