

## CHAPTER I

### INTRODUCTION

This chapter gives a description of the problem that will be addressed. This section discusses the background of the study, issues of the study, objectives of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms.

#### **A. Background of The Study**

English speaking skills are crucial for pre-service teachers as they form the foundation for effective teaching and communication in the classroom<sup>1</sup>. The ability to speak English fluently and confidently is essential for pre-service teachers to model correct language use, engage students in meaningful conversations, and facilitate interactive learning experiences. Effective speaking skills enable teachers to explain concepts clearly, answer students' questions, and encourage participation in class activities. As future educators, pre-service teachers are expected to engage in active communication, which can foster a more dynamic and inclusive classroom environment.<sup>2</sup>

The development of these skills is not only essential for their professional competence but also for their ability to teach effectively in diverse learning contexts, both in academic settings and beyond. Research highlights that pre-service teachers' speaking proficiency directly affects the students' engagement and their willingness to communicate in the target language.<sup>3</sup> Additionally, studies have shown that speaking anxiety and self-efficacy are significant factors influencing the development of speaking skills.<sup>4</sup>

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<sup>1</sup> Alam, S. P., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Journal of English Teaching*, 7(2), 161.

<sup>2</sup> Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English-speaking skill. *International Journal of Research in English Education*, 2, 38.

<sup>3</sup> Alnaeem, L., & Alwasidi, A. (2023). Shyness and willingness to communicate: Levels, correlations, and perspectives of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 14.

<sup>4</sup> Özalp, Ö. S., & Merç, A. (2022). The relationship between speaking anxiety and willingness to communicate among pre-service EFL teachers. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 294-311.; Alamri, W., & Qasem, F. (2024). Foreign language speaking anxiety in relation to gender: Students and teachers' perceptions. *Cogent Education*, 11(1), 2423440.

Therefore, ensuring that pre-service teachers are proficient in speaking is essential not only for their career development but also for fostering effective language learning environments for their future students. Addressing speaking anxiety and providing strategies to boost self-efficacy in pre-service teachers can contribute to their success and enhance the overall language teaching experience.<sup>5</sup> These efforts are vital for creating a positive learning atmosphere that supports both the teachers' and students' growth in language acquisition.

Psychological factors, particularly foreign language speaking anxiety and shyness, significantly influence the speaking abilities of pre-service English teachers.<sup>6</sup> Foreign language speaking anxiety, a fear or nervousness when speaking in a foreign language, can hinder cognitive processes vital for effective communication, such as language retrieval and fluency.<sup>7</sup> Similarly, shyness, often linked to social anxiety, can further restrict a teacher's capacity to engage confidently in classroom interactions. Shy individuals may feel uncomfortable in public speaking tasks, which reduces their opportunities to improve their speaking proficiency.<sup>8</sup> These factors are particularly crucial for pre-service teachers, who are expected to model effective language use and engage actively in classroom settings.

These psychological barriers not only affect personal comfort but can also impair professional performance. Pre-service teachers experiencing high anxiety or shyness may avoid speaking opportunities, limiting their development of essential

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<sup>5</sup> Mede, E., & Kararmak, Ö. (2017). The predictor roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety. *Journal of Teacher Education and Educators*, 6(1), 130.; Hammad, E. A. (2020). The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety, and achievement in ELT methodology. *Journal of Second and Multiple Language Acquisition*, 8(1), 25.

<sup>6</sup> Amin, N., Syahri, I., & Susanti, R. (2023). Indonesian pre-service English teacher education students' English-speaking anxiety in asking questions. *Asian Journal of Education and Social Studies*, 39(1), 25.

<sup>7</sup> Mede, E., & Kararmak, Ö. (2017). The predictor roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety. *Journal of Teacher Education and Educators*, 6(1), 130.

<sup>8</sup> Hol, D., & Küçük, O. (2023). What is the role of shyness in classrooms? Exploring views of pre-service teachers on shyness in the English language teaching context. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 250.

teaching skills.<sup>9</sup> Such avoidance behaviors, such as skipping oral presentations or remaining silent in discussions, exacerbate anxiety and hinder improvement. Furthermore, these psychological challenges can negatively impact interactions with students, potentially leading to a less dynamic and supportive learning environment. Addressing these psychological barriers is critical for developing effective interventions to help future educators enhance their speaking skills and foster more engaging and confident teaching practices.<sup>10</sup>

Foreign language speaking anxiety has been consistently shown to negatively affect language performance, with studies highlighting its detrimental impact on speaking skills. Speaking anxiety often stems from the fear of making mistakes or being judged, which creates mental barriers that hinder fluent communication. Pre-service teachers, particularly in English as a Foreign Language (EFL) settings, are significantly affected by this anxiety. Research indicates that these teachers tend to struggle with recalling vocabulary, constructing sentences, and delivering clear responses during speaking tasks, which undermines their teaching efficacy and communication modelling. This lack of proficiency and confidence not only affects their ability to engage students but also impedes their professional development, as effective language teaching requires a high degree of language proficiency and communication skills.

Numerous studies have explored strategies to mitigate speaking anxiety among pre-service teachers. For example, Alamri and Qasem (2024) examine how gender influences perceptions of anxiety and its relationship to language performance<sup>11</sup>, while Amin et al. (2023) focus on the specific challenges faced by Indonesian pre-service teachers in overcoming anxiety when asking questions in English<sup>12</sup>. Additionally, the use of supportive classroom interactions and oral

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<sup>9</sup> Boustani, K. (2019). The correlation between translation equivalence, as a vocabulary learning strategy, and Tunisian EFL learners' speaking anxiety. *Languages*, 4(1), 19.

<sup>10</sup> Amin, N., Syahri, I., & Susanti, R. (2023). Indonesian pre-service English teacher education students' English-speaking anxiety in asking questions. *Asian Journal of Education and Social Studies*, 39(1), 25. Boustani, K. (2019). The correlation between translation equivalence, as a vocabulary learning strategy, and Tunisian EFL learners' speaking anxiety. *Languages*, 4(1), 19.

<sup>11</sup> Alamri, W., & Qasem, F. (2024). Foreign language speaking anxiety in relation to gender: Students and teachers' perceptions. *Cogent Education*, 11(1), 2423440.

<sup>12</sup> Amin, N., Syahri, I., & Susanti, R. (2023). 25.

presentations has been shown to help reduce anxiety and improve speaking skills.<sup>13</sup> These findings underline the importance of addressing anxiety in language education, as overcoming such barriers can enhance both teacher effectiveness and student outcomes in language acquisition.<sup>14</sup>

Shyness has been recognized as a major factor affecting the speaking skills of pre-service English teachers. It often results in reluctance to speak, particularly in front of others, limiting opportunities for speaking practice and improvement. Research has shown that individuals who are shy tend to avoid speaking activities such as group discussions and oral presentations, which are essential for developing fluency and confidence in English.<sup>15</sup> This avoidance can significantly hinder teachers' ability to cultivate the communication skills necessary for effective teaching, as they may struggle to model appropriate communicative behavior for their students. In addition, shy pre-service teachers may experience negative self-perceptions, further diminishing their motivation to improve their speaking skills and impeding their overall professional development.<sup>16</sup>

Moreover, shyness is strongly correlated with a reduced willingness to communicate, a key determinant in the development of language proficiency. Studies indicate that shy learners are less inclined to engage in speaking situations, limiting their opportunities for language practice.<sup>17</sup> For pre-service teachers, this reluctance can have serious consequences, as it prevents them from gaining the essential feedback and experience necessary for improving their speaking

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<sup>13</sup> Aliyu, M. M., Korau, S. M., & Basiru, A. (2019). Reducing undergraduates' speaking anxiety through class interactions and oral presentations. *Asian Journal of Contemporary Education*, 3(1), 40.

<sup>14</sup> Alam, S. P., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Journal of English Teaching*, 7(2), 160.; Özenç, E. G., Orhan-Karsak, H. G., & Özenç, M. (2021). The effects of speaking instruction via whole language approach collaborative instructional design on pre-service teachers' speaking anxiety and speaking self-efficacy. *International Journal of Curriculum and Instruction*, 13(1), 165.

<sup>15</sup> Özalp, Ö. S., & Merç, A. (2022). The relationship between speaking anxiety and willingness to communicate among pre-service EFL teachers. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 305.

<sup>16</sup> Hol, D., & Küçük, O. (2023). What is the role of shyness in classrooms? Exploring views of pre-service teachers on shyness in the English language teaching context. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 250.

<sup>17</sup> Alnaeem, L., & Alwasidi, A. (2023). Shyness and willingness to communicate: Levels, correlations, and perspectives of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 14.

proficiency. To enhance the speaking skills of future educators, it is critical to address shyness and foster an environment that encourages greater participation in speaking activities.<sup>18</sup>

Foreign language speaking anxiety and shyness are distinct psychological factors, but their interconnection can exacerbate challenges for language learners, particularly for pre-service teachers. Research has demonstrated that shyness often amplifies speaking anxiety, as socially anxious individuals may feel more discomfort in speaking situations, which in turn escalates their fear of speaking in public.<sup>19</sup> This interplay can create a cycle of avoidance, where both factors prevent individuals from engaging in speaking activities, thus hindering their language development. Pre-service teachers, in particular, may experience significant barriers in improving their speaking skills, as these psychological challenges reduce their opportunities to participate in oral presentations or classroom discussions.<sup>20</sup>

The combined effects of anxiety and shyness can be more detrimental to language learning than when these factors are experienced separately. Toubot and Seng (2018) found that students facing both high levels of speaking anxiety and shyness tend to avoid speaking tasks entirely, leading to a decrease in speaking proficiency.<sup>21</sup> Alamri and Qasem (2024) support this, showing that the dual presence of anxiety and shyness in students impedes their willingness to communicate, ultimately affecting their speaking skills.<sup>22</sup> Addressing both anxiety and shyness is crucial for designing effective interventions, particularly for pre-service teachers who need to overcome these barriers to succeed in language

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<sup>18</sup> Aliyu, M. M., Korau, S. M., & Basiru, A. (2019). Reducing undergraduates' speaking anxiety through class interactions and oral presentations. *Asian Journal of Contemporary Education*, 3(1), 40.

<sup>19</sup> Prugovečki, H. (2021). The relationship between shyness, willingness to communicate, and foreign language anxiety (Doctoral dissertation, University of Zagreb. Faculty of Teacher Education).

<sup>20</sup> Özalp, Ö. S., & Merç, A. (2022). The relationship between speaking anxiety and willingness to communicate among pre-service EFL teachers. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 305.

<sup>21</sup> Toubot, A. M., & Seng, G. H. (2018). Examining levels and factors of speaking anxiety among EFL Libyan English undergraduate students. *International Journal of Applied Linguistics and English Literature*, 7(5), 53.

<sup>22</sup> Alamri, W., & Qasem, F. (2024). Foreign language speaking anxiety in relation to gender: Students and teachers' perceptions. *Cogent Education*, 11(1), 2423440.

teaching environments. By understanding how these factors interact, educators can develop more targeted strategies to foster a more confident and effective speaking experience for future teachers.<sup>23</sup>

The decision to explore the relationship among foreign language speaking anxiety, shyness, and speaking skills in pre-service English teachers stems from the significant impact these psychological factors have on the development of effective language instruction. As future educators, pre-service teachers are expected to not only model language use but also create an interactive and engaging classroom environment. Understanding the psychological barriers that hinder their speaking competence, such as anxiety and shyness, is crucial for improving their overall teaching performance. Boldan (2019) highlights that these barriers can limit pre-service teachers' abilities to build confidence and engage in meaningful communicative activities, which are essential for fostering language skills in their students.<sup>24</sup> This study aims to shed light on these challenges and contribute to the development of strategies to improve speaking competence and boost self-efficacy among pre-service teachers.<sup>25</sup>

Research has consistently shown that speaking anxiety and shyness negatively affect the speaking performance of pre-service teachers, with these factors leading to reduced willingness to communicate and lower speaking proficiency. Studies by Hammad (2020), Karakaya & Küçüktepe (2023), and Oflaz (2019) demonstrate that anxiety can lower confidence, reduce speaking practice, and lead to avoidance of speaking opportunities.<sup>26</sup> Similarly, shyness, as noted by

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<sup>23</sup> Aliyu, M. M., Korau, S. M., & Basiru, A. (2019). Reducing undergraduates' speaking anxiety through class interactions and oral presentations. *Asian Journal of Contemporary Education*, 3(1), 40.

<sup>24</sup> Boldan, M. N. (2019). A study on foreign language speaking anxiety of pre-service ELT teachers (Master's thesis, Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü).

<sup>25</sup> Özalp, Ö. S., & Merç, A. (2022). The relationship between speaking anxiety and willingness to communicate among pre-service EFL teachers. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(3), 305.; Alamri, W., & Qasem, F. (2024). Foreign language speaking anxiety in relation to gender: Students and teachers' perceptions. *Cogent Education*, 11(1), 2423440.

<sup>26</sup> Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, 8(4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>; Hammad, E. A. (2020). The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety, and achievement in ELT methodology. *Journal of Second and Multiple Language Acquisition*, 8(1), 25.; Karakaya, C., & Küçüktepe, S. E. (2023). An investigation on English speaking anxiety among EFL vocational and

Alnaeem & Alwasidi (2023) and Hol & Küçük (2023), often results in teachers' reluctance to speak, which further hinders their skill development.<sup>27</sup> These findings underscore the importance of addressing both speaking anxiety and shyness in pre-service teacher training programs to enhance their speaking skills and overall teaching effectiveness.<sup>28</sup>

The relationship between foreign language speaking anxiety, shyness, and speaking skills is crucial for pre-service English teachers, as these psychological factors significantly affect their communication abilities and teaching effectiveness. Studies have shown that anxiety and shyness are often linked to lower speaking self-efficacy, which in turn impedes the development of speaking skills. Alamri and Qasem (2024) highlight the gendered nature of speaking anxiety, noting that both male and female students face challenges but may react differently to anxiety triggers.<sup>29</sup> Similarly, Alam and Nirma (2021) emphasize that pre-service teachers often struggle with self-confidence in speaking, which is exacerbated by anxiety and shyness. Understanding how these factors interact can provide insights into overcoming these barriers and enhancing speaking competence in future educators.<sup>30</sup>

Research suggests that addressing these issues through targeted interventions can improve not only speaking skills but also overall teacher effectiveness. For instance, Amin et al. (2023) explore how pre-service teachers in Indonesia face anxiety, particularly in interactive settings like asking questions, and propose strategies such as supportive classroom environments to alleviate these

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technical high school students. *International Journal of Languages' Education and Teaching*, 11(1), 90.

<sup>27</sup> Alnaeem, L., & Alwasidi, A. (2023). Shyness and willingness to communicate: Levels, correlations, and perspectives of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 14.; Hol, D., & Küçük, O. (2023). What is the role of shyness in classrooms? Exploring views of pre-service teachers on shyness in the English language teaching context. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 250.

<sup>28</sup> Aliyu, M. M., Korau, S. M., & Basiru, A. (2019). Reducing undergraduates' speaking anxiety through class interactions and oral presentations. *Asian Journal of Contemporary Education*, 3(1), 40.; Putri, A. R., Zulida, E., Rahmiati, R., Asra, S., & Fadlia, F. (2020). A study of students' anxiety in speaking. *Journal of Education, Linguistics, Literature and Language Teaching*, 3(1), 43.

<sup>29</sup> Alamri, W., & Qasem, F. (2024). Foreign language speaking anxiety in relation to gender: Students and teachers' perceptions. *Cogent Education*, 11(1), 2423440.

<sup>30</sup> Alam, S. P., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Journal of English Teaching*, 7(2), 158.

fears.<sup>31</sup> This aligns with the findings of Oflaz (2019), who found that anxiety, shyness, and language learning strategies are intertwined and have significant implications for language proficiency.<sup>32</sup>

Departing from the explanation above, the researcher wants to explore the relationships among foreign language speaking anxiety, shyness, and speaking skills in pre-service English teachers. By investigating these factors and their direct contributions to speaking proficiency, the study hopes to identify practical interventions to help pre-service teachers overcome these barriers, ultimately enhancing their professional development and effectiveness as language educators. This research is entitled “**A Path Analysis on Shyness, Foreign Language Speaking Anxiety, and Speaking Skill of Pre-Service English Teachers.**”

#### **B. Research Question**

1. Is there any significant direct contribution of shyness to the speaking skills of pre-service English teachers?
2. Is there any significant direct contribution of foreign language speaking anxiety to the speaking skills of pre-service English teachers?
3. Is there any significant direct contribution of shyness to foreign language speaking anxiety of pre-service English teachers?
4. Is there any significant indirect contribution between shyness, foreign language speaking anxiety, and speaking skill in pre-service English teachers?

#### **C. The Objectives of the Study**

1. To investigate whether there is any significant direct contribution of shyness to the speaking skills of pre-service English teachers.

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<sup>31</sup> Amin, N., Syahri, I., & Susanti, R. (2023). Indonesian pre-service English teacher education students' English-speaking anxiety in asking questions. *Asian Journal of Education and Social Studies*, 39(1), 24.

<sup>32</sup> Oflaz, A. (2019). The effects of anxiety, shyness and language learning strategies on speaking skills and academic achievement. *European Journal of Educational Research*, 8(4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>

2. To investigate whether there is any significant direct contribution of foreign language speaking anxiety to the speaking skills of pre-service English teachers.
3. To investigate whether there is any significant direct contribution between shyness and foreign language speaking anxiety of pre-service English teachers.
4. To determine whether there is any significant indirect contribution between shyness, foreign language speaking anxiety, and speaking skill among pre-service English teachers.

#### **D. The Significance of The Study**

##### **1. For the Pre-Service Teachers**

For pre-service teachers, the study highlights the psychological barriers, such as foreign language speaking anxiety and shyness, that impact their speaking skills. By understanding these factors, pre-service teachers can become more aware of their challenges and work towards overcoming them through targeted strategies and self-reflective practices. This awareness can lead to improved confidence, communication skills, and ultimately, their effectiveness in teaching English as a foreign language.

##### **2. For the Lecturers**

For lecturers, the study provides valuable insights into the psychological challenges faced by pre-service teachers. These findings can guide lecturers in designing and implementing supportive interventions and teaching strategies that foster a low-anxiety, encouraging environment for language learning. Lecturers can also use the results to address shyness and anxiety in classroom settings, tailoring their approaches to better support students' development of speaking skills.

##### **3. For the Next Researcher**

For researchers, the study offers a comprehensive analysis of the interplay among foreign-language speaking anxiety, shyness, and speaking skills. It contributes to the existing body of knowledge by exploring these relationships within the context of pre-service English teachers, a group that plays a critical role in language education. The findings can serve as a foundation for future studies

investigating psychological factors in language learning, developing interventions, or expanding research into other variables that may affect speaking proficiency.

### **E. Hypothesis of The Study**

A hypothesis is a tentative statement or assumption about observed phenomena, made to better understand them. It serves as a temporary explanation for what is being studied. The hypotheses in this study are:

HO<sub>1</sub> : There is no significant contribution of shyness to the speaking skills of pre-service English teachers.

Ha<sub>1</sub> : There is a significant contribution of shyness to the speaking skills of pre-service English teachers.

HO<sub>2</sub> : There is no significant contribution of foreign language speaking anxiety to the speaking skills of pre-service English teachers.

Ha<sub>2</sub> : There is a significant contribution of foreign language speaking anxiety to the speaking skills of pre-service English teachers.

HO<sub>3</sub> : There is no significant contribution of shyness to foreign language speaking anxiety of pre-service English teachers.

Ha<sub>3</sub> : There is a significant contribution of shyness to foreign language speaking anxiety of pre-service English teachers.

HO<sub>4</sub> : There is no significant indirect contribution between shyness and foreign language speaking anxiety on the relationship to speaking skill of pre-service English teachers.

Ha<sub>4</sub> : There is a significant indirect contribution between shyness and foreign language speaking anxiety on the relationship to speaking skill of pre-service English teachers.

### **F. Definition of Key Term**

To know the terms used in this research, the researcher defines them as follows:

1. Speaking Skill

Speaking is an interactive oral process that produces meaningful signals for hearing, allowing for direct responses. Speaking served as a signal producer for hearing, enabling listeners to respond differently to each signal they hear.

## 2. Shyness

Shyness is a difficult term to define because it has different meanings. Researchers often disagree on how to describe it in relation to other types of social anxiety and which behaviors truly show someone is shy. This disagreement comes from the term's common use in everyday language rather than from a clear research framework.

## 3. Foreign Language Anxiety

Foreign language anxiety is the feeling of unease, apprehension, or nervousness that occurs when learning or using a second or foreign language in a classroom or social setting. It includes emotional, cognitive, and behavioral aspects that can block language learning or fluency.

## 4. Pre-Service Teacher

A pre-service teacher is someone who is in the process of getting formal education and training to become a certified teacher, but has not yet started working as a full-time teacher. These individuals usually enroll in teacher education programs and participate in coursework, practicum, or student teaching to gain the knowledge, skills, and abilities needed for effective teaching. Pre-service teachers are in the early stage of their teaching careers, working on developing their pedagogical, content, and classroom management skills.

## **G. Scope and Limitation of the Study**

The scope of this study is to examine the relationships between shyness, foreign language speaking anxiety, and speaking skills among pre-service English teachers. Specifically, it investigates how these psychological factors individually and collectively influence speaking proficiency, providing insights into their interplay. The research is delimited to pre-service English teachers who are enrolled in a speaking course and involved in a research article review activity, emphasizing their experiences in academic and language-learning contexts. The study aims to

explore these relationships quantitatively, offering data-driven insights into the dynamics affecting speaking skills within this specific group.

The limitations of this study are primarily centered on its context, methodology, and participant selection. First, the study is limited to pre-service English teachers enrolled in a speaking course, which may restrict the generalizability of the findings to other populations, such as in-service teachers or students from different academic disciplines. Second, it focuses on a specific set of psychological factors foreign language speaking anxiety and shyness while other relevant influences, such as self-efficacy, motivation, socio-cultural background, or linguistic exposure, are not included in the analysis. Third, the study relies on self-reported questionnaires and standardized speaking assessments, which may introduce response biases or fail to fully capture the multidimensional nature of psychological traits and speaking ability. Additionally, since the participants are involved in a research article review activity, their performance and anxiety levels may be influenced by the academic demands of the task, which the study does not explicitly control for. Lastly, the study does not investigate intervention strategies or track participants over time, limiting its conclusions to a single point-in-time observation of the relationships among the variables.

By acknowledging these limitations, the study provides a clear foundation for future research to refine these findings, include broader variables, and explore long-term or intervention-based approaches.

## **H. Theoretical Framework**

This theoretical framework combines communication apprehension theory, self-efficacy theory, and social anxiety theory to offer a comprehensive understanding of how foreign language speaking anxiety and shyness affect speaking skills in pre-service English teachers. By examining the direct impact of these psychological factors on speaking ability, the study aims to create effective interventions that address these issues and improve the speaking skills and overall performance of pre-service teachers. Using this theoretical perspective, the study will provide valuable insights for educators, pre-service teachers, and researchers

interested in enhancing language teaching methods and overcoming psychological barriers in language learning.