

WORLD EDUCATION CONNECT

ISSN (Online) 2799-0842

ISSN (Print) 2799-130X

MULTIDISCIPLINARY E-PUBLICATION

Vol. IV Issue IX, September 2024

Monthly Issue

International Circulation



Pinagpala

PUBLISHING SERVICES

NBDB Reg. No. 3269

DTI Business Reg. No. 3034433

TIN 293-150-678/ Business Permit No. 8183

San Vicente, Tarlac City, Philippines, 2300

pinagpalapublishingservices@gmail.com

+639985799958

*"Write. Connect.
Educate."*

 @pinagpalapublishing

 pinagpala_publishing

 www.pinagpalapublishing.com



World Education Connect
Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.561-568, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

TEACHING STRATEGIES USED BY THE TEACHERS TO ADDRESS PUPILS' GLOSSOPHOBIA

Abdulmaroup M. Lidasan
Omar M. Mamarinta
Marobia M. Abphie
Esnane A. Guiapar
Abegael B. Billoso, RN, PhD
Illana Bay Integrated Computer College, Inc.

Introduction

Glossophobia, also commonly known as "fear of public speaking," is the feeling of fear while speaking in front of the public. Humans normally experience fear of speaking starting at an early age, and as we grow older, we develop resources to manage and overcome this feeling. It is common for most adults and children to feel nervous about speaking in public at some time in their lives. Some children fear speaking publicly in all situations, including reading aloud or answering questions in class. All children can experience low performance because of fear of speaking, teachers need to be mindful that children's temperaments vary teacher attitude/strategies can play an important part in supporting children to build confidence.

Glossophobia or fear of public speaking is a very common phobia among children and adults. In fact, research suggested that approximately 75% of the global population is affected by some level of fear of public speaking whether mild or extreme (Black & Rosemary, 2019). An individual who has a bad experience during public speaking may fear a repeat of that prior experience when attempting to speak again and glossophobia is treatable in general, exposure-based treatments and exercises are the most helpful (Strawn, 2019).

In Pakistan, Nazir and Bashir (2014), discovered that most Pakistans pupils have a high level of fear in speaking. Another study found that Pakistani pupils are afraid to speak because their teachers politicize them (Dar & Kham, 2014). In addition, in the study conducted by Sulastiana (2017), she found out that 82.5% of pupils in a medium level of fear when they speak in class. Therefore, they cannot actively share their ideas/answer loudly due to factors such fear of making mistakes and negative evaluation by their teacher. According to Sugiyati and Indriani (2021), they recommended measuring pupils in fear of public speaking to help them overcome it.

In the Philippines, according to Del-Villar (2023), several factors influence this glossophobia, including prior painful experience and educational basis. However, with the right strategy and direction from teachers, the fear felt by Filipino learners might be diminished. In Camarines Sur, the teacher conducted a small group discussion to get the reason why pupils experienced glossophobia. It was discovered that the pupils had not been exposed in speaking events (Pontillas, 2020). The Department Order No. 8, s. 2013, the Philippine Pedagogical Institute (PPI) conducted its 2017 National seminar-workshop at Baguio City. National Seminar-Workshop on Best Practices in Teaching Oral Communication to K-12

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



Learners. The objective is to help the participants conquer their fear in public speaking and discover their self-confidence for communicating in front of a big audience. Their target participants were teachers, head teachers and school principals from both public and private elementary and secondary schools.

In the Bangsamoro Autonomous Region in Muslim Mindanao, Koronadal City, South Cotabato, the study of Faciolan (2023), he found out that majority of the pupils experienced fear in speaking in front of the class during recitations.

In elementary schools in Matanog Municipality, teachers observed that there are pupils who are glossophobic and are afraid of speaking in front of many people. Thus, the researchers found out that there is a need to conduct this study to determine the teaching strategies used by the teachers to address pupils' glossophobia.

Methodology

This study used a descriptive research design. Creswell (2014), describe this as a design used to evaluate the characteristics of a population or phenomenon being studied. This design is suitable to gather respondent's opinions, strategies, and perspective regarding the teaching strategies used in addressing their pupil's glossophobia.

The study was conducted within the six elementary schools particularly at Sultan Mandayan Elementary School, Matanog Central Elementary school, Ibay Elementary School, Katubo Elementary School, Langkong Elementary School, and Campo 1 Elementary School. All schools are located in the Municipality of Matanog, Maguindanao del Norte.

The respondents were the eighty-eight (88) non-permanent and permanent teachers in the said schools. As the this population was quite manageable, hence the total enumeration sampling technique was used to include all the population of the respondents. Furthermore, a researcher-made survey questionnaire was used as research instrument in gathering data needed for the study.

For the data gathering procedure, letters were sent to the schools' principals to ask permission to conduct the survey to the teachers. After the request letters were approved, the survey questionnaires were prepared, reproduced then distributed to the respondents individually. The data were collated, tallied, and tabulated for the purpose of analysis and interpretation. In addition, frequency counts, percentage distribution, and weighted mean were used as statistical tools.

Results and Discussion

Table 1. Frequency and Percentage Distribution of Respondents According to Age

Age	Frequency	Percentage
21-25	8	9%
26-30	23	26%
31-35	15	17%
36-40	14	16%
41-45	11	13%
46-50	7	8%
51-55	9	10%

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

56-60	1	1%
Total	88	100%

Table 1 shows the frequency and percentage distribution of respondents according to age. Among the eighty-eight (88) respondents, the age group between twenty-six and thirty (26-30) had the highest frequency of twenty-three (23) and with the percentage of twenty-six percent (26%). It means that majority of the respondents fell under this age bracket.

In the Philippine educational system, most students finish their education at the age of 24 and starting to find career at the age of either 25 or 26 as some of them prioritize their board examinations, especially those who have finished education degree, before finding a teaching job. Meanwhile, according to the U.S. Department of Education and various state-specific studies, while the majority of teachers start their careers before age 25, a substantial number begin between ages 26 and 30.

Table 2. Frequency and Percentage Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Female	77	87%
Male	11	13%
Total	88	100%

Table 2 shows the frequency and percentage distribution of respondents according to sex. Out of eighty-eight (88) respondents, female respondents have the highest frequency of seventy-seven (77) with the percentage of eighty-seven percent (87%), while the male respondents have the frequency of eleven (11) with the percentage of thirteen (13%). This implies that the majority of the respondents were female.

More and more women nowadays are observed to be interested in teaching profession as also reflected in the result. Wang and Samba (2019) explained that this profession enables women to be feel accepted and empowered and it provides them satisfaction by molding students to become functional and literate individuals. These, maybe, the reasons why many female students are choosing to take education degree because aside from the satisfaction, it is undeniable that this degree is one of the affordable degrees one can get from higher education institutions.

Table 3. Frequency Distribution of Respondents According to Length of Service

Length of Service	Frequency	Percentage
1 – 5	51	58%
6 – 10	12	14%
11 – 15	12	14%
16 – 20	2	2%
21 – 25	8	9%

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



26 – 30	2	2%
31 – 35	1	1%
Total	88	100%

Table 3 shows the frequency and percentage distribution of respondents according to their length of service. Fifty-one (51) of them had been in service for one to five years, accounting for the biggest percentage of 58%. This implies that majority of the respondents are composed of newly hired teachers as the Ministry of Basic, Higher and Technical Education (MBHTE), a DepEd counterpart in BARMM, starting to hire teachers in 2019 onwards. In addition, the data from the National Center for Education Statistics (NCES) highlights that newly hired teachers make up a notable percentage of the teaching workforce in various districts, with many having only 1-5 years of service.

The result further shows that 6-10 and 11-15 years in service, have the second highest frequency of twelve (12) and a percentage of 14%.

Table 4. Teachers' Strategies in Addressing Glossophobia

Statements	Frequency	Percentage
Providing positive reinforcement (like giving reward).	88	100%
Encourage group activities.	77	88%
Allowing learners to speak in their preferred language	75	85%
Conducting story-telling.	68	77%
Establishing humor encourages pupils to participate in the class.	64	73%
Providing questions during the class.	62	70%
Creating positive classroom culture.	59	67%
Establish good rapport and communication with the pupils.	58	66%
Employing Role playing.	57	65%
Providing constructive feedback.	51	58%

Table 4 shows the teachers' teaching strategies used in addressing pupils' glossophobia. There were ten (10) listed strategies, and among them, providing positive reinforcement like giving reward got the highest frequency of eighty-eight (88) and a percentage of 100%. This implies that majority of the teachers were using rewards as reinforcement in order to motivate their pupils in overcoming their Glossophobia.

Glossophobia is one problem that hinders student's success in the learning process especially in the development of their speaking skills. The lack of motivation to speak before the mass of people contributes to this and hence providing reinforcement may increase their interest and participation in public speaking. Hawes (2018), argues that rewarding a pupil for a job well done may improve the likelihood that the pupils will continue to engage in speaking activities.

However, providing constructive feedback got the lowest frequency of fifty-one (51) and a percentage of 58%. This means that almost half of the respondents do not find feedback as effective enough to motivate their pupils in overcoming their problem on Glossophobia. One reason that can be inferred from this result is that providing an essential

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

and constructive feedback may not be enough to facilitate pupils' glossophobia. However, Yasuda and Nabei (2018), argues that in order to address students' concerns and support their speaking growth, feedback is essential for establishing a classroom atmosphere that reduces learning anxiety or LA.

Table 5. Effectiveness of Online Teaching Strategies Used by the Teachers to Manage the Behavior of the Students

Statements	Mean	Description
1. Positive reinforcement promotes active engagement of the pupils in the classroom.	3.53	Highly Effective
2. By giving pupils a chance to use their preferred language so that they will not be too shy to speak in front of others.	3.31	Effective
3. Telling stories to pupils helps improve their communication skills.	3.26	Effective
4. Through group activity pupils were able to enhance their speaking correctness in terms of vocabulary, grammar, pronunciation, and fluency.	3.15	Effective
5. Establishing humor helps encourage pupils freely in expressing their ideas in the class.	3.03	Effective
6. Good rapport and communication with the pupils give a motivational effect on the pupils to actively participate in classroom.	2.98	Effective
7. Pupils' exposure to language can be improved by employing role-playing.	2.93	Effective
8. Asking questions encourages active learning and interaction of the pupils to enhance their communication skills.	2.92	Effective
9. A classroom with a positive culture can help pupils to feel free in expressing themselves, share ideas, and take chance without worrying about backlash or ridicule.	2.91	Effective
10. By providing constructive feedback, pupils increase self-efficacy, and improve their self-regulation.	2.89	Effective
Weighted Mean	3.09	Effective

Table 5 shows the effectiveness of the strategies as evaluated by the respondents. As presented, it garnered a weighted mean of 3.0 interpreted as effective. This means that the strategies used by the teachers are effective to address the problem of the pupils on glossophobia.

The statement "positive reinforcement promotes active engagement of the pupils in the classroom" got the highest mean of 3.53 which is interpreted as highly effective. It implies that positive reinforcement can really help pupils in overcoming their Glossophobia. This finding correlates with the finding of Khattak and Ahmad (2018) which revealed and indicated

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



that pupils' academic performance and active engagement in the classroom are impacted by positive reinforcement.

The statement "by providing constructive feedback, pupils increase self-efficacy and improve their self-regulation" got the lowest mean of 2.89 which is interpreted as effective. It implies that the teachers see it as a useful or effective strategy in overcoming the problem of the pupils on Glossophobia. However, the relatively low mean indicates that it might not be considered as the most critical or effective strategy for overcoming pupils Glossophobia. Aslam et al. (2021), stated that providing constructive feedback increases their self-efficacy, and improve their self-regulation.

CONCLUSIONS

Based on the major findings of the study, the researchers, therefore, conclude that majority of the teachers used to provide positive reinforcement like giving rewards as their rank 1 of their chosen teaching strategy for addressing pupils' glossophobia. In addition, the researchers also conclude that the extent of effectiveness such as positive reinforcement promotes active engagement of the pupils in the classroom was highly effective in the teaching strategy in addressing glossophobia.

REFERENCES

- Abdul-Kareem, M. M. and Al-Nouh, A. N.; Taqi, H. (2014). EFL primary school teachers' attitudes, knowledge, and skills in alternative assessment. *International education studies*, 7(5), 68-84. Retrieved from: <http://dx.doi.org/10.5539/ies.v7n5p68>
- Afdillah, M. N. (2015). The effectiveness of role play strategy in teaching vocabulary (Skripsi). Hidayatullah State Islamic University, Jakarta. Retrieved from: <http://academypublication.com/issues2/tpls/vol06/02/02.pdf>
- Alsalem, A. (2022, April). The relationship between motivation and public speaking anxiety among Jordanian EFL learners. Retrieved from: <https://www.researchgate.net/publication/370755778>.
- Aslam, R., Khan, N., Joseph, V. (2021). Impact of learning motivation on students' academic achievement: mediating role of constructive feedback. https://www.researchgate.net/publication/354116219_Impact_of_Learning_Motivation_on_Students'_Academic_Achievement_Mediating_Role_of_Constructive_Feedback
- Black, P. (2022). Teacher questioning as a formative assessment strategy in EFL context. Retrieved from: https://www.researchgate.net/publication/319292490_Teacher_Questioning_as_A_Formative_Assessment_Strategy_In_EFL_Context
- Brown, A. H., & Green, T. D. (2015). Anxiety level in students of public speaking: Causes and remedies. Retrieved from: <https://sg.docworkspace.com/d/sIMqg5pJQnOX5sgY>
- Busbus, S. L. (2015, April). Speaking anxiety of ESL pre-service teachers. School of teacher education. Saint Louis University. Retrieved from: <https://www.scribd.com/document/638927088/speaking-anxiety>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum **International Editor:** Ji Young Lee, EdD.



- Busler, J., Kirk, M., Keeley, J., & Buskist, W. (2017). The impact of humor on student engagement and learning. *Journal of educational psychology*, 109(2), 275-284.
Retrieved from: <https://doi.org/10.1037/edu0000144>
- Dar, M., & Kham, I. (2014, July). Glossophobia among engineering learners: A case study at a technical university. Retrieved from: https://www.academia.edu/49288648/Language_Classroom_Anxiety_and_Strategic_Competence_Among_Education_Students_of_Holy_Child_College_of_Davao_Mintal_Campus
- Del-Villar, C. (2023). A phenomenological study on learners with fear of public speaking. <https://ijariie.com/AdminUploadPdf>
- Durksen, T., Way, J., Bobis, J., Anderson, J. (2017). Motivation and engagement in mathematics: A qualitative framework for teacher-student interactions. https://www.researchgate.net/publication/314070835_Motivation_and_engagement_in_mathematics_a_qualitative_framework_for_teacher-student_interactions
- Evan, C. (2015). Role-play as a method to overcome students' anxiety in speaking skill. <https://sg.docworkspace.com/d/slOOg5pJQg5T6sgY>
- Faciolan, Z. (2023, July). Level of speech anxiety among students: Basis intervention program. <https://www.scribd.com/document/669230509/final-thesis-ready-to-print-edited>
- Fagsao, J. D. (2019, April). Selected lyrics of Bontok's "Antoway, Ayoweng, and Chag-Ay" Songs: An initial stylistic assessment. *Multidisciplinary scientific journal*, 2(3), 276-299. <https://www.scribd.com/document/638927088/speaking-anxiety>
- Fu, B. & Hassajni, M. (2016). Effective strategies to reduce language anxiety and fostering spoken English skills. <https://sg.docworkspace.com/d/sll6g5pJQrpv6sgY>
- Gurung, R. (2022). Speaking of psychology: How to learn better using psychology. <https://www.apa.org/news/podcasts/speaking-of-psychology/learn-better>
- Hawis, T. (2018). Praise and positive reinforcement makes school meaningful for everyone. <https://blog.nationallife.com/praise-positive-reinforcement-makes-school-meaningful-everyone/>
- Inada, T. (2021). The value of feedback in an early field experience: Peer, teacher, and supervisor coaching. https://www.researchgate.net/publication/234582341_The_Value_of_Feedback_in_an_Early_Field_Experience_Peer_Teacher_and_Supervisor_Coaching
- Jiang, M., Renandya, W. A., & Zhang, L. J. (2021). Target languages, types of activities, engagement, and effectiveness of extramural language learning. *PLOS ONE*. Retrieved from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0253431>
- Khattak, A. & Ahmad, A. (2018). Effects of positive reinforcement on students academic performance. <https://twasp.info/journal/Gn5643Q/effects-of-positive-reinforcement-on-students-academic-performance>
- Kusnierek, A. (2015). Improving student speaking skill through role-play. <https://sg.docworkspace.com/d/slMWg5pJQ9IP6sgY>
- Liu, M. & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect
Multidisciplinary e-Publication

Volume IV, Issue IX (Sept. 2024), p.561-568, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

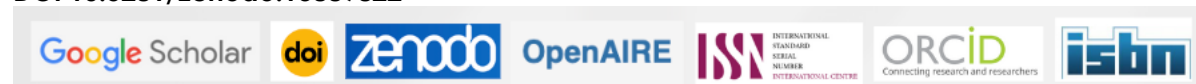
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

[https://www.researchgate.net/publication/275133423_Storyline'_A_task-based_approach_for_the_young_learner_classroom](https://www.researchgate.net/publication/275133423_Storyline_A_task-based_approach_for_the_young_learner_classroom)

Liu, M. (2011). Anxiety in oral English classrooms: A case study in China. Indonesian journal of English language teaching, 3, 119-137.(2017)
https://www.researchgate.net/publication/359089967_Glossophobia_among_Engineering_Learners_A_Case_Study_at_a_Technical_University

DOI 10.5281/zenodo.13889822



WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.